

**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION**  
**Academic Program Review Summary Form**  
*Board Of Governors Policy 1986-04-A*

**University: Indiana University of PA**

**Degree(s) Offered: M.A. in Student Affairs in Higher Education**

**Division: Academic Affairs**

**Date of Last Review: 2007**

**Completion Date of Current Review: 2012**



**I. Composition of Review Team**

Chair: Dr. John Wesley Lowery

External Review Team Members: Dr. Maureen Wilson

Campus Review Team Members: Dr. Holley Belch, Dr. Linda Hall, and Dr. John Mueller

**II. Program Data - Insert other relevant program data related to the program review in the blank rows.**

	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Student Enrollment – Annualized FTES	56.13	54.56	52.38	50.38	51.50-
Program Cost	\$515,892	\$472,776	\$511,436	\$546,378	\$547,390
Program Cost/FTES	\$9,191	\$8,665	\$9,764	\$10,845	\$10,628
Faculty FTE	4.05	3.95	3.82	3.81	3.78
Majors Enrolled – Fall Headcount	65.00	66.00	61.00	60.00	59.00
Program Graduates	27.00	34.00	25.00	30.00	26.00

### Data Definitions

Student Enrollment – Annualized FTES	12-Month Full Time Equivalent Students (FTE) within an Academic Program. 1 UG FTE = 30 CH/1 GR FTE = 24 CH. Source - CCAR - FTE_STUDENT
Program Cost	The total instructional cost attributable to the Academic Program. This includes E&G Funds and proportional administrative costs, does not include non general-fund expenses. Source - CCAR - DIRECT_COST
Faculty FTE	Faculty FTE within an Academic Program. Total number of faculty workload hours /24 workload hours. Source - CCAR -FTE_FACULTY
Majors Enrolled	The total number of majors within an Academic Program at the fifteenth day of the Fall Term. This includes both primary and secondary majors. Source - IR Fall Enrollments File
Program Graduates	The total number of graduates from a program (Summer, Fall, Spring). Includes both primary and secondary majors. Source - IR Completions File

### Mission of the Department

The Student Affairs in Higher Education (SAHE) department at IUP is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences.

Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and which model professional behavior. Working among a community of learners, students will develop a broad range of skills, in-depth knowledge, an appreciation for lifelong learning, and the ability to apply concepts and skills to become effective practitioners and colleagues.

Students will understand the history, literature, and theory base of our profession as well as the significant role of student affairs within higher education. They will apply that knowledge to address the needs of changing student populations and to effect developmental changes for individuals and groups through creating and managing educational environments. For more information, please see Appendix A.

### SAHE Program Enrollment and Faculty

The SAHE department is comprised of four full-time faculty. The SAHE program is a two-year program and student enrollment (per year) is based on the combined number of students in the first-year and second-year cohorts. From 2006 to 2011, the average number of students per year is 62.2 (headcount). Therefore, the faculty to student ratio is 1 to 15.6. This ratio is based on average enrollments in the fall semester.

Since 2006, six students have elected the thesis option over the comprehensive exam option. Each thesis committee has been comprised of three SAHE faculty members, serving as chairpersons and/or committee members.

**III. Progress Since Last Review** (This should be a status report of the actions taken from the last review, if applicable.)

<b>Action Item</b>	<b>Steps Taken/Progress Reported</b>	<b>Date</b>
1. Address the relevance of the e-portfolio with the Dean.	After analysis, e-portfolio has been discontinued as program requirement	Fall 2011
2. Examine assistantship funding: out-of-state rate, minimum package across GA sites, and advocate for more competitive assistantship stipend rates.	Study completed of comparative assistantship packages in 2009. Continuous discussion with SGSR and with external assistantship sites to increase both number of assistantships and assistantship compensation pkg. IUP stipend increased from \$4,990 to \$5,540 in 2008.	Ongoing
3. Work to enhance and/or improve efficacy of comprehensive examination.	After careful review, the SAHE faculty changed the structure of the Comprehensive Examination. The change in structure of the exam is included in Appendix I.	2009-2010
4. Examine ways in which we might be more deliberate and explicit in helping students understand ethics and the ethical dilemmas that practitioners face.	Discussions of ethics are included more frequently in classroom work and often in advising sessions with students. Numeric data for annual exit survey indicates a 4.13 mean for this period (1-5 scale with 5 representing "Very Satisfied").	Ongoing
5. Examine benefit and impact of rotating and expanding electives. If desirable, develop and seek approval for additional electives.	Two additional electives have been developed in the past 3 years (Legal Issues in Student Affairs and Spirituality in Higher Education). They are well received by students and will be offered on an alternating basis. Each is currently in review process with Grad Curriculum Committee.	2008-11
6. Stabilize assistantship funding and sites	Constant attention is given to maintaining current and developing additional assistantship sites and increasing funding. This has not resulted in stabilization at either IUP or other institutions. With decreasing	2006-2011

	budgets, this will continue to be our most significant challenge.	
7. Address deficiencies in the assistantship site experience that do not meet departmental expectations.	Discussions have been held with assistantship sites to improve experience for students. Faculty also worked with students to effectively address their concerns and provide improvement strategies. Supervisor manuals were developed to more clearly communicate the program's goals and expectations for the assistantship experience and to share more information regarding the program.	2006-2011
8. Stabilize assistantship numbers to be consistent with enrollment targets.	See #6 above. While this goal is highly desirable and very important, it has not been possible to stabilize assistantship numbers through the SGSR, IUP unit funded sites, or external sites.	2006-2011
9. Maintain faculty complement and hire a fourth faculty member consistent with quality of last five years.	When Dr. Ronald Lunardini retired in 2008, Dr. John Wesley Lowery was hired. He brought significant experience as a teacher, scholar and student affairs practitioner; he has added to the national reputation and visibility of the department.	2008
10. Examine the administration and management of the department and determine appropriate distribution of duties to faculty members vs. those duties of Chair, Coordinator, etc.	Duties and responsibilities examined in 2007 and 2008. Some responsibilities not part of the Chair/Coordinator's role were shifted to other faculty.	2007 and 2008

#### IV. Outcomes Assessment

**Department Outcomes:** Documents located in Appendices C and D provide data and comments about retention, graduation and employment rates for SAHE graduates, and assistantships (numbers and total value). The following points reflecting departmental outcomes are taken from these documents.

- For four of the past five years, the graduation rate ranged from 76% to 89% (see Appendix C for more information).
- The average fall enrollment for the first year cohort over the past five years is 33.6 entering students. The second year cohort average for the five year period is 28.2. The average for total student enrollment for the five year period is 62.2 students per year (see Appendix C for more information).
- For the 2007-2011 graduating classes, 87.4% reported employment within 6 months of graduation (see Appendix C for more information).
- Over the past five years, 96% of SAHE students held graduate assistantships. with slightly more than half at IUP and slightly less than half at other cooperating institutions in the region. The total value of assistantships provided to SAHE students has grown annually within the previous five years and in 2011-2012 was approximately \$1.1M. What is of special note is that approximately \$600,000 of that total amount is generated from external sources (other institutions within western Pennsylvania). In addition, of the \$1.1M, nearly \$300,000 is provided through either auxiliary dollars or funded through various IUP department budgets, and not through the IUP School of Graduate Studies and Research (see Appendix D for more information).

**Student Learning Outcomes:** Documents located in Appendices F, G, H, and I provide data and comments regarding the assessment of student learning. More specifically, summaries are provided from annual student exit surveys conducted each year (Appendix F), and KARS data (Appendix G). In addition, in Appendix H, data are provided for the five-year period from supervisor's final evaluations of students enrolled in the practicum course. Finally, in Appendix I data are provided regarding students' completion of the comprehensive exam which tests students' comprehension of material throughout the two-year curriculum. The following points regarding student learning outcomes are taken from these documents.

