

Program-Level Assessment: Annual Report (Due October 1, 2023)

Program Name:

Date (Month/Year): September 2023

Assessment Contact: Mark Pousson

In what year was the data upon which this report is based collected? 2022 - 2023

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

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)?

The results from assessing the final exam for EDH 5650 suggests that students were able to integrate knowledge from the field of student affairs and the professional competencies into their practice. The students were able to apply the course content to a scenario thinking through what they know from what they learned.

The results from the qualitative analysis from the artifacts associated with EDH 5915 suggests a mixed perspective

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

Higher Education and Student Affairs 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.
6-10 points)				
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 topic.	The product includes analysis that is generally sound, but there are gaps in 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