

MEASURING REPORTED LEARNING FROM SUPERVISED PRACTICE EXPERIENCES
OF GRADUATES OF MASTER'S PROGRAMS IN STUDENT AFFAIRS: THE CAS
SUPERVISED PRACTICE STUDY

by

DALLIN GEORGE YOUNG

(Under the Direction of Laura Dean)

ABSTRACT

The purpose of this study was to further the understanding of the learning that takes place in supervised practice experiences of students in student affairs preparation programs.

Specifically, the study sought to define and measure the reported learning of graduates from student affairs preparation programs based on the Supervised Practice area of the standards outlined by the Council for the Advancement of Standards in Higher Education (CAS) for the curriculum of master's level programs in student affairs.

Responses were gathered from 245 graduates who reported graduating between 2006 and 2011 from 15 master's programs in student affairs and higher education administration. These participants represented 19.77% of potential respondents. Graduates responded to a 93 item instrument designed to measure learning outcomes from supervised practice experiences and perceived preparation for professional practice. The study describes the creation of the CAS Supervised Practice Outcomes Instrument and presents statistics measuring its psychometric properties including reliability and factor analyses.

Graduates from master's programs reported moderate to high levels of agreement with all learning outcomes associated with supervised practice experiences. An exploratory factor analysis identified 12 factors which were used to create scales with reliability measures ranging between .67 and .97 for the scales. Graduates also rated high levels of agreement with statements regarding their preparation for professional practice. These items were used to create the Preparation for Professional Practice scale.

Two multiple regression analyses were conducted to identify learning outcomes and areas of learning in supervised practice experiences that were potential predictors of the Preparation for Professional Practice scale. Leadership, Career Preparation, and Application of Theory scales were identified as significant predictors that accounted for 42.2% of variability in the professional preparation scale. The second model included nine outcomes represented by items on the instrument that were significant predictors that accounted for 52.9% of the total variability in the Preparation for Professional Practice scale.

Results indicate that supervised practice experiences are an important part of the preparation of master's students in student affairs preparation programs. Recommendations for practice, curriculum development, and further research are presented.

INDEX WORDS: Student Affairs Preparation Programs, Supervised Practice, Learning in Master's Programs, Professional Preparation, CAS

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DALLIN GEORGE YOUNG

B.A., Utah State University, 2002

M.A.Ed., Virginia Polytechnic Institute and State University, 2005

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by

DALLIN GEORGE YOUNG

Major Professor: Laura A. Dean

Committee: Merrily Dunn
Karen Webber

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
May 2012

DEDICATION

This is dedicated to my younger brothers and sisters, Spencer, Graeme, Clark, Riki, Kjersti, and Carolle. I couldn't ask for a better collection of partners in crime.

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CHAPTER ONE

INTRODUCTION

Entry into professional practice in student affairs may come through varied paths such as professional preparation programs, related degree programs, unrelated degree programs, or no formal academic training (Winston & Creamer, 1997). However, a master's degree is required for most entry-level positions in student affairs and employers assume that successful completion of a master's level student affairs preparation program means the graduate has been "adequately prepared for entry-level employment" (Kretovics, 2002, p. 912). It is thus assumed that student affairs preparation programs develop students' professional competency for practice (Kuk & Banning, 2009). Future student affairs professionals share that assumption and look to graduate education in student affairs to prepare them to serve the profession (Bureau, 2011).

Through professional preparation programs, aspiring student affairs administrators acquire a recognized body of expert knowledge and skills, which is a fundamental component of professionalism (Klevans, Smutz, Shuman, & Bershad, 1992). The very professionalization of student affairs work has implications for the importance of formal preparation. One of the signals of the emergence of student affairs as a profession was the emergence of professional training for future administrators (Caple, 1998). Young (1994) acknowledged professional preparation as one of the hallmarks of any profession. Stuit, Dickson, Jordan, & Schloerb (1949) pointed up the importance of formal preparation in a profession by indicating that those who do not complete the course of professional training in their field will likely not achieve full status as

a member of that profession. Achieving membership status through socialization to a profession is a primary goal of graduate education (Bureau, 2011). Graduate programs socialize students by helping them understand the norms of their future profession. Part of this socialization process includes learning, internalizing, and demonstrating professional values.

After the first program for preparation for practice in student affairs was established at Teacher's College at Columbia University in 1913 (Herdlein, 2004; McEwen & Talbot, 1998; Miller & Carpenter, 1980), the number of programs offering graduate-level training in student personnel work grew to as many as 50 programs by 1948 (McEwen & Talbot, 1998; Wapel, 2006). Such growth soon led to concerns over the inconsistency of the professional preparation of graduates of master's programs (McEwen & Talbot, 1998). Discussion of the quality of preparation programs within professional organizations in student affairs resulted in many attempts to outline standards for professional preparation (Caple, 1998).

The discussion of quality in student affairs preparation programs continued over the next three decades, leading to several attempts to determine an appropriate curriculum (Caple, 1998; CAS, 2009; McEwen & Talbot, 1998). The American College Personnel Association (ACPA) and the Council of Student Personnel Associations in Higher Education (COSPA) both created standards for preparation in the mid-1960s (Caple, 1998; CAS, 2009; McEwen & Talbot, 1998). These standards were followed by several others, including a standard curriculum for educating future leaders of higher education (Miller, 1970), models based on a student development philosophy (Arner, Peterson, Arner, Hawkins, & Spooner, 1976; Miller & Carpenter, 1980), a *Triadic Model* focusing on classroom coursework, a field-based internship, the study of self

(Rentz, 1976), and a model based on society's needs designed to ensure that the curriculum was relevant to professional practice (Brown, 1985).

In 1979, ACPA collaborated with the National Association of Student Personnel Administrators (NASPA) to describe and establish standards for professional preparation and practice (CAS, 2009). This effort led to the creation of the Council for the Advancement of Standards in Higher Education (CAS) (CAS, 2009). The first set of standards from CAS for preparation programs at the master's level for student affairs professionals was published in 1986 (Ebbers & Kruempel, 1992). The aim of the CAS standards for preparation of student affairs professionals at the master's level is to ensure that an academic program is offering what a consensus of experts in the profession of student affairs considers necessary to prepare graduates to work in the profession (CAS, 2009). The most recent edition of the CAS standards for student affairs preparation programs outlines standards for three areas of the curriculum: Foundation Studies, Professional Studies, and Supervised Practice (CAS, 2009).

Statement of the Problem

Since the introduction of the CAS standards for master's level preparation programs in 1986, only a few studies have been conducted to determine the influence and impact of the standards on student affairs preparation programs and the learning of graduates from these programs (Badders, 1998; Cuyjet, Longwell-Grice, & Molina, 2009; Ebbers & Kruempel, 1992; McEwen & Roper, 1994a; von Destinon, 1986; Young, 2011; Young & Janosik, 2007). Of these, three studies attempt to address the influence of the standards on graduates by measuring reported learning. Cuyjet, Longwell-Grice, and Molina (2009) studied the confidence recent graduates report in their preparation for areas of practice based on the CAS standards for the

curriculum of master's programs in student affairs. Young and Janosik (2007) asked recent graduates to report their learning in outcomes based on the Foundational Studies area of the CAS standards. Young (2011), in a follow-up study to Young and Janosik (2007), surveyed recent graduates' confidence in learning outcomes based on the Professional Studies area of the CAS standards. No research has been conducted on learning based on the Supervised Practice area of the standards for the curriculum of master's programs in student affairs (Young, 2011), nor has there been a national study to examine the learning that occurs in internship and practicum experiences in student affairs professional preparation (Nelson, 2010).

Learning Based on CAS Standards

Burkard et al. (2004), in a study of the skills and competencies required of new professionals in student affairs, asked two important questions: how do programs adequately prepare new student affairs professionals and how do we know new professionals have acquired expected competencies? CAS, in its 2003 edition of the standards for master's level preparation programs, indicated that "the single best way to assure that an academic program is accomplishing its educational objectives is to document with reasonable evidence that the instruction provided and the learning obtained merit recognition as being of academic worth and social value. That is the primary value of the CAS standards" (CAS, 2003, p. 292). Young and Janosik (2007) echoed this by suggesting that it might be time to stop discussing what should be taught in student affairs preparation programs and to start measuring what we already expect graduates to have learned.

Learning in Supervised Practice

Nelson (2010) points to an absence of research that provides a national picture of the internship experiences in student affairs master's preparation programs. Several studies link supervised practice experiences to learning in areas such as leadership (Nelson, 2010; Rogers, 1991, 1992) and values education (Bureau, 2010). However, none explore the extent to which supervised practice experiences are used to develop skills and competencies in the preparation of student affairs professionals (Nelson, 2010).

In their book on learning through supervised practice, Cooper et al. (2002) discuss several issues related to the supervised practice experience, such as supervision, legal issues, application of theory, and evaluation of the experience. Learning is discussed throughout the book, but the discussion is limited to creating environments that support learning experiences, negotiating and constructing a learning contract for the experience, and reflecting and engaging in self-assessment of the learning that takes place in the experience. This perhaps gives a great deal of flexibility to tailor the experience to the personalized learning needs of the student in the experience; however, it seems that there should be common learning objectives, such as leadership development, for all students who participate in supervised practice experiences in student affairs (Nelson, 2010; Rogers, 1991, 1992).

The CAS standards for the Supervised Practice area of the curriculum outline the minimum number of hours of supervised practice, expectations of the supervision, and types of experiences that should take place (CAS, 2009). Yet, the standards do not define any set of common learning outcomes that should be associated with such experiences. Kuk, Cobb, and Forrest (2007) assert that while the stated goal of supervised practice experiences is to add

breadth and depth to the students' professional experience, the standards fail to offer direction for how faculty should assess the quality of these experiences or how they should integrate these experiences into the curriculum of the professional preparation program. "As a result, there is no stated connection or clear link between these experiences and the actual development of professional competencies that intentionally integrate theory and practice" (Kuk et al., 2007, p. 666).

Purpose of the Study

The purpose of this study was to further the understanding of the learning that takes place in supervised practice experiences of students in student affairs preparation programs. Specifically, I sought to define and measure the reported learning of graduates from student affairs preparation programs based on the Supervised Practice area of the CAS standards for the curriculum of master's level programs in student affairs. Through this study, I additionally intended to make connections between the reported learning in supervised practice experiences and graduates' perceived preparation for professional practice.

Research Questions

The following research questions guided this study:

1. To what extent do graduates of master's programs in student affairs report learning from supervised practice experiences?
2. What areas of learning in supervised practice experiences can be defined by conceptually related learning outcomes?

3. What differences are there in reported learning based on the location of one or more supervised practice experiences (experience at the same institution or experience at another institution)?
4. To what extent do graduates report that their preparation for professional practice resulted from their master's programs in student affairs?
5. Which areas of learning in supervised practice experiences are significant predictors of preparation for professional practice?

Significance of the Study

This study has significance for several reasons. First, the findings can be used for students and faculty in student affairs preparation programs to structure supervised practice experiences. Knowing the areas in which learning and professional preparation occur can allow students, faculty, and site supervisors to design learning experiences with greater focus on the student's needs. Further, understanding the types of learning that take place through supervised practice experiences will allow faculty and site supervisors to provide support to the learner through the experience. Additionally, an understanding of the learning outcomes associated with supervised practice experiences can provide students, faculty, and site supervisors a framework for reflection on the experience.

Understanding the connection of learning outcomes to professional practice has the potential to underscore the importance of supervised practice experiences. The connection can provide evidence to support the inclusion of internships and practica in the curriculum. Moreover, this study pointed to specific learning outcomes that are important for preparation for professional practice. This may help students in master's programs be more judicious in

choosing practical experiences that will set them up for future professional opportunities. It can also provide a means by which faculty advisors could point master's students toward more valuable experiences for the students' individual preparation.

The learning outcomes identified by this study can provide a framework that could be used by faculty to assess the curriculum for supervised practice at the preparation program level. The assessment could seek to understand and improve the supervised practice site selection and evaluation processes. Additionally, these learning outcomes could form part of the coursework connected to the internship or practicum. The same learning outcome framework used to assess the practicum site could be used to assess the learning that occurs in the connected classroom experience. Such an approach could ensure that important learning outcomes were addressed and could provide a more integrated experience for students.

Clearly this study has important significance for the CAS standards for curriculum of master's level student affairs preparation programs. Young (2011) and Young and Janosik (2007) suggested using empirically based studies to better connect subjects taught in master's preparation programs to skills and competencies deemed important by recent graduates from these programs. Young (2011) indicated that such an approach would be "one step in providing standards that match the needs of professional preparation in student affairs practice" (p. 49).

Finally, this study took another step to answer the questions posed by Burkard et al. (2004): how do programs adequately prepare new student affairs professionals and how do we know new professionals have acquired expected competencies? If we can point to the areas in which students are learning through their supervised practice experiences and find a way to measure them, we can find evidence of the synergy explained by Komives (1998) that is present

in student affairs preparation programs. She explained that graduate students in higher education and student affairs study in an environment that is a laboratory for the material they are learning (Komives, 1998). This provides an opportunity for a “dynamic reciprocity between preparation programs and practice” (p. 177). To identify where and how knowledge and experiences meaningfully intersect in the curriculum for master’s level professional preparation furthers our ability to provide the skills and competencies required for student affairs work. “Indeed, successful preparation and effective practice depend on it” (Komives, 1998, p. 177).

Operational Definitions

To provide a common understanding of terms used in this study, the following definitions, based on the literature, are provided below. These definitions served as a foundation and guide for the research.

A Profession is an occupation that requires a high degree of specialized knowledge and skill, is primarily based in service, concerns a crucial societal task, and requires extended formal preparation (Carpenter, 2003). Although critics suggest that student affairs is not a profession per se, they will admit that progress has been made towards professionalization of the field (Bloland, 1992; Paterson & Carpenter, 1989). Student affairs work has been referred to as professional practice (Carpenter, 2003) or a “new kind of profession” (Carpenter & Stimpson, 2007, p. 270).

Student Affairs Preparation Programs are academic programs at institutions of higher education that formally prepare student affairs professionals to enter the field of student affairs (Creamer & Winston, 2002; McEwen & Talbot, 1998). They are focused on providing both the professional education (theoretical knowledge) and professional training (practical application)

required for successful professional practitioners to fulfill their responsibilities within an institution (Creamer & Winston, 2002).

Supervised Practice refers to the part of the curriculum that requires students in student affairs preparation programs to engage in practical experiences with the aim of applying theoretical knowledge to real-life situations (Komives, 1998; Kruger, 2000; Schein, 1972).

There is no generally accepted terminology to describe supervised practice experiences in student affairs professional preparation (Cooper, Saunders, Winston, Hirt, Creamer, & Janosik, 2002). Graduate assistantships, internships, practica, and fieldwork are all forms of supervised practice (Cooper et al., 2002, Frye, 2009). Students engaged in these experiences are supervised by a faculty member in the preparation program and a site supervisor who has oversight of the duties performed by the student (Creamer & Winston, 2002).

This study relied on the definition provided by the standards for master's preparation programs as outlined by CAS (2009). Supervised practice consists of two separate experiences totaling a minimum of 300 hours of contact in which master's students are exposed to work with students in: (a) program planning, implementation, or evaluation, (b) staff training, advising, or supervision, and (c) administration functions or processes.

Overview of Dissertation

This dissertation presents a description of a study of reported learning through supervised practice experiences in master's programs in student affairs and its connection to preparation for practice in student affairs. Chapter One introduced the rationale for conducting the study, a statement of the problem, the purpose of the study, research questions aimed at the purpose, and the significance of the present study. Chapter Two provides a review of literature related to

professional preparation and supervised practice experiences. This chapter reviews literature on professional preparation in student affairs, professional standards for master's level professional preparation in student affairs, learning in master's level student affairs preparation programs, and supervised practice in student affairs preparation programs. Chapter Three outlines the methodology that was used to answer the research questions of the study. The chapter describes the development of an instrument to measure learning and professional preparation, sampling procedures, and data collection and analysis techniques. Chapter Four exhibits the results of the study. The chapter outlines a description of the sample of respondents and provides the results of the data analysis conducted to answer the research questions the study sought to answer. Chapter Five concludes the study by presenting a discussion of the results. The discussion in this chapter includes implications for practice and directions for future research.

CHAPTER TWO

LITERATURE REVIEW

To better understand learning through supervised practice experiences and professional preparation in student affairs work at the master's level, I have reviewed the literature on (a) professional preparation in student affairs, (b) professional standards for master's level professional preparation in student affairs, (c) learning in master's level student affairs preparation programs, and (d) supervised practice in student affairs preparation programs. The review of the literature that follows is organized around these four areas.

Professional Preparation in Student Affairs

Professional preparation in student affairs has emerged as an important topic of discussion in the literature. This discussion of the literature addresses professional preparation in student affairs around preparation for professional practice in student affairs, descriptions of preparation programs, and the curriculum for student affairs preparation.

Preparation for Professional Practice in Student Affairs

The first program for preparation for practice in student affairs was established at Teacher's College at Columbia University in 1913 (Herdlein, 2004; McEwen & Talbot, 1998; Miller & Carpenter, 1980). This program was designed to be a "program of special training" (Lloyd-Jones, 1949, p. 262) at the graduate level to provide professional preparation for deans and advisors of women (Lloyd-Jones, 1949).

Over the next 30 years the availability of graduate-level training in student personnel work grew considerably, as there were 50 programs by 1948 with 37 offering both master's and doctoral degrees (McEwen & Talbot, 1998; Wapel, 2006). As the number of programs began to increase, discussions of the quality and importance of professional training began to emerge as an important topic in student affairs (McEwen & Talbot, 1998). The position paper *The Student Personnel Point of View* (ACE, 1949) called for the continued improvement of formal training of professionals in student affairs. The inconsistency of the professional preparation of graduates of master's programs raised concern and became a topic of discussion within professional organizations in student affairs, which led to many attempts to outline standards for professional preparation (Caple, 1998).

The discussion around the quality of the professional preparation of student affairs professionals has persisted as a topic of debate among college student affairs preparation faculty, student affairs practitioners, and national/international professional associations (Wapel, 2006). As recently as 2006, Wapel noted the unresolved nature of this discussion and asserted that "the argument over what constitutes appropriate curriculum in student affairs preparation remains a topic of controversy" (p. 1).

Calls for the improvement in the quality of professional preparation at the graduate level have included better preparation in specific skills such as supervision (Arminio & Creamer, 2001), leadership (Rogers, 1992), and administration (Dewitt, 1991). Dewitt (1991) indicated that the field of student affairs could no longer accept professionals from preparation programs that did not prepare them beyond counseling skills and a review of student affairs areas.

Program faculty were challenged to provide students both theoretical and practical, hands-on experience in key areas related to higher education administration (Dewitt, 1991).

Perhaps the most direct challenge to the quality of graduate professional preparation programs came when Upcraft (1998) sought to answer the question, “Do graduate preparation programs really prepare practitioners?” His conclusion was that at the time programs were falling short. He asserted that the curriculum and faculty must change substantially and practitioners must get more involved if the field is to produce successful practitioners (Upcraft, 1998). Kruger (2000) agreed and even took it a step farther, claiming the knowledge, skills, and competencies required of successful student affairs professionals have become far greater than those that can be developed during a one- or two-year master’s degree program.

Despite the sentiments that professional preparation in student affairs might be inadequate, senior student affairs officers (SSAOs) have expressed favor with graduate education in student affairs (Ebberts & Kruempel, 1992; Herdlein, 2004; Sandeen, 1982; Wilson-Strauss, 2005) and generally agreed that it is of some importance to new hires to have a graduate degree in the field (Sandeen, 1982). Similar consensus existed regarding the academic preparation of the faculty (Sandeen, 1982).

However, SSAOs identified the need for an accrediting agency for student affairs preparation programs to improve consistency of the preparation of new professionals entering the field from these programs (Ebberts & Kruempel, 1992; Sandeen, 1982). While there was no consensus on the organization that should be responsible for such an accreditation, SSAOs and program faculty identified both ACPA and NASPA as potential accrediting bodies. Interestingly, the question of SSAOs’ attitudes toward accreditation of programs was not examined in the more

recent studies (Herdlein, 2004; Wilson-Strauss, 2005). Hughey (2009) and Hughey and Burke (2010) have called for certification of student affairs preparation programs as a mechanism to communicate the quality of programs to students, administrators, and the larger profession of student affairs.

Descriptions of Student Affairs Preparation Programs

Studies of student affairs preparation programs have described the similarities among and differences between programs. This literature includes descriptive studies of the programs themselves and descriptions of program demographics.

Descriptive studies of programs. A review of the literature revealed no studies more recent than 1998 that described the characteristics of student affairs preparation programs themselves. Studies in the 1980s and 1990s found that most courses in student affairs were housed in departments with the words counseling or counselor in the title (Badders, 1998; Keim, 1991; Meabon & Owens, 1984). Notwithstanding, the names of programs and degrees offered varied a great deal (Badders, 1998; Keim, 1991). Accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) was an important consideration to a number of programs (Badders, 1998; Keim, 1991). CACREP sponsored accreditation for student affairs preparation programs when it first formed in 1981 (Schmidt, 1999). However, program coordinators indicated that the changes to CACREP standards toward a college counseling model would require student affairs master's programs either to adjust the curriculum to fit the changes (Keim, 1991) or to abandon the accreditation and seek a replacement (Badders, 1998). SSAOs and program faculty identified both ACPA and NASPA as organizations that

could possibly provide accreditation of master's programs in student affairs (Ebberts & Kruempel, 1992; Sandeen, 1982).

Program demographics. The demographics of the students enrolled have also been used to describe graduate preparation programs. The percentage of women in such programs increased significantly between 1971 and 1986. Women comprised 46% of graduates of master's programs in 1971 and 64% of graduates in 1986 (Keim, 1991). Blackhurst and Hubbard (1997) found that women comprised 67% of students in a sample of 69 programs. This is in line with a study reporting that among students in 62 programs in academic year 1998-99, 68% were women (Turrentine & Conley, 2001). The racial composition of master's students in preparation programs from the same report was 77.2% White, 15.4% African American, 3.7% Hispanic, 3.3% Asian American, and 0.4% American Indian (Turrentine & Conley, 2001). The authors of this study called for faculty to use this information to request resources to recruit underrepresented groups into the profession.

Curriculum for Professional Preparation in Student Affairs

Much of the literature addressing student affairs preparation programs deals with issues related to the curriculum. The literature in this section addresses senior student affairs officers' perceptions, diversity in the curriculum, challenges facing recent graduates, spirituality in graduate preparation programs, values of the field of student affairs, leadership, and technology.

Senior student affairs officers' perceptions. In early studies of student affairs preparation programs, senior student affairs officers (SSAOs) responded to surveys regarding the importance of curricular offerings for practice in student affairs (Hoyt & Rhatigan, 1970; Ostroth, 1975; Rhatigan, 1968). SSAOs identified curricular areas such as counseling and

administration as important aspects of professional preparation (Ostroth, 1975). When SSAOs' rankings of relative importance of curricular offerings were compared to those of faculty from student affairs preparation programs, no differences were found (Rhatigan, 1968). Studies revealed little support for specific courses aimed at student affairs administration in two-year colleges (Hoyt & Rhatigan, 1970; Rhatigan, 1968).

Diversity in the curriculum. McEwen and Roper (1994a) described ways to integrate multicultural content and experiences into the curriculum of student affairs preparation programs using the framework of the 12 areas of coursework identified in the 1986 CAS standards. The authors asserted that multicultural education is an ethical responsibility for the student affairs profession; it is the collective responsibility of student affairs professionals to respond more effectively and knowledgeably to diverse student groups on college campuses. Flowers (2003) examined the inclusion of diversity courses in student affairs graduate programs at the master's level. Of the 53 programs examined, 39 (74%) had a required diversity course in the curriculum.

Graduate students indicated that there are significant barriers to the recruitment and retention of students of color in programs (Flowers & Howard-Hamilton, 2002). These students recommended the inclusion of diversity and multiculturalism in the courses and practical experiences that would immerse students in a multicultural environment at least once. McEwen and Roper (1994b) surveyed graduate students regarding interracial experiences, knowledge, and skills. Students reported limited interracial experiences and knowledge while reporting comfort with their skill level in working with visible racial and ethnic students. Black students indicated statistically significant higher levels of knowledge than white students.

Student affairs preparation programs were studied to determine the extent to which core curricular offerings address the developmental needs of women college students as well as the experiences of women higher education administrators (Blackhurst & Hubbard, 1997). Results suggested the need to update curricular offerings and expand research in these areas. In the programs surveyed, 21 out of 69 (30%) offered a course specifically on women, while only one program (1%) required it. Programs with an administrative emphasis were more likely than programs with a counseling emphasis to include each of four female theorists identified in the study as common to student affairs preparation programs (Baxter-Magolda; Belenky et al.; Gilligan; and Josselson) in their required courses.

Challenges faced by recent graduates. In a study of major challenges faced by recent graduates of student affairs preparation programs, Renn and Jessup-Anger (2008) found that alumni have difficulties creating a professional identity, navigating through cultural adjustments, maintaining a learning orientation, and seeking sage advice. They recommend that student affairs preparation program faculty use the lessons from the experience of new professionals to improve program curriculum and culture.

Spirituality in graduate preparation programs. Strange (2001) described beginning a graduate program in student affairs administration as a time of personal inventory and significant change for master's students and suggested creating spiritual learning communities to aid with this transition. One important component of these communities included examining big questions of meaning, belonging, purpose, and positive images of self. These elements have been found in the curriculum of student affairs preparation programs (Rogers & Love, 2007a, 2007b). However, students and faculty did not recognize these elements as explicitly spiritual.

Strange (2001) suggested that student affairs preparation programs engage the student in each of these components of spirituality so that the graduate student finds greater connection to the values and history of the field.