- The student exit survey provided the opportunity for students to rate the degree to which they believe program objectives have been realized through their preparation in the SAHE program. For the six objectives, the five year average ranged from 3.6 to 4.5 on a five point scale (1 representing "not at all" to 5 representing "very much so"). This suggests that students believe they are well prepared through the program. In addition, six program components were rated using a five point satisfaction scale (1 representing "not at all" to 5 representing "very much so"). The data suggests that students are quite satisfied with components of the program, with components averaging from 4.0 to 4.4 over the five year period. To review the data and summary comments, see Appendix F.

- The KARS data confirms that students enrolled in the SAHE master's degree program are appropriately mastering material according to departmental expectations and degree requirements (See Appendix G for more information).
- On-site supervisors rate students' performance in their site responsibilities for the Practicum course (SAHE 731) at the conclusion of the 150 hour required practical experience of which students are required to complete two while enrolled in the program.. The recommendations regarding grading from the practicum supervisor is the primary factor in determining a student's grade in the course. Of the five years reported, there was never a semester where more than one student received a grade of B. Furthermore, over the review, no SAHE student has earned a grade of B in both semesters in which they enrolled in practicum. This indicates that supervisors generally believe that the SAHE students they supervise are performing extremely effectively in their practicum duties. See Appendix H for more information.
- Of the 137 students who took the comprehensive exam between 2007-2011, 51 passed in the first writing. Eighty-six (86) students were required to rewrite one or more questions. 100% of students who completed the comprehensive examination process, did so successfully (Note: this does not include two students who withdrew during the comprehensive examination process. See Appendix I for more information).

## V. Program Strengths

The SAHE faculty have identified the following program strengths:

- 1) The SAHE department is comprised of four full-time faculty with significant practitioner experience in the student affairs field.
- 2) The SAHE curriculum adheres to standards identified by the Council for the Advancement of Standards (CAS), the association that provides curricular guidance for graduate preparation programs for Student Affairs.
- 3) SAHE graduates have national visibility through the type and level of professional positions they hold in the Student Affairs field and through their involvement and leadership in professional organizations at the state and national level.
- 4) The SAHE faculty has visibility regionally and nationally through scholarship, awards, professional reputation, and involvement in professional associations.
- 5) On average, 96% of SAHE students have held assistantships over the past 5 years (See Appendix D for more information).
- 6) SAHE has a strong, supportive alumni network which the faculty work had to develop and nurture. In 2006, the department established a distinguished alumni award which was renamed in 2008 to honor former professor and department chair, Dr. Ron Lunardini. Alumni are also highly supportive of the program and have in the past several years created a new award for SAHE students and a grant to support students' attending the ACPA Convention.
- 7) The SAHE faculty are committed to and involved in program improvement.
- 8) The SAHE faculty's service within IUP and externally is of high quality, volume and significance, and includes noteworthy leadership.
- 9) Through annual exit survey data and narrative comments, SAHE students reported they have high regard and high praise for faculty in terms of their experience and expertise, concern for students, as well as genuine relationships with students (See Appendix F for more information).
- 10) SAHE enrollment is at or above targets (See Appendix C for more information) and reflects a national base for recruitment with students representing numerous states, geographic regions and institutions.
- 11) The reported employment placement rate for SAHE graduates is 87.4% within six months of graduation for 2007-2011(See Appendix C for more information).

- 12) The graduate assistants from the SAHE program enable the University to offer services and programs for IUP students that are standard fare at other institutions. Without these assistantships, these programs simply would not exist. This provides tremendous savings for IUP in salaries and benefits since these same positions (i.e. residence hall directors, Greek Life advisors, advisors for students with disabilities) are necessary and are held by full-time professional staff at other institutions.
- 13) The quality of SAHE courses is widely recognized and two additional elective courses have been developed “Spirituality in Higher Education” and “Legal Issues in Student Affairs.” Students from other graduate programs regularly enroll in SAHE courses.
- 14) Current SAHE students and alumni are committed to professional development as evidenced by routinely presenting at state, regional, and national professional conferences; in many instances, on their own research (See Appendix E for more information).
- 15) The SAHE program has made consistent and proactive use of technology, including the departmental website and Facebook to market the program and to maintain contact with alumni. All SAHE faculty use D2L, Moodle, and other technology in their courses.



## VI. Areas in Need of Improvement

The SAHE program will be stronger when the following areas are addressed.

1. Stabilize GA positions (both internally and externally) so that the number and type provided annually to meet the recruitment needs of the program. The GA experience is an important component in the educational preparation of student affairs professionals. Relationships with supervisors can be strengthened, stipends increased to enhance student recruitment, and evaluation processes administered more consistently. For example, The School of Graduate Studies and Research (SGSR) eliminated one graduate assistantship in 2011-2012 and another for 2012-2013 which represents a more than 20% reduction in assistantships provided through SGSR.
2. Enhance compensation for graduate assistants. The compensation for graduate assistants offered by IUP is considerably below that of other graduate preparation programs in student affairs which places the SAHE program at a competitive disadvantage in recruiting students.
3. Improve student retention, through implementing strategies in areas where the department may have influence, so that fewer students leave the program during or at the end of the first year.
4. Enhance the SAHE web page to reflect a greater marketing/recruitment presence.
5. Develop and implement a marketing approach that utilizes technology appropriately, relies less on paper documents, and maximizes the potential of the Graduate School's new graduate admissions management system (Hobson's).
6. Respond to the implications of reduced funding for program marketing and other activities (for example Visitation and communication with alumni) that help to distinguish our program from others.
7. Seek additional sources of funding to support program activities. Over the past several years, the operating and ESF allocated to the SAHE program have declined considerably. This portion of the SAHE budget is 44% lower in 2011-2012 than it was in 2009-2010 (see Appendix J for more information).
8. Continue to explore our links with other programs within IUP, especially within the College of Education & Educational Technology.

**VII. Action Plan**

<b>Goals</b>	<b>Action Plan</b>	<b>Steps To Be Taken</b>	<b>Date</b>
<p>1. Stabilize GA positions (both internally and externally).</p>	<p>1.1 Advocate for reconsideration of current SGSR formula for allocating assistantships.</p> <p>1.2 Actively recruit additional assistantship sites.</p>	<p>1.1 Continue discussion with COE-ET Dean and SGSR Dean and Graduate Coordinators.</p> <p>1.2 Continue to meet with practicum site supervisors at practicum fair to discuss process for establishing assistantships.</p> <p>1.3 Send electronic communication to other regional institutions regarding establishing assistantships.</p> <p>1.4 Encourage SAHE alums to establish assistantships if they are working at nearby institutions.</p>	<p>2012-13</p> <p>Annually</p>
<p>2. Enhance compensation for graduate assistants.</p>	<p>2.1 Advocate for meaningful increases in GA stipends.</p> <p>2.2 Advocate for in-state tuition rates for all GA's.</p> <p>2.3 Encourage administrators to keep graduate student fees at current rate or lower them.</p>	<p>2.1 Discussion with Deans and Graduate Coordinators.</p> <p>2.2 Make recommendations to SGSR.</p>	<p>2012-13</p>
<p>3. Improve student retention.</p>	<p>3.1 Examine admissions process;</p> <p>3.2 Review enrollment records to identify common factors that contribute to withdrawals from the program.</p> <p>3.3 Institute efforts moving forward to understand each student's decision to withdraw from</p>	<p>3.1 Based upon this review, refine the admissions process or criteria, if needed.</p> <p>3.2 Develop strategies to address common factors contributing to student withdrawal and better support all students.</p> <p>3.3 Conduct intentional discussions with students in advising sessions and in</p>	<p>2012-14</p>

