SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: **MA Higher Education and Student Affairs Administration**

Department: **Higher Education**

Degree or Certificate Level: **Masters**

College/School: **School of Education**

Date (Month/Year): **September 2022**

Primary Assessment Contact: **Mark Pousson, Program Director**

In what year was the data upon which this report is based collected? **Fall 2021, Spring 2022, (2021-2022)**

In what year was the program's assessment plan most recently reviewed/updated? **2020**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Student Learning Outcome 2
Graduates will be able to interpret and apply discipline related literature to higher education student affairs practice.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The artifacts directly measuring student learning of analyzing issues related to student affairs practice using student development, organizational, environmental, and social justice theories and professional conceptual frameworks are:

(1) Final Project
- (a) Assessed by instructor of record using rubric (see attached)
- (b) Collected in *EDH 5350 (Student Development Theory I);*

(2) Final Exam
- (a) Assessed using rubric (see attached)
- (b) Collected in *EDH 5360 (Student Development Theory II); and EDH 6050 Disability in Higher Education and Society*

All courses were taught in an in-person format.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

A rubric was developed to assess each of the artifacts aligned with Learning Outcome 2 (see attached). At the end of the semester, each instructor of record utilized the rubric against the students' final project or final exam.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

EDH 5350 – Student Development Theory I – There were twelve (12) master's students in this course in Fall 2021. The students' written work was variable with application of theory to practice with nearly 60% of them strongly demonstrating this alignment. While there was demonstration of basic understanding of the literature, it appears aligning this understanding to higher education administration practices for nearly half of the students is at the introductory level.

EDH 6050 - Disability in Higher Education and Society - There were four (4) master's students in this course in Fall 2021. The student's written work was variable with application of theory to practice with only 25% of them strongly demonstrating this alignment. While there was demonstration of basic understanding of the literature, it appears aligning this understanding to higher education administration practices is at or below the introductory level.

EDH 5360 – Student Development Theory II – There were nine (9) master's students in this course in Spring 2022. The students' written work was variable with application of theory to practice with nearly 50% of them strongly demonstrating this alignment. While there was demonstration of basic understanding of the literature, it appears aligning this understanding to higher education administration practices for nearly half of the students is at the introductory level.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The results indicate that approximately 50% or more of our students demonstrate the ability to synthesize the literature and apply it to higher education administration practices. The results indicate further development is needed in the area of theory synthesis and written application.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The two faculty who have primary responsibility for the Master's program shared results and conducted the overall analysis. The faculty then shared the results with the remaining faculty in the department (2 others).

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Increase the practice of structured writing using case studies to strengthen articulation of theory and how it can be used in practice. Embed mini units on graduate writing skills.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

B. How has this change/have these changes been assessed?

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C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

EDH 5360
Spring 2022
Final Exam Question

In your role as a student affairs professional in the Housing and Residential Life department your latest case has you going back to your understanding of student identity theory.

Chris, a 19 year old identifies as a cisgender female, African-American, and queer. Chris' roommate is Pat, also 19, who identifies as a cisgender female, mixed-heritage (African-American and Puerto Rican), and heterosexual. In addition, both students are first generation students. The two have been living together as friends since the beginning of the academic year with no conflict, until now.

Both friends recognize there has been a growing campus tension regarding the lack of diversity among students, faculty, and staff on their university campus. Different minoritized groups have been discussing the apparent gap. The precipitating event for these two friends was the opportunity for both students to participate in a student protest movement addressing the lack of diversity on their campus after the Christmas holiday. Pat decided to participate in the planning and development of the protest. Pat is primarily concerned about the lack of voice the mixed-heritage student cohort has in the overall institutional culture. She is proud of both of her heritages but finds it difficult belonging in either student group on campus. Chris, on the other hand, does not wish to get involved since she does not want her African-American identity to be the focal point of her involvement, nor does she wish to be publicly out on campus since she is not at the same level of comfortability with her sexual identity as Pat is with hers. Chris is choosing to be quiet about the growing tensions on campus which is reportedly frustrating to Pat. The two have been arguing more about Chris' lack of involvement. Both agree they feel the effects of oppression and privilege as members of their minoritized status but disagree on how to address it. Chris is more acutely aware of how being a minoritized group has negatively impacted her racial identity not to mention being gay.

Both have come to you to be a mediator since they value their friendship, and want the tension between them resolved.

Based on your understanding that human beings socially construct their realities and identities, create a rationale for your work with these two roommates. This is your reflection of the pertinent theories that could explain their behavior after hearing their conflict with each other. Your rationale needs to include the following:

1. An essay with an **introduction, focus statement, development of the focus statement, and conclusion.**
2. **An understanding of social constructivism, intersectionality and three (3) identity theories** discussed in this course that informs your rationale for the direction that you will take with them to help them resolve their dispute. Focus more on theory that possibly explains behavior rather than an intervention plan.

You can see that **you will need to have five (5) in text citations**. Plan accordingly.