Values of the field of student affairs. Young and Elfrink (1991) examined attitudes toward the education of the values of the field of student affairs and the extent to which they were taught in student affairs preparation programs. They found that values education was important to professionals as well as faculty, who included values education in their formal lesson plans. Students viewed philosophical foundations of the field such as ethics and inquiry as a valued addition to the curriculum (Harrow & Mann, 1996). Estanek (1999) suggested an overview of the “Great Books” of the field can provide students an introduction to and an understanding of the history and philosophy of student affairs. Additionally, it would allow new professionals to make meaning of their experiences and to have a context for critical reflection on current issues and practices and on future professional experiences.

Master’s students from three student affairs preparation programs identified shared values of student affairs in their graduate education (Bureau, 2010). These shared values of student affairs included: (a) diversity and inclusion, (b) collaboration, (c) learning, (d) student-centeredness, (e) change and responsiveness, (f) ethics, (g) holistic student development, (h) intentionality, (i) community, (j) service, (k) professional development, (l) caring, and (m) responsibility. Master’s students learned student affairs values and their enactment through processes characterized as program-structured or self-directed. Program-structured processes include assistantships and practica, coursework, faculty, guiding documents and professional

standards, and cohort members. Self-directed factors included previous experiences, professional involvement in student affairs, and the job search.

Leadership. Student affairs preparation program faculty identified leadership as an objective of student affairs master's programs, though not always a primary one (Rogers, 1991). Most faculty considered themselves to be preparing leaders for student affairs, though there was a difference of opinion whether it was for student affairs roles specifically or for a larger institutional context. When mentioning the contributions of student affairs to higher education, leadership was not named. The faculty in this study believed that students "learned leadership skills through their assistantships, though this is often assumed rather than monitored closely" (p. 46). Faculty indicated that student affairs preparation programs needed to prepare leaders for higher education, but to achieve that, the curriculum for these programs would need to be changed. The study revealed a sentiment that student affairs preparation programs "carry the seeds of a new conceptual model for leadership education" (p. 46). This model for leadership is one based on collaborative leadership where power is shared. Ideally, this model is both taught in the curriculum and modeled for the students in their programs.

While faculty stressed the importance of the environment on leadership development, students stressed the importance of role models in their development as leaders (Nelson, 2010; Rogers, 1992). Graduate students have found strategies to meet their leadership development needs such as increasing involvement in extracurricular activities and developing relationships with faculty, supervisors, mentors, advisors, and peers (Nelson, 2010). Rogers (1992) asserted that graduate "students are influenced greatly by the individuals they encounter during their graduate experience. Thus, it is imperative that both faculty and supervisors clearly

communicate and model the values they live by and the leadership style they espouse” (Rogers, 1992, p. 178). Students in student affairs preparation programs see effective leaders as developers, collaborators, and those who possess important leadership skills such as being visionary and being knowledgeable (Rogers, 1992).

Graduate students viewed leadership education as an important part of their professional preparation (Nelson, 2010; Rogers, 1992). However, graduate students indicated feeling unprepared as leaders leaving their master’s programs (Nelson, 2010). Other graduate students believe that many student affairs preparation programs are not succeeding at developing leaders (Rogers, 1992). Nelson (2010) offered the following suggestions for furthering the leadership development of students: (a) cultivate a strong leadership educator identity among faculty and supervisors, (b) increase the amount of time spent talking about leadership, (c) build strong relationships between student affairs preparation program faculty and internship supervisors, (d) ensure that students have a strong network comprised of multiple significant relationships, and (e) increase the quality, frequency, and amount of feedback and reflection used to develop leadership knowledge and skills.

Technology. Engstrom (1997) outlined the importance of a systematic integration of technology into the graduate preparation of student affairs professionals. Topics would include concrete ways in which technology can enhance teaching, advising, and research activities to promote student learning. A study of how technology was incorporated into student affairs preparation program curriculum indicated the greatest uses of technology by students centered on procedures related to scholarship (Bowman & Cuyjet, 1999). Students indicated frequent use of word-processing programs and spreadsheet and database software. While software-based

statistical packages were reported as highly used by students in student affairs preparation programs, they were reported by working professionals as rarely used.

Professional Standards for Preparation in Student Affairs

As graduate education in student affairs has grown, standards have emerged to address the quality and emphases of the programs that provide professional preparation. I begin this section with a review of the history of the development of professional standards for graduate preparation in student affairs. I then conclude the section with a discussion of the CAS standards for professional preparation in student affairs at the master's level.

History of Professional Standards for Graduate Preparation in Student Affairs

While the number of graduate programs grew after the establishment of the graduate training program at Teacher's College in 1913 (McEwen & Talbot, 1998), the variety in the emphases of the programs generated the call for standards for professional training (Keim, 1991). The inconsistency of the programs raised concern and became a topic of discussion within professional organizations in student affairs, which led to many attempts to outline standards for professional preparation (Caple, 1998). To address the growing concerns, Wrenn (1949) suggested that training programs for student affairs administrators should provide skills for working with individuals, including counseling and appraisal, knowledge of organizational structures and organizational dynamics, and an awareness of values.

Williamson (1958) proposed what became one of the earliest attempts to outline a common set of guidelines for the preparation of professionals in student affairs. He advocated for a diversity of training for specific functional areas due to differences in technical competencies that each functional area requires. He further outlined five areas of training

common to all professionals in student affairs: (a) civil liberties, (b) anti-discrimination, (c) academic freedom, (d) education as society's means of maintenance and progressive care of its members, and (e) research as a means of maintaining a technical service and of constantly upgrading technical understanding of its processes.

Several subsequent attempts to determine standards to outline an appropriate curriculum emerged over the next three decades. ACPA's commission XII for professional preparation created a set of standards in 1965 for preparation at the master's level in student affairs (Caple, 1998). The 1967 guidelines outlined by the Council of Student Personnel Associations in Higher Education (COSPA) soon followed (Caple, 1998; CAS, 2009; McEwen & Talbot, 1998). The COSPA model called for the study of the college student, the nature of colleges and universities as social institutions, counseling principles and techniques, principles of administration and decision making, group dynamics and human relations, and student personnel work (Creamer & Shelton, 1988).

Along with the standards proposed by professional organizations, several scholars outlined standards for student affairs preparation programs. Miller (1970) proposed a standard curriculum with the purpose of educating future leaders of a professional caliber, rather than technicians or specialists. A later study described a *Process-Outcome* model based on the student development philosophy, which was developed to replace traditional curricular structures in student affairs preparation programs (Arner, Peterson, Arner, Hawkins, & Spooner, 1976). Rentz (1976) proposed what she called a *Triadic Model*. This model included three areas in which learning should occur in professional preparation, classroom coursework, field-based internship experience, and the study of self. Learning would occur when students would integrate

knowledge and experiences from these three areas with the help of a committee of professionals and faculty. Miller and Carpenter (1980) described professional preparation as a developmental process. To that end, they presented a matrix outlining developmental stages for graduate students in student affairs professional preparation programs along with critical concerns for preparation and consequences if those concerns are not addressed. Brown (1985) proposed a graduate education model based on students' and society's needs along with skills in program development. The model was described as a tool to integrate and streamline course offerings and to ensure that the curriculum addresses educational processes relevant to professional practice.

In response to the proliferation of proposed standards for preparation programs, the Association of College Personnel Administrators (ACPA) Executive Council appointed a Preparation Standards Drafting Committee that created a statement, adopted in 1979, entitled "Standards for the Preparation of Counselors and College Student Affairs Specialists at the Master's Degree Level" (CAS, 2009). As a result of this effort to establish standards for preparation programs, as well as other functional areas in student affairs, ACPA initiated a collaboration with the National Association of Student Personnel Administrators (NASPA) to further describe standards for professional preparation and practice (CAS, 2009). This initiative resulted in the creation of the Council for the Advancement of Standards for Student Services/ Development Programs, now the Council for the Advancement of Standards in Higher Education (CAS) (CAS, 2009).

CAS Standards for Preparation at the Master's Level

The most widely used standards for graduate preparation programs in student affairs are found in the guidelines of the Council for the Advancement of Standards in Higher Education

(Creamer & Winston, 2002). These standards for preparation programs at the master's level for student affairs professionals were first published in 1986 after six years of work by CAS (Ebbers & Kruempel, 1992). The aim of the CAS standards for preparation of student affairs professionals at the master's level is to ensure that an academic program is offering what a consensus of experts in the profession of student affairs considers necessary to prepare graduates to work in the profession (CAS, 2009). Creamer and Shelton (1988) described the CAS standards for professional preparation at the master's level as "considered judgment by recognized authorities in the field about fundamental qualities of pre-service education deemed absolutely necessary to ensure minimum levels of competence for persons entering the field of student affairs" (p. 408).

Soon after the 1986 CAS standards for preparation at the master's level, the curriculum of the master's program in student services at the University of Arizona was compared with the newly formed standards (von Destinon, 1986). Results showed that the masters program offered coursework in each of the areas identified by CAS. Badders (1998) found that 23 of 39 (59%) student affairs preparation programs used the CAS standards to review curriculum (Badders, 1998). Two studies found that nearly half of the responding institutions reported that their programs met or nearly met the standards proposed by CAS (Badders, 1998; Ebbers & Kruempel, 1992). Expanding on the use of the standards for curriculum review and development, McEwen and Roper (1994a) suggested the CAS standards might constitute a framework for the inclusion of multicultural content and experiences in graduate preparation at the master's level. The overall impact of the CAS standards has been one of "greater consistency

in program curricula... through more universal acceptance of guidelines provided by the Council for the Advancement of Standards” (Herdlein, 2004).

The most recent edition of *CAS Professional Standards for Higher Education* (2009) indicates that standards for preparation at the master’s level must include nine parts: (a) program’s mission, (b) recruitment and admission policies and procedures, (c) curriculum policies, (d) pedagogy, (e) curriculum, (f) equal opportunity access and affirmative action, (g) academic and student support, (h) professional ethics and legal responsibilities, and (i) program evaluation (CAS, 2009). The standards indicate that the curriculum must include education in three areas: (a) foundational studies, (b) professional studies, and (c) supervised practice. Foundational studies include the historical and philosophical foundations of student affairs and higher education (CAS, 2009). The professional studies area of the curriculum must include coursework on (a) student development theory, (b) student characteristics and the effects of college on students, (c) individual and group interventions, (d) organization and administration of student affairs, and (e) assessment, evaluation, and research (CAS, 2009).

The final component of the curriculum is supervised practice. The standards call for a minimum of 300 hours over two distinct supervised practice experiences, which can come in the form of practica, internships, or assistantships (CAS, 2009). Further, standards for supervised practice experiences outline expectations for site supervisors, including limiting the size of the group being supervised, acting in accordance with ethical principles established by professional organizations, and being approved in advance by program faculty. Supervised practice experiences must provide students with experiences in work with students, individually and in groups. This work should take place in program planning and implementation, supervision or

advising, and administration of functions or processes. Finally, the standards require preparation in foundational areas of practice before the student engages in a supervised practice experience. The CAS standards for supervised practice are included in Appendix A.

Learning In Student Affairs Professional Preparation Programs

Several studies have attempted to understand the learning or preparation for practice that takes place in master's preparation programs in student affairs. In one such study, senior student affairs officers (SSAOs), directors of housing, and faculty from student affairs preparation programs rated the extent to which recent graduates had gained the competencies outlined in Miller and Prince's (1976) Tomorrow's Higher Education (THE) model (Hyman, 1985). SSAOs, directors of housing, and faculty all rated the graduates' possession of competencies highly, although the faculty rated them higher than the other two groups. In a similar study, SSAOs were surveyed about their perceptions relative to the level of preparation of new professionals who had recently completed graduate preparation programs (Herdlein, 2004). SSAOs indicated general satisfaction with the learning of graduates from student affairs preparation programs. However, a consistent theme among responses from SSAOs was the need for improved writing skills of new professional staff.

Faculty of graduate programs in community college leadership, faculty of programs in student affairs administration and SSAOs of community colleges were surveyed about the importance and acquisition of competencies by new student affairs professionals working in community college settings (Wilson-Strauss, 2005). The competencies that formed the basis of the study were those identified by a joint task force of ACPA, NASPA, and the National Council on Student Development of the American Association of Community Colleges. Faculty and

SSAOs reported agreement on the importance of the competencies, but there was a fair amount of difference in the level of agreement that master's students acquired those competencies between the three groups. SSAOs indicated higher levels of confidence than student affairs preparation program faculty on seven competencies including program design and organization, program implementation, student demographics and characteristics, risk taking, technology, and ethics. The administrators also indicated higher levels of confidence than community college leadership program faculty in acquisition of skills related to institutional culture, student demographics, and technology. Faculty from student affairs and community college programs were in agreement with the level of skill acquisition in all but one competency area, ethics, where community college leadership program faculty indicated a higher level of acquisition. Such differences between the groups, particularly those between SSAOs and both sets of program faculty, indicate a potential disconnect between perceived achievement of skills and competencies in the classroom and their application in practice.

Students from 16 master's programs in student affairs reported their familiarity with human development theory and theorists (Strange & Contomanolis, 1983). All the theorists listed in the questionnaire were reported to have been studied by some students in the sample. Eleven theorists (Maslow, Rogers, Chickering, Erikson, Piaget, Kohlberg, Holland, Sanford, Perry, Lewin, & Sheehy) were studied by over half of respondents. Maslow, Rogers, Chickering, Erikson, Piaget, Kohlberg, Sanford, and Perry were reported as being part of the required curriculum by over half of respondents. Students were most familiar with Rogers, Maslow, and Chickering and least familiar with Stern, Neugarten, and Marcia. A majority of respondents viewed the knowledge of human development theories and theorists as a requisite qualification

for professional practice in student affairs administration and nearly all disagreed with the belief that theory has no value in real life situations.

Master's students in student affairs reported the degree to which they attained competencies or skills through their graduate study (Wapel, 2006). Respondents indicated a moderate to a high degree level of agreement that they had attained 25 of the 28 skills during their graduate program. The skills with which graduates reported a high degree of agreement included the histories of student affairs and higher education, student demographics and characteristics, student development theory, ethics in student affairs work, multicultural awareness, effective program planning and implementation, communication skills, and problem solving. The three skills with which they reported low levels of agreement with attainment were budget and fiscal management, strategic planning, and the use of microcomputers in higher education.

Recent graduates of student affairs preparation programs have been surveyed using instruments based on the curriculum of CAS Standards for preparation at the master's level (Cuyjet, Longwell-Grieco, & Molina, 2009; Young, 2011; Young & Janosik, 2007). Graduates reported that they had high levels of confidence in their training and that the competencies targeted in their graduate programs were important for their current positions (Cuyjet, Longwell-Grieco, & Molina, 2009). Supervisors and new professionals reported a general agreement with what competencies were important for recent graduates. They identified all competencies based on the CAS standards as important, except the ability to write a grant. Further, supervisors and new professionals reported agreement in their confidence of the level of preparation recent graduates received from their student affairs preparation programs (Cuyjet, Longwell-Grieco, &

Molina, 2009). The level of preparation in all competencies was rated highly except in the areas of grant writing techniques and financial management.

Alumni reported high levels of confidence in their learning in outcomes based on the curricular standards for master's level student affairs preparation programs promoted by CAS (Young, 2011; Young & Janosik, 2007). Graduates from master's programs reported high levels of confidence on 58 of 60 outcomes based on the Foundation Studies standards (Young & Janosik, 2007) and 75 of 76 outcomes based on the Professional Studies standards (Young, 2011). Results from the study based on the CAS Foundation Studies standards suggested that there might be a connection between reported confidence in learning outcomes and the type of culminating experience, specifically between low levels of confidence in research and assessment outcomes and the completion of a thesis or independent research project (Young & Janosik, 2007). In a follow-up study, Young (2011) found that students who had completed a culminating experience reported significantly higher confidence in their learning than those who had not. There was some limited evidence to support a connection between the completion of a thesis or independent study and higher reported learning in outcomes related to research and assessment. Both studies found some evidence that reported confidence in learning was connected to the program from which the students graduated, particularly around a program's compliance with the CAS standards (Young, 2011; Young & Janosik, 2007).

Supervised Practice in Professional Preparation Programs

From the earliest days of professional practice the principle of supervised practice or learning by doing has been widely used in professional education (Cooper, Saunders, Winston, Hirt, Creamer, & Janosik, 2002). Later, when it found a place in the curriculum of higher

education it became known as an internship or practicum. Hands-on supervised training has been a historical component of preparation for a variety of professions (Cooper et al., 2002). The first master's degree in student affairs, granted in 1914 at Teachers College, Columbia University, required a "practicum in which concrete problems confronted by the dean of women were discussed" (Lloyd-Jones, 1949, p. 263). Internships and practica are now a common element in student affairs preparation programs (Kruger, 2000). Internships and assistantships seem to have replaced the apprenticeship-like relationships and offer a natural setting where aspiring administrators can apply the theories learned in the classroom to real-life situations (Komives, 1998; Nelson, 2010). These administrative internships focus on activities such as needs assessments; program development, implementation, and evaluation; and organizational management and administration. (Cooper et al., 2002).

Supervised practice is not simply giving the student practical experience (Argyris and Schon, 1974). Argyris and Schon (1974) assert that without structured supervision and opportunities to reflect the student may be "paying tuition fees to learn something for which he does not need the faculty's help... [and] he could be paid to learn if he took a job and began to work" (p. 188). Supervised practice experiences give students the opportunity to connect the theory and knowledge base to the practical problems that are to be solved (Kruger, 2000; Schein, 1972), a concept "that is firmly rooted in the history of the student affairs profession" (Kruger, 2000, p. 542). "The distinguishing feature of experience-based learning is that the experience of the learner occupies the central place in all considerations of teaching and learning" (Andresen et al., 1995, p. 225). A key element of experience-based learning is that the learners analyze the practical experience through reflection and evaluation, which may lead to further action.

Experience-based learning emphasizes “direct engagement, rich learning events, and the construction of meaning by learners” (Andresen et al., 1995, p. 225).

Cooper et al. (2002) describe the supervised practice experience as the place where theory, application skills, personality attributes, technical knowledge, human foibles, institutional resources, and politics come together. These experiences allow for the integration of knowledge with professional experiences in a situation in which the student is “playing for keeps” (Schein, 1972, p. 116). That is to say, if the student makes an error in an internship or practicum setting, there are some negative consequences. Schein (1972) suggests the essential aim of supervised practical work is to permit the student to be tested in a situation requiring real professional decisions. Internships are an effective way to bridge the theory-to-practice gap due to the complexity of real-world decisions which can be almost impossible to recreate in a classroom setting (Nelson, 2010). To that end, practica and internships must also include academically related services and programs and classroom instruction (Upcraft, 1998).

For this process to be educational, however, it is essential that the students receive good feedback on judgments and decisions (Schein, 1972). Students have often reported the “need for more developmental supervision and more integration of their formal classroom learning with their job expectations” (Komives, 1998, p. 185). Student affairs master’s programs can provide developmental opportunities through their supervised practice experiences; this requires site supervisors to view the internship experience as an extension of the curriculum as opposed to viewing it as a job (Nelson, 2010). Upcraft (1998) affirms that practitioners in student affairs should create learning environments for graduate students by creating internship opportunities. Comparing amount of time in classroom experiences to the amount of time recommended by

CAS in supervised practice experiences, Nelson (2010) noted, “the curriculum seems to have a disproportionate emphasis on theoretical knowledge” (p. 57). The length of internships should allow students enough time to work through the model and provide adequate and effective translation of theory to practice in leadership development (Nelson, 2010). “This means more than just giving students a few hours a week in some office. It means framing these experiences in the light of theory, literature, and research in the field” (Upcraft, 1998, p. 234).

These experiences become important for graduate students in student affairs as they are socialized to the profession through supervised practice in student affairs work (Upcraft, 1998). In addition to the developmental value of internships, these experiences have also been shown to increase marketability for entry-level positions (Garland & Grace, 1994).

The quality of supervised practice experiences has not been widely regulated (Komives, 1998). Often students are responsible to seek and manage their own supervised practice experiences with little involvement from faculty (Komives, 1998). Komives (1998) pointed to a lack of suggested standards of practice or other teaching guidelines from professional associations in student affairs for supervisors of internship or practicum students. In addition, the CAS standards fail to offer any guidelines to evaluate the quality of the supervised practice experiences or suggestions for how these experiences can be linked to the academic content of the program (Kuk et al., 2007). This leaves us without a “stated connection or clear link between these experiences and the actual development of professional competencies that intentionally integrate theory and practice” (Kuk et al., 2007, p. 666). Nelson indicated that “the CAS standards offer guidelines for *what* should be taught and by whom, but it does not suggest how to ensure that the students can apply their classroom knowledge in the supervised practice

opportunities by using experiential learning to increase these theory-to-practice connections in leadership development” (p. 9). While Nelson referred specifically to the role of the lack of direction provided by the CAS standards in leadership development, this argument can be extended to learning and competency development in general. Simply put, the CAS standards do not provide learning or development outcomes for supervised practice experiences.

Upcraft (1998) highlighted the need for such guidelines by suggesting that practitioners who are supervising internship and practicum students are infrequently up-to-date scholars. The need for supervisors to be up-to-date scholars is underscored as graduate students in student affairs preparation programs have cited assistantship and internship supervisors as having a large role in leadership and values education (Bureau, 2011; Rogers, 1992). Students and internship supervisors must not only understand faculty’s intention with the curriculum, but also share in creating it (Rogers, 1992). This is echoed by a report in which faculty believed students learned leadership skills through their assistantships, although the same faculty indicated this is often assumed rather than monitored closely (Rogers, 1991).

Internships may be the ideal setting in which master’s students in student affairs administration programs make the translation of the theoretical knowledge to the practical skills that are required in their work (Nelson, 2010). This setting differs from apprenticeships and, in many cases, assistantships in that the experience occurs within the context of a curriculum intentionally designed by the faculty through which academic credit is given (Schein, 1972). Furthermore, experiences such as internships and practica create the intentionally educational link between theory and practice when supported by reflective seminars. Supervised practice

seminars exist in “almost all [student affairs preparation] programs and have long served as the best example of preparation-practice collaboration” (Komives, 1998, p. 186).

One study related to providing a picture of an internship experience as well as connecting theory to practice describes the development of Simulated State University (SSU), an aspect of an internship seminar (Bowman, Newman, & Bowman, 1998). The seminar was designed to provide internship students with routine as well as unexpected situations they might encounter in their professional work through a simulated university using online technologies. This experience gave internship students the opportunity to make practical application of their classroom knowledge. The master’s students who participated in SSU were simultaneously engaged in internships and the simulation was designed to be an accompanying seminar in which the students would enroll. Student reactions were positive overall and cited pleasure with the opportunity to engage in real-world scenarios as well as learn about technology. Faculty responded that SSU was time consuming, but provided an invaluable method of integrating technology into the classroom and preparing students for employment. Bowman et al. (1998) suggested an improvement to the process would include more involvement of internship site supervisors to increase the authenticity of the experience.

Finally, when it comes to studies focused on supervised practice experiences, Nelson (2010) indicated that no research has been conducted that provides a national picture of the internship experiences in student affairs master’s preparation programs, nor is there research that provides a national picture of the extent to which supervised practice experiences are related to learning in the preparation of student affairs professionals. This review of the literature could not identify any such research, providing further support to Nelson’s conclusion.

Summary of the Chapter

This chapter provided an overview of the literature on (a) professional preparation in student affairs, (b) professional standards for master's level professional preparation in student affairs, (c) learning in master's level student affairs preparation programs, and (d) supervised practice in student affairs preparation programs. The literature discussed here demonstrated the influence of standards on the state of professional preparation in student affairs. It also revealed that while there have been a number of studies that have focused on the learning and preparation for practice in master's programs in student affairs, a limited number have focused on the influence of the CAS standards on learning. None of these studies have focused on learning related to the supervised practice area of the curriculum standards outlined by CAS. Further, this review of the literature elucidated a lack of studies that examined how supervised practice experiences prepare professionals for practice once they graduate from student affairs preparation programs.

CHAPTER THREE

METHODOLOGY

The methodology described in this section was designed to answer the following research questions:

1. To what extent do graduates of master's programs in student affairs report learning from supervised practice experiences?
2. What areas of learning in supervised practice experiences can be defined by conceptually related learning outcomes?
3. What differences are there in reported learning based on the location of one or more supervised practice experiences (experience at the same institution or experience at another institution)?
4. To what extent do graduates report that their preparation for professional practice resulted from their master's programs in student affairs?
5. Which areas of learning in supervised practice experiences are significant predictors of preparation for professional practice?

Overview of Research Design

This chapter first describes the instrumentation that measured reported learning in outcomes from supervised practice experiences as well as preparedness for professional practice. Then the discussion turns to procedures for selecting the sample that responded to the instrumentation. A description of the method for collecting the data from the sample of student

affairs master's programs graduates follows. The chapter then concludes with a description of the data analysis procedures used to answer each of the research questions above.

Instrumentation

This section describes the development of the instrument that was used to gather the data that were used to answer the research questions. The first step in the creation of the instrument was to generate learning outcomes related to the Supervised Practice area of the CAS standards and transform them into the questions that appeared in the first section of the instrument. Then, using literature on professional preparation, the second section of the instrument asked graduates to rate the level to which they believe their master's program in student affairs prepared them for professional practice. A demographic section used to gather information about the participants and the programs they attended comprises the third section of the instrument. This section concludes by addressing the reliability of the overall instrument.

Supervised Practice Learning Outcomes

The first section of the questionnaire contains learning outcomes based on the Supervised Practice area of the CAS standards. Because the CAS standards for master's level student affairs preparation programs do not outline any specific areas of learning in supervised practice experiences (Appendix A contains the Supervised Practice section of the *CAS Masters-Level Student Affairs Professional Preparation Program Standards and Guidelines*), the instrument relied on the generation of learning outcomes through focus groups.

