

**M.Ed. in Student Personnel in
Higher Education
Academic Assessment Plan
2013-14**

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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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2013-14 Academic Assessment Plan for M.Ed. in Student Personnel in Higher Education

College of Education

A. Mission

The mission of the Student Personnel in Higher Education Master’s degree program, in alignment with the University of Florida and College of Education, is to prepare graduate students for successful careers as exemplary student affairs leaders, scholars and practitioners. This is accomplished through a theoretical foundation, practical work experiences, and close collaboration with Division of Student Affairs staff. Students are prepared to contribute to a well-qualified and broadly diverse citizenry, leadership, and workforce in institutions of higher education globally.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will apply student affairs functioning constructs which include, but are not limited to, issues related to leadership and governance, technology, curricular and co-curricular partnerships, as well as issues pertaining to students, faculty, and administrators.	Student has to complete a take-home exam based on case studies that cover five student affairs core knowledge areas: student development theory, research methods, assessment, counseling, and college environments. Underlying themes in the cases may also include crisis management, administration, advising, diversity, and current issues in student affairs.	Campus
Skills	Students will exhibit professional skills and competencies expected of student affairs professionals to be competitive for employment in student affairs positions.	Student will complete 400 hours of supervised practice with a satisfactory grade from site supervisors and instructor.	Campus
Professional Behavior	Students will develop presentation skills to effectively communicate and articulate student affairs related concepts and ideas.	Student actively participates in professional organizations via conferences, workshops, and membership. Student actively presents student affairs-related work in class and at professional conferences and workshops.	Campus

C. Research

The M.Ed. in Student Personnel in Higher Education is an applied practitioner-based program. Students are prepared to critically evaluate research found in student affairs related research articles, policy briefs, and position papers. Research related assignments across the curriculum include annotated bibliographies, literature reviews, journal critiques, and surveying the research on particular topics for class presentations and papers. Each student conducts an assessment project, including creation of an instrument, IRB approval, administration, compilation, and presentation of the data and recommendations in a formal course on research and assessment.

D. Assessment Timeline

Program: M.Ed. in Student Personnel in Higher Education College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Comprehensive Exam (last semester of coursework)		
Skills			
#2	Site host and instructor evaluation (upon completion of internship/practicum)		
Professional Behavior			
#3	There is a presentation component in each course in the curriculum	Capstone portfolio (due in last semester of coursework)	

E. Assessment Cycle

Assessment Cycle for:

Program: M.Ed. in Student Personnel in Higher Education College: Education

Analysis and Interpretation: September 30

Program Modifications: Completed by September 30

Dissemination: Completed by February 1

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
#1	✓	✓	✓	✓	✓	✓
Skills						
#2	✓	✓	✓	✓	✓	✓
Professional Behavior						
#3	✓	✓	✓	✓	✓	✓

F. Measurement Tools

Content Knowledge – During the final semester of coursework, students are required to successfully complete the comprehensive exam. This take-home exam is based on case studies that cover five student affairs core knowledge areas: student development theory, research methods, assessment, counseling, and college environments. Underlying themes in the cases may also include crisis management, administration, advising, diversity, and current issues in student affairs. Students must pass each section of the exam prior to graduation.

Skills – Students must complete a 150 hour practicum experience and a 250 hour internship in a student affairs functional area. Both practical experiences require on-site supervision provided by the host site and group supervision provided by an SPHE faculty member. Students are formally evaluated in the middle and at the end of each experience by the site host supervisor. (The final evaluation form is included in this document. – Appendix 1) Students utilize the [Professional Competency Areas for Student Affairs Practitioners](#) to help guide their own professional development and learning. This document also is used in the group supervision experience.

Professional Behavior – Each course in the curriculum has a presentation component in which students must communicate and articulate course theories, concepts, and ideas. This is part of the overall grade for the respective course.

During the final semester of coursework, students participate in a required Capstone Seminar in which they submit a professional resume and portfolio. The portfolio provides a comprehensive and accurate description of a student’s professional work experiences, academic experiences, and work-related materials (e.g., resume, cover letter, biographical sketch, presentations, assessments, projects, certificates, awards, writing sample). Students are required to present this information to their colleagues at the end of the program.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
DP Porter-Roberts	School of Human Development and Organizational Studies	dianep@housing.ufl.edu	392-2171 x10660
Elayne Colón	Dean’s Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean’s Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Site Host/ Supervisor's End of Term Evaluation

Date: _____ Practicum _____ Internship _____
Semester and Year: Fall _____ Spring _____ Summer _____
Student: _____ UF ID #: _____
Individual Supervisor: _____
Site: _____

To the Site Host/Supervisor: Information from you helps SPHE faculty determine the appropriate grade for the student identified and plan future practicum and/or internship and supervision experiences for this student. Please return this form Dr. Diane Porter-Roberts, University of Florida Housing Office, PO Box 112100, Gainesville, FL 32611-2100; fax 352-392-6819; or, e-mail: dianep@housing.ufl.edu. Thank you for your work on this student's behalf.

Directions: Please indicate your judgment of the above named student's performance in his/her practicum/internship by rating him/her on the items below. Place the number which best represents your evaluation on the line to the left of the item on which the student is being evaluated.

Use the following rating scale:

- 1= Unsatisfactory
- 2= Below Expectations for training level
- 3= Satisfactory; meets expectations for training level
- 4= Above Expectations for training level
- 5= Outstanding
- NA= Insufficient Contact to Judge

- _____ Development of professional skills
- _____ Cooperation with supervisor
- _____ Adherence to policies and procedures
- _____ Timeliness in completing required work
- _____ Fulfillment of duties outlined in Prospectus
- _____ Openness to feedback on professional performance
- _____ Openness to feedback on personal performance/behavior
- _____ General adaptation to work setting
- _____ General professional functioning and effectiveness

To what extent did the student successfully meet the agreed-upon expectations established at the beginning of the semester in the Prospectus Agreement Form? (Use attachment if necessary)

Recommended Grade: ____ S (Satisfactory) ____ U (Unsatisfactory)

Individual Supervisor's Signature: _____ Date: _____

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.aa.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				