

Program Performance Review: Self-Study

Master of Science in Higher Education

2016-2024

REQUIRED ELEMENTS OF THE SELF-STUDY

The Program Performance Review must address each of the following eight (8) topics:

- I. Department/Program Mission, Goals, and Environment
 - II. Department/Program Description and Analysis
 - III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
 - IV. Faculty
 - V. Student Support and Advising
 - VI. Resources and Facilities
 - VII. Long-term Plans
 - VIII. Appendices Connected to the Self-study (Required Data)
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I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

Mission of the Educational Leadership Department

We help leaders disrupt and transform educational systems so that all students, particularly those who have been marginalized in schools and society, can engage fully in the benefits of education.

The purpose of the Master of Science in Higher Education (MSHE) concentration is to prepare entry-level professionals to assume roles that support student learning and development as well as institutional agents and programs in the holistic development of all students.

Department Vision

An educational system that is just, equitable, and inclusive.

MSHE Program Overview

The Master of Science in Higher Education Emphasis (MSHE) program is a 30-unit master's degree designed to prepare entry-level professionals and career changers to assume professional roles that support student learning and development. Graduates of this program might work in offices such as orientation, housing, residential life, TRIO, cultural centers, financial aid, academic advising, alumni relations and similar college or university offices. Students typically complete the program in five semesters, each consisting of two courses (6.0 units). Students complete the program in cohorts and follow a lock-step curriculum. The one elective offering is a Community College Leadership course, which students may take in addition to the 30 required units.

Most students are employed either in full-time jobs or in graduate assistant positions offered by Cal State Fullerton and several other regional universities in conjunction with the program. Students are required to complete 250 hours of fieldwork, which are embedded in two courses, and they must attend at least two professional conferences related to student affairs. The culminating project is a comprehensive exam taken at the conclusion of the program.

Starting the fall of 2024 with Cohort 17, we have adjusted the course sequence based on student feedback and to optimize student learning. EDAD 522 – College Students’ Characteristics and Cultures and EDAD 524 – Diversity, Access, and Equity have been moved to the spring semester. This change allows students more time to process and apply the material over a 16-week course instead of the previous 8-week format. EDAD 523 – Student Learning and Development and the first EDAD 568 – Higher Ed Fieldwork course will take place in the summer. We’re extending the summer term to 10 weeks and reducing the fieldwork hours from 150 to 100. We hope this allows students to engage with different student affairs programs only offered in the summer.

Program Learning Domains

The MSHE program is organized around five learning domains, listed below in reference to how each domain fits with Council for the Advancement (CAS) Standards for Professional Preparation Programs in Higher Education.

I. Leadership (CAS 5a, 5b.4)

Higher education master’s degree students will become leaders who are able to apply fundamental leadership and organization theories along with core management skills (e.g., planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management) to student affairs practice as reflected in case study analysis as well as in practicum and fieldwork experiences.

II. Social Justice & Advocacy (CAS 5b.1-3)

Higher education master’s degree students will become social justice advocates who are able to draw upon a deepened understanding of their own cultures, the cultures and characteristics of college students, and institutional structures in order to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.

III. Education (CAS 5a, 5b.1-3, 5c)

Higher education master’s degree students will become educators who are able to draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.

IV. Assessment & Evaluation (CAS 5b.5)

Higher education master’s degree students will become professionals who are able to demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research, who can design processes to assess student learning and development in the co-curriculum, and who can plan and implement formative and summative program evaluations and research projects.

V. Personal & Professional Development (CAS 5b.1, 5b.3, 5c)

Higher education master’s degree students will become practitioners who articulate a clear philosophy of student affairs, and who systematically draw upon personal reflection regarding their strengths and weaknesses as well as upon feedback from mentors to enhance their personal and professional development.

Alignment with University Mission & Goals

The program objectives align well with the current University mission (<https://planning.fullerton.edu/>). In particular, we strive to create “dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity” and to help shape the next generation of leaders.

In addition, The University is guided by its recently ratified Strategic Plan whose values include Student Success, Faculty and Staff success, Diversity, Equity, & Inclusion, Scholarly & Creative Activities, Shared Governance, and Civic and Community Engagement (<https://planning.fullerton.edu/>). We believe our program in particular strives to promote student success and to do so in way that supports and celebrates diversity, equity and inclusion, and just as importantly, ensures that our students are able to promote these same values in the higher education settings in which they are or will be employed.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

During the pandemic, much of higher education moved access to services and programs online. Institutions have now returned largely to in-person instruction, while also maintaining some online sources of support and learning. Our program transitioned fieldwork experiences online, partnering with institutions to create learning experiences for our students. We have retained some of those experiences.

After the murder of George Floyd and the rise of the Black Lives Matter movement, higher education began to pay more attention to anti-Black racism. The MSHE program made some efforts to provide better support to Black and African American students. Those include launching a Black Alumni Group supported by department faculty, new student orientation and course revisions, and hiring three faculty in the department who all have experience supporting Black students.

Recent increases in student activism have led to more complexities and at times contradictions to the role of student affairs practitioners, who strive to support student learning, while institutions struggle to respond to heightened student involvement in global, national, and local politics.

C. Identify the unit’s priorities for the next three (short term) and seven years (long term).

The short-term priorities for MSHE are:

1. Increase the enrollment of and support for Black and African American students
2. Create support structures so the coordination of MSHE is manageable
3. Develop consistent research opportunities for students
4. Correct course descriptions for courses shared with MSEDAD program
5. Reestablish a community-engagement activities for EDAD 505b.
6. Investigate fieldwork opportunities so they can be in compliance with the UPS requirements.

The long-term priorities for MSHE are:

1. Establish a strong alumni network to include annual alumni gathering.
2. Conduct a curriculum audit to (a) ensure diversity of authors of course resources, (b) address corporatization of higher education, and (c) update theory to include theory inclusive of LGBTQ students, campus culture, sense of belonging, and the role of racism and prejudice on the student experience.
3. Investigate and establish a global engagement opportunity.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

There are no Special Session programs.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

No programs have been added or dropped, but we have reorganized the order of the curriculum. This year, we will modify the EDAD 505a course as we transition away from taking primary responsibility for the Maywood Education Fair.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

The program consists of 30 units completed in a cohort program over 5 semesters offered in a year-round sequence in face-to-face courses. To meet the CAS Standard of smaller courses for fieldwork, our EDAD 568 Fieldwork class meets in a hybrid format with half the class meeting in person every other week, while engaging in asynchronous work on the weeks they are not meeting in person. This allows students to engage in a class of about 12 when meeting face-to-face.

We host a cohort orientation and retreat each year. We introduce students to language and concepts related to Just, equitable, and inclusive education (JEIE), the Hispanic-Serving Institutions (HSI) purpose, and working in a collective to navigate systemic oppression.

Issues of justice, equity, and inclusion are woven into every course, and one course, EDAD 524: Diversity, Access, and Equity, focuses exclusively on diversity, access, equity, multiculturalism, pluralism as concepts in education. In addition to understanding these concepts are students' ability to apply this knowledge to student affairs from a historical and current lens.

As examples of diversity, equity, and inclusion are woven into other courses, we focus on EDAD 521: History and Philosophy of Higher Education, and EDAD 510: Educational Research. In History and Philosophy of Higher Education, we use readings about the role of an economy built on enslaved people to support early American higher education, including the use of enslaved people to build higher education (Wilder, 2013), the role of education as a tool for cultural erasure for Indigenous people (Lomawaima & McCarty, 2006), the institutional practice of overlooking or devaluing the cultural wealth that Chicana/o/e students and communities bring (Yosso, 2006), and the ways Asian and Pacific Islander student experiences have been overlooked historically and currently (Museus, 2014). We introduce critical race theory (Delgado & Stefancic, 2017) and require students to use it to explain case studies on midterm and final exams. The course introduces the idea of white spaces as ubiquitous and problematic in higher education (Duran et al., 2022), a framework for studying inequities as a result of institutional racism (Mervis, 2022), and an institutional approach to addressing land theft from Indigenous groups (Ono, 2023).

In EDAD 510, students studied the experiences of Black and African American students on the CSUF campus, including a class research project that included sharing research with the community, an exhibition in the CSUF library, and engagement with alumni and current students around the experiences of Black and African American students.

Elective
Students may choose to take a Community College Leadership course as part of a certificate program in Community College Leadership. This course is in addition to the 30 units. The certificate includes one semester of fieldwork in a community college, which students complete in EDAD 568.

The CAS Standards for Professional Preparation programs organize courses into three areas: foundational content, professional content, and supervised practice. Each of our courses falls into one of these areas, as noted below. The coursework is:

First Fall

EDAD 521 History and Philosophy of Higher Education (3.0): Evolution of U.S. higher education, considering the diversity of the system, internal and external influences, and the evolution and development of student affairs and student learners. (foundational content)

EDAD 503 Organizational Leadership (3.0): Uses organizational theory and leadership studies to understand schools and how to bring about change in schools. Organization, structure, and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of goals. (professional practice)

First Spring

EDAD 522 College Students' Characteristics and Cultures (3.0): Students in postsecondary education in the United States. Major demographic groups (race, class, ethnicity, age, ability, sexual orientation, gender, etc.) and their experiences with access, equity, campus cultures, and retention at two- and four-year institutions. (professional practice)

EDAD 524 Diversity, Access, and Equity (3.0): Diversity, access, equity, multiculturalism, and pluralism as concepts in education. Understanding of these concepts and their applications to student affairs and higher education through a historical lens. (professional practice)

Summer

EDAD 523 Student Learning and Development (3.0): Student development theory in college, considering traditional and non-traditional students and learning outcomes. Theoretical assumptions and the practical application of theory to diverse student learners and the role of theory in student affairs practice. (professional practice)

EDAD 568 Fieldwork (3.0): At least 250 hours at two different sites demonstrating competence in applying theory to practice, assessment, evaluation, and program design and implementation, supervised by an approved educational leader who provides feedback for learning and growth as a student affairs educator/leader. (supervised practice)

Second Fall

EDAD 505B Instructional Leadership in Higher Education (3.0): Instructional leadership in higher educational settings and the role of the student development educator in advocating, nurturing, and sustaining a culture that supports student learning and development. (professional practice)

EDAD 510 Introduction to Educational Research (3.0): Introduction to the major forms of quantitative and qualitative research used in education. How to select an appropriate research method; characteristics of sound research. Making reasoned judgments as consumers of research; selecting appropriate information collection strategies as school leaders. (professional practice)

Second Spring

EDAD 595 Professional Seminar (3.0): Application of technology for effective communication, verbal and written, and individual and group interactions on-line and face-to-face. Applying computers to work in student affairs/higher education settings. (professional practice)

EDAD 568 Fieldwork (3.0): At least 200 hours at two different sites demonstrating competence in applying theory to practice, assessment, evaluation, and program design and implementation, supervised by an approved educational leader who provides feedback for learning and growth as a student affairs educator/leader. (supervised practice)

The fieldwork class gives students practical experience under a supervisor in the field. The course focuses on issues of justice, equity, and inclusion primarily through its readings and reflection on the issues of justice and equity the text raises that students often observe at their sites. We use a text of case studies (Stage & Hubbard, 2018), requiring students to present the cases for discussion. For the last four fall semesters (2020-2024), the cases have been about religious diversity, mental health, implicit bias, race-based cyberbullying, and identity confusion for a student studying abroad. Readings for asynchronous discussions change to address current issues. In fall '24, readings for asynchronous discussion addressed issues us justice, equity, and inclusion through topics of sexual assault, free speech around inequities in education, and student activism relative to religious diversity. Students tie their reading reflections and discussion to their observations and practice in field settings.

C. Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).

Enrollment increased beginning in Fall 2019 when we increased the cohort size to 42. The increase was driven by a need to make the Educational Leadership programs financially sound, bringing the budget into the black. The budget improved, but the number of applications declined beginning in 2022. The field saw a decline in applications generally in that year, but not as severe as our decline was. Not indicated in the table, but important, was our decline in Black and African American applicants. Our strategies to improve numbers of Black and African American students include are at the marketing level and at the program level. In terms of marketing, in 2023, we increased the visibility of Black and African American students and alumni at information sessions, sent information to University of California and CSU programs of Black and African American Studies programs and to Black Student Unions. We've also increased the curricular focus on the experience of Black and African American students in higher education. That focus included a course research project on the experiences of Black and African American students at CSUF, a community presentation of research findings with over 80 people in attendance, an alumni event regarding the research with 40 in attendance, a conference presentation at the National Association of Student Personnel Administrators (NASPA) Regional Conference, and a Pollak Library exhibit displaying the research findings in an interactive way. A team is working on a paper for publication. This level of focus has multiple benefits beyond marketing the program, but our hope is that as the experience of Black and African American students is more centered in the program, we will see an increase in Black and African American applicants. To measure the effectiveness of these strategies, we will track the number of Black and African American students who apply to the program, who are admitted, who enroll, and who graduate.

During the pandemic, many programs increased their online presence and improved their websites. We updated the content on our website, but not the visual appeal of it. Our site is nearly all text and no photos, while other programs have photos, videos, and dropdown menus instead of pages of text.

Over the last seven years, the MSHE on-time graduation rate has ranged between 68.8% (2019 cohort) and 85.7% (2020 cohort). The number of degrees awarded has remained relatively stable, with the notable exception of 2019-2020 AY that saw a spike of 36 graduating students (See Table 8, Appendix 8). Most of the attrition occurs in the first semester of the program, often when students realize they did not understand the nature of the program or the field. To address this, we've added to admissions information sessions, so students are informed about co-curricular requirements of our two-day retreat, full-day orientation, and two conference requirements (See Table 7, Appendix B)

Variations by Student Demographics

For the most recent cohort (Fall 2022) to graduate "on-time" (i.e., two year graduation rates), the graduation rate was 84.6 % for students identified by the University as Under-Represented compared to 77.8% of Non-Under-Represented. Students who self-identified as male graduated at 60.0%, while those identifying as female graduated at 89.5%. Finally, students identified as first-generation in their families to attend college graduated at 85.3% while those whose had at least one parent graduate from college graduated at 90.9%

D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

As described in the above, we increased the number of students admitted beginning in Fall 2019, with a goal of 42 students, meeting that goal every year. With the increase in student, we created two sections of every course to maintain a low student- to-faculty ratio in the classroom. Each semester, we mix up the students enrolled in each section, so students get to know all the others in their cohort. Thus, we function with a single-cohort model, but with two sections of every class. This seems to foster a closely connected single cohort, but we have never tried functioning as two distinct cohorts with students taking every class together with the same students (See Tables 5 & 6 in Appendix B)

Our faculty numbers were relatively stable from 2017 to 2019, then declined in 2020-2022. When Dr. Ramirez-Stapleton was hired in 2023, our FTEF returned to its 2017 number. Practitioners and faculty funded through the Ed.D. program teach in the MSHE program, so students are exposed to a variety of faculty.

We have enough students to be a community of scholars, but only in the last year have we focused more closely on research with students. Dr. Ramirez-Stapleton's Educational Research course led to a substantial research project that included a community event where students shared their research, a NASPA Regional conference presentation, a library exhibit, and alumni event highlighting student research. Our goal is to extend the research opportunities for students

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).

The priorities listed in I.C. are below, followed by our plans for curricular change related to these priorities

1. Correct course descriptions for courses shared with MSEDAD program

We recently discovered that course numbers shared with P12 courses have course descriptions that do not apply to MSHE classes as well as to EDAD classes. We are working with the EDAD program to propose course descriptions that apply to both courses. T

2. Reestablish a community-engagement activities for EDAD 505b.

We will modify the EDAD 505b course, Instructional Leadership, but we have not chosen a pathway for that yet. The course has been heavily focused on a service-learning project in Maywood, CA. The project is an Education Fair, but it makes more sense for CSULA to coordinate that fair, as Maywood is in its service region. The transition from CSUF to CSULA will take place in 2025. We will revise the service-learning component of EDAD 505b to focus on the local Orange County community.

3. Investigate fieldwork opportunities so they can be in compliance with the UPS requirements.

We are working with Rob Pierce, Center for Community Internships and Engagement, to establish Learning Activity Placement Agreements (LAPA) at sites where students complete their fieldwork. The LAPA protects CSUF from liability if a student is hurt in a community internship experience. This is a complicated process as we have over 40 sites where students can do their fieldwork, and the LAPA agreement must be completed by a senior level administrator who can sign on behalf of the institution. This change affects the curriculum as it will limit the number of fieldwork sites, but it is a necessary change to be compliant with UPS 411.601.

4. Conduct a curriculum audit to (a) ensure diversity of authors of course resources, (b) address corporatization of higher education, and (c) update theory to include theory inclusive of LGBTQ students, campus culture, sense of belonging, and the role of racism and prejudice on the student experience.

The curriculum audit will take place in the 2025-2026 academic year, with changes to be implemented in the following year. In preparation for the audit, faculty may increase the extent to which they address these issues in their courses, moving us closer to our curricular goal. Then, the audit will push us further as we collaborate to increase our efforts addressing these three domains.

F. Include information on any Special Sessions self-support programs the department/program offers.

We have no Special Sessions self-support programs.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Beyond students' course grades, the major indication of student's academic achievement is the comprehensive exam taken in their final semester, in which they integrate their learning to answer a case study and a more philosophical question. The passing rate for the comprehensive exam is 93% for the spring administration of the exam, with the remaining 7% re-taking the exam in the summer and passing. The 2024 Exam & Rubric are included in the Appendix D.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

Assessment activities follow a system whereby responsibilities are split between college-level infrastructure and support provided by the Dean's Office, and program level activity supervised by faculty. Dr. Rohanna Ylagan-Nicanor serves as Director of Accreditation and Assessment and Grace Nguyen serves as Research and Data Analyst. Both provide critical support in organizing key components of program assessment out of the Dean's Office. At the program level, the Department Chair and Program Coordinator also oversee assessment activities and help to generate annual assessment

reports which are uploaded each November 15th to the campus's AMS site, as directed by the Office of Institutional Effectiveness and Planning.

One key change from the last PPR was the creation of a standing department level Assessment Committee composed of faculty members from across the programs (including MSHE) to work on revising the assessment process on the program side.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

Direct Assessment-

Direct Assessment of student learning outcomes are typically conducted using an embedded assignment in EDAD 524 which asks students to develop an interview protocol, then select and interview a person representative of the populations under study in this class. The interview explores the interviewee's educational experiences and self-perceptions as a learner and specifically explores how the interviewee recalls the educational systems they encountered and how those systems responded to them culturally, linguistically, racially, socially and other relevant areas such as immigrant status, religion, etc.

Indirect Assessment

Indirect Assessment is typically conducted via an exit survey presented to the graduating cohort of MSHE students in Spring 2024. Students respond to 26 statements on the exit survey asking them to self-assess their abilities or understandings using a 4-point Likert-type scale ranging from "strongly agreeing" to "strongly disagreeing"

Below are the learning outcomes for students in the MSHE program, followed by a curriculum map that identifies courses aligned to the outcomes. Every course maps the course learning outcomes to the program learning domains. Thus, if students are passing courses, they are also mastering these learning domains.

I. Leadership (CAS 5a, 5b.4)

Higher education master's degree students will become leaders who are able to apply fundamental leadership and organization theories along with core management skills (e.g., planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management) to student affairs practice as reflected in case study analysis as well as in practicum and fieldwork experiences.

II. Social Justice & Advocacy (CAS 5b.1-3)

Higher education master's degree students will become social justice advocates who are able to draw upon a deepened understanding of their own cultures, the cultures and characteristics of college students, and institutional structures in order to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.

III. Education (CAS 5a, 5b.1-3, 5c)

Higher education master's degree students will become educators who are able to draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.

IV. Assessment & Evaluation (CAS 5b.5)

Higher education master's degree students will become professionals who are able to demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research, who can design processes to assess student learning and development in the co-curriculum, and who can plan and implement formative and summative program evaluations and research projects.

V. Personal & Professional Development (CAS 5b.1, 5b.3, 5c)

Higher education master’s degree students will become practitioners who articulate a clear philosophy of student affairs, and who systematically draw upon personal reflection regarding their strengths and weaknesses as well as upon feedback from mentors to enhance their personal and professional development.

Curriculum Map: Learning Outcomes by Course					
Course	Leadership	Education	Social Justice & Advocacy	Assessment & Evaluation	Personal & Professional Development
Semester 1					
EDAD 503: Org. Leadership	X				
EDAD 521: Hist. & Phil.		X			X
Semester 2					
EDAD 522: Student Cultures		X	X		
EDAD 524: Diversity			X	X	
Semester 3					
EDAD 523: Stud. Dev.		X	X		
EDAD 568a: Fieldwork				X	X
Semester 4					
EDAD 505: Instr. Lead.	X	X	X		
EDAD 510: Ed. Research	X		X		
Semester 5					
EDAD 568b: Fieldwork	X				X
EDAD 595: Prof. Sem.		X		X	X
Culminating Experience					
Comprehensive Exam	X	X	X	X	X

The most recent assessment results using data collected during the 2023-24 Academic Year indicated strong student competency as well as some challenges that need to be addressed.

Direct Assessment-

Direct Assessment was conducted using an embedded assignment in MSEDAD 524 which asks students to develop an interview protocol, then select and interview a person representative of the populations under study in this class. The interview explores the interviewee’s educational experiences and self-perceptions as a learner and specifically explores how the interviewee recalls the educational systems they encountered and how those systems responded to them culturally, linguistically, racially, socially and other relevant areas such as immigrant status, religion, etc. The assignment was scored on 7 components using a calibrated rubric. Scores on each component were converted to percentages, which was also converted to an overall percentage for the purpose of this assessment report. Scored assignments were returned from 1 course with 20 students (100 percent response rate).

Averaged scores across all scoring components were very strong, ranging from 91.6% to 100%, with an overall score of 95.4% (averaged across all components).

Indirect Assessment

Indirect Assessment was conducted via an exit survey presented to the graduating cohort of MSHE students in Spring 2024. Of the 26 statements on the exit survey asking students to self-assess their abilities or understandings, 8 were specific to this SLO (below). Students responded to each statement using a 4-point Likert-type scale ranging from “strongly agreeing” to “strongly disagreeing”

A total of 9 surveys were completed, representing 27% of the graduating cohort. Results indicated generally strong endorsement of each survey item with mean scores ranging from a low of 3.22 to a high of 3.78 (out of 4), placing the ratings between “agree” and “strongly agree” across all items. The percentage of combined “agree” or “strongly agree” for the statements ranged from a low of 88.9% to a high of 100%. Per item mean response percentages and standard deviations are below:

Item	Mean	SDs	n	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>Using culturally relevant and sustaining strategies for educating through an anti-racist lens</i>	3.78	.44	9	77.8%	22.2%	0%	0%
<i>Using culturally relevant and sustaining strategies for leading through an anti-racist lens.</i>	3.56	.53	9	55.6%	44.4%	0%	0%
<i>Explore and understand systems of oppression within my field of study.</i>	3.56	.53	9	55.6%	44.4%	0%	0%
<i>Explore and understand approaches to dismantling systems of oppression within my field of study.</i>	3.56	.53	9	55.6%	44.4%	0%	0%
<i>I am able to develop learning resources using culturally relevant strategies.</i>	3.22	.67	9	33.3%	55.6%	11.1%	0%
<i>I am able to use culturally and linguistically relevant practices to engage with diverse communities.</i>	3.22	.44	9	22.2%	77.8%	0%	0%
<i>I have a clear understanding of approaches I can take to dismantle systems of oppression as a professional in my chosen field.</i>	3.22	.44	9	22.2%	77.8%	0%	0%

<i>I am committed to working towards dismantling systems of oppression through my work as a professional in my chosen field.</i>	3.33	.5	9	33.3%	66.7%	0%	0%
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The results of both the direct and indirect assessments are similar to prior assessment cycles and indicate that this SLO is meeting expectations. However, concerns regarding response rates continue. For the direct assessment for which only half the cohort were available and for the indirect assessment, for which only 27% of the cohort responded. While miscommunication may have been the result of the low response rate for the direct assessment, the issues with low exit survey responses is an ongoing challenge. Some changes to how the exist survey is deployed may lead to improved response rates going forward.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

Assessment of Black Students' Experiences

In the fall semester, 2022, we surveyed Black alumni to learn how the MSHE program supported their learning and how it did not. Among the 15 respondents, there were a variety of perspectives. Common themes were:

1. Faculty don't regularly recognize the challenge of being Black at CSUF, nor do we address anti-Black racism very well

As a result of the study, faculty identified elements in their courses that addressed anti-Black racism, elevated the voices of Black authors, and included readings about the experiences of Black students in higher education. We spent a day sharing our approaches and resources we use in the classroom.

2. Black students are underrepresented in the program and among the faculty

We made efforts to recruit Black students, but we have not seen gains. Those efforts include highlighting prominent Black alumni in our information sessions, including Black alumni as panelists in information sessions, emailing program information to Black Studies programs and Black Student Unions across the CSU and UC campuses and hosting an information session specifically for potential Black applicants.

In terms of faculty, the department hired three faculty in Fall 2023 who all have extensive experience supporting Black students. Our goal is not to place responsibility for Black students on these faculty, but to learn from and follow the leadership of the three new faculty who can help us, as a department, learn how to better serve Black students.

3. Peer support was strong for some Black alumni, less so for others.

In some years, tensions between Black and Latinx students have arisen around the Maywood Education Fair, which serves a largely Latinx community. Nearby communities with a large Black population have not been actively recruited for participation in the fair until this year. The history of overlooking nearby Black students while working diligently to serve Latinx students has been a challenge that resonates with other challenges for Black students in our program, primarily around being a small minority of the cohort and feeling overlooked or undervalued. In 2024, Black students were more fully involved in the Maywood Education Fair, including receiving 19% of the scholarships.

4. Students wanted more support for finding the first job. That wasn't a reflection on being Black, just an overall suggestion for improving support to students.

In an effort to improve support for the job search process, the Spring section of EDAD 568, Fieldwork, included a more extensive focus on creating an online platform, networking, and resume development.

Assessment of Full-time Students' Experience

Another assessment identified the ways full-time students manage program requirements, focusing mostly on the fieldwork requirement. Students employed full-time reported markedly greater stress about fieldwork and less satisfaction with the fieldwork experience. It was just too much for them to do 200 hours of fieldwork each semester of their second year when they were also working full-time. As a result of this assessment and changes we made during the pandemic, we reduced the number of fieldwork hours required to 250, with 100 hours in the summer and 150 hours in the spring of the second year.

Full-time students are often working in student affairs and have access to conferences outside NASPA and The American College Personnel Association (ACPA). To accommodate the needs of full-time employed students, we broadened the conference requirement to count any conference in higher education that is tied to a professional organization as one of the two conference requirements.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

All students participate annually in a community engagement project with the city of Maywood to foster a college-going culture among residents there. Students work with businesses and their own personal networks to raise funds for scholarships, and those funds have grown consistently over the last seven years. Students raised \$43,000 for scholarships in for the 2024 Maywood Education Fair. As described earlier in this report, responsibility for the Maywood Fair is shifting to CSULA, and MSHE will shift its focus to a more local site.

Students attend the NASPA Regional Conference and one other higher education conference of their choice.

MSHE alumni hold leadership roles in higher education. Below are some examples.

Matthew Smith, Ph.D., Associate Vice President of Student Life and Dean of Students

Danielle Garcia, Associate Vice Chancellor and Chief of Staff, The California State University

Dr. Alisia Kirkwood, Ed.D., Associate Vice President, Pacific Coast Campus, Long Beach City College

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

We have no online or off-site programs.

IV. Faculty

Department faculty who teach in the MSHE program are:

Dr. Lissa Ramirez-Stapleton, Associate Professor and MSHE Program Coordinator

Dr. Eugene Fujimoto, Associate Professor

Dr. Rebecca Gutierrez Keeton, Professor (has entered Faculty Early Retirement Program))

Dr. Carol Lundberg, Professor

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor).

The department hired three tenure-track professors in Fall '23, Dr. Lissa Ramirez-Stapleton, Dr. Christopher Newman, and Dr. Inez Moore. Dr. Ramirez-Stapleton is assigned to the MSHE program. These hires came as a result of losing four faculty. Dr. Jerry Hunter retired after many years in the program, Dr. Dawn Person entered the Faculty Early Retirement Program(FERP_ in 2019, Dr. John

Hoffman's left the university after eight years, and Dr. Ding-Jo Currie secured a major grant that took her away from teaching. However, the program now faces the retirement of a full-time lecturer (Meri Beckham), pending early retirement of a tenure track faculty (Gutierrez Keeton), as well as full retirement of one FERP faculty (Dawn Person). See Appendix C, Table 9 for faculty disbursement by rank.

When a faculty member has retired, we have shifted their advisees to other faculty in the program. This has resulted in some very large advising loads (23 students, at times). The Admissions and Academic Advisor for the Ed Leadership department, Rachael Amaro, has taken advisees when we have had three faculty available for advising. With heavy advising loads, faculty often offer group advising rather than individual advising.

Per CAS Standards, fieldwork classes are supposed to be smaller than other classes. To accomplish that goal, we divide students into smaller groups and hold classes face-to-face for part of the class one week, and asynchronous for that group the next week. We do the same with the alternating group. This means faculty are face-to-face with half the class every week and working asynchronously with the other half every week. Thus, students get the feel of a smaller class for fieldwork while faculty manage a full-size class. When we had fewer full-time faculty, fieldwork classes were often taught by a combination of part-time and full-time faculty.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

In 2023, we hired three faculty with experience supporting Black and African American students. Since then, a full-time lecturer retired, and a tenured professor began the Faculty Early Retirement Program. We would like to hire faculty to replace those two. We will decide on that focus, and we will reach out to potential candidates with such experience.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

Tenured or tenure track faculty teach most of the content courses that are scheduled during the fall and spring semesters. Prior to 2023 a full-time lecturer took the lead role in the fieldwork courses, and part-time faculty taught sections of those courses under the leadership of the full-time lecturer. Part-time faculty played a valuable role in the fieldwork classes as part-time faculty are full-time employed leaders in student affairs who can bring current issues and perspectives relevant to students' experiences in the field.

Part-time faculty have taught the courses offered in summer, EDAD 522: College Student Cultures and Characteristics, and EDAD 524: Diversity, Access, and Equity. Beginning in AY 2024-2025, we've reorganized the courses, so these two courses take place during the spring semester of the first year. That change allows more time as the spring semester is 16 weeks. Earlier in the course sequence will allow students to build on the content of these courses in their upcoming coursework. Both courses require students to interact with undergraduate students for class projects, so it makes sense to schedule the courses during the academic year when undergraduates are on campus. To accommodate this change, the fieldwork and theory courses will move to summer. Students have commented that two content-heavy courses in the summer is difficult, and some have asked about the possibility of doing fieldwork in summer when their regular work demands are fewer.

Prior to hiring new faculty in 2023, tenured or tenure-track taught 58% of the MSHE courses, a full-time lecturer taught 7% of the courses, and part-time faculty taught 35% of the courses.

In AY 2023-2024, Dr. Lissa Ramirez-Stapleton was hired with tenure, so a greater percentage of courses (80%) were taught by tenured faculty, while part-time faculty taught 20% of the courses.

In AY 2024-2025, tenured faculty will teach 75% of MSHE classes and part-time faculty will teach 25% of MSHE classes.

Beginning in Fall 2023, we had a full team of faculty in the department, so fieldwork courses have been taught by full-time faculty. As faculty are getting grants and additional buy-outs, we are bringing part-time faculty back to the fieldwork courses. Summer courses remain taught exclusively by part-time faculty.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

We have no Special Sessions self-support programs.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

Advising

The MSHE Program is structured so that there are multiple forms of support available to students. They participate in a mandatory, day-long orientation developed by the MSHE faculty and graduate advisor. The faculty, staff, and collaborating CSUF student affairs professionals introduce elements of the MSHE Program, supports available to students, and seek to develop a sense of belonging among the students.

Students are assigned a faculty advisor at the time of matriculation to the program. It is the responsibility of students to schedule at least one meeting with their advisor during each term of the program. Additionally, the Student Affairs Advisor for the Department of Educational Leadership is a student affairs professional who provides general advisement to students, especially as related to course registration and graduation requirements. Finally, MSHE students have access to the MSHE Community Page on Canvas that houses important program information, resources, and forms/paperwork students may need (e.g. petitions) as well as the Student Policies Handbook. Students can access the following:

- Information regarding student orientations and retreat
- Information about program requirements including fieldwork, conferences, and the comprehensive exam
- Writing guides addressing APA, grammar, and the mechanics of Microsoft Word
- Handouts from orientations, retreats, and workshops
- Information about the Higher Education Leadership Organization (HELO), a student organization that supports master's degree students in student affairs.

Faculty meet weekly in departmental staff meetings to discuss the academic progress and professional development of students and engage in "intrusive" advising when necessary. Faculty have individual meetings with students and some host group meetings.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

There are no departmental honors programs.

Students participate in research in their EDAD 510, Educational Research course and through invitation by faculty members. In EDAD 510, students conduct a program evaluation or needs assessment for a program at a college or university. A requirement of the project is for students to report their findings to someone responsible for the program they evaluate.

In Spring 2024, students in the EDAD 510 course participated in a qualitative Photovoice study focused on Black student experiences at CSUF. This project provided students with hands-on experience in the IRB process, developing interview questions, conducting interviews, analyzing data, and presenting their findings at a campus-wide community dialogue. Of the 43 students involved, 11 chose to continue the project through the summer and fall. They attended research training meetings led by Dr. Lissa Ramirez-Stapleton, covering advanced data analysis, writing an annotated bibliography, drafting a national conference proposal, publishing basics, and creating archives. The students developed a library exhibit showcasing their research, with five students presenting their findings at a national professional conference. A subset of those students contributed to writing a paper for publication.

Faculty invite some students to engage in research with them, but there is not a formal process for this. Below are research presentations of students and faculty. Students are indicated with an asterisk.

Ramirez-Stapleton, L.D., Towery, Z.* , Guzman, S*., Banuelos Herrera, V.* , & Ambriz, J*(2024). Through Black eyes: Using photovoice to assess Black student life at Hispanic-serving institutions. NASPA Regional Conference, San Diego, CA.

Lundberg, C.A., Kane, G.* , Bisson, K.* , & Brown, T.* (2021). *Giving voice to silenced groups: An imperative to disaggregate data*. NASPA National Conference, Virtual.

Lundberg, C.A. Abu-Elhaija, M.* , & Lundberg, H. (2019). *Engagement with students who believe differently: New findings, hopeful outcomes*. ACPA National Conference, Boston, MA.

Gutierrez Keeton, R. & Reyes, C. (2022, November). *Virtual Global Engagement: Opportunities for Growth*. Presentation at NASPA Western Regional Conference, Anaheim, CA.

Person, D., Gutierrez Keeton, R., and Pitones, R* . (2023, March). *Graduate Student Identity in the Era of Social Unrest*. Presentation at NASPA Annual Conference, Boston, MA.

Gutierrez Keeton, R. & Robinson, A.* (2024, March). *Uncertainty Led to Virtual Global Engagement Opportunities for Graduate Students*. Poster Session at NASPA Annual Conference, Seattle, WA.

All students participate in a service-learning project both years. Second-year students lead the Maywood Education Fair as part of their EDAD 505b: Instructional Leadership course. First-year students assist with the fair, under the direction of second-year students.

All students participate in fieldwork through their two Fieldwork classes, EDAD 568.

Graduate assistantships on campus are available for all students who are interested. We are having larger numbers of students who work full-time, so fewer students are involved in graduate assistantships. In the last three years, about a third of the students have worked in graduate assistantships.

VI. Resources and Facilities

A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

Please see Appendix E

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

The Center for Research on Educational Access and Leadership (C-REAL) offers many research and assessment opportunities for MSHE students through graduate assistantships, fieldwork placements, and volunteer opportunities.

C-REAL conducts research on access, equity, and success for P-20 student populations and P-20 educational leadership. C-REAL also carries out program assessment and evaluation for a broad range of education and community partners, with the goal of helping them assess program effectiveness, make program improvements, and identify promising practices. MSHE students carry our leadership roles in many of these assessment projects.

C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.

The Pollak Library has a comprehensive range of online indexes, databases, and journals that support faculty and students in the MSHE program.

The library has designated a librarian for the College of Education. She teaches a session for all MSHE students about finding literature for a literature review assignment that was in EDAD 510, but which we moved to EDAD 522 in 2022.

VII. Long-term Plans

A. Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).

1. Establish a strong alumni network to include annual alumni gathering. An indicator of success will be the annual alumni gatherings.
2. Conduct a curriculum audit to (a) ensure diversity of authors of course resources, (b) address corporatization of higher education, and (c) update theory to include theory inclusive of LGBTQ students, campus culture, sense of belonging, and the role of racism and prejudice on the student experience. Currently, students rely too heavily on historic theories (Chickering, Astin, Tinto, Schlossberg) to explain current situations, student issues, and campus policy. Indicators of success will be:
 - Every faculty member can identify the ways they attend to diversity of authors and subjects, specifically from or about groups that are underrepresented in higher education
 - In their comprehensive exam, students use sources about groups underrepresented in higher education
 - All students will be able to describe how theory explains the higher education experience of LGBTQ+ students, undocumented students, students with disabilities, Black and African American students, Latina/o/e students, Indigenous students, Asian students, Pacific Islander students, and multiracial students. They will also be able to articulate effects of sense of belonging and campus climate, including white spaces, shape the experiences of students.
3. Investigate and establish an in-person global engagement opportunity. Indicators of success will be:
 - Launch of a global engagement opportunity, or
 - Clear answer of “no” by CSUF administration
4. Maintain enrollments of cohorts reflecting a wide range of diversity, inclusive of, but not limited to age, race/ethnicity, disability, national origin, citizenship, sexual orientation, gender identification, socioeconomic status, and religion. Special focus will be on increasing the number of Black and African American students. Indicators of success would be:
 - Passing rate of comprehensive exam and GPA will not vary based on race/ethnicity. We currently see no variance here, and we would like to continue that
 - Demographics of MSHE cohorts reflect or overrepresent CSUF’s service area in terms of students from the following underrepresented groups:
 - Students with disabilities
 - Students who identify as Asian or Pacific Islander
 - At least 10% of the MSHE cohort identifies as Black or African American
 - We will see increases over the next seven-year period in number of students who identify as trans, non-binary or gender nonconforming
5. Develop more opportunities for students to participate in research, including presenting research at conferences. We hope to see (a) students presenting at NASPA or ACPA conferences, either as a team or as co-presenters with faculty, and (b) students submitting papers for publication. This is not our expectation for all students, but we do want all students to have this opportunity. Indicators of success will be:
 - At least 10% of MSHE students presenting at a national or regional conference
 - At least 20% of students submitting proposals to present at a national or regional conference

B. Explain how the long-term plan implements the University’s mission, goals, and strategies, as well as the unit’s mission and goals.

1. The University’s value of Diversity, Equity and Inclusion states, “We affirm and elevate our rich diversity, respect and learn from each other’s perspectives, and build a community that promotes equity-minded practices and a sense of belonging.” Our curriculum audit, global engagement opportunity, diversity of students, and student research opportunities all align with this institutional value. Because our students are nearly all from groups underrepresented in higher education, efforts to strengthen the diversity of the curriculum and to increase their research opportunities are both equity-minded practices as they create a more inclusive curriculum and research voice. A global engagement opportunity will expand our students’ understanding of other perspectives and contribute to their ability to build a global community of learners.

2. Goal #1 of the CSUF Strategic Plan is about student learning, with a goal to: “expand access to higher education for traditional and non-traditional learners, enrich learning experiences through diverse and innovative academic offerings, and enhance support services and infrastructure to ensure student retention and graduation, as well as their mastery of the knowledge and skills needed to reach professional and personal goals.” Creating connections among alumni and between students and alumni will provide role models, mentors, and support for MSHE students who are nearly all the first in their families to attend college and who can benefit from building relationships with professionals who are further along their career path. The other four goals fit with this element of the strategic plan as they are all about enhancing learning for a diverse student group.

C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.

- We will annually assess the diversity of the MSHE cohort along lines of race/ethnicity, disability, and gender identification by number and percentage of students in these domains.
- We will count the number of students making conference presentations each year

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit’s priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

To meet the goal to diversify the cohort, we support for changing the department website, or at least the MSHE part of that website. That means staff time to make the changes and freedom to change as we see fit.

To meet the student research goal, we will need are funding for faculty to accompany students to present at conferences, which is currently in place. If that funding continues, there is no new funding necessary.

VIII. Appendices Connected to the Self-study (Required Data)

A. Undergraduate Degree Programs- N/A

B. Graduate Degree Program Tables

C. Faculty

D. Budget Information

E. Faculty Curriculum Vitae

1. Dr. Carol Lundberg

2. Dr. Eugene Fujimoto

3. Dr. Lissa Ramirez-Stapleton

F. Achievements & Challenges

G. Supplementary Materials

- **Sample Comprehensive Rubric & Exam**
-

2024-2025 PPR Tables: Education MS Educational - Higher Education

Office of Institutional Effectiveness and Planning

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	32	16	15
2018	37	32	28
2019	18	17	16
2020	21	19	14
2021	27	25	25
2022	N/A	N/A	N/A
2023	N/A	N/A	N/A

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	47.5	23.75	0.50
2018-2019	67.5	33.88	0.50
2019-2020	63.5	31.75	0.50
2020-2021	38.5	19.25	0.50
2021-2022	51	25.38	0.50
2022-2023	N/A	N/A	N/A
2023-2024	N/A	N/A	N/A

Table 7. Graduate Student Graduation Rates

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	15	80.0	86.7	86.7
2018	28	78.6	78.6	78.6
2019	16	68.8	68.8	68.8
2020	14	85.7	85.7	85.7
2021	25	52.0	84.0	N/A
2022	N/A	N/A	N/A	N/A
2023	N/A	N/A	N/A	N/A

Table 8. Master's Degrees Awarded

College Year	Degrees Awarded
2017-2018	23
2018-2019	22
2019-2020	36
2020-2021	23
2021-2022	13
2022-2023	1
2023-2024	N/A

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	8	2	0	0	3	13
2018	8	2	0	0	3	13
2019	7	3	0	0	2	12
2020	7	3	0	1	3	12
2021	6	3	0	1	3	10.9
2022	5	2	0	1	2	8.1
2023	9	3	.5	1	2	13.1

¹Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX D. BUDGET INFORMATION

Fund	2020	2021	2022	2023
Dept OE	5500	5500	5500	5500
CCF	1567	1556	4182	4182
Total:	7067	7056	9682	9682

APPENDIX F. ACHIEVEMENTS & CHALLENGES

Achievements

The MSHE program was recognized as one of 18 finalists (of 103 submissions) for the Excelencia in Education recognition for excellent support of Latina/o/e students based on the graduation rate of 92%, service-learning project in Maywood, and 94% of Latina/o/e students finding employment in higher education upon completion of the MSHE degree.

Fall 2024 marks 15 years of MSHE students partnering with community leaders in Maywood to host the Maywood Education Fair. This service-learning experience seeks to increase the college-going rate of the Maywood community.

Dr. Lissa Ramirez-Stapleton led a major research project with both sections of her EDAD 510 class. Using Photovoice, all students conducted original research about the experiences of Black students at CSUF. The presented findings at a community meeting of CSUF students, faculty, administrators, and community leaders numbering over 80. They also led an alumni event with 40 in attendance, presented findings at the NASPA Regional Conference, put on an exhibit in the Pollak Library, and they will submit a paper for publication.

The MSHE program has a long history of racially/ethnically diverse faculty. One of our faculty identifies as Black, one as Japanese, one as White, and one as Latina.

The MSHE program invests heavily in students at the beginning of their experience, with a mandatory all-day orientation program in August, followed by a two-day retreat in September. Both events are designed to foster a climate of collaboration and trust among students, highlighting the strength of the diversity in the cohort.

Challenges

African American and Black students are underrepresented in our program, as are Asian American and Pacific Islander students. For the last two years, we have had no transgender students.

To be financially sound, beginning in fall 2025, we must enroll two cohorts of 25 students. This is a larger cohort than nearly all programs in higher education. The large cohort size limits the extent to which we can engage students in high impact practices.

We are seeing more students with housing and food insecurity and with complicated mental health challenges.

We have a larger portion of students working full-time outside higher education.

Our website is inferior to the websites of competing programs. It is text-heavy, lacks photos, and is difficult to navigate. The poor website likely limits the number of applicants we receive.

APPENDIX G. SUPPLEMENTARY MATERIALS

Comprehensive Exam Scoring Sheet – M.S. in Higher Education - Case Study Question

Student Number ____ Reader Number ____ Advanced/High Pass ____ Competent/Pass ____ Needs Improvement ____ No Pass ____

Content Knowledge and Application of Scholarly Theory and Literature to Practice

Content Areas

- History/Philosophy
- Current issues and trends
- Structures/functional areas
- Leadership and organization theories
- Theories and models (student development, student success, learning, and college impact theories)
- Student populations
- Diversity and social justice issues and literature
- Instructional design, pedagogy, practice
- Research, evaluation, and assessment

- Ethical principles, legal, risk management issues

___ Advanced

Demonstrated a high degree of both breadth (4 of the 10 content areas) and depth (at least 2 content areas) in the response. All content areas covered were cited accurately (correct authors and dates). Demonstrated high proficiency in applying theory to practice.

___ Competent

Demonstrated adequate breadth (3 of the 10 content areas) and depth (at least 2 content areas) in the response. Most content areas covered were cited accurately (correct authors and dates). Appropriate connections were made between theory and practice, but some connections lacked specificity.

___ Needs Improvement

Did not demonstrate breadth (less than 2 content areas) and/or depth (less than 2 content areas). Some applications of practice were nominally paired with theory (e.g., simply citing Astin when using the word “involvement”).

___ No Pass

Applications of practice were (a) not paired with theory, or (b) one or more applications of practice were inaccurately paired with theory.

Comments:

Analytical and Critical Thinking

___ Advanced

In addition to synthesizing the content, regularly presented critiques of the content. Considered the strengths and limitations of various theories in applying theory to practice.

___ Competent

Content knowledge and applications of theory to practice were generally accurate and sound, with moderate connections between theories or content areas.

___ Needs Improvement

Content knowledge and applications of theory to practice were generally accurate and sound but drew weak connections between theories or content areas.

___ No Pass

Did not answer the exam question or did not draw upon program content and theory.

Comments:

Diversity and Social Justice

___ Advanced

Considered intersecting social identities of multiple populations through critically examining implicit and explicit biases and privileges affecting the case. Considered potential impacts of recommendations and actions on various communities, including marginalized groups. Addressed structures of privilege and marginalization.

___ Competent

Considered multiple populations, functional areas, and stakeholders, including potential impacts of recommendations and actions on various communities, including marginalized groups. Adequately addressed implicit or explicit biases and privileges. Addressed structures of privilege and marginalization.

___ Needs Improvement

Demonstrated minimal understanding of the social justice aspects of the case. Did not address implicit or explicit biases and privileges or did not address structures of privilege and marginalization.

___ No Pass

Did not demonstrate understanding of the social justice aspects of the case OR reinforced implicit or explicit biases or structures of privilege and marginalization.

Comments:**Logical, Practical Assessment and Evaluation****Content Areas**

- Needs assessment
- Measurement design and methodology
- Student learning outcomes
- Evaluation questions
- Summative evaluation criteria/rubrics
- Dissemination plans
- Use of scholarly literature

__ Advanced

Demonstrated understanding of assessment and evaluation with plans that included dissemination. Drew upon appropriate theoretical foundations of assessment and evaluation.

__ Competent

The application of these components in practice was clearly delineated. Demonstrated a basic understanding of assessment and evaluation processes but did not include an assessment or evaluation plan. Applications were vague and/or unclear.

__ Needs Improvement

Presented simplistic understanding of basic evaluation and/or assessment processes OR presented misinformation (e.g., confused quantitative and qualitative methods).

__ No Pass

Did not demonstrate an understanding of basic evaluation and/or assessment processes.

Comments:**Writing Clarity and Logic****__ Advanced**

Demonstrated logical organization with headings. Very few spelling, grammatical, and/or APA errors.

__ Competent

Generally logical and well-organized, with headings, though some paragraphs and sections of the paper were stronger than others. Some spelling, grammatical, and/or APA errors.

__ Needs Improvement

Not organized around any form of an outline OR frequent spelling, grammatical, and/or APA errors.

__ No Pass

Spelling, grammatical, and/or APA errors made the paper difficult to follow.

Comments:

Comprehensive Exam Scoring Sheet – M.S. in Higher Education - Philosophical Question

Student Number ____ Reader Number ____ Advanced/High Pass ____ Competent/Pass ____ Needs Improvement ____ No Pass ____

Content Knowledge and Application of Scholarly Theory and Literature to Practice

Content Areas

- History/Philosophy
- Current issues and trends
- Structures/functional areas
- Leadership and organization theories
- Theories and models (student development, student success, learning, and college impact theories)
- Student populations
- Diversity and social justice issues and literature
- Instructional design, pedagogy, practice
- Research, evaluation, and assessment
- Ethical principles, legal, risk management issues

Advanced

Demonstrated a high degree of both breadth (4 of the 10 content areas) and depth (at least 2 content areas) in the response. All content areas covered were cited accurately (correct authors and dates). Demonstrated high proficiency in applying theory to practice.

 Competent

Demonstrated adequate breadth (3 of the 10 content areas) and depth (at least 2 content areas) in the response. Most content areas covered were cited accurately (correct authors and dates). Appropriate connections were made between theory and practice, but some connections lacked specificity.

 Needs Improvement

Did not demonstrate breadth (less than 2 content areas) and/or depth (less than 2 content areas). Some applications of practice were nominally paired with theory (e.g., simply citing Astin when using the word "involvement").

 No Pass

Applications of practice were (a) not paired with theory, or (b) one or more applications of practice were inaccurately paired with theory.

Comments:

Analytical and Critical Thinking

 Advanced

In addition to synthesizing the content, regularly presented critiques of the content. Considered the strengths and limitations of various theories in applying theory to practice.

 Competent

Content knowledge and applications of theory to practice were generally accurate and sound, with moderate connections between theories or content areas.

 Needs Improvement

Content knowledge and applications of theory to practice were generally accurate and sound but drew weak connections between theories or content areas.

 No Pass

Did not answer the exam question OR did not draw upon program content and theory.

Comments:

Advanced

Considered intersecting social identities of multiple populations through critically examining implicit and explicit biases and privileges affecting the case. Considered potential impacts of recommendations and actions on various communities, including marginalized groups. Addressed structures of privilege and marginalization.

Competent

Considered multiple populations, functional areas, and stakeholders, including potential impacts of recommendations and actions on various communities, including marginalized groups. Adequately addressed implicit or explicit biases and privileges. Addressed structures of privilege and marginalization.

Needs Improvement

Demonstrated minimal understanding of the social justice aspects of the case. Did not address implicit or explicit biases and privileges or did not address structures of privilege and marginalization.

No Pass

Did not demonstrate understanding of the social justice aspects of the case OR reinforced implicit or explicit biases or structures of privilege and marginalization.

Comments:

Self-Awareness and Point of View

Advanced

Demonstrated self-awareness and a point of view by discussing how their life history shaped their views.

Competent

Demonstrated ability to engage in reflection, but connections between reflection and practice were more implicit than explicit.

Needs Improvement

Demonstrated limited ability to engage in reflection; seemed to lack self-awareness.

No Pass

Demonstrated no ability to engage in reflection; seemed to lack self-awareness.

Comments:

Writing Clarity and Logic

Advanced

Demonstrated logical organization with headings. Very few spelling, grammatical, and/or APA errors.

Competent

Generally logical and well-organized, with headings, though some paragraphs and sections of the paper were stronger than others. Some spelling, grammatical, and/or APA errors.

Needs Improvement

Not organized around any form of an outline OR frequent spelling, grammatical, and/or APA errors.

No Pass

Spelling, grammatical, and/or APA errors made the paper difficult to follow.

2024 Comprehensive Exam

Chose one case study question to respond to.

Case Study Question - Option #1

Answer this question by reading the case scenario and responding to the questions at the end of the scenario (a, b, c, d). Be sure to support your answer with appropriate citations.

You are the Director of Student Life at a midsize public university. The university is facing budget cuts next year because of declining enrollment. Your office has been charged with cutting 10% of its budget. CJ, a new staff member in your department, is frustrated that their program budget may be cut.

CJ argues that cultural centers serving large numbers of students should continue to be funded at 100%, but cultural centers that serve fewer students should be cut. Three years ago, as part of a class project, a campus investigative journalism team discovered that part of your campus was built on the sacred grounds of an Indigenous community. Your campus recently opened an Indigenous Student Center that does not have as much student use as other centers. Some view the opening of that cultural center as performative, and they question the need for that center when there are few Indigenous students on campus.

Another solution CJ offers for budget savings is to cut back on some services for students with disabilities, some of which are expensive. CJ argues that expensive accommodations for a handful of students with disabilities is drawing money away from the biggest challenge for most students, which is the financial challenge of paying for college. To CJ, it seems more equitable to invest equally in all students, rather than to have services for particular groups while overlooking others.

You know that an article by Hicks (2024) in “The Trends Report 2024” (Chronicle of Higher Education, n.d.) states that 116 college campuses have responded to political pressure and legislation designed to dismantle Diversity, Equity, and Inclusion efforts.

- a. CJ may not be aware of ways the history of education in the United States has created inequities among student groups. List and describe two examples of present inequities rooted in the history of U. S. education.
- b. CJ asks you, “Shouldn’t the university invest equally in all students?” What is your answer?
- c. What may be the university’s rationale for (a) investing in Indigenous students and (b) providing a full array of services for students with disabilities? List and describe two potential reasons for each of these two investments.

- d. How will you know which programs and services are most beneficial to students so you can make an effective budget plan for next year?

Chronicle of Higher Education. (n.d.). *The Trends Report 2024*. <https://www.chronicle.com/the-higher-education-trends-report-2024/>

Hicks, M. (2024, April 15). Dozens of campuses shed or alter DEI efforts as political pressure mounts. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/dozens-of-campuses-shed-or-alter-dei-efforts-as-political-pressure-mounts>

Case Study Question - Option #2

Answer this question by reading the case scenario and responding to the five questions at the end of the scenario. Be sure to support your answer with appropriate citations.

You are the dean of students at a 4-year public university in southern California. Your new university president was installed on campus last year and promised to progress in three areas for improvement noted in the recent accreditation report: improve graduation rates for students of color, hire and retain underrepresented Black faculty, and attract new donors.

Since the president's arrival, growing groups of students with differences of opinions and perspectives have held rallies about the Israel-Hamas war in the courtyard near the president's office. In the last 3 weeks, campus and local newspapers wrote articles about those demonstrations.

You understand the Israeli-Palestinian conflict is complex and multilayered. You know some student protesters demand that the university boycott businesses with ties to Israel and other students want antisemitic posters removed from campus. Still others ask that campus leaders publicly acknowledge the pain that Palestinian and Jewish students carry from this conflict and support them.

You also know that an article in "The Trends Report 2024" (Chronicle of Higher Education, n.d.) states that (a) the U.S. Department of Education is investigating several colleges for accusations of antisemitism on campus, (b) pro-Palestinian student organizations have cited changes in campus policies as vague and restrictive, and (c) some "donors expect their money to speak even louder than it already does" (Hicks et al., 2024, para. 23).

The president's office thinks your staff should be able to control the crowds and perhaps even persuade students not to protest. Of course, none of that communication is direct or documented, but the president's team members talked with your supervisor about strategies you might employ to weaken students' desire to demonstrate. Your supervisor passes these messages along to you and notes that you have an excellent reputation among students.

You know that before October 7, the Black Student Union student leaders, the Black Faculty and Staff Association members, and their allies were making good progress on planning to prioritize hiring of additional Black faculty to improve graduation rates for students of color. As tensions rise about the war, it seems the provost and president have lost focus on the issue of hiring and retaining Black faculty. The president's team members suggest that if your office could discourage students from holding rallies and going to the press about their views, the president could return to their focus on faculty hiring.

1. What are the issues here?
2. What about the history of higher education **OR** the history of student affairs will inform your approach to this case?
3. What theory might explain what is going on in this case?
4. What two things will you do, and why?
5. How would you know that your efforts were useful and effective?

Chronicle of Higher Education. (n.d.). *The Trends Report 2024*. <https://www.chronicle.com/the-higher-education-trends-report-2024/>

Hicks, M., Gluckman, N., & Williams June, A. (2024, February 26). What else are we seeing? *The Chronicle of Higher Education*. <https://www.chronicle.com/article/what-else-are-we-seeing>

Philosophical Question – Option #1

Many responsibilities come with earning an advanced degree that qualifies you to educate, lead, mentor, and support college students of all ages, backgrounds, and identities. The commitment to continuing to learn and develop professionally requires conscious, sustained effort. You know much from your own experience, and you have learned even more in the last 2 years in the MSHE Program.

1. To honor the students you serve now, and those you will serve in the future, what actions will you build into your student affairs professional practice that spark your curiosity, refresh your knowledge, increase your skills, and expand your thinking?
2. How do these actions reflect your philosophy of educational leadership?
3. What differences will they make for students?

Philosophical Question - Option #2

Think about the steps of the practice-to-theory-to-practice (PTP) model (Knefelkamp et al., 1985), and everything that should be considered in the design and implementation of programs and activities for college students.

In the comprehensive PTP way—and consciously or subconsciously—your work with students includes elements of your own cultural wealth plus knowledge about history, philosophy, ethics, leadership, organizations, student development theory, assessment, evaluation, data analysis, students’ characteristics and cultures, diversity, access, equity, inclusion, instruction, curriculum, and much, much more.

1. Which key elements of your MSHE Program learning will stay with you day to day, year to year, and sustain you for a long, fulfilling, and productive career in student affairs?
2. Why is that learning important to you?

Achievements

The MSHE program was recognized as one of 18 finalists (of 103 submissions) for the Excelencia in Education recognition for excellent support of Latina/o/e students based on the graduation rate of 92%, service-learning project in Maywood, and 94% of Latina/o/e students finding employment in higher education upon completion of the MSHE degree.

Fall 2024 marks 15 years of MSHE students partnering with community leaders in Maywood to host the Maywood Education Fair. This service-learning experience seeks to increase the college-going rate of the Maywood community.

Dr. Lissa Ramirez-Stapleton led a major research project with both sections of her EDAD 510 class. Using Photovoice, all students conducted original research about the experiences of Black students at CSUF. The presented findings at a community meeting of CSUF students, faculty, administrators, and community leaders numbering over 80. They also led an alumni event with 40 in attendance, presented findings at the NASPA Regional Conference, put on an exhibit in the Pollak Library, and they will submit a paper for publication.

The MSHE program has a long history of racially/ethnically diverse faculty. One of our faculty identifies as Black, one as Japanese, one as White, and one as Latina.

The MSHE program invests heavily in students at the beginning of their experience, with a mandatory all-day orientation program in August, followed by a two-day retreat in September. Both events are designed to foster a climate of collaboration and trust among students, highlighting the strength of the diversity in the cohort.

Challenges

African American and Black students are underrepresented in our program, as are Asian American and Pacific Islander students. For the last two years, we have had no transgender students.

To be financially sound, beginning in fall 2025, we must enroll two cohorts of 25 students. This is a larger cohort than nearly all programs in higher education. The large cohort size limits the extent to which we can engage students in high impact practices.

We are seeing more students with housing and food insecurity and with complicated mental health challenges.

We have a larger portion of students working full-time outside higher education.

Our website is inferior to the websites of competing programs. It is text-heavy, lacks photos, and is difficult to navigate. The poor website likely limits the number of applicants we receive.