Students from two student affairs preparation programs reporting compliance with the CAS standards were asked to participate in identifying learning outcomes associated with supervised practice experiences in master's programs. This ensured that students who identified

learning outcomes have participated in supervised practice experiences that meet the requirements set forth by the CAS standards. Participants included students who had completed at least one supervised practice experience and who were currently in their second year of studies and on track to graduate in spring or summer of 2012. I included these students for two reasons. First, these students had completed at least one supervised practice experience and had the requisite foundational knowledge required by the CAS standards. Second, these students were readily identifiable and had not yet left their master's program. This facilitated conducting the focus groups process outlined later. Program coordinators from these two programs were asked to contact those individuals who met these criteria and invite their participation. A total of 13 second year master's students from the two programs participated in the focus groups. The first focus group included eight students and the second focus group included five.

The students participating in the focus groups discussed and shared the learning outcomes they reported from their supervised practice experiences as well as the learning they believe should occur during those experiences. This allowed for synchronous discussion and for the generation and refinement of potential learning outcomes. The learning topics the students discussed form the basis for the learning outcome items on the instrument. These potential learning outcomes were discussed out loud and were recorded using an online document sharing service, Google docs. Participants each had access to a computer terminal where they could read and add to the items on the list. The list was also projected onto a screen at the front of the room where the focus groups were being held. The two focus groups generated a total of 137 potential outcomes related to what these students saw as important areas of learning through assistantships, internships, and practica.

After the focus groups generated a list of learning outcomes, I then asked a panel of three experts to review and provide feedback on how to improve the outcomes. I identified experts with extensive knowledge about learning outcomes, CAS standards, and student affairs practice. I then asked the experts to identify the items that best represented each of the areas of study, based on which items they deemed most important in a student affairs preparation program. These experts offered advice as to the specific wording of the each item to describe each outcome. Finally, the experts refined learning outcomes and suggested new ones they considered important outcomes missing from the original list. This expert review enhanced the face validity of the instrument.

Next, the items generated by the focus groups were combined with feedback from the experts. I then used these to create the learning outcomes to be included in the instrument. After the feedback received through the expert review, I reworded and removed redundant outcomes and reduced the total number of outcomes to 82. The learning outcomes were written to create statements for which participants rated their level of agreement regarding their ability to do what was indicated in each item. An example of this is, “As a result of my master’s preparation program, I am able to analyze the difference between application and knowledge of theoretical concepts.”

Finally, the instrument was reviewed by a group of doctoral students in a program in student affairs administration. These students provided critical feedback about the overall flow of the questionnaire, clarified the wording of confusing items, and gave a baseline for the amount of time required to respond to the instrument.

Throughout this first section of the questionnaire, the participants were asked to report the degree with which they agreed with their ability relative to each learning outcome. Participants rated items on a Likert scale with responses ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). I used a five-point scale for two reasons: (a) a neutral option gives the participants an entry point to the scale before making decisions about agreement or disagreement and (b) a neutral option will not force the participants to choose to agree or disagree. Further, researchers commonly hold that a five-point scale that indicates levels of agreement is robust enough to classify the data as interval level data, due to the consistent psychological “distance” between levels, allowing for parametric data analysis techniques (Suskie, 1992).

Perceived Preparation for Professional Practice

The second section asked graduates to rate the level to which they believe their master’s program in student affairs prepared them for professional practice. To achieve this, graduates were asked to rate their level of agreement with the questions aimed at measuring perceived preparation for practice. The questions that comprise this section are broad indicators of preparation for practice based on the literature in Chapter Two.

First, graduates were asked to provide a broad overview of the extent to which their master’s preparation program prepared them for professional work. This was achieved by simply asking them to rate their agreement with a positive statement (My master’s program prepared me for professional work) and a negative statement (I would have been prepared for my professional work in student affairs even without earning a master’s degree in student affairs) regarding their perceived level of preparation. These questions are based on the assumption that the aim of student affairs preparation programs is to prepare professionals for practice (Creamer

& Winston, 2002; McEwen & Talbot, 1998). The next set of questions is based on the roles of professional education (theoretical knowledge) and professional training (practical application) which Creamer & Winston (2002) described as required for successful professional practitioners to fulfill their responsibilities within an institution (Creamer & Winston, 2002). One question was aimed at understanding the role of professional education (My master's program equipped me with the necessary knowledge for my professional work) in preparation for practice; one was aimed at understanding professional training (My master's program equipped me with the necessary skills and competencies for professional work). The final set of questions to measure the perceived confidence in preparation through the master's program is based on the division of the curriculum in the CAS (2009) standards. The CAS standards for the curriculum define classroom learning through the foundational and professional studies areas and practical experiences through the supervised practice area. Accordingly, one question focused on the classroom curriculum (The classroom curriculum in my master's program prepared me to be effective in my professional work) and one focused on the supervised practice experience (The required supervised practice experiences in my master's program prepared me to be effective in my professional work). Graduates rated these items on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Demographics

The third section was a demographic section in which the participants were asked to report background information. This section contained the following: year of graduation, current professional situation (full-time in higher education, part-time in higher education, full-time student, no longer employed in higher education, or other), professional experience prior to

enrollment in master's program (no professional experience in student affairs or some professional experience in student affairs), enrollment in a Ph.D. program in higher education or student affairs administration (yes or no), and location of supervised practice experiences (all experiences at the institution where enrolled for classes or one or more experiences at another institution). This information was used to sort responses for analysis.

Reliability

Overall reliability for this instrument was established by running alpha coefficient statistics on select portions of the data set after it was collected. As this is a newly developed instrument, measures of reliability were not available at the time it was administered. Separate reliability statistics were calculated for the first and second sections of the instrument (supervised practice learning outcomes and professional preparation measures). Chronbach's alphas for the two sections were calculated at 0.97 for the supervised practice learning outcomes section and 0.74 for the professional preparation measures. The reliability coefficient for the supervised practice outcomes section is in line with previous studies using similar methodologies. Young and Janosik (2007) and Young (2011) used a similar method to develop instruments used to measure learning outcomes on the Foundational Studies and Professional Studies sections of the CAS standards and reported reliability coefficients of 0.98 and 0.96, respectively.

Sample Selection

The study used a convenience sample to collect the data. First, faculty from student affairs preparation programs were contacted via the CSPTalk e-mail listserv to introduce the study and solicit participation. The e-mail soliciting program participation can be located in Appendix B. To participate in the study, programs were asked to complete a program information

questionnaire designed to gather information about their graduates. Questions on this program questionnaire included: name of institution, name of program, average yearly number of master's graduates, and willingness to participate in the CAS Supervised Practices Learning Outcomes Study. Programs that indicated willingness to participate in the study provided the name and e-mail address of a contact person. A copy of the questionnaire to be sent to program faculty can be found in Appendix C.

To assist with the recruitment of participants, program contacts agreed to forward a message containing instructions and a program-specific URL to alumni who graduated between 2006 and 2011, representing five years or less from the time of the implementation of the study. To track response rates, program contacts indicated the number of alumni to whom the e-mail was forwarded.

Data Collection

Data collection included several steps. First, I sought permission to conduct the study from the Institutional Review Board (IRB) at my home institution. Upon approval from the IRB, data collection began. I prepared an explanatory message for each preparation program contact person's use to send to the recent graduates of the program. The message contained an introductory description of the study, directions for completing the questionnaire, and notice of informed consent. A copy of the message that was used to solicit participation is included in Appendix D.

The questionnaire was designed as an online instrument and the preparation program contacts recruited participants via e-mail or other electronic methods of mass communication (e.g., listservs or Facebook groups). The message to the participants contained the URL to the

online questionnaire. Graduates received a follow-up e-mail from the program contact person, serving as a reminder of the timeline of the data collection process. The data collection period for each program lasted approximately two weeks from the date the program contact person received the participant recruitment message. Data collection took place throughout the month of February, 2012.

Data Analysis Procedures

I performed statistical analysis using Statistical Package for Social Sciences (SPSS) version 19 for all analyses except for the confirmatory factor analysis, for which I used MPlus version 6. The data analysis procedures were aimed at answering each of the five research questions. The research questions follow with the statistical analysis techniques, presented in parentheses, that were used to answer each question.

1. To what extent do graduates of master's programs in student affairs report learning from supervised practice experiences? (Means)
2. What areas of learning in supervised practice experiences can be defined by conceptually related outcomes? (Exploratory factor analysis, scale means)
3. What differences are there in reported outcomes based on the location of one or more supervised practice experience (experience at the same institution or experience at another institution)? (Independent samples t-test)
4. To what extent do graduates report preparation for professional practice resulting from their master's programs in student affairs? (Means, confirmatory factor analysis, scale mean)

5. Which areas of outcomes in supervised practice experiences are significant predictors of preparation for professional practice? (Linear regression)

The first research question that this study sought to answer was the extent to which graduates of master's programs in student affairs report ability in outcomes from supervised practice experiences. To achieve this, I calculated the mean of the responses for each outcome. The means of the responses to the items in the first section of the instrument described the extent to which alumni reported ability in each of the outcomes from their supervised practice experiences.

The second research question focused on determining what areas of learning in supervised practice experiences can be defined by conceptually related outcomes. To this end, I conducted an exploratory factor analysis to attempt to identify related groups of outcomes. This factor analysis described learning outcomes that are related to each other based on the ways the participants responded to them. The factor analysis allowed me to group learning outcomes into conceptually related areas and to create composite factor scales. I used these factor scales to calculate composite descriptive statistics for groups of related learning outcomes from supervised practice experiences to provide further insight to answer the first research question. Additionally, using these factor scales as dependent variables has the potential to point to differences in reported learning between groups such as those in the third research question.

The third research question attempted to determine if there were differences in reported learning based on location of one or more supervised practice experience. The graduates' responses to the location of their supervised practice experiences were used to sort responses into two groups: (a) all supervised experiences at the institution where enrolled for classes and (b)

one or more experiences at an institution different from the one where enrolled for classes. I then ran an independent samples t-test for each outcome and composite scale to determine if there were any significant differences in reported learning outcomes between the groups.

The fourth research question that this study sought to answer was the extent to which graduates of master's programs in student affairs report preparation for professional practice resulting from their master's programs in student affairs. To achieve this, I calculated the mean of the responses for each item in the second section of the instrument. The means of the responses to these items described the extent to which alumni reported feeling prepared for their professional work as a result of completing a master's preparation program in student affairs. Further, I conducted a confirmatory factor analysis on the items in the professional preparation section of the instrument. This allowed me to understand whether the items in this section can be thought of as a unidimensional scale. I used the resulting scale from this factor analysis to create a composite measure to identify the extent to which alumni report feeling prepared for their professional work as a result of their master's preparation programs. Using confirmatory factor analysis to build this scale allowed me to consider all aspects of professional preparation as explained by the literature and measured by each item in the scale simultaneously. This scale will potentially introduce more sensitivity due to a wider range than simply one to five, which is useful if professional preparation is used as a response variable.

The fifth research question asks which areas of learning in supervised practice experiences are significant predictors of preparation for practice. I used the composite factor scales of the learning outcomes as predictor variables and the professional preparation scale as the response variable in regression models. Also, as there were a number of items that were

dropped from factor scales during the explanatory factor analysis, I modeled professional preparation on each individual item in the instrument. In both regression models, I performed backward selection model reduction to arrive at the most parsimonious predictive solution. Using regression models allowed me to control for such variables as year of graduation, current enrollment in a doctoral program in higher education or student affairs, and location of supervised practice experience.

As I had both institution and individual level data, I explored the use of multilevel modeling analysis. Multilevel modeling has the benefit of allowing the models to control for standard error deflation due to the nesting of subjects within groups (Bickel, 2007), or, in the case of this study, students in master's programs. However, the Unconditional Intraclass Correlation to examine within-program variance indicates that less than 5% of total variance in the responses in this study is due to variation within programs ($ICC = .044$). Thus, a multilevel model was deemed inappropriate for these data and Ordinary Least Squares linear regression modeling was used.

Limitations of Methodology

It is important to note that this study asked participants to rate their level of agreement with statements in the questionnaire to indicate their ability relative to each outcome. This method measured each individual's level of confidence in his or her learning, using an indirect measure. In this case, the self-reported confidence in each learning outcome serves as a proxy for the construct of "learning." This approach has value for at least two reasons. First, knowing how alumni from preparation programs rate their confidence in their learning has implications for preparation programs and for employers of these graduates. Ability to effectively carry out

job responsibilities is related to self-efficacy, or the confidence one has in that ability (Judge & Bono, 2001; Stajkovic & Luthans, 1998). Second, there is reason to believe that such an indirect measure can be a fairly accurate representation of the preparation of master's students from student affairs preparation programs. Cuyjet, Longwell-Grice, and Molina (2009) found that when ratings between recent graduates of master's preparation programs and their supervisors were compared, both groups showed agreement in their confidence of the level of preparation recent graduates received from their student affairs preparation programs.

In summary, this methodology enabled me to answer the research questions posed in this study. I administered a questionnaire to graduates from student affairs preparation programs. I analyzed the results to describe the reported learning of graduates of master's programs in student affairs based on their supervised practice experiences. Further, this reported learning was analyzed in relation to perceived preparation for professional practice.

CHAPTER FOUR

RESULTS

This chapter describes the results collected using the methodology described in Chapter Three. First, a description of the sample is provided, followed by the results that answer each of the five research questions. Specifically, the research questions are:

1. To what extent do graduates of master's programs in student affairs report learning from supervised practice experiences?
2. What areas of learning in supervised practice experiences can be defined by conceptually related learning outcomes?
3. What differences are there in reported learning based on the location of one or more supervised practice experiences (experience at the same institution or experience at another institution)?
4. To what extent do graduates report that their preparation for professional practice resulted from their master's programs in student affairs?
5. Which areas of learning in supervised practice experiences are significant predictors of preparation for professional practice?

Description of the Sample

The solicitation for program participation sent out over the CSPTalk listserv in the Spring of 2012 yielded responses from 36 programs. Eighteen of the 36 programs that initially responded agreed to participate in the learning outcomes survey. Of those 18 programs, 15

Table 1

Descriptive Information of Participants by Program in the Master's Level Preparation Program in Student Affairs and Higher Education Supervised Practice Study

Program	Number of Participants		
	Sent	Returned	Rate
Institution 1	74	15	20.27%
Institution 2	72	3	4.17%
Institution 3	180	5	2.78%
Institution 4	66	15	22.73%
Institution 5	100	30	30.00%
Institution 6	10	2	20.00%
Institution 7	102	12	11.76%
Institution 8	100	10	10.00%
Institution 9	81	16	19.75%
Institution 10	76	19	25.00%
Institution 11	108	20	18.52%
Institution 12	150	62	41.33%
Institution 13	44	18	40.91%
Institution 14	76	18	23.68%
Total	1239	245	19.77%

followed through to forward the invitation to participate to alumni. Contacts from each individual master's program sent out invitations to participate to 1239 potential respondents who had earned their master's degrees between the years of 2006 to 2011. Some programs used alumni listservs and Facebook groups to reach potential respondents, and therefore allowed the possibility that alumni who graduated outside the timeframe of interest might respond. As a result, the survey yielded 253 total complete responses. Of the total number of respondents, 245 indicated that they graduated between 2006 and 2011, a 19.77% response rate. Table 1 provides descriptive information on the programs who participated in the CAS Supervised Practice Outcomes study, including individual program response rates.

The descriptive statistics of the demographic section of the CAS Supervised Practice Outcomes Instrument show a slight increase in response frequency based on the year of graduation. Where 31 (12.65%) participants reported graduating in 2006, 59 (24.08%) graduated in 2011 with an increase in the frequency each year in between. Most respondents (57.96%) indicated that one or more of their experiences took place at a different institution from the one in which they were enrolled. A substantive percentage (42.04%) reported that all of their supervised practice experiences occurred at the institution where they were enrolled. A large majority (78.37%) of alumni reported having no full-time professional experience in student affairs before enrolling in their master's program, while 21.63% indicated having some full-time professional experience prior to matriculation. Finally, only a small number of respondents were enrolled in a doctoral program in higher education or student affairs administration at the time of the study. Only 21 (8.57%) of the 245 respondents in the sample were enrolled in a doctoral program while 224 (91.43%) were not. Descriptive statistics of the frequency of responses to the demographic section can be found in Table 2.

Research Question 1

The first research question that this study sought to answer was the extent to which graduates of master's programs in student affairs report learning from supervised practice experiences. I calculated the mean of the responses for each learning outcome. The means of the responses to the items ranged from 3.28 ($SD = 1.24$) ("Describe the general budgeting process of a functional area") to 4.67 ($SD = 0.58$) ("Demonstrate professionalism"). None of the items had a mean below 3.00; all had means at or above 3.28. This indicates that alumni, on

Table 2

Frequency Distribution of Participants by in the Master's Level Preparation Program in Student Affairs and Higher Education Supervised Practice Study by Year, Location of Experiences, Prior Professional Experience, and Current Enrollment in Doctoral Program

Variable	Frequency	Percent
Year		
2006	31	12.65%
2007	33	13.47%
2008	40	16.33%
2009	40	16.33%
2010	42	17.14%
2011	59	24.08%
Location of Experiences		
All experiences at the institution where enrolled for classes	103	42.04%
One or more experiences at another institution	142	57.96%
Prior Professional Experience		
No full-time professional experience in student affairs	192	78.37%
Some full-time professional experience in student affairs	53	21.63%
Current Enrollment in a Doctoral Program in Higher Education or Student Affairs Administration		
Yes	21	8.57%
No	224	91.43%

average, possess some level of confidence in their learning on the 82 outcomes on the CAS

Supervised Practice Outcomes Instrument.

An examination of the overall five highest means provides information about the learning outcomes associated with supervised practice experiences for which alumni rated the highest amounts of confidence. The five items with the highest means were: (a) "Demonstrate professionalism" ($M = 4.67$, $SD = 0.58$), (b) "Advise students individually" ($M = 4.55$, $SD =$

0.72), (c) “Integrate lessons learned from internships and practicum placements in my job search process” ($M = 4.53$, $SD = 0.72$), (d) “Evaluate the importance of understanding different functional areas” ($M = 4.46$, $SD = 0.62$), and (e) “Advise groups of students” ($M = 4.45$, $SD = 0.74$). Two of the top five items (“Advise students individually” and “Advise groups of students”) formed the Counseling Skills factor scale based on the exploratory factor analysis. This scale represented the highest mean item average of any of the derived factor scales (*Mean of Items* = 4.40, $SD = 0.62$). Table 3 lists each item and its descriptive statistics.

An examination of the five items with the lowest overall means provides a snapshot of the learning outcomes associated with supervised practice experiences in which alumni felt the least confidence. These items, beginning with the lowest, are as follows: (a) “Describe the general budgeting process of a functional area” ($M = 3.28$, $SD = 1.24$), (b) “Manage a situation in which I am confronted with a supervisor who does not follow rules” ($M = 3.37$, $SD = 1.10$), (c) “Conduct research” ($M = 3.62$, $SD = 1.15$), (d) “Describe how the academy functions as a business” ($M = 3.63$, $SD = 1.13$), and (e) “Describe the characteristics of good written proposals” ($M = 3.68$, $SD = 1.13$). Three of the five lowest items are outcomes associated with the Administration Processes scale based on the exploratory factor analysis. The mean item average of this scale is the lowest of the factor scales in this study ($M = 3.67$, $SD = 0.89$).

Research Question 2

The second research question aimed to determine which areas of learning in supervised practice experiences can be defined by conceptually related learning outcomes. To further understand the overall reported learning of the participants, I conducted an exploratory factor analysis of the data from the survey. To achieve this, I chose to employ Principal Axis Factoring

Table 3

Descriptive Statistics for Items on the CAS Supervised Practice Outcomes Instrument (n=245).

Variable	Mean	SD	Range	
			Min	Max
Implement programming.	4.39	0.75	1	5
Evaluate programming.	4.13	0.82	1	5
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.	4.17	0.73	2	5
Employ skills related to counseling.	4.21	0.91	1	5
Articulate my leadership skills.	4.24	0.78	1	5
Demonstrate my role as a leader in an organization.	4.31	0.78	2	5
Describe my leadership style.	4.20	0.83	1	5
Act as a leader in professional settings.	4.43	0.67	2	5
Demonstrate professionalism.	4.67	0.58	2	5
Apply what I learned in the classroom to my daily work.	4.27	0.72	1	5
Describe the characteristics of a successful supervisor	4.38	0.65	1	5
Integrate what I learn about successful supervision into my own supervisory style	4.29	0.71	1	5
Explain how the one-on-one work in supervision supports individual staff development.	4.19	0.81	1	5
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.	4.36	0.73	2	5
Identify characteristics of institutions in which I would be most successful.	4.27	0.80	1	5
Identify characteristics of institutions in which I would be least successful.	4.14	0.86	1	5
Explain how the values of the institution influence supervision.	3.93	0.93	1	5
Evaluate the ways that the values of my supervisors tend to guide their practice.	4.12	0.83	1	5
Determine the values I will use to guide my practice based on my perception of my supervisor s values.	4.13	0.80	1	5

Table 3 (Continued)

Descriptive Statistics for Items on the CAS Supervised Practice Outcomes Instrument (n=245).

Variable	Mean	SD	Range	
			Min	Max
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.	4.38	0.77	1	5
Manage difficulties or challenges with my supervisor(s).	4.00	0.88	1	5
Approach my supervisor when I encounter conflict with decisions or actions on their part.	3.90	0.93	1	5
Make meaning from a negative experience with the office culture.	4.11	0.79	1	5
Make meaning from a negative experience with a supervisor.	4.04	0.81	1	5
Articulate my needs to a supervisor.	4.08	0.83	1	5
Evaluate which supervision styles are best for students with whom I am working.	4.04	0.85	1	5
Demonstrate how to set expectations for staff and students I supervise.	4.14	0.81	1	5
Manage challenging supervisory experiences when supervising students.	3.97	0.95	1	5
Create outcomes for my experience with my supervisor.	3.73	0.91	1	5
Identify gaps in my professional development.	4.13	0.80	1	5
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.	4.15	0.89	1	5
Apply classroom theoretical knowledge to practice.	4.10	0.86	1	5
Describe the responsibilities of full-time student affairs administrators.	4.40	0.66	1	5
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.	4.09	0.81	1	5

Table 3 (Continued)

Descriptive Statistics for Items on the CAS Supervised Practice Outcomes Instrument (n=245).

Variable	Mean	SD	Range	
			Min	Max
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).	4.29	0.71	1	5
Appraise my workload and determine if I have an appropriate amount of work.	3.94	0.85	2	5
Describe how working at a different institution type might influence my experience.	4.30	0.80	1	5
Describe how student populations might vary by institution type.	4.42	0.71	2	5
Evaluate the value of exposure to a different functional area.	4.42	0.59	2	5
Evaluate the importance of understanding different functional areas.	4.46	0.62	2	5
Describe how my supervisors professional norms/values might differ based on their academic background/experience.	4.22	0.81	1	5
Describe how professional norms vary by departments.	4.34	0.71	1	5
Describe how professional norms vary by institution.	4.33	0.74	1	5
Describe how professional norms vary by level of education of supervisor.	4.07	0.94	1	5
Describe how professional norms vary by supervisor s role in organization.	4.25	0.75	1	5
Describe how institution type might influence the politics on campus.	4.40	0.76	1	5
Analyze and interpret the culture of the campus at which I work.	4.40	0.70	1	5
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.	4.10	0.75	1	5
Explain how my supervisor s knowledge of theory might influence how I apply theory to practice.	3.96	0.88	1	5

Table 3 (Continued)

Descriptive Statistics for Items on the CAS Supervised Practice Outcomes Instrument (n=245).

Variable	Mean	SD	Range	
			Min	Max
Apply interpersonal knowledge, awareness, and skills outside of the classroom	4.39	0.66	1	5
Analyze the difference between application and knowledge of theoretical concepts.	4.14	0.75	1	5
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.	4.32	0.68	1	5
Integrate lessons learned from internships and practicum placements in my job search process.	4.53	0.72	1	5
Explain how the supervised practice experience has influenced my marketability in the job search process.	4.44	0.77	1	5
Describe how the supervised practice experiences set me up for the end goal.	4.18	0.83	1	5
Describe how the supervised practice experience has or has not contributed to my ability to network.	4.11	0.84	1	5
Make more informed career decisions.	4.44	0.65	1	5
Describe the importance of work-life balance.	4.08	1.01	1	5
Navigate politically charged environments.	3.73	1.04	1	5
Negotiate office politics.	3.81	1.00	1	5
Negotiate institutional politics.	3.71	1.06	1	5
Explain how to find the right working environment.	4.13	0.82	1	5
Describe the importance of congruence of institutional values with my personal values.	4.23	0.81	1	5
Identify environments where I may or may not be successful.	4.27	0.71	1	5
Appraise my professional skills and talents.	4.35	0.61	2	5
Use reflection to appraise myself professionally.	4.35	0.71	1	5
Choose a functional area that will allow me to put my values into practice.	4.38	0.70	1	5

Table 3 (Continued)

Descriptive Statistics for Items on the CAS Supervised Practice Outcomes Instrument (n=245).

