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| **Department of Educational Leadership****Master of Arts in Higher Education Administration, and Leadership****Kremen School of Education and Human Development** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 1. **Mission Statement**
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| The mission of the Higher Education Administration and Leadership (HEAL) graduate program is to develop ethical leaders whose practice relies on critical thinking and is informed by research and theory to work in colleges, universities, and other educational agencies as a means of advancing social justice and diversity. The HEAL program fosters intellectual curiosity and the development of human potential for leadership in diverse communities. Graduates of HEAL will demonstrate a capacity for the integration of theory and practice and learning and application that encourages creativity in addressing persistent problems that impact students and institutions.  |

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| 1. **Goals and Student Learning Outcomes**
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| Vision: The vision of HEAL is to be recognized as a space of excellence in the graduate education for college, university, and other educational leaders in the Central Valley.Core Values of the HEAL Program are:

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| * Bridging theory & practice
 | * Holistic student development
 | * Culturally relevant practice
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| * Leadership praxis
* Educational opportunity
 | * Research and discovery
 | * Social justice
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**Student Learning Outcomes**1. Analyze historical documents and events that influence higher education and student affairs leadership
2. Evaluate and critique higher education systems and leadership structures.
3. Explain regional and national trends and issues in higher education
4. Synthesize and apply research and theories used in the study and practice of higher education and student affairs leadership
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| 1. Demonstrate communication skills through written and oral communication
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| 1. **Curriculum Map (Matrix of Course Learning Outcomes)**
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| **I= Introduced R=Reinforced T=Target**

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| **Courses** |
| **Student Learning Outcomes** |
| **1.0** | **2.0** | **3.0** | **4.0** | **5.0** |
| **HEAL 220** | **I** | **I** | **I** | **I** | **I** |
| **HEAL 221** | **I** | **I** | **I** | **I** | **I, R** |
| **HEAL 222** | **R** | **I, R** | **R** | **I, R** | **R** |
| **HEAL 223** | **R** | **R** | **R** | **R** | **R** |
| **HEAL 224** | **R** |  |  | **R** | **R** |
| **HEAL 225** |  | **R** | **R** | **R** | **R** |
| **HEAL 226** | **T** | **R, T** | **T** | **T** | **R, T** |
| **HEAL 227** | **T** | **R, T** | **T** | **T** | **T** |
| **HEAL 228** |  |  | **T** |  | **T** |
| **HEAL 298** | **T** | **T** | **T** | **T** | **T** |
| **HEAL 299** | **T** | **T** | **T** | **T** | **T** |

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| Course Number | Course Name | Units |
| HEAL 220 | Introduction to higher education | 3 |
| HEAL 221 | Student affairs in higher education | 3 |
| HEAL 222 | Diversity, inclusion, and equity in higher education | 3 |
| HEAL 223 | Students in higher education | 3 |
| HEAL 224 | Foundations of inquiry and applied research in higher education | 3 |
| HEAL 225 | Higher education leadership & supervision | 3 |
| HEAL 226 | Assessment in higher education  | 3 |
| HEAL 227 | Law, policy, & ethics in higher education | 3 |
| HEAL 228 | Current issues in higher education  | 3 |
| HEAL 298/299 | Project/Thesis | 3 |
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| 1. **Assessment Methods**
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| * 1. **Direct Measures (at least three)**

Writing Assignments*Institutional Comparison (HEAL 220)**Analysis of a Higher Education System or Institutional Type (HEAL 220)**Social Justice Perspectives Paper (HEAL 222)**Campus Resource Policy Paper (HEAL 222)**Student Development Theory Autobiography (HEAL 223)**Institutional data project (HEAL 224)**Leadership case analysis (HEAL 225)**Assessment project (HEAL 226)**Policy Op-ed (HEAL 227)**Policy report (HEAL 227)**Group position paper (HEAL 228)*Oral Presentations*Professional Development Facilitation (HEAL 221)**Campus Resource Policy Paper (HEAL 222)**Student Development Theory Autobiography (HEAL 223)**CAS Standards facilitation (HEAL 226)**Group debate (HEAL 228)**Applying the law activity (HEAL 227)* |
| * 1. **Indirect Measures**

Reflection and Goal Setting*Professional Philosophy Statement (HEAL 221)**Professional Competencies Assessment and Plan (HEAL 221)**Leadership philosophy statement (HEAL 225)**Opinion piece (HEAL 228)**Professional ethics philosophy statement (HEAL 227)**Competency narratives & artifacts (HEAL 298)**Professional job search portfolio (HEAL 298)**E-portfolio (HEAL 298)*Alumni QuestionnaireAdministered Fall semester after graduation |
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| 1. **Student Learning Outcomes X Assessment Methods Matrix**
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| Assessment Measures | Student Learning Outcomes |
| 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
| Writing Assignments | x | x | x | x | x |
| Oral Presentations |  | x |  |  | x |
| Reflection and Goal Setting | x |  | x |  |  |
| Alumni Questionnaire | x | x | x | x | x |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| Year 2020 to 2022 |
| 1. Outcomes 1 and 2. Focus on Direct and Indirect measures
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| Year 2022 to 2024 |
| 1. Outcomes 3 and 4. Focus on Direct and Indirect measures
2. Examine results from assessment processes for Outcomes 1 and 2. Use results, close the loop.
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| Year 2023 to 2026 |
| 1. Outcomes 5. Focus on Direct and Indirect measures. Develop ongoing assessment strategy for student’s oral and written communication
2. Examine results from assessment processes for Outcomes 3 and 4. Use results, close the loop.

Years 2025 to 2027 will be time for the HEAL program to use results of the assessment cycle to edit and reaffirm their SOAP.  |
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| 1. **Process for Closing the Loop**
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| The HEAL program coordinator will collect and summarize annual assessment data following the matrices included in this SOAP. Through analysis, data is turned into usable information and periodically documented in a written report for review by all HEAL faculty. Summary information will be shared with all department faculty as appropriate. The annual process will include all HEAL faculty participating in closing the loop processes that: * Examine student strengths and challenges as well as trends related to assignment criteria and areas where student revision was needed
* Recommend appropriate changes or modifications to student learning outcomes and the associated assignments
* Discuss pedagogy and content delivery approaches that support student learning.
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