

Academic Program

College of Education

Counseling and Higher Education

Higher Education and Student Affairs

M.S.Ed. in Higher Education and Student Affairs

October 2020

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1. Student Learning Outcomes

During your program of study, students will:

1. Examine different organizations, contexts, and/or leadership in higher education and student affairs.
2. Apply college student development and/or learning theories in higher education and student affairs practice settings.
3. Utilize theory-to-practice models in higher education and student affairs settings.
4. Apply principles of assessment and evaluation to the practice of higher education and student affairs.
5. Engage in professional praxis that promotes inclusion, equity and social justice.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A

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3. Curriculum Map

The third section of the assessment plan is a curriculum map (and is required). A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also identifying strategic places to formatively and summatively assess student learning outcomes.

Required courses are listed along the vertical axis of a matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the primary focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. This will map out the degree to which each course supports the development of each program student learning outcome. The Four-Year Degree Path supported by the Office of Student Academic Success may be helpful (<http://www.niu.edu/osas/DegreePaths/>). Look for strengths and gaps in the curriculum. Ideally all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one outcome but does NOT have to support all learning outcomes.

Course	Examine different organizations, contexts, and/or leadership in higher education and student affairs.	Apply college student development and/or learning theories in higher education and student affairs practice settings.	Utilize theory-to-practice models in higher education and student affairs settings.	Apply principles of assessment and evaluation to the practice of higher education and student affairs.	Engage in professional praxis that promotes inclusion, equity and social justice.
HESA 500	B				B
HESA 503	B		B		B
HESA 522		B	B		B
HESA 502			B		B
HESA 572				B	
HESA 562		D	D		D
HESA 573	D			D	D
HESA 586	D				D
HESA 598	P	P	P	P	P

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4. Assessment Methods

Assessment Methods-by-Outcomes Matrix

The assessment methods section begins with an assessment methods-by-outcomes matrix mapping which assessments will measure a given student learning outcome. Use your curriculum map as a starting place. Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it primarily measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to formatively, summatively, directly and indirectly assess each outcome. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes.

Assessment Method	Examine different organizations, contexts, and/or leadership in higher education and student affairs.	Apply college student development and/or learning theories in higher education and student affairs practice settings.	Utilize theory-to-practice models in higher education and student affairs settings.	Apply principles of assessment and evaluation to the practice of higher education and student affairs.	Engage in professional praxis that promotes inclusion, equity and social justice.
HESA 586 Internship Evaluation	F, D				F, D
HESA 598 EPortfolio	S, D	S, D	S, D	S, D	S, D
Persistence & Graduation Rates	S, I	S, I	S, I	S, I	S, I

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Explanation of Assessment Method

<i>Explanation</i>				
Assessment Method	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
<p>HESA 586 Internship Evaluation</p> <p>An internship experience is an important component of a comprehensive preparation program for individuals entering higher education and student affairs (see CAS Professional Standards for Higher Education, 2009). Internship experiences provide students with valuable work experience as they explore potential career choices. Supervision is “provided to students on-site by competent professionals in cooperation with qualified program faculty members” (CAS, 2009, p. 308).</p> <p>Internship supervisors complete an internship evaluation at the end of students’ internship experience. The evaluation is submitted to and reviewed by the instructor teaching the Internship course.</p>	<p>Students must earn an evaluation of “satisfactory” or higher for their overall performance in the internship.</p>	<p>Of all students participating in an internship, 85% or higher need to receive an evaluation of “satisfactory” or higher for their overall performance.</p>	<p>End of each term (Fall, Spring, Summer)</p>	<p>Course Instructor/ Program Coordinator</p>

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<i>Explanation</i>				
Assessment Method	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
<p>HESA 598 E-Portfolio</p> <p>HESA 598 is a 3-credit hour course during which students are tasked with constructing a multimodal e-portfolio. The project consists of students building multimodal websites that map artifacts from course work and relevant experiences onto the five program outcomes.</p> <p>A faculty committee evaluates the EPortfolio using the attached rubric. A student passing their EPortfolio assignment indicates that the student has achieved all of the learning outcomes of the program.</p>	<p>Students must earn a passing grade (70% or above).</p>	<p>Of all students attempting the E-Portfolio assignment, 85% or higher need to pass this assignment.</p>	<p>End of Spring Semester</p>	<p>Course Instructor</p>

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<i>Explanation</i>				
Assessment Method	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
<p>Fall-to-Spring Persistence and Graduation Rates</p> <p>Students persisting and completing the program indicates that they are engaging in our courses, achieving the intended learning outcomes for each of the courses, and are supported in their academic progress.</p>	<p>Persistence will be measured as Fall to Spring enrollment. Students who were enrolled in the Fall term (whether full-time or part-time) and who have not graduated or taken an official leave of absence should enroll in the Spring semester.</p> <p>Time to graduation for full-time students is 2 years. Time to graduation for part-time students varies from 3-5 years.</p>	<p>75% of students should persist fall-to-spring semester.</p> <p>75% of full-time students need to graduate within 2 years.</p> <p>60% of part-time students need to graduate within 5 years.</p>	<p>Start of the Spring semester (at the end of the Add/Drop period) for Persistence Rates</p> <p>End of each Spring semester for Graduation Rates</p>	<p>Program Coordinator</p>