Variable	Mean	SD	Range	
			Min	Max
Explain how to develop and maintain collegial relationships (professional to professional).	4.25	0.77	1	5
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.	4.13	0.80	2	5
Manage a situation in which I am confronted with a supervisor who does not follow rules.	3.37	1.10	1	5
Describe the organizational consequences of unethical behavior.	3.74	1.04	1	5
Describe the importance of ethical practice, citing examples.	4.00	0.90	1	5
Describe the general budgeting process of a functional area.	3.28	1.24	1	5
Describe the general operations processes of a functional area.	3.91	0.97	1	5
Describe how the academy functions as a business.	3.63	1.13	1	5
Describe the characteristics of good written reports.	3.86	1.05	1	5
Describe the characteristics of good written proposals.	3.68	1.13	1	5
Conduct research.	3.62	1.15	1	5
Conduct assessment.	3.71	1.08	1	5
Manage crises.	3.96	1.00	1	5
Advise students individually.	4.55	0.72	1	5
Advise groups of students.	4.45	0.74	2	5

as the extraction method, because not all data are distributed normally across each item (Costello & Osborne, 2005). Further, I am assuming the data represent a structure that exists (i.e., areas of learning such as leadership and values development). Because the responses represent the confidence of the alumni in their learning of each outcome, it is likely and reasonable to assume

that the factors will be correlated. Thus, I applied an oblique rotation to the initial factors (Costello & Osborne, 2005), specifically, the Promax rotation.

The initial results of the exploratory factor analysis demonstrated that the factor matrix was not singular. This was determined by Bartlett's test of sphericity on the 245 responses that indicated that the determinant of the factor matrix was significantly different from zero, $\chi^2(3321) = 14158.00, p < .001$. I conducted a Kaiser-Meyer-Olkin test to determine if the sample used for this factor analysis was of an adequate size, which yielded a statistic of .895, indicating a sufficient sample size.

To determine the number of factors to extract, I reviewed the eigenvalues as well as an associated scree plot. A factor structure based on all eigenvalues greater than 1.0 suggested a 19 factor solution. A review of this rotated factor pattern matrix revealed a number of factors with three or fewer items, including one factor that contained no single item that loaded primarily onto that factor. A review of the scree plot (See Figure 1) was somewhat ambiguous as there was no easily discernible break in the "slope" of the plotted eigenvalues. The identification of such a break using a graphic such as this could be sensitive due to scaling issues. This is particularly true in this case where the eigenvalue associated with the first factor was 24.67 and the remaining eigenvalues were all less than 3.76.

Further compounding this difficulty is the lack of any statistical method in exploratory factor analysis to test whether each additional factor contributes significantly to the variance explained. Thus, following guidelines outlined in Child (2006) and Pett, Lackey, and Sullivan (2003) I sought the solution with the greatest number of factors which had both logical theoretical consistency among the items in the factor and no factor containing fewer than three

factor loadings in the pattern matrix less than 0.30. This led to a 12 factor solution which accounted for 55.35% of the total variance in the dataset. Variance accounted for in social science research is typically between 50-60% (Pett, Lackey, & Sullivan, 2003). The total variance explained by the 12 extracted factors is displayed in Table 4. The rotated pattern and structure matrices of the 12 factor solution can be found in Tables 5 and 6 respectively.

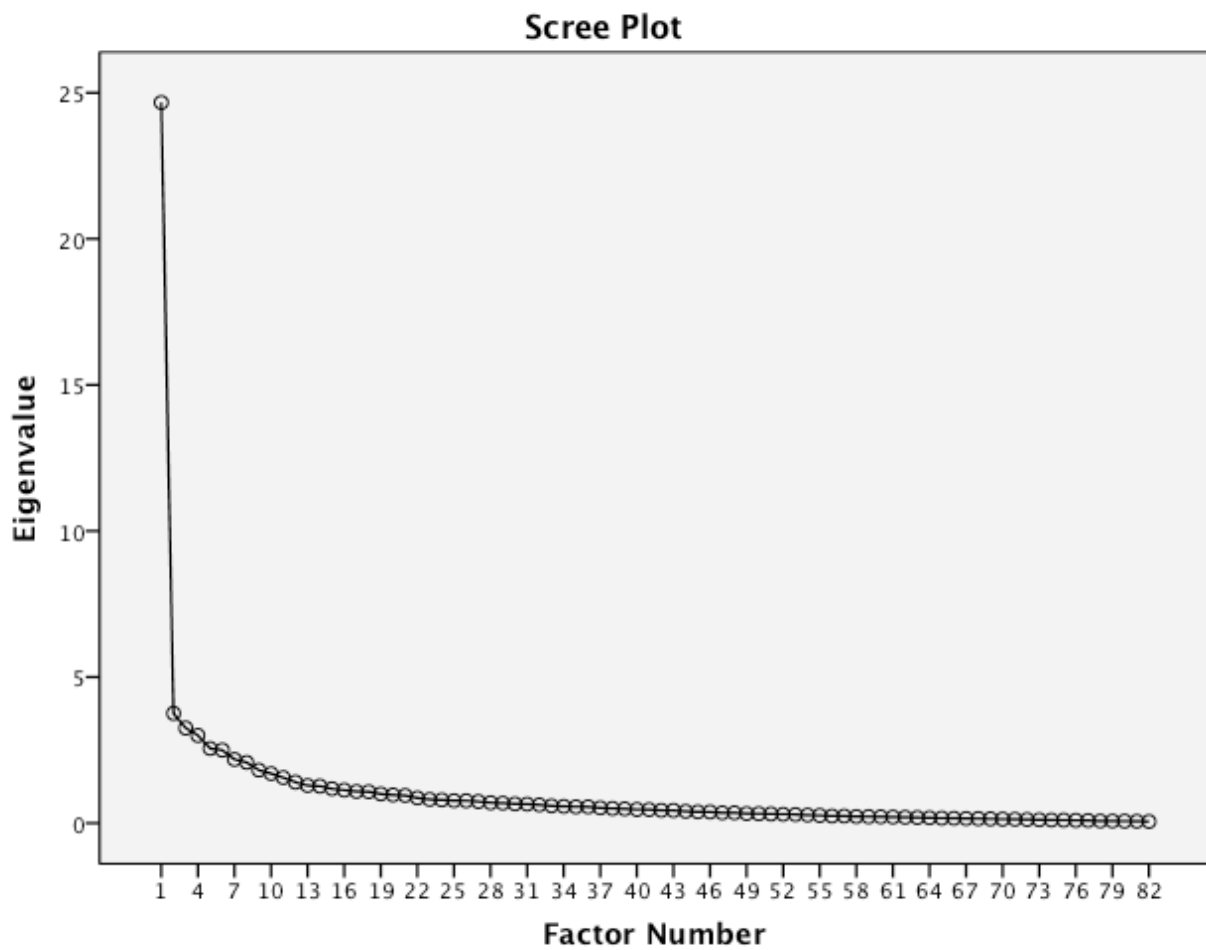


Figure 1. Scree plot of Exploratory Factor Analysis of the items on the CAS Supervised Practice Instrument.

Table 4

Total Variance Explained by 12 Extracted Factors from Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %	Total
1	24.67	30.08	30.08	24.23	29.55	29.55	12.64
2	3.76	4.58	34.66	3.36	4.10	33.65	11.58
3	3.26	3.97	38.63	2.84	3.46	37.11	14.19
4	3.00	3.66	42.29	2.59	3.16	40.27	15.61
5	2.56	3.12	45.41	2.13	2.59	42.86	15.31
6	2.50	3.05	48.46	2.10	2.56	45.42	13.37
7	2.18	2.66	51.12	1.73	2.11	47.53	10.76
8	2.08	2.54	53.66	1.65	2.02	49.54	9.25
9	1.81	2.21	55.87	1.42	1.73	51.27	9.01
10	1.70	2.07	57.93	1.29	1.57	52.84	11.14
11	1.56	1.90	59.83	1.11	1.36	54.20	7.90
12	1.40	1.71	61.54	0.95	1.16	55.35	2.62
13	1.29	1.57	63.11				
14	1.27	1.55	64.66				
15	1.18	1.43	66.09				
16	1.13	1.38	67.47				
17	1.09	1.32	68.79				
18	1.08	1.31	70.10				
19	1.00	1.22	71.32				
20	0.96	1.18	72.50				

Note: Only the first 20 factors of the total possible 82 are displayed in this table.

Table 5

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Act as a leader in professional settings.	0.78											
Implement programming.	0.67											
Demonstrate my role as a leader in an organization.	0.64											
Describe my leadership style.	0.62											
Articulate my leadership skills.	0.60		0.32									
Evaluate programming.	0.54											0.52
Demonstrate professionalism.	0.52											
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.												
Manage crises.												
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).												
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.		0.65										

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Determine the values I will use to guide my practice based on my perception of my supervisor s values.		0.63										
Evaluate the ways that the values of my supervisors tend to guide their practice.		0.62										
Demonstrate how to set expectations for staff and students I supervise.		0.50										
Explain how the one-on-one work in supervision supports individual staff development.		0.49										
Integrate what I learn about successful supervision into my own supervisory style		0.47										
Explain how the values of the institution influence supervision.		0.44		0.33								
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.		0.43										
Manage challenging supervisory experiences when supervising students.		0.38										
Apply classroom theoretical knowledge to practice.			0.82									
Analyze the difference between application and knowledge of theoretical concepts.			0.78									

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.			0.67									
Explain how my supervisor's knowledge of theory might influence how I apply theory to practice.			0.55									
Apply what I learned in the classroom to my daily work.			0.53									
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.			0.46									
Employ skills related to counseling.			0.42								0.34	
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.			0.38									
Apply interpersonal knowledge, awareness, and skills outside of the classroom.			0.36	0.34		0.34						
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.			0.34									
Describe the responsibilities of full-time student affairs administrators.												

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe how professional norms vary by departments.				0.77								
Describe how professional norms vary by supervisor's role in organization.				0.75								
Describe how professional norms vary by level of education of supervisor.				0.74								
Describe how professional norms vary by institution.				0.71								
Describe how my supervisors' professional norms/values might differ based on their academic background/experience.				0.57								
Describe how institution type might influence the politics on campus.				0.46			0.32					
Analyze and interpret the culture of the campus at which I work.				0.41			0.30					
Evaluate the importance of understanding different functional areas.				0.33								

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe the characteristics of good written reports.					0.86							
Describe how the academy functions as a business.					0.86							
Describe the general operations processes of a functional area.					0.82							
Describe the characteristics of good written proposals.					0.77							0.32
Describe the general budgeting process of a functional area.					0.74							
Evaluate which supervision styles are best for students with whom I am working.					0.37							
Create outcomes for my experience with my supervisor.					0.35				0.31			
Describe the importance of ethical practice, citing examples.												
Explain how the supervised practice experience has influenced my marketability in the job search process.						0.94						
Integrate lessons learned from internships and practicum placements in my job search process.						0.70						

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe how the supervised practice experiences set me up for the end goal.						0.67						
Describe how the supervised practice experience has or has not contributed to my ability to network.						0.56						
Make more informed career decisions.						0.53						
Explain how to develop and maintain collegial relationships (professional to professional).	0.30					0.32						
Describe the importance of congruence of institutional values with my personal values.												
Identify gaps in my professional development.												
Negotiate institutional politics.							0.93					
Navigate politically charged environments.							0.88					
Negotiate office politics.							0.88					
Explain how to find the right working environment.							0.39					
Identify environments where I may or may not be successful.												
Identify characteristics of institutions in which I would be least successful.								0.89				

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Identify characteristics of institutions in which I would be most successful.								0.84				
Describe how working at a different institution type might influence my experience.								0.51				
Describe how student populations might vary by institution type.				0.40				0.41			0.33	
Evaluate the value of exposure to a different functional area.												
Make meaning from a negative experience with a supervisor.									0.75			
Manage difficulties or challenges with my supervisor(s).		0.32							0.68			
Approach my supervisor when I encounter conflict with decisions or actions on their part.									0.61			
Make meaning from a negative experience with the office culture.									0.53			
Manage a situation in which I am confronted with a supervisor who does not follow rules.									0.45			
Articulate my needs to a supervisor.									0.39			

Table 5 (Continued)

Rotation Pattern Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Use reflection to appraise myself professionally.			0.33							0.65		
Appraise my professional skills and talents.										0.64		
Describe the characteristics of a successful supervisor	0.31	0.40								0.46		
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.										0.42		
Choose a functional area that will allow me to put my values into practice.										0.40		
Appraise my workload and determine if I have an appropriate amount of work.										0.36		
Describe the importance of work-life balance.										0.32		
Advise students individually.											0.82	
Advise groups of students.											0.71	
Describe the organizational consequences of unethical behavior.											0.32	
Conduct research.					0.36							0.66
Conduct assessment.												0.61

Note. Coefficients less than 0.30 have been suppressed. Loadings in bold indicate the factor on which the item was placed.

Table 6

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Act as a leader in professional settings.	0.81	0.41	0.42		0.44							
Demonstrate my role as a leader in an organization.	0.76	0.46	0.47		0.52							
Describe my leadership style.	0.73	0.43	0.55		0.46						0.43	
Articulate my leadership skills.	0.71		0.56		0.45					0.43		
Implement programming.	0.61											
Demonstrate professionalism.	0.58											
Evaluate programming.	0.56		0.48	0.44								0.50
Evaluate the ways that the values of my supervisors tend to guide their practice.		0.67		0.42		0.41						
Determine the values I will use to guide my practice based on my perception of my supervisor s values.		0.67		0.45								
Demonstrate how to set expectations for staff and students I supervise.	0.49	0.66			0.49						0.45	
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.		0.63										

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Integrate what I learn about successful supervision into my own supervisory style	0.54	0.62			0.46					0.49		
Manage challenging supervisory experiences when supervising students.	0.47	0.62		0.43	0.58				0.43		0.43	
Explain how the one-on-one work in supervision supports individual staff development.	0.52	0.61			0.49					0.41		
Explain how the values of the institution influence supervision.		0.52		0.49								
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.		0.50								0.43		
Analyze the difference between application and knowledge of theoretical concepts.			0.79	0.47	0.42	0.44						
Apply classroom theoretical knowledge to practice.			0.73									
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.			0.71	0.48	0.40							
Apply what I learned in the classroom to my daily work.	0.51	0.43	0.69	0.43		0.43						
Explain how my supervisor's knowledge of theory might influence how I apply theory to practice.			0.68	0.52	0.46							

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Apply interpersonal knowledge, awareness, and skills outside of the classroom			0.62	0.58		0.57						
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.	0.45		0.55									
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.	0.42		0.55	0.49	0.49			0.43				
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.		0.43	0.54		0.42	0.43						
Describe the responsibilities of full-time student affairs administrators.	0.50		0.52	0.47	0.50	0.51		0.51		0.44		
Employ skills related to counseling.			0.43								0.43	
Describe how professional norms vary by supervisor's role in organization.	0.40			0.77	0.50	0.42	0.41		0.42			
Describe how professional norms vary by departments.			0.40	0.75		0.54						
Describe how professional norms vary by institution.			0.50	0.74	0.40	0.42		0.52				

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe how professional norms vary by level of education of supervisor.				0.71	0.49					0.41		
Analyze and interpret the culture of the campus at which I work.	0.43		0.48	0.63		0.43	0.52	0.43				
Describe how institution type might influence the politics on campus.			0.45	0.62	0.43		0.55	0.49				
Describe how my supervisors' professional norms/values might differ based on their academic background/experience.		0.42		0.62						0.40		
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).	0.50		0.53	0.57	0.50	0.51		0.51				
Evaluate the importance of understanding different functional areas.				0.53	0.42	0.43		0.46		0.43		
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.	0.44			0.45								
Describe the characteristics of good written reports.					0.79					0.42		

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe the characteristics of good written proposals.			0.44	0.42	0.77	0.40					0.43	
Describe the general operations processes of a functional area.				0.45	0.74							
Describe the general budgeting process of a functional area.					0.69							
Describe how the academy functions as a business.				0.41	0.69							
Evaluate which supervision styles are best for students with whom I am working.	0.48	0.54		0.41	0.61							
Create outcomes for my experience with my supervisor.			0.42	0.45	0.56				0.47	0.47		
Describe the importance of ethical practice, citing examples.		0.51	0.46	0.44	0.56		0.45		0.43		0.49	
Explain how the supervised practice experience has influenced my marketability in the job search process.						0.79						
Make more informed career decisions.			0.42	0.46		0.70	0.42			0.53		
Integrate lessons learned from internships and practicum placements in my job search process.			0.40			0.69						

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe how the supervised practice experiences set me up for the end goal.						0.68				0.44		
Describe how the supervised practice experience has or has not contributed to my ability to network.			0.41	0.47		0.65			0.41	0.43		
Describe the importance of congruence of institutional values with my personal values.			0.41	0.46		0.58	0.53	0.48		0.47		
Explain how to develop and maintain collegial relationships (professional to professional).	0.50			0.52	0.42	0.53				0.41		
Identify gaps in my professional development.			0.45	0.43		0.48		0.42				
Navigate politically charged environments.				0.45	0.41	0.41	0.88					
Negotiate institutional politics.				0.43			0.88					
Negotiate office politics.				0.42	0.41		0.86		0.41			
Explain how to find the right working environment.		0.46	0.46	0.44	0.46	0.59	0.63	0.52		0.50		
Identify environments where I may or may not be successful.		0.46	0.42	0.45	0.45	0.56	0.56	0.53		0.54		
Identify characteristics of institutions in which I would be most successful.								0.76				
Identify characteristics of institutions in which I would be least successful.								0.74				

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Describe how working at a different institution type might influence my experience.				0.52			0.40	0.65				
Describe how student populations might vary by institution type.			0.41	0.54				0.55				
Evaluate the value of exposure to a different functional area.				0.53	0.41	0.47		0.55		0.50		
Manage difficulties or challenges with my supervisor(s).		0.56							0.73			
Make meaning from a negative experience with a supervisor.	0.45					0.40			0.72			
Approach my supervisor when I encounter conflict with decisions or actions on their part.		0.53							0.68			
Manage a situation in which I am confronted with a supervisor who does not follow rules.		0.44			0.42		0.48		0.64		0.43	
Make meaning from a negative experience with the office culture.	0.46					0.49	0.47		0.61			
Articulate my needs to a supervisor.		0.41							0.54			
Appraise my professional skills and talents.			0.42	0.43	0.43	0.50				0.74		

Table 6 (Continued)

Rotation Structure Matrix of Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Variable	Factor											
	1	2	3	4	5	6	7	8	9	10	11	12
Use reflection to appraise myself professionally.			0.51			0.43				0.69		
Describe the characteristics of a successful supervisor	0.47	0.50								0.54		
Choose a functional area that will allow me to put my values into practice.						0.45				0.52		
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.						0.41				0.51		
Describe the importance of work-life balance.						0.41				0.45		
Appraise my workload and determine if I have an appropriate amount of work.										0.44		
Advise students individually.											0.74	
Advise groups of students.	0.41										0.71	
Describe the organizational consequences of unethical behavior.		0.49	0.42	0.43	0.56		0.49		0.55		0.59	
Manage crises.	0.46	0.44			0.45		0.44		0.41		0.46	
Conduct research.					0.47							0.68
Conduct assessment.			0.44		0.41							0.62

Note. Coefficients less than 0.40 have been suppressed. Loadings in bold indicate the factor on which the item was placed.

Table 7

Correlation Matrix between Factors from Exploratory Factor Analysis of CAS Supervised Practice Instrument using Principal Axis Factoring and Promax Rotation ($\kappa = 4$)

Factor	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	0.42	1.00										
3	0.47	0.36	1.00									
4	0.44	0.35	0.54	1.00								
5	0.50	0.45	0.50	0.58	1.00							
6	0.42	0.28	0.50	0.55	0.42	1.00						
7	0.29	0.33	0.36	0.49	0.42	0.47	1.00					
8	0.30	0.17	0.46	0.47	0.39	0.48	0.39	1.00				
9	0.36	0.42	0.28	0.40	0.42	0.33	0.37	0.12	1.00			
10	0.39	0.36	0.40	0.48	0.50	0.53	0.26	0.40	0.20	1.00		
11	0.31	0.40	0.42	0.33	0.48	0.27	0.31	0.15	0.28	0.23	1.00	
12	-0.05	0.20	0.17	0.08	0.08	0.10	0.11	-0.05	0.13	0.05	0.13	1.00

Factor loading coefficients less than an absolute value of .30 have been suppressed in the pattern matrix, following the recommendation by Child (2006). Pett et al. (2003) point out that pattern matrix loadings in a promax rotation are such that the differences between high and low loadings are exaggerated, thus a lower threshold for acceptance is appropriate. In the structure matrix, the factor loading coefficients less than an absolute value of .40 have been suppressed, following the recommendation of Pett et al. (2003). Table 7 presents the correlation matrix between these factors.

The exploratory factor analysis formed the basis for the creation of scales for comparison of reported learning across groups. To accomplish this, I examined each of the items that loaded onto the 12 factors. For each factor, I removed any items that had a factor loading on the pattern

matrix of 0.30 or lower. I interpreted the commonalities among the items and assigned the factor a name. Then, I removed any items that were conceptually distinct from the others. Finally, I made a decision on which scale to assign those items with multiple loadings across factors. The development of each scale is presented in Tables 8 through 19.

This process yielded 12 scales grouping outcomes in supervised practice areas in the following areas: (a) Leadership, (b) Supervision Philosophy, (c) Application of Theory, (d) Organizational Culture, (e) Administration Processes, (f) Career Preparation, (g) Organizational Politics, (h) Institution Influence on Work, (i) Managing Office Conflict and Challenge, (j) Self Appraisal, (k) Counseling Skills, and (l) Assessment, Evaluation, and Research. Tables 8 through 19 include a listing of the items on each scale, along with descriptive statistics and a reliability analysis of the scale through each stage of its development.

The descriptive statistics for each of the 12 resulting scales can be found in Table 20. Each scale had a different number of items from which it was created, thus a direct comparison of scores yielded no meaningful information. To provide statistics that could be comparable across scales, I calculated the means of the items by dividing the scale total score by the number of items in each scale. This put the scores of the scales in the same range as the responses to each item and facilitated interpretation. A review of the scales indicated that alumni rated the highest amounts of confidence in their learning across items associated with the Counseling Skills scale (*Mean of Items* = 4.40, *SD* = 0.62). This was followed by, in descending order, Leadership (*Mean of Items* = 4.37, *SD* = 0.60), Career Preparation (*Mean of Items* = 4.34, *SD* = 0.59), Organizational Culture (*Mean of Items* = 4.32, *SD* = 0.53), Self Appraisal (*Mean of Items* = 4.24, *SD* = 0.52), Institution Influence on Work (*Mean of Items* = 4.24, *SD* = 0.69),

Table 8

Description and Reliability Analysis of the Leadership Scale Based on Factor 1 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Act as a leader in professional settings.	0.78	●	●	●	●
Implement programming.	0.67	●	●		
Demonstrate my role as a leader in an organization.	0.64	●	●	●	●
Describe my leadership style.	0.62	●	●	●	●
Articulate my leadership skills.	0.60	●	●	●	●
Evaluate programming.	0.54	●	●		
Demonstrate professionalism.	0.52	●	●	●	●
Describe the characteristics of a successful supervisor	0.31	●	●	●	
Explain how to develop and maintain collegial relationships (professional to professional).	0.30	●	●		
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.		●			
Manage crises.		●			
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).		●			

Table 8 (Continued)

Description and Reliability Analysis of the Leadership Scale Based on Factor 1 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
<i>Mean of Items</i>		4.28	4.33	4.33	4.37
<i>SD</i>		0.50	0.52	0.58	0.60
<i>Scale Mean</i>		51.37	39.00	25.98	21.85
<i>SD</i>		5.97	4.64	3.50	3.00
<i>α</i>		0.874	0.867	0.870	0.876
<i>Change in α over all Items</i>		-	-0.007	-0.007	0.002

Note. Items with Rotated Pattern Matrix loadings less than 0.30 on any factor are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculations.

Table 9

Description and Reliability Analysis of the Supervision Philosophy Scale Based on Factor 2 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.	0.65	●	●	●	●
Determine the values I will use to guide my practice based on my perception of my supervisor's values.	0.63	●	●	●	●
Evaluate the ways that the values of my supervisors tend to guide their practice.	0.62	●	●	●	●
Demonstrate how to set expectations for staff and students I supervise.	0.50	●	●	●	●
Explain how the one-on-one work in supervision supports individual staff development.	0.49	●	●	●	●
Integrate what I learn about successful supervision into my own supervisory style	0.47	●	●	●	●
Explain how the values of the institution influence supervision.	0.44	●	●	●	●
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.	0.43	●	●	●	●

Table 9 (Continued)

Description and Reliability Analysis of the Supervision Philosophy Scale Based on Factor 2 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Describe the characteristics of a successful supervisor	0.40	●	●	●	●
Manage challenging supervisory experiences when supervising students.	0.38	●	●	●	●
Manage difficulties or challenges with my supervisor(s).	0.32	●	●	●	
<i>Mean of Items</i>		4.17	4.17	4.17	4.19
<i>SD</i>		0.55	0.55	0.55	0.55
<i>Scale Mean</i>		45.88	45.88	45.88	41.88
<i>SD</i>		6.04	6.04	6.04	5.53
<i>α</i>		0.882	0.882	0.882	0.876
<i>Change in α over all Items</i>		-	-	-	-0.008

^a Indicates composition of final scale used in calculation.

Table 10

Description and Reliability Analysis of the Application of Theory Scale Based on Factor 3 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Apply classroom theoretical knowledge to practice.	0.82	●	●	●	●
Analyze the difference between application and knowledge of theoretical concepts.	0.78	●	●	●	●
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.	0.67	●	●	●	●
Explain how my supervisor's knowledge of theory might influence how I apply theory to practice.	0.55	●	●	●	●
Apply what I learned in the classroom to my daily work.	0.53	●	●	●	●
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.	0.46	●	●	●	●
Employ skills related to counseling.	0.42	●	●	●	
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.	0.38	●	●		

Table 10 (Continued)

Description and Reliability Analysis of the Application of Theory Scale Based on Factor 3 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Apply interpersonal knowledge, awareness, and skills outside of the classroom	0.36	●	●	●	●
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.	0.34	●	●		
Use reflection to appraise myself professionally.	0.33	●	●		
Describe the responsibilities of full-time student affairs administrators.		●			
<i>Mean of Items</i>		4.19	4.17	4.17	4.16
<i>SD</i>		0.52	0.53	0.56	0.58
<i>Scale Mean</i>		50.31	45.92	33.33	29.13
<i>SD</i>		6.18	5.81	4.48	4.04
<i>α</i>		0.882	0.875	0.861	0.871
<i>Change in α over all Items</i>		-	-0.007	-0.021	-0.011

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 11

Description and Reliability Analysis of the Organizational Culture Scale Based on Factor 4 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Describe how professional norms vary by departments.	0.77	●	●	●	●
Describe how professional norms vary by supervisor's role in organization.	0.75	●	●	●	●
Describe how professional norms vary by level of education of supervisor.	0.74	●	●	●	●
Describe how professional norms vary by institution.	0.71	●	●	●	●
Describe how my supervisors' professional norms/values might differ based on their academic background/experience.	0.57	●	●	●	●
Describe how institution type might influence the politics on campus.	0.46	●	●	●	●
Analyze and interpret the culture of the campus at which I work.	0.41	●	●	●	●
Describe how student populations might vary by institution type.	0.40	●	●	●	●
Evaluate the importance of understanding different functional areas.	0.33	●	●	●	●
Apply interpersonal knowledge, awareness, and skills outside of the classroom	0.34	●	●		

Table 11 (Continued)

Description and Reliability Analysis of the Organizational Culture Scale Based on Factor 4 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Explain how the values of the institution influence supervision.	0.33	●	●	●	
<i>Mean of Items</i>		4.29	4.29	4.28	4.32
<i>SD</i>		0.52	0.52	0.53	0.53
<i>Scale Mean</i>		47.21	47.21	42.82	38.89
<i>SD</i>		5.70	5.70	5.32	4.80
α		0.883	0.883	0.876	0.875
<i>Change in α over all Items</i>		-	-	-0.007	-0.008

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 12

Description and Reliability Analysis of the Administration Processes Scale Based on Factor 5 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Describe the characteristics of good written reports.	0.86	●	●	●	●
Describe how the academy functions as a business.	0.86	●	●	●	●
Describe the general operations processes of a functional area.	0.82	●	●	●	●
Describe the characteristics of good written proposals.	0.77	●	●	●	●
Describe the general budgeting process of a functional area.	0.74	●	●	●	●
Evaluate which supervision styles are best for students with whom I am working.	0.37	●	●		
Conduct research.	0.36	●	●	●	
Create outcomes for my experience with my supervisor.	0.35	●	●		
Describe the importance of ethical practice, citing examples.		●			
<i>Mean of Items</i>		3.75	3.72	3.66	3.67
<i>SD</i>		0.74	0.77	0.86	0.89
<i>Scale Mean</i>		33.74	29.75	21.98	18.36
<i>SD</i>		6.70	6.19	5.13	4.47
<i>α</i>		0.880	0.876	0.861	0.866
<i>Change in α over all Items</i>		-	-0.004	-0.019	-0.014

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 13

Description and Reliability Analysis of the Career Preparation Scale Based on Factor 6 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Explain how the supervised practice experience has influenced my marketability in the job search process.	0.94	●	●	●	●
Integrate lessons learned from internships and practicum placements in my job search process.	0.70	●	●	●	●
Describe how the supervised practice experiences set me up for the end goal.	0.67	●	●	●	●
Describe how the supervised practice experience has or has not contributed to my ability to network.	0.56	●	●	●	●
Make more informed career decisions.	0.53	●	●	●	●
Apply interpersonal knowledge, awareness, and skills outside of the classroom.	0.34	●	●		
Explain how to develop and maintain collegial relationships (professional to professional).	0.32	●	●		
Describe the importance of congruence of institutional values with my personal values.		●			
Identify gaps in my professional development.		●			

Table 13 (Continued)

Description and Reliability Analysis of the Career Preparation Scale Based on Factor 6 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
<i>Mean of Items</i>		4.30	4.33	4.34	4.34
<i>SD</i>		0.52	0.54	0.59	0.59
<i>Scale Mean</i>		38.68	30.33	21.69	21.69
<i>SD</i>		4.71	3.81	2.96	2.96
<i>α</i>		0.860	0.849	0.832	0.832
<i>Change in α over all Items</i>		-	-0.011	-0.028	-0.028

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 14

Description and Reliability Analysis of the Organizational Politics Scale Based on Factor 7 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Negotiate institutional politics.	0.93	●	●	●	●
Navigate politically charged environments.	0.88	●	●	●	●
Negotiate office politics.	0.88	●	●	●	●
Explain how to find the right working environment.	0.39	●	●		
Describe how institution type might influence the politics on campus.	0.32	●	●	●	
Analyze and interpret the culture of the campus at which I work.	0.30	●	●	●	
Identify environments where I may or may not be successful.		●			
<i>Mean of Items</i>		4.06	4.03	4.01	3.75
<i>SD</i>		0.68	0.72	0.76	0.97
<i>Scale Mean</i>		28.45	24.18	20.05	11.25
<i>SD</i>		4.77	4.32	3.79	2.92
<i>α</i>		0.888	0.882	0.879	0.938
<i>Change in α over all Items</i>		-	-0.006	-0.011	0.040

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 15

Description and Reliability Analysis of the Institution Influence on Work Scale Based on Factor 8 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Identify characteristics of institutions in which I would be least successful.	0.89	●	●	●	●
Identify characteristics of institutions in which I would be most successful.	0.84	●	●	●	●
Describe how working at a different institution type might influence my experience.	0.51	●	●	●	●
Describe how student populations might vary by institution type.	0.41	●	●		
Evaluate the value of exposure to a different functional area.		●			
<i>Mean of Items</i>		4.31	4.28	4.24	4.24
<i>SD</i>		0.57	0.63	0.69	0.69
<i>Scale Mean</i>		21.55	17.13	12.71	12.71
<i>SD</i>		2.87	2.53	2.08	2.08
<i>α</i>		0.810	0.805	0.795	0.795
<i>Change in α over all Items</i>		-	-0.005	-0.015	-0.015

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 16

Description and Reliability Analysis of the Managing Office Conflict and Challenge Scale Based on Factor 9 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Make meaning from a negative experience with a supervisor.	0.75	●	●	●	●
Manage difficulties or challenges with my supervisor(s).	0.68	●	●	●	●
Approach my supervisor when I encounter conflict with decisions or actions on their part.	0.61	●	●	●	●
Make meaning from a negative experience with the office culture.	0.53	●	●	●	●
Manage a situation in which I am confronted with a supervisor who does not follow rules.	0.45	●	●	●	●
Articulate my needs to a supervisor.	0.39	●	●	●	●
Create outcomes for my experience with my supervisor.	0.31	●	●	●	●
<i>Mean of Items</i>		3.89	3.89	3.89	3.89
<i>SD</i>		0.63	0.63	0.63	0.63
<i>Scale Mean</i>		27.23	27.23	27.23	27.23
<i>SD</i>		4.43	4.43	4.43	4.43
<i>α</i>		0.830	0.830	0.830	0.830
<i>Change in α over all Items</i>		-	-	-	-

^a Indicates composition of final scale used in calculation.

Table 17

Description and Reliability Analysis of the Self Appraisal Scale Based on Factor 10 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Use reflection to appraise myself professionally.	0.65	●	●	●	●
Appraise my professional skills and talents.	0.64	●	●	●	●
Describe the characteristics of a successful supervisor.	0.46	●	●	●	
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.	0.42	●	●	●	●
Choose a functional area that will allow me to put my values into practice.	0.40	●	●	●	●
Appraise my workload and determine if I have an appropriate amount of work.	0.36	●	●	●	●
Describe the importance of work-life balance.	0.32	●	●	●	●
<i>Mean of Items</i>		4.26	4.26	4.26	4.24
<i>SD</i>		0.49	0.49	0.49	0.52
<i>Scale Mean</i>		29.80	29.80	29.80	25.42
<i>SD</i>		3.44	3.44	3.44	3.10
<i>α</i>		0.766	0.766	0.766	0.757
<i>Change in α over all Items</i>		-	-	-	-0.013

^a Indicates composition of final scale used in calculation.

Table 18

Description and Reliability Analysis of the Counseling Skills Scale Based on Factor 11 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Advise students individually.	0.82	●	●	●	●
Advise groups of students.	0.71	●	●	●	●
Employ skills related to counseling.	0.34	●	●	●	●
Describe how student populations might vary by institution type.	0.33	●	●	●	
Describe the organizational consequences of unethical behavior.	0.32	●	●		
<i>Mean of Items</i>		4.28	4.28	4.41	4.24
<i>SD</i>		0.56	0.56	0.55	0.52
<i>Scale Mean</i>		21.38	21.38	17.64	25.42
<i>SD</i>		2.78	2.78	2.19	3.10
<i>α</i>		0.685	0.685	0.661	0.669
<i>Change in α over all Items</i>		-	-	-0.024	-0.016

^a Indicates composition of final scale used in calculation.

Table 19

Description and Reliability Analysis of the Assessment, Evaluation, and Research Scale Based on Factor 12 from the Exploratory Factor Analysis

Item	Rotated Pattern Factor Loading	Reliability Analysis			
		Retaining all Items	Removing items with loading < 0.30	Removing Unrelated Items	Removing Items used in other Scales ^a
Conduct research.	0.66	●	●	●	●
Conduct assessment.	0.61	●	●	●	●
Evaluate programming.	0.52	●	●	●	●
Describe the characteristics of good written proposals.	0.32	●	●	●	
<i>Mean of Items</i>		3.78	3.78	3.78	3.82
<i>SD</i>		0.85	0.85	0.85	0.88
<i>Scale Mean</i>		15.13	15.13	15.13	11.45
<i>SD</i>		3.38	3.38	3.38	2.64
<i>α</i>		0.815	0.815	0.815	0.820
<i>Change in α over all Items</i>		-	-	-	0.005

Note. Items with Rotated Pattern Matrix loadings less than 0.30 are included in initial scale analysis based on the factor corresponding to the item's highest loading.

^a Indicates composition of final scale used in calculation.

Table 20

Descriptive Statistics for Scales on the CAS Supervised Practice Outcomes Instrument (n=245).

Scale	Scale		Range		Mean of Items		α
	<i>M</i>	<i>SD</i>	Min.	Max.	<i>M</i>	<i>SD</i>	
Leadership	21.85	3.00	11	25	4.37	0.60	0.88
Supervision Philosophy	41.88	5.53	18	50	4.19	0.55	0.88
Application of Theory	29.13	4.04	9	35	4.16	0.58	0.87
Organizational Culture	38.89	4.80	15	45	4.32	0.53	0.88
Administration Processes	18.36	4.47	5	25	3.67	0.89	0.87
Career Preparation	21.69	2.96	5	25	4.34	0.59	0.83
Organizational Politics	11.25	2.92	3	15	3.75	0.97	0.94
Institution Influence On Work	12.71	2.08	4	15	4.24	0.69	0.80
Managing Office Conflict and Challenge	27.23	4.43	7	35	3.89	0.63	0.83
Self Appraisal	25.42	3.10	9	30	4.24	0.52	0.76
Counseling Skills	13.21	1.85	6	15	4.40	0.62	0.67
Assessment, Evaluation, and Research	11.45	2.64	3	15	3.82	0.88	0.82

Supervision Philosophy (*Mean of Items* = 4.19, *SD* = 0.55), Application of Theory (*Mean of Items* = 4.16, *SD* = 0.58), Managing Office Conflict and Challenge (*Mean of Items* = 3.89, *SD* = 0.63), Assessment, Evaluation, and Research (*M* = 3.82, *SD* = 0.88), Organizational Politics (*Mean of Items* = 3.75, *SD* = 0.97), and Administration Processes (*Mean of Items* = 3.67, *SD* = 0.89). Table 20 contains the descriptive statistics for all scales. All 12 scales have mean scores that range between 3.67 and 4.40 indicating that, on average, responding alumni indicated confidence with learning outcomes from supervised practice experiences.

Research Question 3

The third research question addressed the differences in reported learning based on the location of the supervised practice experiences (one or more experience at the same institution or experience at another institution). To answer this, I sorted the responses into two groups, one representing program graduates who had reported that all their supervised practice experiences occurred where they were enrolled as master's students and the other for those who had reported that they had one or more experiences at an institution different from the one in which they were enrolled. I then ran an independent samples t-test for each item and scale to determine if there were any significant differences in reported learning outcomes between the groups. One of the assumptions with the t-test is that the two groups of responses for each item have equal variances. I applied Levene's test for equality of variances to each t-test. If the null hypothesis of equal variances was not retained, I conducted the t-test using adjusted t statistics and degrees of freedom. This adjustment can be noted in the reported statistics where the degrees of freedom differ from 243, the number of degrees of freedom for this sample without the adjustment.

There was a significant effect for location of the supervised practice experience for nine of the 82 items. Six of the nine significant t-tests represented a mean score higher for program graduates who had all of their supervised practice experiences at the institution where they were enrolled. Three of those items were part of the Leadership scale: Articulate my leadership skills, $t(243) = 2.13, p = .034$; Demonstrate my role as a leader in an organization, $t(243) = 2.45, p = .015$; and Describe my leadership style, $t(243) = 2.17, p = .031$. The other three outcomes for which program graduates with all experiences at the institution where enrolled reported significantly higher levels of confidence were: Integrate what I learn about successful

supervision into my own supervisory style, $t(243) = 2.30, p = .022$, Manage difficulties or challenges with my supervisor(s), $t(243) = 2.14, p = .034$, and Manage crises, $t(238.29) = 2.38, p = .018$.

Graduates who indicated that one or more of their supervised practice experiences took place at an institution other than the one they attended rated significantly higher levels of agreement with the following three items: Describe how working at a different institution type might influence my experience, $t(171.83) = -2.26, p = .025$, Describe how professional norms vary by institution, $t(168.48) = -2.58, p = .011$, and Describe how professional norms vary by level of education of supervisor. $t(243) = -2.38, p = .018$. Table 21 contains a complete list of descriptive statistics for the independent samples t-tests between groups by location of supervised practice experiences.

Location of supervised experience had a significant effect for one of the 12 scales. Alumni who reported all supervised practice experience at their enrolled institution had significantly higher ratings on the Leadership scale than those alumni who had at least one supervised practice experience at another institution ($t(243) = -2.38, p = .018$). Independent samples t-tests and associated descriptive statistics for all 12 scales by location can be found in Table 22.

Research Question 4

The fourth research question outlined by this study was concerned with the extent to which graduates report their confidence in their preparation for professional practice resulting from their master's programs in student affairs. To answer this, I first examined the descriptive statistics for the six items on the perceived preparation for professional practice section of the

Table 21

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experiences				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (n = 103)		At Another Institution (n = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Implement programming.	4.44	0.64	4.36	0.83	0.80	243	.426
Evaluate programming.	4.17	0.84	4.11	0.81	0.56	243	.579
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.	4.24	0.73	4.12	0.72	1.31	243	.191
Employ skills related to counseling.	4.27	0.83	4.16	0.97	0.93	243	.352
Articulate my leadership skills.	4.37	0.74	4.15	0.80	2.13	243	.034
Demonstrate my role as a leader in an organization.	4.46	0.65	4.21	0.85	2.45	243	.015
Describe my leadership style.	4.33	0.71	4.10	0.90	2.17	243	.031
Act as a leader in professional settings.	4.51	0.59	4.37	0.71	1.73	243	.085
Demonstrate professionalism.	4.71	0.54	4.63	0.60	1.01	243	.315
Apply what I learned in the classroom to my daily work.	4.32	0.73	4.23	0.71	1.02	243	.307
Describe the characteristics of a successful supervisor	4.45	0.61	4.34	0.68	1.29	243	.199
Integrate what I learn about successful supervision into my own supervisory style	4.41	0.65	4.20	0.75	2.30	243	.022
Explain how the one-on-one work in supervision supports individual staff development.	4.24	0.77	4.15	0.84	0.84	243	.403
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.	4.34	0.62	4.37	0.80	-0.37	241.76	.712

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Identify characteristics of institutions in which I would be most successful.	4.23	0.83	4.30	0.78	-0.61	243	.546
Identify characteristics of institutions in which I would be least successful.	4.14	0.84	4.14	0.88	-0.04	243	.965
Explain how the values of the institution influence supervision.	4.01	0.92	3.87	0.94	1.13	243	.259
Evaluate the ways that the values of my supervisors tend to guide their practice.	4.17	0.79	4.08	0.86	0.75	243	.454
Determine the values I will use to guide my practice based on my perception of my supervisor's values.	4.09	0.89	4.15	0.74	-0.65	243	.516
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.	4.34	0.81	4.40	0.74	-0.62	243	.539
Manage difficulties or challenges with my supervisor(s).	4.14	0.85	3.89	0.89	2.14	243	.034
Approach my supervisor when I encounter conflict with decisions or actions on their part.	4.02	0.87	3.81	0.97	1.77	231.49	.078
Make meaning from a negative experience with the office culture.	4.06	0.84	4.14	0.75	-0.81	243	.419
Make meaning from a negative experience with a supervisor.	4.05	0.81	4.04	0.81	0.06	243	.952
Articulate my needs to a supervisor.	4.11	0.82	4.06	0.85	0.47	243	.641
Evaluate which supervision styles are best for students with whom I am working.	4.14	0.74	3.96	0.91	1.57	243	.118

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item/Scale	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Demonstrate how to set expectations for staff and students I supervise.	4.17	0.75	4.12	0.86	0.52	243	.600
Manage challenging supervisory experiences when supervising students.	3.99	0.90	3.95	0.99	0.32	243	.749
Create outcomes for my experience with my supervisor.	3.77	0.87	3.71	0.94	0.48	243	.635
Identify gaps in my professional development.	4.17	0.82	4.09	0.78	0.81	243	.421
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.	4.14	0.86	4.16	0.90	-0.23	243	.821
Apply classroom theoretical knowledge to practice.	4.10	0.87	4.11	0.86	-0.08	243	.939
Describe the responsibilities of full-time student affairs administrators.	4.44	0.67	4.37	0.65	0.83	243	.405
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.	4.18	0.81	4.01	0.80	1.64	243	.103
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).	4.34	0.74	4.25	0.69	1.02	243	.309
Appraise my workload and determine if I have an appropriate amount of work.	3.97	0.87	3.92	0.83	0.51	243	.613

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Describe how working at a different institution type might influence my experience.	4.16	0.95	4.40	0.66	-2.26	171.83	.025
Describe how student populations might vary by institution type.	4.32	0.74	4.50	0.68	-1.96	243	.051
Evaluate the value of exposure to a different functional area.	4.34	0.57	4.48	0.60	-1.82	243	.070
Evaluate the importance of understanding different functional areas.	4.41	0.66	4.49	0.58	-1.07	243	.287
Describe how my supervisors professional norms/values might differ based on their academic background/ experience.	4.22	0.86	4.22	0.76	0.05	243	.962
Describe how professional norms vary by departments.	4.30	0.80	4.37	0.64	-0.79	243	.433
Describe how professional norms vary by institution.	4.18	0.88	4.44	0.60	-2.58	168.48	.011
Describe how professional norms vary by level of education of supervisor.	3.90	1.01	4.19	0.88	-2.38	243	.018
Describe how professional norms vary by supervisor's role in organization.	4.21	0.78	4.27	0.74	-0.63	243	.531
Describe how institution type might influence the politics on campus.	4.31	0.83	4.46	0.71	-1.49	243	.137
Analyze and interpret the culture of the campus at which I work.	4.39	0.72	4.41	0.70	-0.22	243	.826

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.	4.13	0.76	4.08	0.75	0.43	243	.670
Explain how my supervisor s knowledge of theory might influence how I apply theory to practice.	4.00	0.86	3.93	0.90	0.62	243	.538
Apply interpersonal knowledge, awareness, and skills outside of the classroom	4.35	0.70	4.42	0.63	-0.77	243	.441
Analyze the difference between application and knowledge of theoretical concepts.	4.15	0.71	4.13	0.78	0.12	243	.903
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.	4.29	0.76	4.34	0.61	-0.54	243	.593
Integrate lessons learned from internships and practicum placements in my job search process.	4.49	0.74	4.56	0.71	-0.76	243	.449
Explain how the supervised practice experience has influenced my marketability in the job search process.	4.41	0.77	4.46	0.77	-0.50	243	.617
Describe how the supervised practice experiences set me up for the end goal.	4.15	0.81	4.20	0.84	-0.48	243	.632
Describe how the supervised practice experience has or has not contributed to my ability to network.	4.10	0.89	4.12	0.79	-0.21	243	.835

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Make more informed career decisions.	4.38	0.69	4.49	0.63	-1.27	243	.206
Describe the importance of work-life balance.	4.14	0.99	4.04	1.03	0.71	243	.476
Navigate politically charged environments.	3.74	1.01	3.73	1.07	0.09	243	.926
Negotiate office politics.	3.82	0.99	3.81	1.00	0.04	243	.965
Negotiate institutional politics.	3.66	1.04	3.75	1.07	-0.63	243	.529
Explain how to find the right working environment.	4.10	0.79	4.15	0.85	-0.55	243	.587
Describe the importance of congruence of institutional values with my personal values.	4.20	0.82	4.25	0.80	-0.41	243	.685
Identify environments where I may or may not be successful.	4.26	0.71	4.27	0.71	-0.14	243	.892
Appraise my professional skills and talents.	4.32	0.61	4.37	0.60	-0.67	243	.502
Use reflection to appraise myself professionally.	4.32	0.68	4.37	0.74	-0.50	243	.620
Choose a functional area that will allow me to put my values into practice.	4.45	0.70	4.33	0.69	1.29	243	.199
Explain how to develop and maintain collegial relationships (professional to professional).	4.19	0.83	4.29	0.72	-0.95	243	.342
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.	4.13	0.81	4.13	0.79	-0.01	243	.996

Table 21 (Continued)

Independent Samples t-Test of Items by Location of Program Graduates' Supervised Practice Experiences.

Item	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Manage a situation in which I am confronted with a supervisor who does not follow rules.	3.50	1.09	3.28	1.11	1.50	243	.135
Describe the organizational consequences of unethical behavior.	3.79	1.05	3.70	1.03	0.61	243	.541
Describe the importance of ethical practice, citing examples.	4.04	0.97	3.96	0.85	0.64	243	.525
Describe the general budgeting process of a functional area.	3.44	1.18	3.16	1.28	1.72	243	.088
Describe the general operations processes of a functional area.	3.92	0.94	3.91	0.99	0.11	243	.912
Describe how the academy functions as a business.	3.67	1.14	3.60	1.12	0.49	243	.626
Describe the characteristics of good written reports.	3.94	1.03	3.80	1.06	1.03	243	.306
Describe the characteristics of good written proposals.	3.80	1.03	3.59	1.20	1.43	235.81	.154
Conduct research.	3.67	1.12	3.58	1.16	0.62	243	.534
Conduct assessment.	3.78	1.04	3.65	1.11	0.87	243	.385
Manage crises.	4.13	0.88	3.83	1.06	2.38	238.29	.018
Advise students individually.	4.60	0.60	4.51	0.80	0.94	243	.347
Advise groups of students.	4.48	0.71	4.44	0.77	0.41	243	.685

Table 22

Independent Samples t-Test of Scales by Location of Program Graduates' Supervised Practice Experiences.

Scale	Location of Experience				<i>t</i>	<i>df</i>	<i>p</i>
	At Enrolled Institution (<i>n</i> = 103)		At Another Institution (<i>n</i> = 142)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Leadership	22.38	2.67	21.46	3.17	2.38	243	.018
Supervision Philosophy	42.20	5.26	41.65	5.72	0.78	243	.438
Application of Theory	29.28	4.16	29.01	3.96	0.51	243	.610
Organizational Culture	38.25	5.27	39.36	4.38	-1.79	243	.075
Administration Processes	18.77	4.53	18.06	4.41	1.22	243	.224
Career Preparation	21.51	3.06	21.82	2.89	-0.79	243	.431
Organizational Politics	11.21	2.87	11.28	2.96	-0.18	243	.857
Institution Influence On Work	12.52	2.15	12.84	2.02	-1.17	243	.244
Managing Office Conflict and Challenge	27.63	4.61	26.94	4.28	1.21	243	.226
Self Appraisal	25.49	3.30	25.37	2.96	0.30	243	.767
Counseling Skills	13.35	1.74	13.11	1.93	0.99	243	.324
Assessment, Evaluation, and Research	11.61	2.61	11.34	2.66	0.80	243	.424

CAS Supervised Practice Outcomes Instrument. The mean ratings for the six items in this section are as follows, arranged from highest to lowest: (a) My master's program prepared me for professional work, $M = 4.54$, $SD = 0.57$, (b) The required supervised practice experiences in my master's program prepared me to be effective in my professional work, $M = 4.52$, $SD = 0.70$, (c) My master's program equipped me with the necessary knowledge for my professional work, $M = 4.31$, $SD = 0.58$, (d) My master's program equipped me with the necessary skills and competencies for professional work, $M = 4.28$, $SD = 0.66$, (e) The classroom curriculum in my

master's program prepared me to be effective in my professional work, $M = 4.12$, $SD = 0.65$, and (f) I would have been prepared for my professional work in student affairs even without earning a master's degree (reverse coded), $M = 3.73$, $SD = 0.91$. All of the ratings were above 4.0 except for the reverse-coded item "I would have been prepared for my professional work in student affairs even without earning a master's degree" which had a mean rating of 3.73. These ratings indicate an average agreement to strong agreement among respondents that their master's program prepared them for professional work. Table 23 contains the descriptive statistics for the measures of professional preparation on the CAS Supervised Practice Outcomes Instrument.

Confirmatory Factor Analysis

The six items on the perceived preparation for professional practice section were created with the intention of measuring the latent construct of graduates' confidence that their master's programs had prepared them to work in professional settings in higher education. To test the hypothesis that these six items together represented a unidimensional construct, I conducted a confirmatory factor analysis. This test for unidimensionality would stand as a necessary condition for the appropriateness of using these six items together in a scale to measure overall confidence in preparation for professional practice through a master's program.

I entered the data for the six items into the MPlus version 6.12 data analysis software to test the model for a one factor solution. Because the distribution of the responses was negatively skewed and not normal for each of the six items, I used a robust maximum likelihood estimator for the analysis. Two model fit statistics showed the one factor solution was of good fit. The Standardized Root Mean Square Residual (SRMR) for these data was .041. A statistic indicating good fit for the SRMR is less than .08 (Hu & Bentler, 1999). The Condition Fit Index (CFI)

Table 23

Descriptive Statistics for the Professional Preparation Measures section of the CAS Supervised Practice Outcomes Instrument

Item	<i>M</i>	<i>SD</i>	Range	
			Minimum	Maximum
My master's program prepared me for professional work	4.54	0.57	2	5
I would have been prepared for my professional work in student affairs even without earning a master's degree (Reverse Coded)	3.73	0.91	1	5
My master's program equipped me with the necessary knowledge for my professional work	4.31	0.58	1	5
My master's program equipped me with the necessary skills and competencies for professional work	4.28	0.66	2	5
The classroom curriculum in my master's program prepared me to be effective in my professional work	4.12	0.65	2	5
The required supervised practice experiences in my master's program prepared me to be effective in my professional work	4.52	0.70	2	5

was .949 for this set of data. The cutoff criterion indicating good fit for the CFI is approximately .95, which this model meets. Two model fit statistics, the Root Mean Square Error of Approximation (RMSEA) and the Tucker-Lewis Index (TLI) indicated acceptable model fit. The value for the RMSEA statistic was .073 which is higher than the cutoff of less than .05 for good fit. However, statistics between .06 and .08 indicate an acceptable model fit (Hu & Bentler, 1999). The TLI statistic was .915, which is greater than the cutoff for an acceptable model fit of .90. The Chi-Square test of model fit indicated that the one factor model did not have good fit, $\chi^2(9) = 20.89$, $p = .013$. However, the Chi-Square test of Model Fit tends to be sensitive to several issues, such as sample size and non-normality of the data. Table 24 contains

Table 24

Confirmatory Factor Analysis for the Professional Preparation Measures Section of the CAS Supervised Practice Outcomes Instrument

Item	Factor Loading	<i>p</i>
My master's program prepared me for professional work	0.707	< .001
I would have been prepared for my professional work in student affairs even without earning a master's degree (Reverse Coded)	0.356	< .001
My master's program equipped me with the necessary knowledge for my professional work	0.677	< .001
My master's program equipped me with the necessary skills and competencies for professional work	0.791	< .001
The classroom curriculum in my master's program prepared me to be effective in my professional work	0.631	< .001
The required supervised practice experiences in my master's program prepared me to be effective in my professional work	0.385	< .001
Model Fit Statistics	Statistic	<i>p</i>
<i>Chi-Square Test of Model Fit (9 df)</i>	20.891	.013
<i>RMSEA</i>	.073	
<i>CFI</i>	.949	
<i>TLI</i>	.915	
<i>SRMR</i>	.041	

Note. Analysis was conducted with Mplus version 6.12 data analysis software using robust Maximum Likelihood estimators.

values for the confirmatory factor analysis for this sample on the Professional Preparation section of the CAS Supervised Practice Outcomes Instrument.

To check the ambiguity present in the model fit statistics, I first reviewed the model's Modification Indices (MIs) for possible model reduction. None of the MIs indicated large residual covariance between items. The largest MI for residual covariance was between "The

required supervised practice experiences in my master's program prepared me to be effective in my professional work" and "My master's program equipped me with the necessary knowledge for my professional work" at 5.62. This value was associated with an expected change in the Chi-Square statistic of -0.06 if this covariance was removed. The largest positive normalized residual covariance was 1.62 between "I would have been prepared for my professional work in student affairs even without earning a master's degree" (reverse coded) and "The required supervised practice experiences in my master's program prepared me to be effective in my professional work" which was smaller than 2.0 which would indicate model "strain" (Brown, 2006). The presence of the item "The required supervised practice experiences in my master's program prepared me to be effective in my professional work" in the highest MI and being associated with the largest residual covariance might suggest that the item be removed from the factor. However, the literature, in particular the CAS standards for master's level preparation programs (CAS, 2009), suggests that supervised practice experiences are an important aspect of professional preparation. The model fit statistics are improved by the removal of this item, with all indicating good model fit. Notwithstanding, the construct of the factor changes by removing the item involving supervised practice experiences, especially in the context of the present study. Letting theory guide the decision to retain all items measuring the construct and based on a review of fit indices and model diagnostics, I deemed this as an acceptable one-factor solution.

Perceived Preparation for Professional Practice Scale

Once unidimensionality of the scale was established through the confirmatory factor analysis, a scale consisting of the summed ratings was calculated for each respondent. Scale scores ranged from 16 to 30 with a mean score for the scale of 25.51 ($SD = 2.72$). To place the

Table 25

Descriptive Statistics for the Preparation for Professional Practice Scale on the CAS Supervised Practice Outcomes Instrument

Scale	Scale		Range		Mean of Items		α
	<i>M</i>	<i>SD</i>	Min.	Max.	<i>M</i>	<i>SD</i>	
Preparation for Professional Practice	25.51	2.72	16	30	4.25	0.36	0.74

scale in the same range of the items comprising the scale, I calculated a value for the mean of the items on the scale (*Mean of Items* = 4.25, *SD* = 0.36). A mean of items of 4.25 points to a sense of agreement that overall, alumni felt prepared to engage in professional work as a result of their master's program. A reliability analysis of the items on the scale yielded a Chronbach's alpha coefficient of .74 indicating acceptable reliability for preliminary research (Peterson, 1994).

Table 25 contains the descriptive statistics for the Preparation for Professional Practice scale.

Research Question 5

The fifth research question dealt with determining which areas of learning in supervised practice experiences were significant predictors of preparation for professional practice. To answer this question, I created a regression model in which the Preparation for Professional Practice Scale would be predicted by the 12 scales created from the exploratory factor analysis.

Control Variables

Variables from the demographics section of the CAS Supervised Practice Outcomes Instrument were used as control variables. Location of the supervised practice experience was added as a control as a dummy variable where a value of 0 represented all experiences at the institution where enrolled and 1 represented at least one experience at another institution. This

was done due to the differences hypothesized and demonstrated by the analysis in research question 3.

Prior Professional Experience was also represented by a dummy variable as a control in the regression model. The coding for a graduate's professional experience before enrolling in a master's program was 0 representing no experience and 1 representing some professional experience. One of the reasons for requiring practical experiences in graduate education is to provide the learner a setting where the student is facing real world professional challenges with real consequences (Argyris & Schon, 1974; Nelson, 2010; Schein, 1972). Thus, if a graduate student has already had this experience prior to enrollment in a master's program, his or her perception of the amount the preparation offered by the program might be lessened.

A graduate's current status as a student in a doctoral program in higher education or student affairs administration was added as a control because of the possible effect of currently being a learner. This might cause them to be more thoughtful about their preparation due to assignments requiring reflection on professional experiences or by comparing, contrasting, and connecting past professional experiences to the material they are currently studying. The variable was coded with a value of 0 for graduates who were not currently enrolled as students in a doctoral program in student affairs or higher education and with a value of 1 for graduates who were currently enrolled in such a program.

Finally, the year of graduation was added as a control. Young and Janosik (2007) suggested that there might be a "halo effect" about reported confidence in learning from graduates from student affairs preparation programs because of the short amount of time since their graduation. This study included alumni who had between zero and five years since

graduating. The year of graduation was centered at 2006 to improve interpretation of the intercept. Because of the scale of years being above 2000, even a slope for the regression line close to zero associated with year of graduation would have a profound influence on the intercept. Centering the year of graduation places the value of zero right at the y-axis. The centered variable, in essence, measures the number of years since graduating.

Backward Selection

To arrive at the most parsimonious prediction model, I performed a backward selection model reduction including all 12 scales as possible predictors of the Preparation for Professional Practice scale. The backward selection process removes the predictor variable with the highest p-value with the goal of arriving at a model in which all remaining predictor variables are significant at the $p < .05$ level (Pedhazur, 1997). The backward selection model reduction yielded 10 models with the tenth model including three scales significant as predictor variables at the $p < .05$ level. All three remaining scales in the model had p-values at .001 or lower. The predictive model explained a large portion of the variation in participants' reported confidence in their preparation. The R^2 for the model including all 12 scales was .44, while the R^2 for the final model was .42. Table 26 presents the backward selection model reduction process including each model in the process.

Final Model

The final model was found to be a statistically significant predictor of the Preparation for Professional Practice scale ($F(7,237) = 24.73, p < .001, R^2 = .422$). The intercept in the model was statistically different from zero ($B = 10.92, SE = 1.25, t(237) = 8.77, p < .001$). This value has no direct interpretation as none of the scales have a possible value of zero. The remaining

Table 26

Linear Regression Models of Professional Preparation Scale on Scales from the CAS Supervised Practice Outcomes Instrument (Backward Selection with Exclusion Criteria at $p > .05$)

Variable	Model 1			Model 2		
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	10.05	1.46	< .001	10.06	1.46	< .001
Predictor Variables						
Leadership Scale	0.16	0.06	.011	0.16	0.06	.011
Supervision Philosophy Scale	0.05	0.04	.226	0.05	0.04	.219
Application of Theory Scale	0.17	0.05	.001	0.17	0.05	.001
Organizational Culture Scale	-0.07	0.04	.129	-0.07	0.04	.129
Administration Processes Scale	-0.03	0.04	.511	-0.03	0.04	.454
Career Preparation Scale	0.26	0.06	< .001	0.26	0.06	< .001
Organizational Politics Scale	0.03	0.06	.602	0.03	0.06	.588
Institution Influence On Work Scale	0.11	0.08	.190	0.11	0.08	.188
Managing Office Conflict and Challenge Scale	-0.03	0.04	.489	-0.03	0.04	.480
Self Appraisal Scale	0.07	0.06	.245	0.07	0.06	.251
Counseling Skills Scale	0.02	0.09	.809	0.02	0.09	.804
Assessment, Evaluation, and Research Scale	-0.01	0.07	.853			
Control Variables						
Location of Experience	-0.12	0.29	.679	-0.12	0.29	.679
Prior Professional Experience	-0.87	0.33	.010	-0.87	0.33	.010
Current Doctoral Student in SA/HE	1.14	0.50	.024	1.14	0.50	.024
Graduation Year	-0.07	0.08	.400	-0.07	0.08	.385
Model Summary Statistics	Statistic	<i>p</i>		Statistic	<i>p</i>	
<i>F</i>	11.20	< .001		11.99	< .001	
<i>R</i> ²	.440			.440		
<i>Adj R</i> ²	.401			.403		

Table 26 (Continued)

Linear Regression Models of Professional Preparation Scale on Scales from the CAS Supervised Practice Outcomes Instrument (Backward Selection with Exclusion Criteria at $p > .05$)

Variable	Model 3			Model 4		
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	10.16	1.40	< .001	10.10	1.39	< .001
Predictor Variables						
Leadership Scale	0.16	0.06	.009	0.16	0.06	.010
Supervision Philosophy Scale	0.05	0.04	.209	0.05	0.04	.227
Application of Theory Scale	0.17	0.05	< .001	0.17	0.05	< .001
Organizational Culture Scale	-0.07	0.04	.122	-0.06	0.04	.141
Administration Processes Scale	-0.03	0.04	.440	-0.03	0.04	.476
Career Preparation Scale	0.26	0.06	< .001	0.26	0.06	< .001
Organizational Politics Scale	0.03	0.06	.577			
Institution Influence On Work Scale	0.11	0.08	.184	0.11	0.08	.167
Managing Office Conflict and Challenge Scale	-0.03	0.04	.474	-0.03	0.04	.551
Self Appraisal Scale	0.07	0.06	.235	0.08	0.06	.201
Counseling Skills Scale						
Assessment, Evaluation, and Research Scale						
Control Variables						
Location of Experience	-0.12	0.29	.677	-0.12	0.29	.669
Prior Professional Experience	-0.87	0.33	.009	-0.88	0.33	.008
Current Doctoral Student in SA/HE	1.14	0.50	.024	1.13	0.50	.025
Graduation Year	-0.07	0.08	.378	-0.07	0.08	.376
Model Summary Statistics	Statistic	<i>p</i>		Statistic	<i>p</i>	
<i>F</i>	12.90	< .001		13.90	< .001	
<i>R</i> ²	.440			.439		
<i>Adj R</i> ²	.406			.407		

Table 26 (Continued)

Linear Regression Models of Professional Preparation Scale on Scales from the CAS Supervised Practice Outcomes Instrument (Backward Selection with Exclusion Criteria at $p > .05$)

Variable	Model 5			Model 6		
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	10.10	1.39	< .001	10.31	1.36	< .001
Predictor Variables						
Leadership Scale	0.16	0.06	.010	0.15	0.06	.013
Supervision Philosophy Scale	0.04	0.04	.277	0.04	0.04	.314
Application of Theory Scale	0.17	0.05	< .001	0.17	0.05	< .001
Organizational Culture Scale	-0.07	0.04	.132	-0.07	0.04	.092
Administration Processes Scale	-0.03	0.04	.426			
Career Preparation Scale	0.25	0.06	< .001	0.26	0.06	< .001
Organizational Politics Scale						
Institution Influence On Work Scale	0.11	0.08	.183	0.10	0.08	.195
Managing Office Conflict and Challenge Scale						
Self Appraisal Scale	0.08	0.06	.215	0.07	0.06	.252
Counseling Skills Scale						
Assessment, Evaluation, and Research Scale						
Control Variables						
Location of Experience	-0.11	0.28	.713	-0.09	0.28	.765
Prior Professional Experience	-0.89	0.33	.008	-0.88	0.33	.008
Current Doctoral Student in SA/HE	1.10	0.50	.027	1.09	0.50	.029
Graduation Year	-0.08	0.08	.328	-0.08	0.08	.314
Model Summary Statistics	Statistic	<i>p</i>		Statistic	<i>p</i>	
<i>F</i>	15.075	< .001		16.413	< .001	
<i>R</i> ²	.438			.437		
<i>Adj R</i> ²	.409			.410		

Table 26 (Continued)

Linear Regression Models of Professional Preparation Scale on Scales from the CAS Supervised Practice Outcomes Instrument (Backward Selection with Exclusion Criteria at $p > .05$)

Variable	Model 7			Model 8		
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	10.42	1.36	< .001	10.85	1.32	< .001
Predictor Variables						
Leadership Scale	0.17	0.06	.004	0.18	0.06	.002
Supervision Philosophy Scale						
Application of Theory Scale	0.17	0.05	< .001	0.17	0.05	< .001
Organizational Culture Scale	-0.06	0.04	.130	-0.05	0.04	.207
Administration Processes Scale						
Career Preparation Scale	0.26	0.06	< .001	0.30	0.06	< .001
Organizational Politics Scale						
Institution Influence On Work Scale	0.12	0.08	.129	0.13	0.08	.102
Managing Office Conflict and Challenge Scale						
Self Appraisal Scale	0.08	0.06	.173			
Counseling Skills Scale						
Assessment, Evaluation, and Research Scale						
Control Variables						
Location of Experience	-0.10	0.28	.712	-0.13	0.28	.646
Prior Professional Experience	-0.92	0.33	.006	-0.89	0.33	.007
Current Doctoral Student in SA/HE	1.13	0.49	.023	1.16	0.49	.020
Graduation Year	-0.08	0.08	.342	-0.07	0.08	.372
Model Summary Statistics	Statistic	<i>p</i>		Statistic	<i>p</i>	
<i>F</i>	17.95	< .001		19.67	< .001	
<i>R</i> ²	.434			.430		
<i>Adj R</i> ²	.410			.408		

Table 26 (Continued)

Linear Regression Models of Professional Preparation Scale on Scales from the CAS Supervised Practice Outcomes Instrument (Backward Selection with Exclusion Criteria at $p > .05$)

Variable	Model 9			Model 10		
	<i>B</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	10.49	1.29	< .001	10.92	1.25	< .001
Predictor Variables						
Leadership Scale	0.18	0.06	.002	0.19	0.06	.001
Supervision Philosophy Scale						
Application of Theory Scale	0.15	0.04	.001	0.16	0.04	.000
Organizational Culture Scale						
Administration Processes Scale						
Career Preparation Scale	0.28	0.05	< .001	0.29	0.05	< .001
Organizational Politics Scale						
Institution Influence On Work Scale	0.09	0.07	.222			
Managing Office Conflict and Challenge Scale						
Self Appraisal Scale						
Counseling Skills Scale						
Assessment, Evaluation, and Research Scale						
Control Variables						
Location of Experience	-0.18	0.28	.524	-0.14	0.28	.620
Prior Professional Experience	-0.92	0.33	.006	-0.94	0.33	.005
Current Doctoral Student in SA/HE	1.18	0.50	.018	1.22	0.49	.014
Graduation Year	-0.08	0.08	.350	-0.08	0.08	.315
Model Summary Statistics	Statistic	<i>p</i>		Statistic	<i>p</i>	
<i>F</i>	21.87	< .001		24.73	< .001	
<i>R</i> ²	.426			.422		
<i>Adj R</i> ²	.406			.405		

significant scales were (a) Leadership ($B = 0.19$, $SE = 0.06$, $t(237) = 3.35$, $p = .001$), (b) Application of Theory ($B = 0.16$, $SE = 0.04$, $t(237) = 3.624$, $p < .001$), and (c) Career Preparation ($B = 0.29$, $SE = 0.05$, $t(237) = 5.32$, $p < .001$). As each of the scales (Leadership, Career Preparation, Application of Theory, and Preparation for Professional Practice) is on a different scale, a comparison of the standardized coefficients may help interpret the scales' relative predictive effects. The standardized coefficient for Leadership is $\beta = .21$. That is, for an increase in the Leadership by one standard deviation ($SD = 3.00$), the predicted value of Preparation for Professional Practice increases by .21 standard deviations, or 0.56. For the Application of Theory scale ($SD = 4.04$), the standardized coefficient $\beta = .28$. Thus, an increase of 4.04 in Application of Theory corresponds to an increase in the response variable of 0.64. The Career Preparation scale ($SD = 2.96$) represented the highest standardized coefficient of the three significant predictor variables, $\beta = .31$. A one standard deviation increase in the reported Career Preparation scale of 2.96 represented a predicted increase of 0.85 in the Preparation for Professional Practice scale.

Two of the four control variables in the final model were also significant predictors of respondents' confidence in professional preparation from their master's programs. Prior Professional Experience ($B = -0.94$, $SE = 0.33$, $t(237) = -2.86$, $p = .005$) had a negative slope, which indicates that graduates with no prior professional experience reported agreement an average of 0.94 higher than those with some professional experience. Status as a current doctoral student in student affairs or higher education was also a significant contributor ($B = 1.22$, $SE = 0.49$, $t(237) = 2.48$, $p = .014$) to agreement with the professional preparation scale. Graduates who were enrolled in a doctoral program at the time of their participation in the study

rated their preparation as a result of the master's program an average of 1.22 higher than the participants who were not enrolled in a graduate program. The remaining two control variables, Location of Experience ($B = -0.14$, $SE = 0.28$, $t(237) = -0.496$, $p = .620$) and Graduation Year ($B = -0.08$, $SE = 0.08$, $t(237) = -1.01$, $p = .315$) were not found to be significant predictors of professional preparation. A model containing only the control variables was fit to examine their explanatory power. The R^2 for control variables alone was .04, indicating that the control variables alone account for only 4% of the variation in participants' reported professional preparation through master's programs in student affairs.

Modeling with the Items

Because not all variables were included in the scales, a backward selection model involving all 82 items was included to see which individual items were significant predictors of the Preparation for Professional Practice scale. Due to space considerations stemming from the number of models in a backward selection process involving 82 items, only the final model is reported in Table 27.

The final model was found to be a statistically significant predictor of the Preparation for Professional Practice scale ($F(13,231) = 19.96$, $p < .001$, $R^2 = .53$). The R^2 value of .53 indicates that the nine remaining items in this model accounted for 53% of the variation in the response variable. The intercept in the model was statistically different from zero ($B = 7.72$, $SE = 1.26$, $t(231) = 6.14$, $p < .001$). This value has no direct interpretation as none of the items have a possible value of zero. Following the backward selection model reduction, the remaining 9 items were significant predictors of professional preparation. These items were (a) Implement programming. ($B = 0.56$, $SE = 0.18$, $t(231) = 3.17$, $p = .002$), (b) Describe how experiencing

Table 27

Linear Regression Model of Professional Preparation Scale on Items from the CAS Supervised Practice Outcomes Instrument (Final Model from Backward Selection Model Reduction with Exclusion Criteria at $p > .05$)

Variable	<i>B</i>	<i>SE</i>	<i>p</i>
Intercept	7.72	1.26	< .001
Predictor Variables			
Implement programming.	0.56	0.18	.002
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.	0.39	0.19	.038
Make meaning from a negative experience with a supervisor.	0.56	0.18	.002
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.	0.68	0.16	< .001
Apply classroom theoretical knowledge to practice.	0.55	0.16	.001
Integrate lessons learned from internships and practicum placements in my job search process.	0.51	0.21	.014
Make more informed career decisions.	0.55	0.23	.019
Choose a functional area that will allow me to put my values into practice.	0.76	0.20	< .001
Manage a situation in which I am confronted with a supervisor who does not follow rules.	-0.44	0.13	.001
Control Variables			
Location of Experience	-0.38	0.26	.133
Prior Professional Experience	-0.81	0.31	.008
Current Doctoral Student in SA/HE	1.33	0.45	.004
Graduation Year	-0.03	0.08	.684
Model Summary Statistics	Statistic	<i>p</i>	
<i>F</i>	19.96	< .001	
<i>R</i> ²	.529		
<i>Adj R</i> ²	.503		

supervision under different professionals has helped me shape my professional philosophy ($B = 0.39, SE = 0.19, t(231) = 2.09, p = .038$), (c) “Make meaning from a negative experience with a supervisor” ($B = .56, SE = 0.18, t(231) = 3.19, p = .002$), (d) “Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work” ($B = 0.68, SE = 0.16, t(231) = 4.17, p < .001$), (e) “Apply classroom theoretical knowledge to practice” ($B = 0.55, SE = 0.16, t(231) = 3.48, p = .001$), (f) “Integrate lessons learned from internships and practicum placements in my job search process” ($B = 0.51, SE = 0.21, t(231) = 2.48, p = .014$), (g) “Make more informed career decisions” ($B = 0.55, SE = 0.23, t(231) = 2.37, p = .019$), (h) “Choose a functional area that will allow me to put my values into practice” ($B = 0.76, SE = 0.20, t(231) = 3.88, p < .001$), and (i) “Manage a situation in which I am confronted with a supervisor who does not follow rules” ($B = -0.44, SE = 0.13, t(231) = -3.270, p = .001$).

Of particular interest among the nine items that were significant predictors was “Manage a situation in which I am confronted with a supervisor who does not follow rules.” The coefficient for this item was -0.44, indicating a negative relationship with reported confidence in professional preparation. In other words, as confidence in ability with this outcome goes up, confidence in professional preparation goes down. This is somewhat paradoxical considering that “Make meaning from a negative experience with a supervisor” is a positively related significant predictor.

The remaining eight items are all positively related to the response variable. Interpretation of their statistics should be straightforward as all the items are on the same scale.

Thus, the unstandardized coefficients, B , all represent the predicted increase in the Preparation for Professional Practice scale for a one unit increase in each of the items.

As with the regression model for the scales, two of the four control variables in the final model were also significant predictors of respondents' confidence in professional preparation from their master's programs. Prior Professional Experience ($B = -0.81$, $SE = 0.31$, $t(231) = -2.661$, $p = .008$) had a negative slope, which indicates that graduates with no prior professional experience reported confidence an average of 0.81 higher than those with some professional experience. Status as a current doctoral student in student affairs or higher education was also a significant contributor ($B = 1.33$, $SE = 0.31$, $t(231) = 2.92$, $p = .004$) to confidence in professional preparation. This model predicts that graduates who were enrolled in a doctoral program at the time of their participation in the study rated their confidence an average of 1.33 higher than the participants who were not enrolled in a graduate program. The remaining two control variables, Location of Experience ($B = -0.38$, $SE = 0.26$, $t(231) = -1.51$, $p = .133$) and Graduation Year ($B = -0.03$, $SE = 0.08$, $t(231) = -0.41$, $p = .684$) were not found to be significant predictors of respondents' confidence in professional preparation.

CHAPTER FIVE

DISCUSSION

This chapter provides a discussion of the results of the study. This begins with a consideration of the learning outcomes generated by the focus groups and of the programs that responded to the request to assist in recruitment of graduates. An exploration of the results relative to the five research questions follows. Specifically, the research questions are:

1. To what extent do graduates of master's programs in student affairs report learning from supervised practice experiences?
2. What areas of learning in supervised practice experiences can be defined by conceptually related learning outcomes?
3. What differences are there in reported learning based on the location of one or more supervised practice experiences (experience at the same institution or experience at another institution)?
4. To what extent do graduates report that their preparation for professional practice resulted from their master's programs in student affairs?
5. Which areas of learning in supervised practice experiences are significant predictors of preparation for professional practice?