	the program.	groups by cohort to better understand their experience within the program.	
4. Expand use of technology in marketing & recruiting.	<p>4.1 Evaluate current marketing and recruitment techniques and identify appropriate uses of technology.</p> <p>4.2 Carefully examine data to determine how our applicants hear about SAHE.</p>	<p>4.1 Collaborate with SGSR and University Communications to enhance marketing and recruitment efforts.</p> <p>4.2 Work with SGSR Marketing to improve marketing aspect of SAHE website.</p> <p>4.3 Conduct focus groups with current students to solicit their ideas and thoughts about communication with prospective students.</p>	2012-13
5. Respond to the implications of reducing funding for program marketing and other activities.	5.1 Communicate implications for SAHE of reduced funding.	<p>5.1 Chair to meet with COE-ET Dean</p> <p>5.2 SAHE Faculty to meet with SGSR Dean</p>	2012-13
6. Seek additional sources of funding to support program activities.	6.1 Identify potential sources of additional funding for program.	<p>6.1 Meet with Development staff to discuss fundraising.</p> <p>6.2 Meet with RI staff to discuss grant opportunities.</p>	2012-13
7. Continue to explore our links with other programs within IUP.	7.1 Ascertain opportunities to collaborate with other programs or provide support to other programs within IUP.	<p>7.1 Annually revisit discussion of opportunities to collaborate with other programs within IUP.</p> <p>7.2 Follow up on ideas that seem plausible.</p>	2012-17
8. Work to enhance and/or improve efficacy of comprehensive examination.	8.1 Examine structure of the comprehensive examination.	<p>8.1 Make changes as appropriate to the comprehensive examination structure.</p> <p>8.2 Develop a new scoring rubric to be employed with comprehensive examination.</p>	2012-13

9. Enhance tracking placement of graduates.	9.1 Identify additional methods to track the employment of SAHE graduates.	9.1 Develop new communication strategies to request placement information from SAHE graduates.	2012-13
---	--	--	---------

**VIII. Comments**

**IX. Actions Planned by the University (check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Continue Program     | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium  | <input type="checkbox"/> Interim Review                           |
| <input type="checkbox"/> Discontinue Program  | <input type="checkbox"/> Reorganization                           |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below)             |

**X. Signatures**

\_\_\_\_\_  
Program Director (if applicable)

\_\_\_\_\_  
Date

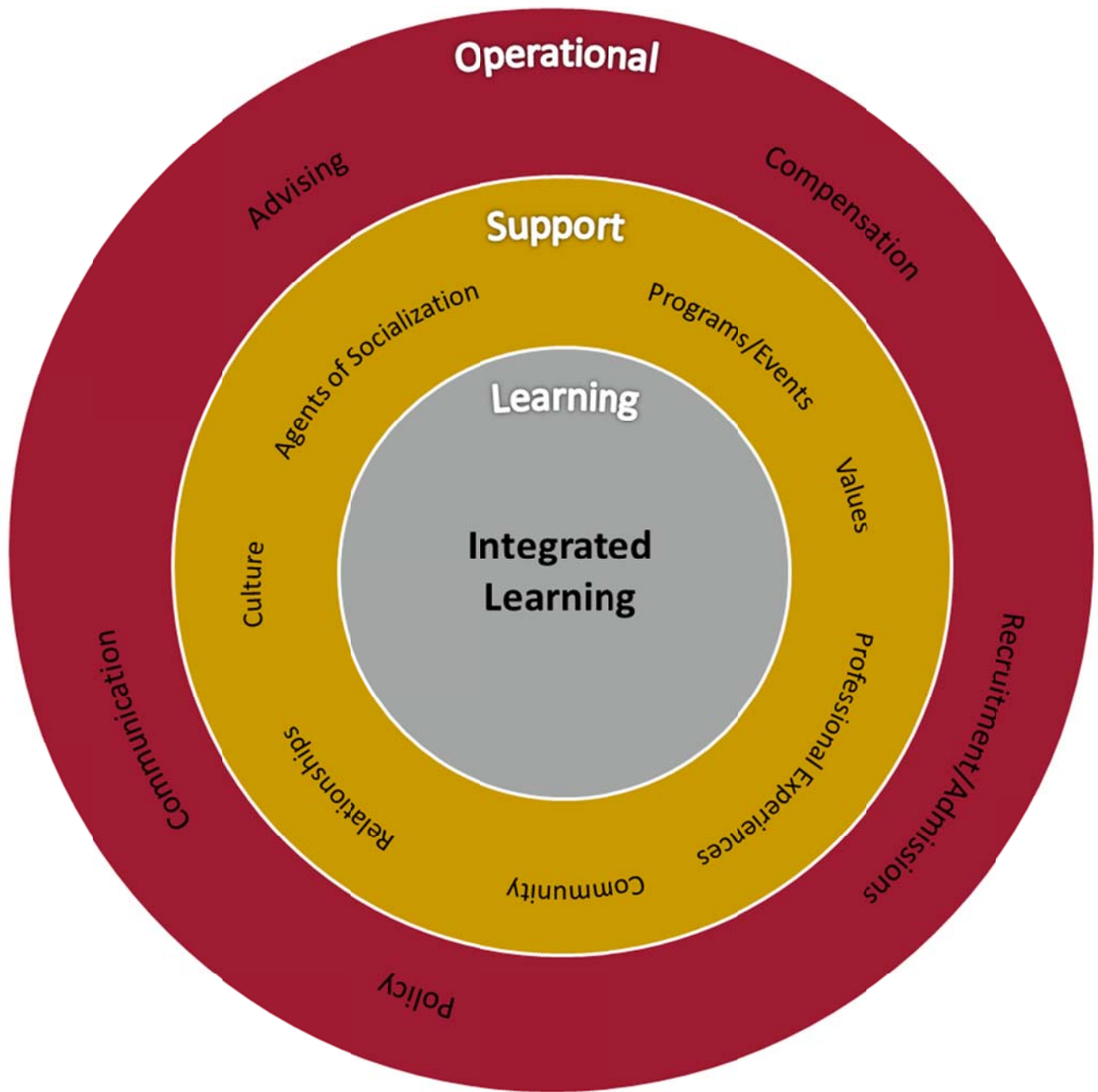
\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

Appendix A  
SAHE Conceptual Framework



Appendix B  
SAHE Program Objectives

A. Students will have KNOWLEDGE in:

1. The historical, philosophical and theoretical foundations and underpinnings of higher education and student affairs
2. Characteristics and cultures of college students
3. The types and range of college and university environments and their effects on college student learning and development
4. Principles of leadership, administration and management of resources
5. The range, scope, and roles of the different functional areas in student affairs
6. Current issues in higher education and student affairs

B. Students will be SKILLED at:

1. Systematic inquiry (i.e., assessment, evaluation and research)
2. Translation of theory to practice
3. Individual and group interventions
4. Effective oral and written communication
5. Critical thinking
6. Interacting effectively with others in group enterprises

C. Students will advance in BECOMING:

1. Experienced practitioners
2. Consumers of and familiar with professional literature
3. Self-aware practitioners
4. Reflective practitioners
5. Multi-culturally competent practitioners
6. Ethical decision-makers

Appendix C  
SAHE Student Data

Retention, Graduation, and Employment Rates

Summer/Fall of Enrollment	Number of Applications	Fall Enrollment 1 <sup>st</sup> Year <sub>1</sub>	Fall Enrollment 2 <sup>nd</sup> Year <sub>2</sub>	Year of Graduation	Number of Graduates <sub>3</sub>	Number Reporting Employment within 6 Months of Graduation <sub>4</sub>
2011	136	35	—	—	—	—
2010	111	34	26	—	—	—
2009	104	28	26	2011	25	24
2008	99	35	32	2010	31 <sub>5</sub>	25 <sub>6</sub>
2007	96	33	26	2009	25 <sub>7</sub>	21
2006		38	31	2008	31	28
2005		33	28	2007	28 <sub>8</sub>	24

- 1 Source: SAHE 621 Summer and Fall Enrollments
- 2 Source: SAHE 733 Fall Enrollment
- 3 Source: SAHE Commencement Programs
- 4 Source: Employment information reported in Developments Alumni Newsletter or reported to faculty directly.
5. This includes 1 student whose degree was conferred in August 2010.
6. An additional student reported to the faculty that she was not seeking employment and is excluded from the calculation of the placement rate.
7. One additional student who withdrew from the program has reenrolled and is expected to graduate in 2012.
8. This includes 3 students whose degrees were conferred in August 2007, but excludes 1 student who enrolled prior to 2005, withdrew from the program, and ultimately returned and graduated in 2007.

Retention and Graduation Rates

For the last five years, 83.6% of the students who began the SAHE program graduated approximately two years later. We believe that this rate is quite strong, especially in light of how appealing the notion of work on a college campus seems to be among individuals in search of a master's degree, without a full appreciation for the profession to which it leads. That phenomenon was most apparent during one year within this cycle (2007) when only 25 students graduated of the 33 who began the program two years earlier. More of the students who entered in 2007 lacked the understanding of and commitment to a career in student affairs than is typical of our enrollees, reducing our overall retention rate. For the other four years in the cycle, 82% to 89% of students who matriculated graduated.



## Diversity of the SAHE Students

The table below provides information on the diversity of students in SAHE Program in terms of gender and race and ethnicity.

### SAHE Department by Gender and Race

	2007		2008		2009		2010		2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
American Indian	0	0	0	1	0	1	0	0	0	0
Asian	1	1	2	0	1	0	0	0	0	0
International	1	0	0	0	0	0	0	0	0	0
Black	1	2	2	1	3	1	2	0	3	1
Hispanic	0	1	1	1	1	0	0	0	0	0
White	34	14	31	19	30	19	37	16	37	17
Multi Racial	0	0	0	0	0	0	0	0	1	0
Unknown	8	3	3	0	3	1	3	1	3	1
<b>Total</b>	<b>45</b>	<b>21</b>	<b>39</b>	<b>22</b>	<b>38</b>	<b>22</b>	<b>42</b>	<b>17</b>	<b>44</b>	<b>19</b>
<b>Grand Total</b>	<b>66</b>		<b>61</b>		<b>60</b>		<b>59</b>		<b>63</b>	

### Graduates' Professional Employment

The employment rate for SAHE graduates remains a strength of the program. Although every graduate has not reported their employment status, communication with recent alumni is frequent, and they regularly report their success in gaining employment within the field.

For the 2007-2011 graduating classes, 88% of students reported employment within 6 months of graduation and ranged from 96% for the Class of 2011 to 83.3% for the Class of 2010. A higher percentage of students graduating from the program could well be employed in student affairs within 6 months, but their employment status could not be ascertained.

Appendix D  
Assistantship Numbers and Value

<b>Year</b>	<b>Fall Enrollment Both Cohorts</b>	<b>Number of Students in Assistantships or Full-Time Employment</b>	<b>Approx. Total Value of Non-SGSR Funded Assistantships<sub>1</sub></b>
2011-12	61	52 <sub>2</sub>	\$994,252
2010-11	60	58	\$1,084,873
2009-10	60	56	\$1,019,087
2008-09	61	57 <sub>3</sub>	\$950,906 <sub>4</sub>
2007-08	64	63	\$880,191
2006-07	66	65	\$906,143

1. Does not include those funded through SGSR.
2. Includes 2 students who were employed full-time.
3. Includes 2 students who were funded externally without title of GA.
4. In 2008, the IUP GA stipend increased from \$4,990 to \$5,540.

Total Assistantship Values – Fall 2011

<b>Cohort</b>	<b>SGSR<sub>1</sub></b>	<b>EXTERNAL<sub>2</sub></b>	<b>IUP-UNIT<sub>3</sub></b>
1 <sup>st</sup> year students	\$68,384	\$376,920	\$173,248
2 <sup>nd</sup> year students	\$56,022	\$191,792	\$252,292
Total	\$124,406	\$568,712	\$425,540
Grand Total	\$1,118,658		

1. Assistantships funded through the IUP School of Graduate Studies and Research (SGSR).
2. Assistantships funded by other institutions of higher education.
3. Assistantships at IUP funded through departments other than the Graduate School.

## Appendix E SAHE Points of Pride

The Student Affairs in Higher Education department (SAHE) began in 1971 as a one-year, master's degree program that was organized, managed and taught by administrators within the division of student affairs, and was affiliated with the Counselor Education department for its academic home and many of its required courses. The program's first full-time faculty member began in 1985 and an additional faculty member was added in 1988. The program name changed to Student Affairs in Higher Education in 1991, became a two-year masters program in 1994, and by 1997 had gained independent departmental status. Over time, credit requirements increased from 33 to 42 in order to reflect national standards and the faculty increased to four. While there is no accrediting agency for student affairs masters programs, the results of a 2001 external review revealed that the department met all standards articulated by The Council for the Advancement of Standards (CAS) for professional preparation programs in the field of college student personnel.

Growth in enrollment to the current level of sixty-one full-time master's level students has been made possible by expansion of graduate assistantship opportunities. SAHE students now hold graduate assistantships at IUP and at colleges and universities throughout the western Pennsylvania and tri-state region. These positions serve as financial and departmental support to the students and to IUP, but equally important is the value and necessity of these practical experiences in the students' preparation to serve as professionals in the student affairs field.

### Program Highlights:

- Current SAHE students have a mean undergraduate GPA of 3.25 and come from 42 different undergraduate institutions and 15 different home states from as far away as California, Massachusetts, and Florida.
- On average, 96% of SAHE students hold graduate assistantships. In the current academic year, 27 assistantships are provided at IUP and 23 assistantships are funded by other colleges and universities in our region. The combined value of support (tuition, stipends, housing and/or meals) generated by all assistantships is approximately \$1 million per year.
- With 27 students providing half-time pre-professional service to student affairs and related offices at IUP, SAHE students significantly assist the university to accomplish its mission. Without these efforts, many student affairs offices would be unable to maintain the levels of service they currently provide.
- Placement rates reported to the program for SAHE graduates average 88% within 6 months for the review period.
- SAHE alumni are very supportive of the program. Many prospective students report that they were encouraged to apply by alumni. In addition, during the review period, two new awards for SAHE students were created and funded by recent SAHE alumni (The Get Involved! Award and an ACPA Convention Award to support several students participation in the national conference).
- The 2011 annual conference of the Pennsylvania College Personnel Association (PCPA) was chaired by a SAHE alumnae and more than 60% of the program sessions were presented by SAHE faculty, students, or alumni.
- More than half of the members of the 2011-12 PCPA Executive Board are SAHE alumni, students or faculty.
- SAHE students have been active in presenting educational programs at regional and national professional conferences, in many instances on their own research projects.

- SAHE faculty make significant contributions to national student affairs organizations.
- SAHE faculty also make significant contributions to scholarship in the field of student affairs through their publications and presentations.
- SAHE faculty have been recognized for their professional contributions and promise: Dr. Holley Belch and Dr. John Mueller were promoted to the rank of full professor. Dr. Holley Belch also received the College of Education and Educational Technology's "Recognition Award." Dr. John Mueller was an ACPA Diamond Honoree. Dr. John Lowery received the Outstanding Mentor to Graduate Students Award from ACPA's Standing Committee for Graduate Students and New Professionals.

### **Student Highlights:**

**Emilie Campbell ('12)** won the Order of Omega Case Study Competition at the Northeast Greek Leadership Conference. She partnered with IUP's Panhellenic President.

**Ashley Fowler ('11)** received two awards for her thesis research, "The Correlation Between Feminist Identity Development and Psychological Maltreatment in Intimate Relationships Among College Students": the ACPA Gerald Saddlemire Masters Research Award and IUP's Outstanding Graduate Student Research Award.

**Jason Lee ('10)** was awarded IUP's Outstanding Graduate Student Research Award for his thesis research, "Student Loan Literacy: A Comparison of First-Generation and Continuing-Generation College Students."

Several SAHE students presented at the 2011 ACPA Convention:

- **Megan Stahl ('11)** presented on "The Social Norms Approach"
- **Ashley Fowler ('11)** presented on her thesis research, "The Significance of Feminist Identity in Psychologically Abusive Relationships"

**Crystal Carlson ('11)**, **R. C. Stabile ('12)**, and **Chris Weiss ('12)** received a Chacivity Award in Fall 2010. Chacivity Awards (abbreviated for character, civility, and integrity) are presented to students who exemplify behaviors that uplift the spirit of the IUP community through his or her contributions.

**Martin Sagendorf ('10)** received a Chacivity Award in 2010.

**Mara Iverson ('11)** and **Stacie Mann ('10)**, presented with Dr. John Mueller at IUP's first Symposium on Gender and Sexuality on April 9, 2010.

A number of SAHE students presented at the 2010 ACPA National Convention:

- **Brynn Cunningham ('10)** co-presented "Service-Learning as Professional Development" with Pete Mather of Ohio University.
- **Jared Hammond ('10)** joined **Margaret Hammond ('10)** in a presentation of her thesis research, "Faculty Perceptions of Student Affairs' Role in Student Learning."
- **Jason Lee ('10)** presented on his thesis research, titled "Debt Management and the First Generation Student: Thinking Beyond Access."
- **David Tiscione ('10)** presented his thesis research, "Attitudes, Behaviors, and Possible Effects of a Lower Drinking Age."

**Ruben Henao ('10)** received a Chacivity Award in 2009.

**Jason Lee ('10)** along with Dr. John Mueller presented a session titled "Serving Atheist Students" at the 2009 ACPA Convention.

**Nicole Croly ('09)** received the 2009 William J. Brennan Graduate Assistant Fellowship from the Order of Omega (Greek honors society).

## **Alumni Highlights:**

**Jennifer Ferrell ('05)** was elected as chairperson of ACPA's Standing Committee for Women. She will serve a two-year term.

**Diane Williams ('11)** was the 2011 Pennsylvania College Personnel Association Conference Chair.

**Holly (Alexander) Agati ('93)** was awarded The Chambers-Reid Award for Professional Excellence at The College of William and Mary.

**Sean Bridgen ('99)** received the Outstanding Advising Award Certificate of Merit from NACADA at the 2010 National Conference. Sean has also been appointed the Managing Co-editor of *The Mentor*, an academic advising journal.

**Michael Dodge ('06)** was elected to be a directorate board member of ACPA's Commission for Student Conduct and Legal Issues from 2011 to 2014.

**Courtney (Stone) O'Connell ('08)** was honored with the Annuity Coeptis Emerging Professional Award at the 2011 ACPA Conference in Baltimore.

**Gerald Tang ('08)** is co-chairing the Eastern Association of Colleges and Employers' Professional Exchange Committee serving to connect career services professionals with employers.

**Katie Bean ('08)** won the Spark a Life Award in May. This award is given to a George Washington University staff member who has "created momentum on campus and sparked life into the student body."

**Peter Trentacoste ('00)** was one of 14 international experts invited to speak at the first North American Bedbug Summit in Chicago on the topic of Best Practices for Bedbug Management in College/University Housing.

**Dr. Cherita (Griffin) Weatherspoon ('96)** has published her first book, *Community College Leadership Defined: Identifying, Developing and Assessing the Competencies Necessary for Leadership Success in the 21st Century*.

**Chanel Greene ('98)** was selected as a member of the Alice Manicur Symposium for Women Aspiring to be Senior Student Affairs Officers, sponsored by NASPA.

**Sara Barnett ('08)** was awarded the District 2 CASE-ASAP Outstanding Advisor Award and the CASE-ASAP Network Convention Outstanding Adviser Award.

**Misti Dinger ('99)** received the Emerging Leader Award at the 2009 PASFAA.

**Koreen Kerfoot ('02)** received the NEACUHO 2009 Professional Development Award.

**Michelle Marchand Rebholz ('08)** published an article in the Association of Fraternity/Sorority Advisors summer 2009 edition of *Perspectives*. The article, entitled *Spirituality: The Forgotten Precept*, was co-authored with Shawn Hoke, Interim Director of Campus Life at Clarion University.

**Christine Smith ('08)** was recognized as Advisor of the Year for the 08-09 academic year for her assistance in establishing William Paterson University's Residence Hall Association.

**Amber Valentine ('06)** and **Morgan Rizzardi ('09)** received the PCPA Grady and Mary Roberts Graduate Student Writing Award during the review period.

**Brad Webb ('07)**, in collaboration with Dr. Mueller, recently published *Spirituality of College Students: An Examination of Fraternity/Sorority Member and Non-member Groups* in *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*.

**Matt Zielinski ('06)** was awarded Outstanding Student Organization Advisor of the Year Award for Western Illinois University in May 2009.

**Jennifer Browning ('04)** received the Distinguished Service Award from the ACPA Commission for Career Development.

**Lynn Burke ('05)** received the Outstanding New Professional from the Pennsylvania College Personnel Association.

**Matt Hinton ('00)** received the Dr. Daniel Bratton Award for Outstanding Service to the Association from the College Personnel Association of New York State.

**Tim Lempfert ('99)** received the Professional Award from the Missouri College Personnel Association.

**Dr. Raechele Pope ('81)** received NASPA's Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member. She was also one of two inaugural recipients of IUP's College of Education and Educational Technology Alumni Scholar award in 2008.

**Gerald Tang ('08)** received the 2009 Career Resource Managers Association (CRMA) scholarship.

**Mark Anthony ('83)** was awarded the Donna Dentler Service Award by the Pennsylvania Association of Colleges and Employers (PennACE) at our state conference in Harrisburg. The Donna Dentler Service Award honors members for their contribution in leadership and participation in the organization.

**Julene Pinto Dyczewski ('89)** received the Ronald Lunardini Outstanding Mentor Award from Pennsylvania College Personnel Association.

**Tim Lempfert ('99)** was elected to serve as President-Elect of the Missouri College Personnel Association (MoCPA). His term was for 2008-2009 and was followed by a year's term as President.

**Dr. Becky Verzinski, ('94)** was awarded a professional development grant from the University System of Maryland (USM) for Fall 2008. She will use the funds to participate in the National Coalition Building Institute (NCBI) where she will become a certified NCBI trainer. She also received the ACPA Outstanding Research Award for her research on Impacting College Students' Attitudes toward Mental Illness from the Commission for Housing and Residence Life.

**Tom Baker ('05)** published his first book entitled, "Get Involved! Making the Most of Your 20s and 30s".

**Sandra Alef ('07)** is the first WOW award recipient at the University of Toledo. The Student Affairs WOW Award recognizes those professionals who have gone above and beyond the set expectations and have demonstrated student centeredness in their position.

**Tonya Anthony ('03)** was awarded the Pennsylvania Association of Student Financial Aid Administrators (PASFAA) Leadership Award at the 2007 Conference.

**Carrie Egnosak ('05)** was the Fall 2007 Vice President for the Western Pennsylvania Career Services Association (WestPACS) Career Fair.

**Jeff Hill ('04)** was awarded the Fred Brand Jr. and Dillwyn P. Paiste, III Award for Excellence in Undergraduate Advising. The award is given annually to professional academic counselors in the Smeal College of Business at Penn State.

**Windi Sasaki ('04)** was the co-chair of the Asian Pacific American Network within ACPA's Standing Committee for Multicultural Affairs.

**Michael Fogarty ('02)** co-chaired the 2007 CSPA-NYS annual conference.

**Jim Shields ('90)** was the President of the Western Pennsylvania Career Services Association (WestPACS) for 2007-2008.

**Valerie Sutton ('96)** is the Director of the Career Services Office in Harvard's Graduate School of Education and was also awarded a "Harvard Presidential Distance Learning Grant" to create an online course for career management.

**Lynn Burke ('05)** was the 2007 PCPA Conference Co-Chair to be held October 14-16, 2007 in Monroeville, PA.

## Faculty Highlights:

- SAHE faculty are regularly involved in professional associations, including service as Associate Editor, ACPA Books & Media Board (Belch); ACPA Commission for Professional Preparation, Chair-Elect (Mueller); Editorial Board, *Journal of College Student Development*, ACPA (Mueller); ACPA Convention Planning Team (Mueller); ACPA Awards Committee, Chairperson (Mueller); Presidential Task Force on Engaging the Complexities of Diversity, ACPA (Mueller); Board of Contributors, *About Campus: Enhancing the Student Learning Experience* (Lowery); *Talking Stick* Advisory Board, Association of College and University Housing Officers-International (Belch); National Research Task Force, Association of College and University Housing Officers-International (Belch); Peer Reviewer, *Oracle: The Research Journal of the Association of Fraternity Advisors* (Lowery); Training Institute Coordinator, ASCA Academy for Student Conduct Administration (Lowery); Reviewer, *ASCA Journal of Student Conduct Administration* (Lowery); Editorial Board, *NASPA Journal/ Journal of Student Affairs Research and Practice* (Belch & Lowery); NASPA Faculty Fellow (Belch & Lowery); Consultant-in-Residence, Mid-Atlantic College and University Housing Officers Conference (Belch), PCPA Executive Board (Hall); *The College Student Affairs Journal* (Mueller), Grady Roberts Graduate Student Writing Award, Committee Chair, PCPA (Hall)
- SAHE faculty regularly present at state, regional, and national conferences including the American College Personnel Association Convention (recent presentations include 2010 Students with Psychiatric/psychological Disabilities: Acquired Knowledge=Effective Practice by Belch and Power, Privilege and Oppression: Analyzing Difficult Dialogues Institute by Mueller), Association for Student Conduct Administration Conference (2011 presentations include Student Conduct and Parental notification policies in American higher education and Legislative Update both by Lowery), Association of College and University Housing Officers-International Annual Conference (recent examples include Recruiting & Retaining Staff: Multiple Realities and Possibilities by Belch); and Pennsylvania College Personnel Association (recent examples include A Little Whine, and Lots of Sharing About Budget Impact by Hall and Understanding and Addressing the Needs of Atheist College Students by Mueller). SAHE faculty are also regularly invited to contribute their expertise to conferences are specific topics including: the Annual Postsecondary Disability Training Institute (Belch), ASCA Academy for Student Conduct Administration (Lowery), Secular Student Alliance Conference (Mueller), and NASPA Law & Policy Conference (Lowery).
- Recent major publications of SAHE faculty include journal articles (journals include *College Student Affairs Journal* (Belch), *Journal of College Student Development* (Mueller), *NASPA Journal* (Belch), and *Oracle: The Research Journal of the Association of Fraternity Advisors* (Mueller)), monographs (Belch), book chapters (Belch, Lowery, & Mueller), and book reviews (Lowery and Mueller).
- SAHE faculty are actively involved in the IUP community including roles serving the University Senate include the Student Affairs Committee (Hall) and Academic Affairs Committee (Belch), University Wide Sabbatical Committee (Belch), University Wide Promotion Committee Chair (Belch), University Wide Tenure Committee (Mueller), APSCUF Nominations & Elections Committee Chair (Lowery), IUP Student Conduct System (Hall, Lowery, & Mueller), Indiana/IUP Community Relations Committee (Hall),

Student Co-Op Finance Committee (Belch), University Commission on Gay, Lesbian, Bisexual and Transgender Issues (Mueller), COE Research Committee (Hall), and COE Technology Committee (Belch). SAHE Faculty also serve as advisors to student organizations including Associates for Student Development (Mueller), Pi Lambda Phi Fraternity (Lowery), and the Secular Student Alliance (Mueller).

- Faculty have collaborated with students in writing for publication (Mueller & Ford, Webb & Mueller, and Mueller & Cole) and conference presentations (Mueller & Randolph; Mueller, Iverson, & Mann; Mueller & Guilford, Mueller & Lee; and Mueller, Bukher, & Guilford).
- Dr. Belch successfully secured external funds to support her research efforts (ACUHO-I \$50,000).
- Dr. Belch received the College of Education and Educational Technology's "Recognition Award" for her excellent service and fulfillment of professional responsibilities as Teacher-Scholars in 2008.
- Dr. Mueller was recognized by ACPA Educational Leadership Foundation, Diamond Honoree, Class of 2009. Dr. Lowery received the Outstanding Mentor to Graduate Students Award from ACPA's Standing Committee for Graduate Students and New Professionals in 2009.



Appendix F  
 Graduating SAHE Students 2007 – 2011

**NUMERICAL DATA**

<b>Graduating Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>5 year Avg.</b>
Number of Graduates	N=29	N=31	N=27	N=32	N=27	N=146
Number of Surveys Completed (Return Rate %)	n=23 (79%)	n=24 (77%)	n=22 (81%)	n=23 (72%)	n=22 (81%)	n=114 (78%)
<b>PROGRAM OBJECTIVES</b>						
<b>Students will have knowledge in:</b>						
1) Historical and theoretical foundations	4.36	4.67	4.18	4.61	4.23	4.41
2) Characteristics of college students	4.40	4.67	4.59	4.39	4.32	4.47
3) Student learning and development	4.17	4.46	4.23	4.13	4.27	4.25
4) Leadership, administration and management	3.64	4.08	3.45	3.74	3.27	3.64
5) Functional areas	4.16	4.29	4.36	4.22	3.95	4.20
6) Current issues	4.16	4.57	3.91	4.26	3.77	4.13
<b>Students will be skilled at:</b>						
7) Systematic inquiry	3.88	3.87	3.14	3.65	3.41	3.59
8) Theory to practice	4.64	4.65	4.27	4.09	4.18	4.37
9) Individuals and group interventions	4.26	4.09	3.86	4.17	3.64	4.00
10) Oral and written communication	4.52	4.74	4.41	4.39	4.41	4.49
11) Critical thinking	4.36	4.83	4.27	4.48	4.27	4.44
12) Interacting in group enterprises	4.60	4.83	4.41	4.48	4.41	4.55
<b>Students will advance in becoming:</b>						
13) Experienced practitioners	4.58	4.61	4.36	na	na	4.52
14) Professional literature	4.38	4.7	4.41	na	na	4.50
15) Self-aware practitioners	4.26	4.74	4.36	na	na	4.45
16) Reflective practitioners	4.39	4.83	4.36	na	na	4.53
17) Multiculturally competent	3.92	4.43	4.23	na	na	4.19
18) Ethical decision-makers	3.67	4.48	4.23	na	na	4.13
<b>PROGRAM COMPONENTS</b>						
1) Coursework	4.30	4.48	3.82	4.09	4.32	4.20
2) Practicum	4.17	4.30	4.23	4.7	4.68	4.42
3) Assistantship/Work Experience	3.78	4.13	4.05	4.39	4.82	4.23
4) Relationships with Faculty	4.04	4.39	3.27	3.91	4.23	3.97
5) Peer Relations	4.17	4.04	3.36	4.09	4.23	3.98

**Note. Program Objective Scale:** 1 (Not at all) to 5 (Very much so);  
**Program Component Scale:** 1 (Not at all satisfied) to 5 (Very satisfied)  
**na:** survey data unavailable

## **NARRATIVE DATA**

In addition to numerical scores on the Exit Surveys, students were asked to comment on items which fell under the sections: "Program Objectives" and "Program Components". Students were also asked to respond to two open-ended questions on the strengths of the department and areas requiring further improvement.

Categories and themes, by class year, were first generated. These were then summarized to identify consistent and/or prominent themes as well as trends. These are noted below.

### **Curriculum**

#### **Integration of Content**

- Several content areas (some which are courses in and of themselves) need to be integrated across the curriculum. Most often cited are assessment, practice/application, ethics, and diversity. With respect to ethics and diversity, both are highly regarded, but the students find that these topics appear to be held off until the end of the course, suggesting that they are not as important.

#### **Redundancy**

- Consistent with the previous, but to a lesser extent, students commented on a perceived redundancy between "Topical Areas in Student Affairs" (an elective course) and "Contemporary Issues in Higher Education" (a required course). They also note the redundancy between "Elements of Research" and "Assessment and Evaluation". Sometimes the redundancy between the research and assessment courses cause confusion or unnecessary repetition; other times, they find the courses mutually reinforce one another.

#### **Course Timing**

- Students commented on the timing of 2<sup>nd</sup> year courses (Interventions and Management) which they desire to be offered earlier in the curriculum to augment their assistantships.

#### **Electives**

- Students appear to enjoy the range of elective options (which have increased since the 2007 review). A frequent comment is that the elective(s) they took should be a requirement in the curriculum.

#### **Writing and Presenting**

- The emphasis across the curriculum on writing and on group presentations appears to be appreciated by the students. While they feel challenged by these activities, they recognize their growth in these areas over the two years and realize the applicability of these skills to their professional work.

#### **E-Portfolio**

- Students question the utility of the E-Portfolio project; many finding little or no value in it and describing it as unnecessary "busy work".

#### **Faculty**

- There was high regard and high praise for faculty in terms of their experience and expertise, concern for students, as well genuine relationships with students. In a few

instances (particularly in the '09 and '10 classes), there were some isolated and negative views of the faculty and student relationships that can best be described as strained.

- While most students appreciate the diverse personalities and teaching styles among the faculty, some report that it is a source of frustration with respect to differing expectations in coursework as well as the levels of support offered.

### **Peers and Community**

- A positive aspect of the program appears to be the tight-knit community and the individual bonds that are fostered that will extend into their professional lives.
- A negative aspect of this same community are the glaring contradictions some students see: the gossiping, the unwillingness to work across cliques, the marginalization of some students who do not fit in. Also some identified the student organization, Associates for Student Development, as rather weak in their attempt to promote community.
- Students who identify as “commuters” report that becoming part of the community is more challenging and that their needs are often overlooked or taken for granted, particularly with respect to faculty sensitivity to traveling during the bad weather months. They view the SAHE community as split between the students with IUP graduate assistantships vs. those with off campus assistantships.

### **Theory and Practice**

- Students perceive this program as one that emphasizes both theory and practice. They have a deep appreciation for the amount of theory they are taught, feeling well-prepared to enter the profession with a strong theoretical foundation.
- Students appreciate assignments in courses that allow them work with theories and concepts they are learning and they appear to favor more opportunities.
- Students appreciate the wide range and many opportunities for practice through assistantships and practicum opportunities. With respect to practicums and assistantships, however, some students noted that this range of opportunities can lead to very inconsistent experiences. Some students find themselves in interesting and engaging practical experiences with challenging expectations, interesting tasks, and supportive and attentive supervisors, while others are in practical experiences that are less than professional in breadth and depth, with minimal supervision.
- Students suggest that there be stronger and more consistent connections between the department (faculty) and practicum sites (supervisors) to insure students are getting an intentional and integrated learning experience. They report that the department gives more attention to the practicum than to assistantships. They propose that closer monitoring of assistantships needs to be done.

## Appendix G SAHE Department KARS Data

The KARS (Key Assessment Rating System) was originally developed at IUP as part of the NCATE reaccreditation process almost a decade. Although outside of teacher education, SAHE participates in the KARS system for all courses except special topics courses and the practicum course. For each course, faculty have identified a particular assignment noted in the tables below which serves as the KARS measurement for the course. The SAHE faculty intentionally select the key assessments to reflect both course and program learning objectives. For the purposes of assigning ratings to key assessments, a three point rating scale is employed (3=Target, 2=Acceptable, and 1=Unacceptable). Faculty employ a variety of methods to assess student work on the key assessments which is relevant to the assignment in question including assignment specific rubrics. Faculty regularly monitor both KARS scores as well as overall course grades to determine whether adjustments are needed in teaching methods or emphasis with individual courses.

SAHE Department KARS Data Summary for Fall Semesters  
2007-2011

Courses	Fall '10	Fall '09	Fall '08	Fall '07	Measure
<b>SAHE 621</b>					Final Exam
Mean	2.3	2.2	2.4	2.2	
% at or above Acceptable	100.0	89.5	100.0	88.2	
# at or above Acceptable	20	17	19	15	
<b>SAHE 624</b>					Staff Team Report
Mean	2.0	2.2	2.2	2.1	
% at or above Acceptable	100.0	100.0	100.0	100.0	
# at or above Acceptable	32	28	35	31	
<b>SAHE 625</b>					Theory Description Paper
Mean	2.2	1.9	2.4	2.1	
% at or above Acceptable	90.6	78.6	100.0	83.3	
# at or above Acceptable	29	22	34	25	
<b>SAHE 640</b>					Final Exam
Mean	2.7	*	2.8	2.9	
% at or above Acceptable	100.0	*	100.0	100.0	
# at or above Acceptable	13	*	12	15	
<b>SAHE 733</b>					Organizational Analysis
Mean	2.7	2.5	2.6	2.6	
% at or above Acceptable	100.0	96.8	96.2	100.0	
# at or above Acceptable	13	30	25	30	
<b>SAHE 737</b>					Group Project
Mean	2.1	2.4	2.3	2.2	
% at or above Acceptable	92.3	100	100	100	
# at or above Acceptable	12	16	15	18	
* No data available					
* Means are based on a scale of 1=unacceptable; 2=acceptable; 3=target					

Six courses were taught in fall 2007, 2008, 2010 and five in fall 2009. At least 78.6% of students enrolled in these met, or exceeded the acceptable range for the course standard outcome measure.

- In each fall semester from 2007-2010, 100% of the students enrolled in SAHE 624: Student Affairs Functions in Higher Ed. met or exceeded the acceptable range for the course standard outcome measure across all three years;
- 100% of all students enrolled in SAHE 640: Cultural Pluralism in Higher Ed. during the three fall semesters it was taught during the time period under review met or exceeded the acceptable range for the course standard outcome measure;

- At least 92.3% of all students enrolled in SAHE 737: American College Student met or exceeded the acceptable range for the course standard outcome measure across all years;
- At minimum, 88.2% of students enrolled in SAHE 621: History of Higher Education in the US from 2007-2010 met or exceeded the acceptable range for the course standard outcome measure;
- KARS does not allow for data input for SAHE 731: Practicum in Student Affairs.

