

Higher Education Administration MA / Academic Advising Certificate

Prepare Students for Higher Education Leadership

Goal Description:

The Master of Arts in Higher Education Administration will prepare students for mid-level administrative and leadership positions at higher education institutions and for further doctoral studies through curriculum on student services, academic affairs, and student success, enrollment management, governance and organization of higher education, contemporary issues such as information technology, resource allocation, and other administrative functions.

Providing Department: Higher Education Administration MA / Academic Advising Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Effective Communication Skills

Learning Objective Description:

Students will effectively communicate their understanding of higher education leadership and related research.

RELATED ITEM LEVEL 2

Comprehensive Exam

Indicator Description:

Indicator Type: Comprehensive Exam

Graduate programs are regarded as either research or professional oriented programs. The M.A. in Higher Education Administration (HIED) program primarily serves as a professional program that enhances career-related leadership and focuses on student services, academic affairs, and student success, enrollment management, governance and organization of higher education, contemporary issues such as information technology, resource allocation, and other administrative functions.

All of the graduate programs at Sam Houston State University require an assessment of knowledge retention toward the end of the academic program. SHSU academic policy allows for assessment of knowledge retention to be incorporated as a comprehensive exam, in written and/or oral format, and/or a comprehensive capstone course. The HIED program currently uses a comprehensive exam to meet this assessment requirement.

Comprehensive exams in the HIED program are available to students in the fall and spring academic semesters. Students take comprehensive exams in their final semester prior to graduation with the exception of those graduating in the summer. These students take comprehensive exams in the spring semester prior to their final semester of enrollment (summer).

The HIED program uses a case study format for comprehensive exams. The program currently uses case studies from Ignelzi, Rychener, Mistretta, and Jacob (2018). Students select from one of two case studies provided by the faculty and develop a comprehensive response based on completed coursework. Students are provided with one week to develop this response. The faculty then review students’ responses using a grading rubric.

The HIED comprehensive exam rubric was initially developed by program faculty in AY 2013-2014 and then revised in AY 2015-2016. This effort was led by Dr. Peggy Holzweiss who served eight years as an assessment coordinator at Texas A&M University in the Division of Student Affairs. The rubric contains eight categories: a) identification of issues, b) theory selection and application, c) analysis, d) evidence-based concepts, e) connections to the curriculum, f) approach, g) writing, and h) APA format, citations, and references. A copy of the rubric is attached.

Although the program currently uses comprehensive exams as an indicator, the program is preparing to move to a portfolio system in AY 2019-2020. This will replace the comprehensive exams and is in response to recommendations from the program's 6-year review. A preliminary draft of the portfolio document is also attached.

References:

Ignelzi, M. G., Rychener, M. A., Mistretta, M. A., & Jacob, S. A. (2018). *Complex Cases in Student Affairs: Preparing early career professionals for practice*. New York: Taylor & Francis.

Our program has effectively moved to use another format of comprehensive examination using a comprehensive portfolio. This is the format currently use and it is a requirement for graduating in the MA program.

Attached Files

[Comps - Grading Rubric.pdf](#)

[Rubric Draft 101718.docx](#)

[Portfolio Overview.doc](#)

Criterion Description:

- On comprehensive exams, 80% of students completing the comprehensive exam will demonstrate "**writing**" at the "acceptable" or higher level of the updated rubric after the rewrites portion (2nd round) of exams.
- On comprehensive exams, 80% of students will demonstrate acceptable use of "**evidence-based concepts**" (HIED Comprehensive Exam Rubric Category) by the end of the rewrites period.

Findings Description:

All the students who conduct their Comprehensive Examination pass it. Only 1% of students who originally were scheduled to complete their portfolio did not do it so and continued and finished in an additional semester.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Portfolio submission system has been re-structured in a twofold fashion: the submission of Resume/ CV, and 3 (three) narratives and artifacts happen within the practicum. The rest of the portfolio narratives get submitted to an assigned faculty advisor on specific dates throughout the semester. A month before the semester ends, students submit the final version of the portfolio in TK20.

RELATED ITEM LEVEL 2

Research Proposal

Indicator Description:

Indicator Type: Research Proposal

The Council for the Advancement of Standards in Higher Education (CAS) provides standards and guidelines for graduate preparation program. Part 5 of these standards details expectations for academic curriculum. A component is basic knowledge assessment, evaluation, and research practices. "Graduates must be able to critique a study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature" (Miller, 2003, p. 11).

To meet this standard, students in the M.A. in Higher Education Administration program are required to take HIED 5379 in their first semester of enrollment in the program. This provides the program with an opportunity to evaluate students' research skills at the beginning and end of the program. Activities in this course emphasize how to locate, evaluate, and write about current research in the field of higher education. Students are asked to generate a research proposal on a topic of their choosing in the area of higher education. They are required to have a minimum number of scholarly sources (i.e., peer reviewed articles). Major sections that are required in the proposal include: Title page; literature review section; Statement of the Problem; Purpose of the Study; Significance of the Study; Research Question(s); Method; Research Design; Participants; Instrumentation; and References.

An example rubric used to evaluate to course assignment is attached. Program faculty are working to enhance this current course rubric.

Our data show that our student meet this standard by 85%.

Attached Files

 [HIED 5379 Course Project Rubric.docx](#)

Criterion Description:

1. At least 85% of students will earn a grade of B or better on the research proposal assignment in the course.

Findings Description:

85% of students passed HIED 5379 with a grade of B or A. Students who do not pass the course, re-take it in the following semester.

RELATED ITEM LEVEL 3

Research Proposal

Action Description:

HIED 5379 is offered in 2 (two) different semesters, but not every semester within the academic year. The program conducted a curriculum review and alignment and each instructor who teaches the course incorporates the strategies and changes proposed.

RELATED ITEM LEVEL 1

Identification And Evaluation of Research

Learning Objective Description:

Students will be able to identify, analyze, and evaluate research in the field of higher education

RELATED ITEM LEVEL 2

Comprehensive Exam

Indicator Description:

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Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

For the year 2022-2023. the program

- Continues to review the Comprehensive Portfolio
- Review professional development opportunities offered to students
- Implements the changes identified by the curriculum alignment process

Update of Progress to the Previous Cycle's PCI:

For the year 2022-2023. the program

- We reviewed our Comprehensive Portfolio through our self-study report
- Reviewed professional development opportunities offered to students and had several students attend different opportunities successfully
- Investigated the changes identified by the curriculum alignment process

New Plan for Continuous Improvement Item

Closing Summary:

For the year 2023-2024. the program

- New goals will be set for our Comprehensive Portfolio
- Measurable goals will be addressed to professional development opportunities offered to students
- Measurable goals will be identified by the curriculum alignment process