The discussion then turns to an analysis of implications for practice and implications for the curriculum of master's level preparation programs in student affairs administration. A summative conclusion is provided at the end of this chapter.

Focus Groups and Learning Outcomes

To generate the outcomes contained on the CAS Supervised Practice Outcomes Instrument, I conducted two focus groups with groups of second-year master's students in two different programs that indicated compliance with the CAS standards for master's programs in student affairs administration. While there are many ways to draw distinctions between the two programs (e.g. number of full-time faculty, size of the institutions, and age of the programs), there was a remarkable similarity between the two groups in the conversation around what the students deemed important outcomes of supervised practice as well as their struggles and successes.

Many of these outcomes matched the broad categories suggested by Cooper et al. (2002) as important outcomes of supervised practice experiences, such as translation of theory to practice, self awareness of personality attributes, technical knowledge related to functional areas, human foibles of supervisors, institutional resources such as budgets, and organizational politics. The outcomes were all noted as important components of supervised practice by the students who participated in the focus groups, all of whom had at least one supervised practice experience before participating. The responses to the survey of program graduates indicated moderate to high levels of agreement with ability to perform tasks associated with the outcomes indicated by the students in the focus groups. This provides a certain amount of construct validity to the set of outcomes described by the students in the focus groups and included on the CAS Supervised Practice Outcomes Instrument.

During one focus group, one student commented that at first that she had difficulty thinking that there were common things she might be learning across all three supervised

practice experiences in which she had participated. She then shared that only when she was pressed to make connections that she started to see common threads of learning across all supervised practice experiences. I include that comment to illustrate that the learning and skill development processes associated with these outcomes are occurring simultaneously and in ways that may not be explicit or salient at the time they are happening or even shortly thereafter. It is important for the supervised practice seminars that are present in nearly all student affairs preparation programs (Komives, 1998) to provide opportunities for students to make the tacit learning explicit across all the supervised practice experiences, not just the one in which the student might currently be engaged.

Following the definition of supervised practice derived from the literature and as outlined by CAS (2009) which I provided to the students, graduate assistantships were mentioned as important places where the master's students in the focus groups learned the outcomes they identified. Many of the promises of the benefits from supervised practice can take place in the graduate assistantship or, for those master's students who work full time, in the workplace. This is especially true when comparing the amount of time working in an assistantship or full-time job to the number of hours working in a practicum or internship. It may be difficult for faculty to ensure that the site supervisors of assistantships or full-time jobs are qualified to provide the support and supervision to the student beyond that required in the employment context. Nevertheless, assistantship experiences play an important role in the learning that takes place in supervised practice experiences (Bureau, 2011; Rogers, 1991, 1992), yet faculty have admitted that the learning that takes place in these assistantships is often assumed and not monitored closely (Rogers, 1991). The opportunity to use the assistantship as experience-based learning is

present and should not be ignored, nor should it be taken for granted that learning is happening automatically in these settings.

Finally, it is worth noting that outcomes related to understanding or working with differences among students, such as multicultural competence, were not mentioned outside of a few items indicating understanding differences in student populations by institution type. Outcomes related to multiculturalism and diversity were present in the outcomes present in the earlier studies I conducted (Young, 2011; Young & Janosik, 2007) using a similar method. This is an important omission from the group of outcomes identified by the focus groups since this study provides no information about the role supervised practice experiences play in developing skills in this area.

Participation

To invite programs to assist in the recruitment of respondents, I sent out a request for participation to the CSPTalk listserv. The request for assistance and program participation resulted in responses from 36 programs in higher education or student affairs administration. Of those 36, 18 indicated a willingness to participate and identified a contact person from their program. A total of 15 programs forwarded the message to their alumni. This represents more programs participating in this study than in either Cuyjet et al. (2009), Young (2011), or Young and Janosik (2007), with 11, 11, and 13 programs, respectively. However, few programs participated compared to the total number of master's programs nationwide. This is interesting given that those who were invited to assist in the recruitment teach in graduate programs in student affairs and would be in one of the largest audiences for the results of such a study.

A total of 245 respondents who graduated between 2006 and 2011, out of the potential 1239 who received an invitation, participated in the survey. This 19.77% response rate is in line with the response rate using a similar method by Young (2011) who reported a response rate of 21.54%. Cuyjet et al. (2009) and Young and Janosik (2007) reported higher response rates of 42.8% and 36.2% respectively. Such a low response rate might lead to a bias in the results due to self-selection of the respondents. In other words, those who responded may be those who had a positive experience in their master's programs. The group of 245 respondents, however, represents a larger number of participants from a wider range of years since graduation than any of the aforementioned studies.

Reported Learning from Supervised Practice Experiences

Program graduates who responded to the CAS Supervised Practice Outcomes Instrument indicated moderate to high levels of agreement with all 82 items. Means on the items ranged from 3.28 ($SD = 1.24$) (Describe the general budgeting process of a functional area) to 4.67 ($SD = 0.58$) (Demonstrate professionalism). Further, 63 of the 82 items had means greater than or equal to 4.0 indicating high levels of agreement that these outcomes represented ways in which students were learning through their supervised practice experiences. An analysis of the items and the scales with the highest and lowest means for outcomes related to supervised practice experiences will be compared to the literature reported in Chapter Two.

High Levels of Agreement

The five items with the highest means for the present sample were: (a) "Demonstrate professionalism" ($M = 4.67$, $SD = 0.58$), (b) "Advise students individually" ($M = 4.55$, $SD = 0.72$), (c) Integrate lessons learned from internships and practicum placements in my job search

process ($M = 4.53$, $SD = 0.72$), (d) “Evaluate the importance of understanding different functional areas” ($M = 4.46$, $SD = 0.62$), and (e) “Advise groups of students” ($M = 4.45$, $SD = 0.74$). The first item, “Demonstrate professionalism” is connected to items identified by Cuyjet et al. (2009) (“Current professional issues in student affairs”) and Young & Janosik (2007) (“Understanding the role of professional organizations in student affairs”) that were among the items with the highest means in those respective studies. The socialization to the values of the student affairs profession has been identified as an important aspect of the supervised practice experience in student affairs preparation programs (Bureau, 2011; Upcraft, 1998). The outcome of demonstrating professionalism was included in the Leadership scale derived from the factor analysis. This scale had the second highest mean item average ($Mean\ of\ Items = 4.37$, $SD = 0.60$) of all the scales.

There were two related items among the five highest means, “Advise students individually” and “Advise groups of students.” This was also reflected in the factor scale to which these two items were assigned, Counseling Skills. The Counseling Skills scale had the highest mean item average ($Mean\ of\ Items = 4.40$, $SD = 0.62$) among the 12 factor scales. This mirrors results found by Young (2011) in which the Individual and Group Interventions scale had the highest mean item rating of the scales based on the CAS curricular standards. These two items are related to three of the five highest items in the study on the Professional Studies area of the CAS standards: (a) “Effective advising skills,” (b) “Effective helping skills,” and (c) “Reaching out to campus resources to assist students.” The two items from this study refer to the application of specific skills in real time with students. Learning to advise students and student

groups through supervised practice experiences provides master's students the opportunity to connect theory to practical problems that are to be solved (Kruger, 2000; Schein, 1972).

The item with the third highest mean was "Integrate lessons learned from internships and practicum placements in my job search process." This was included in the Career Preparation scale through the factor analysis, which also had the third highest mean item average (*Mean of Items* = 4.34, *SD* = 0.59) among the scales. This is an important consideration for students who go through professional preparation programs, particularly as the supervised practice experiences set graduates up for their entry-level positions in student affairs (Garland & Grace, 1994). Komives (1998) pointed out that students are often responsible to seek and manage their own supervised practice experiences with little involvement from faculty. While that statement was published over ten years ago, it still has implications for contemporary graduates from master's programs who are on the job market. Students who can reflect and make meaning from the successes and challenges from the internship and practicum placement process may be better prepared to engage in the job search process.

The final item among the five highest mean ratings was "Evaluate the importance of understanding different functional areas." Williamson (1958), in one of the earliest attempts to outline important learning outcomes in professional preparation programs in student affairs, advocated for training in the different technical competencies required by differing functional areas. Because of the presence of this item among the outcomes and its high rating, this continues to be an important outcome for students in master's programs in student affairs, over 50 years later. An understanding of different organizations and their operations is an important outcome of supervised practice experiences (Cooper et al., 2002). Thus, this item may be better

understood in the context of the group of the learning outcomes represented by the Organizational Culture scale identified by the exploratory factor analysis. This scale had the fourth highest mean item average (*Mean of Items* = 4.32, *SD* = 0.53) of the 12 scales.

Low levels of agreement

The items with the five lowest levels of agreement were: (a) “Describe the general budgeting process of a functional area” ($M = 3.28$, $SD = 1.24$), (b) “Manage a situation in which I am confronted with a supervisor who does not follow rules” ($M = 3.37$, $SD = 1.10$), (c) “Conduct research” ($M = 3.62$, $SD = 1.15$), (d) “Describe how the academy functions as a business” ($M = 3.63$, $SD = 1.13$), and (e) “Describe the characteristics of good written proposals” ($M = 3.68$, $SD = 1.13$).

Three of the five items with the lowest means (“Describe the general budgeting process of a functional area,” “Describe how the academy functions as a business,” and “Describe the characteristics of good written proposals”) are part of the Administration Processes scale, the lowest of the factor scales (*Mean of Items* = 3.67, *SD* = 0.89). Cuyjet et al. (2009) reported grant writing and budgeting and financial management among the items with which the respondents to their study indicated the least amount of confidence of preparation. Further consensus was reported by Waple (2006) who indicated that graduates rated low confidence in their skill development in the areas of budget and fiscal management and strategic planning. This begs the question of where graduates from professional preparation programs in student affairs and higher education administration programs are gaining the necessary skills in these areas. While it might be risky to give a practicum or internship student unrestrained access to large budgets, it is not unreasonable for a site supervisor to assign responsibility for budgeting

decisions on a small scale and to include a master's student in discussions where budgeting and resource management decisions are made. The results of this and other studies indicate a need to find ways to develop skills among the graduates in this area.

The item with the second lowest mean was "Manage a situation in which I am confronted with a supervisor who does not follow rules." This outcome presents the ability of a graduate of a master's program in student affairs to confront an ethical dilemma. This item is among those on the Managing Office Conflict and Challenge scale, which had the fourth lowest mean (*Mean of Items* = 3.89, *SD* = 0.63) among all scales. This result is quite paradoxical when compared to the results from previous studies. Cuyjet et al. et al. (2009) reported that respondents to their study indicated high confidence in their preparation in ethics and standards of practice. In the study of the Professional Studies area of the CAS curriculum standards, Young (2011) reported acting with professional and personal ethics among the five highest rated outcomes. Young and Janosik (2007) reported a similar finding in their study of the Foundation Studies area of the standards. Respondent agreement with the outcome of understanding the value of professional ethics in professional practice was among the five highest outcomes. In the three cited studies and the present study, taken together, students indicated higher confidence with understanding ethics as a general topic, but rated low confidence confronting an ethical challenge with a supervisor. It is possible that graduates rated the outcome in the supervised practices study with low levels of agreement because they did not have to confront such a situation in their practical experiences. Another possible explanation is that ethics are usually talked in an academic and abstract way, yet strategies for dealing with conflict related to ethics are not explicitly discussed. More research is warranted to understand this result.

A similar result came in the Organizational Politics scale (*Mean of Items* = 3.75, *SD* = 0.97). This scale had the second lowest mean item average of all 12 scales. Three outcomes comprised this scale: (a) “Negotiate institutional politics,” (b) “Navigate politically charged environments,” and (c) “Negotiate office politics.” Cooper et al. (2002) point to the supervised practice experiences in the master’s program as where theory and practice related to organizational management, administration, and politics come together. This result, taken with the low ratings by alumni for the outcomes in the Managing Office Conflict and Challenge scale suggest that graduates from master’s program enter the workforce without competencies in dealing with conflict and politics based on real-world experience. Whether this is a result of the lack of exposure, inadequate preparation, or insufficient opportunity to reflect, process, and make meaning when dealing with these situations is unclear. This is an area that warrants further exploration as conflict and politics are a reality of working environments in complex organizations like institutions of higher education, and graduates should be equipped to navigate those environments.

One outcome in the five lowest items, “Conduct research,” and its corresponding scale, Assessment, Evaluation, and Research (*Mean of Items* = 3.82, *SD* = 0.88), have correspondingly low ratings in all the previous studies using the CAS standards to understand learning in master’s programs in student affairs. Cuyjet et al. (2009) identified one item, “Writing for publication” among the lowest five ratings. In the study on the CAS Professional Studies outcomes, three of the five lowest rated items corresponded to assessment, evaluation, and research (“Explain positionality and its role in research and assessment,” “Applying a statistical analysis to data,” and “Apply qualitative analysis to data”). Furthermore, two scales associated with assessment

and research were the lowest of the two groups of scales associated with the instrument used in the study. In the study of the CAS Foundation Studies area of the curriculum, Young & Janosik (2007) reported that Research Foundations had the lowest amount of agreement by alumni with the outcomes in that area, including the item “How to select an appropriate statistical analytical method that matches the different levels of data with which I am working,” one of the five items with the lowest level of agreement. This area continues to be one where alumni rate low amounts of confidence and in which programs are not providing enough preparation. The results from this study suggest that supervised practice experiences are not contributing to the preparation or bolstering the confidence in the preparation in the area of assessment, research, and evaluation.

Factor Analysis and Scale Creation

The second research question was concerned with finding common groups of learning outcomes related to supervised practice experiences in master’s programs in student affairs administration. As was reported in the previous section, participants in the study generally indicated high levels of agreement across all the outcomes. This led to a certain amount of non-normality in the data, as the distribution was negatively skewed with the majority of responses in “agree” or “strongly agree” and fewer responses in the other three levels of agreement. This reduces the amount of variability and makes it more difficult for factors to emerge, as the factor analysis is an analysis of the covariance between items. Further, it is possible to think of all the items as measuring one large factor, learning through supervised practice experiences. This may explain the pattern evident in the scree plot presented in Figure 1.

Despite these challenges, a structure that made sense emerged from the data. It is worth noting that not all items that could be logically and theoretically grouped together a priori came together in the 12 factor solution presented in Chapter Three. For example, there were outcomes that all related to ethics that did not group together during the factor analysis. This might have been due to design issues, such as the choices of the action verbs used to describe the ability of each outcome or conflating an ethical situation with another aspect of the experience, such as interpersonal skills or developing a professional sense of identity.

The 12 factor scales identified in this study should be viewed as a heuristic for combining a set of learning outcomes related to supervised practices that points to a direction for future theory building. I note this for two reasons. First, it is possible that if the two focus groups of students were composed of different students, they would identify outcomes that were not evident in this study. Further research is warranted to paint to further complete the picture of learning outcomes which could be structured via a method such as grounded theory. Second, the structure and the outcomes associated with that structure that were established by a more rigorous theory building method could then tested through confirmatory factor analysis methods.

Nevertheless, the 12 factors that emerged from the exploratory analysis accounted for 55.35% of the variance in the dataset. This is within the range for social science research of 50-60% (Pett et al., 2003). Further, the factors served as a useful way to group related outcomes. It was not difficult to evaluate the factor loadings and identify a predominant common thread between the majority of the items on that factor. Finding a way to meaningfully group items using a data-driven approach, such as the exploratory factor analysis outlined in this study, has

the added benefit of letting the responses of the participants point to areas of learning that are connected.

The 12 scales that resulted from the factor analysis are supported by either a direct or an oblique discussion in the literature reviewed in Chapter Two. The 12 resulting scales, followed by the citations in which they are discussed, are: (a) Leadership (Kuk et al., 2007; Nelson, 2010; Rogers, 1991, 1992), (b) Supervision Philosophy Scale (Frye, 2009; Nelson, 2010), (c) Application of Theory Scale (Cooper et al., 2002; Komives, 1998; Kuk et al., 2007), (d) Organizational Culture Scale (Cooper et al., 2002), (e) Administration Processes Scale (Cooper et al., 2002), (f) Career preparation (Garland & Grace, 1994; Upcraft, 1998), (g) Organizational Politics Scale (Cooper et al., 2002), (h) Institution Influence On Work Scale (Cooper et al., 2002), (i) Managing Office Conflict and Challenge Scale (Frye, 2009), (j) Self Appraisal Scale (Andresen et al., 1995), (k) Counseling Skills Scale (Frye, 2009), and (l) Assessment, Evaluation, and Research Scale (Cooper et al., 2002).

Differences Based on Location of Supervised Practice Experiences

The third research question sought to identify differences in the participants' reported learning based on the location of their supervised practice experiences. The results identified significant differences between groups on nine of the 82 items on the CAS Supervised Practice Outcomes Instrument and one of the 12 scales derived from the exploratory factor analysis. However, those nine outcomes showed different levels of confidence in the learning outcomes based on location of supervised practice experience; six items had higher levels of agreement for graduates who indicated all experiences were at the institution where they were enrolled for classes and three items were rated higher by graduates who participated in at least one supervised

practice experience at another institution. The one scale where there was a significant difference based on location of the experiences was the Leadership scale, which was rated higher by those participants whose supervised practice experiences were all at the institution where they were enrolled for classes.

The six items which respondents with supervised practice experiences located only at the institution where enrolled rated significantly higher levels of agreement were (a) Articulate my leadership skills, (b) Demonstrate my role as a leader in an organization, (c) Describe my leadership style, (d) Integrate what I learn about successful supervision into my own supervisory style, (e) Manage difficulties or challenges with my supervisor(s), and (d) Manage crises. In addition, graduates who indicated that all their experiences were at their enrolled institution rated their agreement with the combined items on the Leadership scale higher than students with experiences at other institutions.

These results suggest that confidence in outcomes related to leadership and crisis management are higher for those students who have all their supervised practice experiences at the same institution. There also seems to be more confidence in relationships with supervisor(s) for those graduates who had all their supervised practice experiences at the same institution. There is something that is common across the items, confidence in one's ability to lead and manage. These results could be the result of the type of student who does not seek experiences outside the institution where enrolled for classes. Such students might have felt a stronger sense of connection to the institution, which might have helped them deepen their experiences there which, in turn, increased their confidence in these areas.

Another possible explanation for these differences could be that the students might not perceive their supervised practice experiences as temporary and transitional if all experiences and coursework are at the same institution. That is, if a student has difficulties or challenges with a practicum site supervisor, it is likely that the site supervisor is a peer or colleague of the student's assistantship supervisor or is more likely to have communication with the faculty in the program. The student might be more pressed to work to arrive to some sort of resolution with that difficulty as the experience is situated in the same ecosystem as the rest of the graduate student experience, i.e. work, supervised practice experiences, and classroom are all interconnected, or are perceived to be. If a student is faced with a difficulty with a site supervisor at an experience located at another institution, especially if the location is far from the institution where the student is registered for classes, there is less pressure to resolve conflicts and the student might just foreclose on that experience and bear with it until that experience ends. The benefits gained from working through difficulties rather than setting them aside could account for some of the differences in these results.

The three outcomes that graduates who participated in one or more supervised practice experience at another institution rated higher than those whose experiences were all at the institution where enrolled were (a) "Describe how professional norms vary by institution," (b) "Describe how professional norms vary by level of education of supervisor," and (c) "Describe how working at a different institution type might influence my experience." These results stand to reason; working at a different institution will influence your perception of your experience and the professional norms in those different environments. Additionally, working at a different

institution also introduces the possibility of working with a site supervisor or a peer who has supervisory responsibilities or who has different levels of education.

It is interesting to note that there were several other outcomes related to institutional differences where location did not have a significant effect on the ratings of the participants. Outcomes such as, “Identify characteristics of institutions in which I would be most successful,” “Explain how the values of the institution influence supervision,” and “Describe how student populations might vary by institution type” seemed to be candidates where differences based on graduates’ experiences at different institutions might turn up. The lack of difference in levels of agreement might be due to a design effect, in other words as the result of the wording of the outcome. For example, graduates might be rating the concept of personal organizational fit more than identifying institutional characteristics that they learned in their supervised practice in the outcome “Identify characteristics of institutions in which I would be most successful.”

One of the challenges in answering this research question is that it is difficult to tease the learning of the two groups apart. While master’s students may have supervised practice experiences at other institutions, they are also likely having practicum or assistantship experiences at the institution where they are enrolled for classes. Thus, any differences that might come as a result of exposure of one group to other institutions are leveled out by the experiences they have at the institution where they have matriculated.

It is also important to step back and note that for 73 of the 82 items there was no difference by the location of the supervised practice experiences. This gives probably stronger evidence that, except for some outcomes on the margins, students who participate in supervised

practice experiences reported agreement with nearly all learning outcomes identified in this study irrespective of the location of those experiences.

Preparation for Professional Practice

The fourth research question presented was to determine the extent to which graduates from master's programs in student affairs and higher education administration rated their preparation for professional practice. The six questions on the Preparation for Professional Practice scale developed for this study were determined to contribute together to a unidimensional measure of this construct through the confirmatory factor analysis outlined in Chapter Four.

The average item mean on the Preparation for Professional Practice scale was 4.25. This result indicates that graduates on average feel prepared for professional practice as a result of their master's program. This is congruent with the findings presented in Cuyjet et al. (2009), Waple (2006), Young (2011), and Young and Janosik (2007) that graduates report high levels of confidence and ability with skills and concepts they gained through their master's programs in higher education and student affairs administration.

There were some interesting findings that had to do with the way the alumni who participated in the study responded to the items in the scale. First was the distinction in responses between the first two questions in the preparation for professional practice section of the instrument, "My master's program prepared me for professional work" and "I would have been prepared for my professional work in student affairs even without earning a master's degree." The two questions were designed to measure graduates' overall perception of their preparation to perform work in student affairs with a positive statement and a negative analog.

The responses provided to the two questions, however, are not necessarily analogous. The mean for the positively worded question was 4.54 (0.57) while the reverse coded mean for the negatively worded question was 3.73 (0.91). If the responses to the two items were mirrored, the reverse coded mean for the second item would be much closer to the mean of the first. Not only is the mean almost a full level of agreement lower, the variance is much greater for the second question. The reverse worded item was perceived differently than was its positive counterpart. This is likely due to the reverse wording introducing a distinct concept. In this case, the first item asked if the master's program provided an added amount of preparation for professional work. When the wording was reversed, the second item became a question about the value of the preparation for professional work in student affairs. This is perhaps a subtle difference, but the difference was manifest in the responses to these two items.

To further understand the difference in the two items, I conducted an independent samples t-test between the groups of students who indicated either having no or some professional experience in student affairs before starting their master's program in student affairs. For the first item, "My master's program prepared me for professional work," there was no difference in the responses based on prior professional experience ($t(243) = 0.483, p = .630$). For the second item, "I would have been prepared for my professional work in student affairs even without earning a master's degree in student affairs," those graduates who had some prior professional experience rated their agreement with that item significantly lower ($t(70.9) = 2.668, p = .009$). This difference was also manifest on the total scale score as well. Graduates with some professional experience rated their perceived preparation due to their master's program lower than those with no prior professional experience ($t(243) = 2.19, p = .030$).

Another effect of the way program alumni responded to the items in this scale had to do with the item which asked respondents to rate their level of agreement with the statement “The required supervised practice experiences in my master’s program prepared me to be effective in my professional work.” As was presented in the results of the confirmatory factor analysis in Chapter Four, modification indices and residual covariances indicated that model fit could be improved by removing the question regarding the effect of the supervised practice experiences on preparation for professional practice. This is very interesting, especially in the context of a study aimed at better understanding the learning and preparation that come as a result of supervised practice experiences. This could be a design effect of the instrument. The instructions on the instrument were set up to get students thinking about their supervised practice experiences. In setting up the order in which the questions would be presented to the graduates, I tried to minimize that effect by placing the preparation for professional practice questions before the supervised practice outcomes. This scale should be used more to further explore its psychometric properties in other contexts. Such results could assist in further decisions about whether this finding holds up in other contexts.

Predicting Preparation for Professional Practice

Research question five sought to use multiple regression to arrive at a predictive model for perceived preparation for professional practice using the scales created from the factor analysis. Three of the scales were found to be significant predictors: (a) Leadership, (b) Application of Theory, and (c) Career Preparation. Including the four control variables (location of experience, year of graduation, prior professional experience, and current enrollment in a

doctoral program in higher education and student affairs), these three scales accounted for 42.2% of the variation in the Preparation for Professional Practice scale.

These three areas as represented by the Leadership, Application of Theory, and Career Preparation scales were identified as important components of learning through supervised practice experiences in the literature. Leadership is a critical competency that is expected for entry-level administrators (Kuk et al., 2007). Nelson (2010) and Rogers (1991, 1992) indicate that graduate students and faculty view leadership education as an important part of their master's preparation programs. However, Nelson (2010) and Rogers (1992) both indicate that graduate students in student affairs preparation programs report that their programs did not prepare them as leaders. Notwithstanding, they both also report that the supervised practice experiences are where these students develop leadership skills. Following these findings, the participants in the present study indicated high levels of agreement with ability in outcomes related to leadership that they gained due to their supervised practice experiences. It is worth repeating that Rogers (1991) reported that faculty believed that students learned leadership skills in their assistantships, although they confessed that this was frequently assumed and not monitored.

The second scale that was a significant predictor of professional preparation was Application of Theory. Theory to practice skill development largely occurs in supervised practice experiences (Nelson, 2010; Upcraft, 1998). The combination of theoretical knowledge and its practical application is required for successful professionals to carry out their responsibilities (Creamer & Winston, 2002). The findings here point to the importance of providing opportunities for master's students engaged in supervised practice experiences to make

explicit connections between the theoretical knowledge they are learning in the classroom and the application in the work setting. Kuk et al. (2007) and Nelson (2010) point out that the CAS standards do not provide a framework for how students can connect and integrate theory to practice. Standards, guidelines, or a set of best practices for how to accomplish this task would be beneficial to those charged with curriculum design either at the program level or in the class linked to the supervised practice experience.