EDH 6050 Disability in Higher Education and Society

Fall Semester 2021

Final Exam

An 18-year-old first year student, Jessica, began her first semester studying visual arts and plans to go further and receive a masters in fine arts. As an art major, Jessica needs to take two English courses and four semesters of a second language to meet the requirements of the core curriculum. Jessica reports having a reading/writing-learning disability making it difficult to understand and organize large amounts of written information. Writing was challenging for her in high school since she has difficulty putting into the written word her thoughts. In turn, Jessica is concerned about her reading skills with a second language. Jessica is worried she will not be able to keep up with this semester's course work and fail.

Jessica came into college not wanting to disclose her learning disability since her compensatory skills in high school contributed to a high GPA. It was due to her high GPA that she was not afforded academic accommodations in high school. Even when Jessica sought out academic accommodations as an option in high school, she was questioned on whether she had a medical condition needing consideration.

At this point in her collegiate path, Jessica questions whether she has a disability, but recognizes her compensatory skills are not assisting her in accessing the course material. She states she remembers the long hours she put into trying to understand the written word and write papers. Now, she is putting in longer hours and is finding herself behind in her course work. She states she has faculty members who have initiated conversations with her about assisting her with her academic performance, but admit they are unsure how to help and asking her to guide them. She comes to you wondering if she is eligible for academic accommodations but frustrated with herself for considering this option. Clearly, Jessica is conflicted on what to do about seeking academic accommodations.

Let this essay reflect your cognitive processing post-conversation with Jessica about her frustration, confusion, and needs. Reflect upon the interplay of the micro, meso, and macro systems. Thus, you are to include in your essay a. disability identity; b. self-advocacy skills; c. definition of disability; d. disability models; e. ally development; f. federal legislation regarding disability; g. universal design in one of its forms; and h. social justice framework; i. how might disability be reimagined at your college or university.

Be mindful of including an introduction, thesis statement, development of your thesis statement, and conclusion. Cite your sources using APA. You may use your textbooks and notes to assist you with your answer.

Student Personnel Administration Rubric

NAME

Student Product:

Task description:

Knowledge/Understanding	**Excellent (11-15 points)**	**Competent (6-10 points)**	**Needs Work (0-5 points)**	**Comments**
Content is comprehensive and thorough	The product is complete and all important aspects of the topic are addressed.	The product is substantially complete, but important aspects of the topic are not addressed.	The product is clearly incomplete with many important aspects of the topic omitted.	**Points earned = X.**
Analysis/Inquiry	**Excellent (11-15 points)**	**Competent (6-10 points)**	**Needs Work (0-5 points)**	**Comments**
Conclusions/inferences are logical, and based on the literature and theoretical frameworks related to student development, organizational, environmental and social justice theories and frameworks	The product includes sound and logical analysis that reveals a clear understanding of the relevant issues, and the inferences drawn are clearly supported by or are in opposition to the literature and theoretical frameworks presented.	The product includes analysis that is generally sound, but there are gaps in logic and/or understanding; and the product shows an understanding of relevant issues but lacks depth; connection to or integration of the literature and theoretical frameworks presented is loosely associated with the inferences drawn.	The product includes analysis that is superficial and/or illogical, and shows a lack of understanding of the relevant issues; key issues are misunderstood or omitted; connection to or integration of the literature or theoretical frameworks is substantially omitted.	**Points earned = X.**

Interpretation and Application	**Excellent (8-10 points)**	**Competent (7-4 points)**	**Needs Work (0-3 points)**	**Comments**
Literature is interpreted and applied appropriately	The product includes appropriate interpretation and application of literature that is clearly connected to the topic presented.	The product includes discussion/presentation of literature that is applied appropriately but not fully interpreted or associated with the topic presented.	The product includes discussion/presentation of literature that is not interpreted or applied appropriately to the topic presented.	**Points earned = X.**
Integration in Practice	**Excellent (4-5 points)**	**Competent (3 points)**	**Needs Work (0-2 points)**	**Comments**
Product shows integration of knowledge and professional competencies into student's practice	The product shows evidence that student has integrated learning of knowledge, development of skills and disposition into their practice.	The product shows evidence that the student has some minor knowledge, skill or dispositional gaps in their practice	The product shows evidence that the student has significant gaps in knowledge, skills or dispositions for effective practice.	**Points earned = X.**
Presentation	**Excellent (4-5 points)**	**Competent (3 points)**	**Needs Work (0-2 points)**	**Comments**
Technical writing, APA format, grammar	The product includes a clear thesis; employs APA format; is comprised of focused and coherent paragraphs with correct grammar usage; is 8-10 pages in length excluding the title page.	The product includes a thesis that is ambiguous and/or unfocused; employs APA format with errors; is comprised of paragraphs that occasionally lack focus and/or are frequently incoherent with frequent grammatical errors; is 11 - 15 pages in length excluding the title page.	The product excludes a clear thesis; employs APA format with frequent errors or incorrect format; is comprised of paragraphs that substantially lack focus and/or are substantially incoherent with significant grammatical errors; is less than 8 pages or more than 15 pages in length, excluding the title page. Pages more than 15 will not be read or graded.	**Points earned = X.**
Totals Points Received				

Other Comments: