



Assessment Status 2018

Program: Higher Education and Student Affairs, MA

Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?		N	In progress
Has a rubric been developed for at least one PLO?	Y		Yes, a rubric has been created for all PLOs for HESA
Has a direct assignment been identified?	Y		Yes; will use culminating capstone assignment
Is the annual assessment plan complete?		N	To be completed in the Fall 2018 semester
Are student entry and exit surveys reviewed?		N	Exit survey implemented 2014-2016; to be revised and implemented 2019
Has program review been completed for this cycle?		N	New program in 2012; program review AY19/20
Has the action plan been completed?			n/a
What actions have the program taken as a result of annual assessment or program review?			n/a

## HESA PLO Rubric

<p><b>Evaluation Criterion 1</b> Distinguish and evaluate the different <i>functional areas</i> (CAS) of higher education programs and services and how inequity manifests within the structures of each.</p>	<p>Student can name a significant number (~60%) of CAS-defined functional areas.</p> <p>Student demonstrates a nuanced understanding of how these different areas function in terms of all of the roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate specific and distinct ways structural inequity is exhibited within different areas of colleges/universities.</p>	<p>Student can name a significant number (~40%) of CAS-defined functional areas.</p> <p>Student demonstrates a general understanding of how these different areas function in terms of roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate general ways structural inequity is exhibited within different areas of colleges/universities.</p>	<p>Student can name a small number (~20%) of CAS-defined functional areas.</p> <p>Student demonstrates a limited understanding of how these different areas function in terms of roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate general ways inequity on the individual level is exhibited within different areas of colleges/universities.</p>	<p>Student can name only the CAS-defined functional areas that they have closely experienced.</p> <p>Student demonstrates a limited understanding of how these different areas function in terms of roles and responsibility played in students' experiences, but not within higher education more broadly.</p> <p>Student is able to evaluate general ways inequity on the individual level is exhibited within different areas of colleges/universities.</p>
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<b>Evaluation Criterion 2</b>	<b>Performance Criteria Level 1 (highest)</b>	<b>Performance Criteria Level 2</b>	<b>Performance Criteria Level 3</b>	<b>Performance Criteria Level 4 (lowest)</b>
<p>Develop an integrated knowledge of access, equity/inequity and oppression through a lens that incorporates lived experience, research and theory, and socioemotional awareness.</p>	<p>Student demonstrates depth and complexity in the frameworks developed that incorporate a great extent of lived experience, research and theory, and socioemotional awareness.</p>	<p>Student demonstrates understanding of interconnections between experience, research, and socioemotional awareness and competency in application of framework to situations.</p>	<p>Students cannot develop integrated frameworks but maintains siloed categories of deep understanding.</p>	<p>Students maintain siloed understanding of lenses of experience, research, and socioemotional awareness and lack depth of understanding social justice concepts</p>
	<p>Student can deeply and clearly define access, equity/inequity and oppression as interconnected concepts within higher education and society more broadly.</p>	<p>Students offer general definitions of access, equity/inequity and oppression and they reflect shallow connection to concepts within higher education and society more broadly.</p>	<p>Students' definitions of access, equity/inequity, and oppression do not connect to concepts within higher education and society more broadly.</p>	<p>Students cannot define access, equity/inequity, and oppression.</p>

	Students can articulate own definition of social justice in higher education that reflects their own lived experience, research and theory, and socioemotional awareness and incorporates an in-depth and integrated understanding of access, equity/inequity and oppression.	Student definition of social justice generally reflects integrated understanding of experience, research, socioemotional awareness, access, inequity, and oppression.	Students' definition of social justice fails to reflect integrated understanding of experience, research, and/or socioemotional awareness and/or does not incorporate understanding of inequity and oppression.	Students cannot articulate own definition of social justice.
<b>Evaluation Criterion 3</b>	<b>Performance Criteria Level 1 (highest)</b>	<b>Performance Criteria Level 2</b>	<b>Performance Criteria Level 3</b>	<b>Performance Criteria Level 4 (lowest)</b>
Deconstruct the current context of higher education to recognize its interactions with broader political and structural challenges to equity and social justice.	Demonstrate depth and complexity in recognition of impacts of inequity more broadly within political and structural systems on inequity in higher education.	Demonstrates general understanding of impacts of societal inequity on inequity in higher education.	Demonstrates narrow scope in understanding of impacts of societal inequity on inequity in higher education.	Does not recognize impacts of inequity from society more broadly on that in higher education.
	Demonstrate depth and breadth of awareness of role of higher education in promoting social	Demonstrates general understanding of role of higher education in promoting social justice	Demonstrates narrow understanding of role of higher education in promoting social justice	Lacks awareness of role of higher education in promoting social justice

	justice within societal structures.	within societal structures.	within societal structures.	within society more broadly.
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