SAHE Department KARS Data Summary for Spring Semesters  
2007-2011

Courses	Spring'11	Spring'10	Spring'09	Spring'08	Spring'07	Measure
<b>SAHE 631</b>						Application Project
Mean	2.0	2.2	2.2	2.3	2.3	
% at or above Acceptable	75.9	96.2	87.9	88.9	88.2	
# at or above Acceptable	22	25	29	24	30	
<b>SAHE 634</b>						Assessment Plan
Mean	2.3	2.3	*	2.7	2.5	
% at or above Acceptable	93.1	96.2	*	100.0	91.2	
# at or above Acceptable	27	25	*	27	31	
<b>SAHE 638</b>						Final Exam
Mean	2.5	2.0	2.0	2.1	1.9	
% at or above Acceptable	86.7	87.5	73.3	92.9	84.4	
# at or above Acceptable	13	14	11	13	14	
<b>SAHE 735</b>						Videotape 3
Mean	2.6	2.2	2.7	2.3	2.5	
% at or above Acceptable	100.0	95.8	100.0	100.0	94.4	
# at or above Acceptable	25	23	17	24	17	
<b>SAHE 740</b>						Facilitation Project
Mean	2.9	2.7	2.8	2.7	2.6	
% at or above Acceptable	100.0	100.0	96.2	100.0	89.7	
# at or above Acceptable	27	30	25	31	26	
* No data available						
** Means are based on a scale of 1=unacceptable; 2=acceptable; 3=target						

At least 73.3% of students enrolled in spring courses during 2007-2011 met or exceeded the acceptable range for the course standard outcome measure.

- For SAHE 735: Individual & Group Interventions and SAHE 740: Contemporary Issues in Higher Ed., at least 89.7 % of students met or exceeded the acceptable range for the course standard outcome measure during the review period;
- At least 84.4% of students enrolled in SAHE 638: Topical Areas in Student Affairs during Spring 2007, 2008, 2010, and 2011 and 73.3% in spring 2009 met or exceeded the acceptable range for the course standard outcome measure;
- Greater than 87.9% of students enrolled in SAHE 631: Student Development in Higher Ed. during Spring 2007-2010 and 75.9% in spring 2011 met or exceeded the acceptable range for the course standard outcome measure;

- No data was available for SAHE 634: Assessment & Eval. of Student Affairs in Spring 2009;
- KARS does not allow for data input for SAHE 731: Practicum in Student Affairs.



SAHE Department KARS Data Summary for Summer Sessions  
2007-2011

Courses	Sum '11	Sum '10	Sum '09	Sum '08	Sum '07	Measure
<b>SAHE 621</b>						Final Exam
Mean	*	2.4	2.4	*	2.5	
% at or above Acceptable	*	100.0	100.0	*	93.3	
# at or above Acceptable	*	12	9	*	14	
<b>SAHE 646</b>						Perception Profile
Mean	2.8	3.0	*	*	2.9	
% at or above Acceptable	100.0	100.0	*	*	100.0	
# at or above Acceptable	13	13	*	*	14	
<b>SAHE 735**</b>						
Mean	NA	NA	2.9	2.8	2.8	
% at or above Acceptable	NA	NA	100.0	100.0	100.0	
# at or above Acceptable	NA	NA	7.0	8.0	8.0	
<b>SAHE 737</b>						Group Project
Mean	2.5	2.2	2.4	2.4	2.4	
% at or above Acceptable	100.0	100.0	100.0	100.0	100.0	
# at or above Acceptable	13	12	16	10	13	
* No data available; **Course not offered in 2011 or 2010; NA=Not applicable ** Means are based on a scale of 1=unacceptable; 2=acceptable; 3=target						

The available KARS data reveals that at least 93.3% of students enrolled in summer courses during 2007-2011 met or exceeded the acceptable range for the course standard outcome measure.

Appendix H  
Practicum Evaluation

Class Year	Average Grade Received <sub>1</sub>			Combined
	Summer	Fall	Spring	
2011	3.93 (14)	3.94 (18)	3.93 (15)	3.94 (47)
2010	4.0 (16)	3.96 (26)	3.93 (14)	3.96 (56)
2009	4.0 (15)	3.94 (17)	4.0 (14)	3.98 (46)
2008	4.0 (20)	3.94 (17)	3.95 (22)	3.97 (59)
2007	4.0 (11)	4.0 (19)	3.95 (19)	3.98 (49)

1. Figures do not include students who received a grade of incomplete at the end of the course.

The practicum provides an important measure of student outcomes. Students are required to enroll in two practicum experiences, each 150 hours, after they have completed 18 hours of coursework. Since the SAHE program is preparing students for practitioner positions within student affairs/higher education, the actual experience of working within a student affairs office is a very important part of the curriculum and provides the opportunity to apply coursework taken to that point.

The on-site practicum supervisor evaluates the work of the SAHE student at the mid-point and the conclusion of the 150 hour experience. The recommendations regarding grading from the practicum supervisor is the primary factor in determining student's grade in the course. The table above indicates the average grades awarded and the number of students who took the Practicum course each semester. Finally, the average rating for each graduating class is indicated.

Of the five years reported, there was never a semester where more than one student received a grade of B. Furthermore, over the review, no SAHE student has earned a grade of B in both semesters in which they enrolled in practicum. This indicates that supervisors generally believe that the SAHE students they supervise are performing effectively in their practicum duties.

Appendix I  
SAHE Comprehensive Examination Results 2007-2011

The SAHE department administers the Comprehensive Examination to students in late January or early February, which typically represents the beginning of students' final academic semester in their two years of study for the Master of Arts degree. The examination is intended to test students' comprehension of material throughout the two-year curriculum and their ability to synthesize that information in response to broad, comprehensive questions.

Over the last five years of graduating classes, 137 students who have taken the SAHE Comprehensive Examination have passed within the three opportunities provided to do so. The two students who did not successfully complete Comprehensive Examination did so as a result of circumstances other than their failure of the exam itself. Over the last five years of graduating classes, five additional students wrote theses and were not required to take the Comprehensive Examination.

During the years of 2007 through 2009, the following process was employed for the SAHE Comprehensive Examination:

- For the first two sittings of the exam, students are asked to answer new questions from among those provided in advance.
- For the final attempt, questions from the second round are repeated. If a student is unable to successfully answer the question(s) in round three, they do not receive the degree.

Revisions to the SAHE Comprehensive Examination process were made in 2010 and also followed for 2011. Under these changes, students were not provided a pool of questions from which the actual questions were drawn, but were instead provided sample questions. As with the previous years, the questions used in Round 3 are the same as those used in Round 2 and those students who do not pass in Round 3, do not receive their degree.

<b>Year</b>	<b>Students Participating</b>	<b>Eventual Passes</b>
2007	27 <sub>1</sub>	27
2008	31	31
2009	26	25 <sub>2</sub>
2010	28 <sub>3</sub>	27 <sub>4</sub>
2011	25 <sub>5</sub>	25

1. One SAHE students wrote a thesis and did not take the Comprehensive Examination.
2. One SAHE student started the Comprehensive Examination process, but withdrew from all her classes before the conclusion of the process.
3. Three SAHE students wrote theses and did not take the Comprehensive Examination.
4. One SAHE student started the Comprehensive Examination process, but was found responsible of academic dishonesty and suspended from IUP before the process was concluded.
5. One SAHE students wrote a thesis and did not take the Comprehensive Examination.

Appendix J  
SAHE Budget Information

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Operating</b>	\$3,250	\$5,000	\$5,000	\$5,000	\$3,159
<b>Marketing &amp; Recruiting</b>	\$7,545	\$7,698	\$7,700	\$7,050	\$7,670
<b>ESF</b>	\$2,365	\$5,000	\$5,000	\$5,880	\$2,300
<b>SGSR ESF</b>	0	\$2,456	\$2,629	\$1,765	\$1,676
<b>TOTALS</b>	\$13,160	\$20,154	\$20,329	\$19,695	\$14,805

Appendix K  
External Reviewer's Report