Career preparation was the final scale that was found to be a significant predictor of reported professional preparation. Garland and Grace (1994) point out that supervised practice experiences improve the marketability for graduates from master's programs who are searching for entry-level positions. If the supervised practice experience is where students can gain skills and knowledge of what it is to deal with real professional decisions (Schein, 1972), then those making hiring decisions are likely to look for those experiences as signals to ensure that the prospective employee has competence in important areas. Further, if a graduate feels that he or she has been adequately prepared for entry into the job market through experiences through the internship, practicum, or assistantship, that person is more likely to feel that the master's program provided a benefit. This finding indicates the importance of helping master's students make decisions about how to choose the appropriate supervised practice sites and experiences. The supervised practice experience can provide critical opportunities to prepare for the career following graduate school.

To further identify outcomes that might be predictors of preparation for professional practice through the master's program, I created a multiple regression model using the individual outcomes. Through backward selection, the final model included nine items that were significant

predictors of preparation: (a) “Integrate lessons learned from internships and practicum placements in my job search,” (b) “Make more informed career decisions,” (c) “Apply classroom theoretical knowledge to practice,” (d) “Make meaning from a negative experience with a supervisor,” (e) “Manage a situation in which I am confronted with a supervisor who does not follow rules,” (f) “Describe how experiencing supervision under different professionals has helped me shape my professional philosophy,” (g) “Choose a functional area that will allow me to put my values into practice,” (h) “Implement programming,” and (i) “Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.” These nine items account for 52.9% of the total variability in the Preparation for Professional Practice scale.

Three of the items in this model are part of two scales identified in the regression model using the scales as predictors. “Integrate lessons learned from internships and practicum placements in my job search” and “Make more informed career decisions” are part of the Career Preparation scale and “Apply classroom theoretical knowledge to practice” is part of the Application of Theory scale. As such, I will let the discussion of the respective scales suffice for the significance of the inclusion of these items as predictors. At this point, it is worth noting that while the Leadership scale was a significant predictor, none of the individual items was a significant predictor after the backward selection model reduction including individual outcomes as predictors.

Two of the items, “Implement programming” and “Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work” were not included in any of the scales after the factor analysis. Implementing programming is

an important task for many entry-level professionals, particularly those in functional areas such as campus activities, Greek life, leadership programs, and residence life. If a professional did not feel prepared to carry out such a task, it is easy to see how that would be interpreted as a failure of the program to provide adequate preparation. This suggests that the supervised practice experience is likely where the student is going to learn how to implement a program. It is not likely that a master's student will be taught the ins and outs of scheduling space, procedures for purchasing, or managing assisting student staff in the classroom.

The other item not represented by any of the scales that remained significant after backward selection was the transition from status as an undergraduate to a professional. For many master's students, the assistantship or internship might be the first time they view themselves as a professional. This is an important transitional step in the overall preparation for professional practice. The transitional period afforded by the supervised practice experience provides opportunities to receive good feedback (Schein, 1972) and process the complexity of professional decisions (Nelson, 2010).

Three of the items, "Make meaning from a negative experience with a supervisor" (Managing Office Conflict and Challenge scale), "Manage a situation in which I am confronted with a supervisor who does not follow rules" (Managing Office Conflict and Challenge scale), and "Describe how experiencing supervision under different professionals has helped me shape my professional philosophy" (Supervision Philosophy scale) all relate to the importance of the supervision received in the supervised practice experience. Argyris and Schon (1974) explained that one element that separated the supervised practice experience from a job was deliberately structured supervision. The importance of good supervision and role modeling

in assistantships and practica is highlighted by the fact that these three items are significant predictors of the preparation for professional practice.

The remaining item, “Choose a functional area that will allow me to put my values into practice” is included in the Self Appraisal scale. Bureau (2011) identified supervised practice experiences as important places where professional values are developed. The fact that this item was a significant predictor of professional preparation suggests that the ability to identify a functional area in which a professional can feel comfortable and competent is an important part of the overall preparation provided by a master’s program in student affairs. More investigation into this relationship would yield interesting findings regarding the intersection of the area in which a professional works in higher education, values, and how a master’s program can foster the integration of those areas.

An investigation of the variance accounted for by both of the models reported in this study, the model using scales as predictors and the model using outcomes as predictors, reveals that the model using outcomes accounts for 10% more variability in the Preparation for Professional Practice scale (R^2 for scales = .422, R^2 for items = .529). This finding suggests that this collection of nine individual outcomes is a better set of predictors than the three scales. The increased predictive ability of the model using outcomes is likely due to the inclusion of items in calculating scales that are individually not significant predictors of the Preparation for Professional Practice scale. However, it seems to be more useful in practice to think in terms of the scales as areas of outcomes for making decisions about where to focus efforts in supervised practice experiences. For instance, when trying to come up with learning objectives for a practical experience or when trying to weigh the benefits of one practical experience over

another, it might be easier to find tasks and develop interventions that will develop career preparation generally than to focus specifically on how to “make more informed career decisions.”

Regardless, both approaches explain much of the variability in the reported preparation for professional practice from the master’s programs by the participants. The major conclusion from these results is that the lessons learned through supervised practice experiences are crucial in developing overall confidence in preparation for practice through master’s programs in student affairs and higher education administration.

Implications for Practice

The results and discussion of the results point to implications and recommendations for practice. The implications for practice that follow are generally aimed at site supervisors and postsecondary faculty who develop the curriculum for professional preparation, but the recommendations are applicable to students seeking supervised practice experiences and making decisions about the kinds and the location of practical experiences.

The participants in the focus groups outlined a large number of learning outcomes from their supervised practice experience. The program graduates who participated by responding to the survey reported moderate to high levels of agreement with their perceived ability in each learning outcome. This lends support to the idea that supervised practice experiences are an important part of the overall training.

It is not enough for the internship or practicum to simply be a practical experience without structured supervision. This also applies to the assistantship experiences of master’s students in professional preparation programs. I agree with Argyris and Shon (1974) when they

explain that a practical experience without thoughtful supervision provides something a student could learn by simply taking a job. For a supervised practice experience to be a part of the formal training for which a student is paying tuition, students must be engaged in reflection about what is they are learning in the supervised practice sites. Additionally, these results support the practice about setting formal learning outcomes between the student, site supervisor, and faculty. One approach to achieving this is through the learning contract process described by Cooper et al. (2002) in their work on supervised practice experiences in student affairs administration.

The results suggest that site supervisors play an important role in the learning process for preparation for professional practice. Many outcomes identified by the focus groups pointed to the supervisor as an important role model that helps shape an emerging professional's supervisory philosophy. Supervisors should not see themselves as external to the educational process that takes place through the practicum students' experiences. Regular conversations should take place between the site supervisor and the student about how the knowledge from the classroom is brought to bear on the work that is going on in the office setting. This will not only help the student begin to form strategies to apply theory to practice, it has the promise of improving the supervisor's practice as he or she is thoughtful about the use of theoretical concepts in day-to-day work.

One area in which students reported lower levels of agreement was in the outcomes related to the Administration Processes scale. Supervised practice experiences are an area where, if the site supervisor has the access, the student can learn about resource management such as budgeting. Skills related to this area were rated low in this area and were identified in two

previous studies as areas in which students were not prepared following their master's programs in student affairs administration (Cuyjet et al., 2009; Waple, 2006). As I recommended earlier in the discussion, better training in this area could be achieved by a site supervisor assigning responsibility for budgeting on a small scale and involving students in discussions where budgeting and financial management decisions are made. There certainly are political considerations for handing responsibility of money over to a practicum student who will only be in the office for a limited amount of time. However, students who are in assistantships are typically in positions for at least an academic year and tend to see those experiences much more as a job related to their academic preparation than academic preparation related to their desired career path. This provides an excellent opportunity for supervisors to engage these students in training and responsibility relative to financial management. Administration processes such as financial management, report and proposal writing, and strategic planning become more important as professionals take on positions with increasing responsibility. Thus, to learn about these processes during the master's preparation program provides a foundation upon which skills needed later can be built.

Offices in divisions of student affairs or in other student services areas should participate in hosting supervised practice experiences. Upcraft (1998) affirms that practitioners in student affairs should create learning environments for graduate students by creating internship opportunities. Practicum and internship students should be given opportunities to deal with real professional issues in these supervised practice experiences. Leadership is one of the areas of outcomes that was found to be a significant predictor of overall professional preparation. Giving students the opportunity to develop skills and a philosophy of leadership through the supervised

practice experience requires them to be able to engage in challenging experiences and to take on roles that allow them to make meaningful decisions. To do this has an influence not only on master's students' development as leaders but on their overall sense of preparation for professional practice.

The location of the supervised practice experience does not seem to have a dramatic influence on learning outcomes one way or another. Students who have experiences all at one institution seem to report confidence in their ability in the outcomes described at the same level as those students who had at least one experience at another institution in 73 of the 82 outcomes on the CAS Supervised Practice Outcomes Instrument. More attention should be paid to the student's individual needs, whether that is development of a skill set in a functional area or learning in one of the areas identified by the results of this study or other literature.

Similarly, supervised practice experiences are an important part of the preparation of master's students to enter the job market in student affairs administration in higher education settings. Students learn about job placement, working environments, and career planning among other things through their supervised practice experiences. Providing support to students interviewing for internships and making decisions about the office or location in which they will participate in a practical experience is an important step in helping them develop the skills they will need as they prepare for the job search.

Many of the promises of the benefits from supervised practice can take place in the graduate assistantship and, by extension, in the workplace for those master's students who work full time. This is especially true when comparing the amount of time working in an assistantship or full-time job compared to the number of hours working in a practicum or internship. It might

be more difficult to ensure that the site supervisor of an assistantship or a full-time job is qualified to provide the learning experiences. Divisions of student affairs and student affairs preparation programs should develop programs designed to provide continuing education for supervisors of graduate assistants and working professionals in master's programs to help fill that gap. Not only will this increase the capacity of site supervisors, it will go some distance to build connections between the site supervisors and the faculty of the preparation programs.

Finally, there is some evidence that those master's students with some professional experience prior to enrolling in a master's preparation program in student affairs might find the preparation for practice less valuable than students who have no prior professional experience. Site supervisors should validate those professional experiences and provide tasks commensurate with the professional development that occurred before their enrollment as students. Master's students who have had previous professional experience should also be mindful of that experience as they are identifying supervised practice sites and negotiating learning outcomes with the site supervisor and faculty.

Implications for the Curriculum

This study relied on the CAS standards for the curriculum of master's preparation programs in student affairs (CAS, 2009) as a framework for understanding the learning through supervised practice experiences. The results have implications for the CAS standards and for the curriculum in master's programs in student affairs generally.

Graduates from master's programs in student affairs and higher education administration who participated by responding to the survey reported moderate to high levels of agreement with their perceived ability in each learning outcome identified by the participants in the focus groups

as important in supervised practice experiences. This lends support to the idea that supervised practice experiences are an important part of the overall training in master's preparation programs. Given that the CAS standards call for a minimum of 300 hours in two separate experiences (CAS, 2009; see Appendix A), master's programs should meet that minimum required level of supervised practice experience.

This is particularly important when considering the relative amount of time spent in class to the time spent in supervised practice experiences. The learning outcomes from supervised practice experiences accounted for 42.2% to 52.9% in the variability in the Preparation for Professional Practice scale in this study. The assertion by Nelson (2010) that there is a disproportionate emphasis on the theoretical knowledge in master's programs seems to have some support by this result. However, interpretation of the relative contribution of the classroom curriculum and the practical component of the curriculum cannot be made until students provide data on their learning in the classroom and through supervised practice in the same dataset.

Using these results or the methods described in this study, CAS can be helpful in designing supervised practice experiences and expectations by outlining domains of learning specific to supervised practice experiences. This study provides an evidence-based approach to outlining areas of learning in these practical experiences that have been identified by current students and graduates of master's programs in student affairs. A description of learning domains in supervised practice experiences can go some distance to addressing the criticism voiced by Kuk et al. (2007) that the CAS standards fail to offer guidelines to evaluate the quality of the supervised practice experiences. Providing a set of learning domains associated with

supervised practice can assist master's preparation programs in student affairs with assessment efforts aimed at measuring the effectiveness of the preparation received in those programs.

Students in the focus groups spoke of many of the outcomes on the instruments as coming from lessons they learned through their graduate assistantships. Assistantships many times do not have the linked structured classroom component in the same way practica and internships do. Here I will also return to the comment made by the student in the focus group that only when she was pressed to make connections was she able to see the common threads of learning across all supervised practice experiences. Whether in courses linked to supervised practice experiences, a capstone course, or through coursework toward the end of the master's program, faculty must find a way to take advantage of the learning taking place in graduate assistantships and develop approaches to help integrate the graduate students' learning across all supervised practice experiences.

It is not enough to simply think of the supervised practice experience as an internship or practicum offering 300 contact hours with one or two linked courses as sufficient to create the connections between classroom content and professional proficiency and to consider it done. This is especially true when the number of contact hours in a typical practicum experience is compared to a graduate assistantship working 20 hours a week. While not all programs require assistantships, many recommend them and coordinate with providers in placement of master's students in these roles. Faculty should consider conceptualizing the academic coursework as a series of linked courses to any and all practical experiences the master's students may be having. Then, the professional preparation program becomes more of the learning laboratory spoken of by Komives (1998).

Similarly, careful thought should be given to providing credit through linked coursework to those students who are working full-time in a student service area while attending a master's program in student affairs administration. This might require some programs to rethink the way programs link coursework to the supervised practice experience. It also provides some difficulty in identifying a qualified site supervisor. Neither of these represents insurmountable challenges, however. Further, it requires a re-imagining of the ideal of a full-time student employed part time in an assistantship to accommodate those students who would like a quality education and preparation in student affairs whose personal situation does not allow them to take that route of entry into the field. Failure to find a way to validate their professional experience occurring simultaneously while attending a master's program and to require too many additional practical experiences might have an exclusionary effect on their access to our master's programs in student affairs.

One of the requirements in the CAS standards is that students be prepared for practica and internships (CAS, 2009). These opportunities should be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. Learning outcomes as identified by the regression analyses as important predictors in overall confidence with preparation for practice might be a useful place to identify coursework that will have the greatest effect through the supervised practice experiences. The placement of courses that cover learning in leadership, application of theory to practice, and career preparation to occur simultaneously with supervised practice experiences might provide for opportunities to engage in reflection in these topics while the students are developing

competency in those areas. However, this might prove to be a difficulty in designing the curriculum, particularly for programs that do not teach every class on a yearly basis.

Recommendations for Future Research

The present study was an exploratory attempt to identify the reported learning of graduates of master's programs in student affairs that took place through the supervised practice experiences. Based on the results and discussion reported herein, I offer the following recommendations for research to continue to refine the understanding of preparation for practice that comes through learning in supervised practice experiences.

First, a better understanding of the depth of the learning that takes place for individuals in supervised practice experiences could come through a qualitative study of these experiences. One approach could be to interview students and then conduct a narrative analysis of their lived experiences across internships, practica, and assistantships. This depth could provide a better understanding of the challenges and successes students face while making connections between theory and practice in these settings.

Another recommendation is to replicate this study with a much more in-depth mixed-methods approach. This study would require conducting more focus groups and individual interviews followed by an analysis of the data through a grounded theory approach. The grounded theory results would present a structure for the learning outcomes along with a deeper well from which to draw the individual items for the instrument to measure such outcomes. It would further provide a structure of the areas of learning outcomes a priori. After surveying graduates from master's programs it would then be possible to conduct a confirmatory factor analysis on the theorized structure of the factors represented by the items. The results of that

study could then be compared to those presented in this dissertation to continue to refine and understand the reported learning taking place in supervised practice experiences.

This study was a follow-up to the studies carried out by Young (2011) and Young and Janosik (2007) which measured the reported learning based on the Foundational and Professional Studies areas of the curriculum standards outlined by the CAS. A future study could combine the instruments created for all three studies to examine all three areas of the curriculum as well as other exogenous variables such as age, race, GPA, GRE scores to improve the understanding of the effect of the master's program on professional preparation. Structural equation modeling would be an appropriate approach to take to model these data, given the fact that several latent variables are being defined by a complex number of items. This approach would allow for the modeling of the influences of the latent variables on the scale of overall professional preparation as well as indirect effects by the included exogenous variables.

This study relied on alumni self-reported confidence in ability for each of the learning outcomes identified as important outcomes from supervised practice experiences. While this approach yields important information about the self-efficacy of graduates of master's programs in student affairs, it is only a proxy for the learning that takes place during the master's programs. Further research needs to be done to use the outcomes described in this study, and the other two studies related to the CAS curriculum standards (Young, 2011; Young and Janosik, 2007), as measures that can better track growth through the master's program. Measuring confidence in preparation among graduates makes sense as they have entered the workforce and have some standard against which to measure their preparation. However, students who are engaged in coursework would not have had the opportunity to judge their preparation against the

demands they would face in day-to-day work. Thus, to use the methods described in these studies to track growth would lead to data that would not capture the variation in ability or knowledge as students are going through their programs. Future research should be focused on finding direct measures or defining a response space for the outcomes defined in these and other studies that will allow measurement of the development of competence and proficiency through master's programs.

This would lead to further research to conduct longitudinal studies charting learning through graduate school and beyond. Such a study would be interesting to model students' learning in these outcomes as they are learning about them in classroom and supervised practice experiences. Also, it would be interesting to track confidence in these learning outcomes after graduation. Such data would point to areas in which confidence remains strong and areas in which confidence weakens and could be used in an evidence-based approach to preparing and providing continuing education opportunities.

Another study could use these instruments or their methodology to measure the confidence of those who work in student affairs areas without formal training in student affairs master's programs. This would provide a step toward the understanding of the skills and competencies of these professionals. Such a study would need to be followed up by an investigation of where they report learning the knowledge and skills they have gained.

Following one of the implications for the curriculum, research should be conducted to examine the role of the full-time job in providing learning in the outcomes and areas identified by this study for those students who complete master's programs in student affairs while working full-time. This could aid curriculum designers such as faculty in student affairs programs in

identifying appropriate ways to award credit or create linked coursework for students working full-time.

Considering the differences demonstrated by the regression analysis, further research should be conducted on students who enter master's programs with prior professional experience. These students might be more likely to see the master's degree as more of a market signal or a "union card" as described by Winston & Creamer (1997) than the development of their own human capital. Qualitative analysis aimed at understanding their perception of the value of the master's degree could go a long way to explaining the results found in the present study.

Further research needs to be done to test and refine the Preparation for Professional Practice scale. While the confirmatory factor analysis indicated that the six items on the scale represented a one-factor solution with adequate to good model fit, the low factor loadings of two of the items ("I would have been prepared for my professional work in student affairs even without earning a master's degree" and "The required supervised practice experiences in my master's program prepared me to be effective in my professional work") suggest that there was likely something of a design effect that influenced the responses to these questions. Further studies will help make determinations whether one or both of those items have low factor loadings due to design effects or if they represent different latent constructs.

The final recommendation for research is to extend the methodology used in this study to other professional fields with professional preparation standards for the master's level. One such area, historically related to student affairs, is school counseling. The CACREP standards for those programs could be used as a framework in much the same way CAS was used in this study.

The results gathered from several of studies such as this could help inform the understanding of professional preparation in general.

Limitations of the Study

This study had limitations that should be understood when interpreting the findings. First, high levels of agreement and few responses of disagreement led to a non-normal distribution of responses on the items. Despite taking some steps to remedy this in the methodology, the distribution of the responses could have had some influences on some of the analyses, particularly on the t-tests. This could have led to some type II errors, situations where there was a significant difference in the means on some outcomes but the test failed to reject the null hypothesis of no difference. Further, the results might have been influenced by a bias in the results due to self-selection of the respondents. The low response rate might indicate that those who responded may be those who had a positive experience in their master's programs. Because of this limitation, it is difficult to declare with surety that the responding sample is representative of the entire population of graduates from master's programs in student affairs.

Second, the learning outcomes included in the CAS Supervised Practice Outcomes Instrument relied on those identified through the focus groups and the expert review. Areas that were not included, such as multicultural competence, might be important areas of learning through supervised practice experiences. Thus, the list identified should not be interpreted as being an exhaustive or definitive list of important outcomes of supervised practice experiences in student affairs master's preparation programs.

Third, this study relied on the exploratory factor analysis to identify the structure in the data. The results from the factor analysis should be taken as exploratory. The ways in which

items were grouped through the exploratory factor analysis does not suggest a rigid structure behind the learning outcomes identified in this study. Further research as recommended earlier should be carried out to further refine areas of learning outcomes. However, the 12 areas identified by the exploratory factor analysis did provide some meaningful results, particularly in answering the fifth research question, as three of the scales represented significant predictors of reported preparation for professional practice.

Fourth, there could be method effects present in the wording of the outcomes themselves. In choosing to assign an active verb to each learning outcome, I could have introduced the possibility that a respondent was reporting confidence in the ability to analyze, describe, or interpret more than the ability trait the outcome statement was describing. Interpretation of each individual outcome should take this into account.

Conclusion

Learning that comes through supervised practice a very important part of the professional preparation of master's students in student affairs programs. This study revealed patterns of areas of reported learning in supervised practice experiences similar to those in the curriculum. Counseling skills is still an area where there is a great deal of confidence among graduates. Graduates continue to point to assessment, evaluation, and research and administration processes, such as budgeting, as areas in which confidence in ability lags.

The discussion presented above leads me to summarize the findings of the study in the following short statements. Learning in supervised practice experiences requires good site supervision. Adequate reflection and processing with faculty and site supervisors are necessary to make explicit connections of how theory is brought to bear on practice. Students in

supervised practice experience should be given the opportunity to deal with meaningful professional projects that provide the possibilities of challenge and conflict. Processing the decisions made with site supervisors can help the students develop leadership and supervisory philosophies. These experiences and the learning that takes place in them are key in the preparation for master's students as they prepare to enter the job market. The overall value of the professional preparation through the master's program is heavily influenced by learning in the supervised practice experience.

This study and the other two studies using this methodology (Young, 2011; Young & Janosik, 2007) that seek to understand the learning that takes place in master's programs using the CAS standards for master's level preparation programs in student affairs provide an evidence-based approach to identifying important areas of learning. Research in this vein should continue to provide a picture of the areas that students and graduates identify as important to their preparation for professional work. This approach to curriculum improvement, coupled with the expertise provided by the faculty, can better provide preparation in master's programs in student affairs that meets the needs of graduates as they enter the professional work force.

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APPENDIX A

CAS STANDARDS FOR MASTER'S LEVEL STUDENT AFFAIRS PREPARATION

PROGRAMS: SUPERVISED PRACTICE AREA OF THE STANDARDS FOR THE

CURRICULUM (PART 5)

Part 5c: Supervised Practice

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA - College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, and other recognized professional associations.

Qualified student affairs professionals possessing appropriate student affairs education and experience should be invited to sponsor and supervise students for practicum and internship experiences. Typical qualifications include at least a master's degree in student affairs or a related area of professional study, several years of successful professional experience, and experience at that institution. Student affairs professionals serving as on-site supervisors and evaluators of students in training should be approved by the responsible faculty member as competent to accomplish this task.

Site supervisors must be approved in advance by program faculty. Program faculty must offer clear expectations of learning goals and supervision practices to site supervisors.

Supervised practice includes practica and internships consisting of supervised work completed for academic credit in student programs and services in higher education. The exposure of students to diverse settings and work with diverse clientele or populations should be encouraged.

Because individual supervision of students in practica and internships is labor intensive for faculty with this instructional responsibility, supervision must be limited to a small group to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both.

When determining practicum and internship course loads, faculty members who provide direct practicum or internship supervision during any academic term should receive instructional credit for the equivalent of one academic course for each small group. Likewise, students enrolled in such internships should receive academic credit.

A graduate assistantship in programs and services in higher education, which provides both substantive experience and professional supervision, may be used in lieu of a practicum or internship. For this to be effective, faculty members responsible for assuring quality learning outcomes should work closely with graduate assistantship supervisors in students' assignment and

evaluation processes. Appropriate consideration and provisions should be made for students with extensive experience in student affairs.

Preparation of students for practica and internships is required. Practica and internship experiences must be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. This must include basic knowledge and skills in interpersonal communication, consultation, and referral skills. Students must comply with all ethical principles and standards of appropriate professional associations.

Preparation of students for supervised practice may be accomplished through special pre-practica seminars, laboratory experiences, and faculty tutorials as well as coursework.

Student membership in professional associations should be expected. Attendance at professional conferences, meetings, or other professional development opportunities should also be encouraged.

APPENDIX B

E-MAIL INVITATION TO PROGRAM FACULTY

Dear Student Affairs Master's Program Faculty:

My name is Dallin George Young, a doctoral student in College Student Affairs Administration at UGA. As part of my dissertation research, under the direction of Dr. Laura Dean, I am conducting a study on learning outcomes of master's preparation programs in student affairs.

Part of my study is to survey master's programs to gather information about master's programs in student affairs, as well as to invite programs to participate in the Supervised Practices Learning Outcomes Study.

Your participation by responding to this questionnaire would be greatly beneficial. It contains five questions and should take less than ten minutes to complete.

If you would like to participate, please visit (URL for electronic questionnaire).

If you have any questions about this research project, please feel free to call me at (803) 466-8714 or send an e-mail to dallin@uga.edu

Thank you for your time and consideration.

Dallin George Young
Doctoral Student
College Student Affairs Administration
University of Georgia

APPENDIX C

PROGRAM PARTICIPATION QUESTIONNAIRE

Student Affairs Preparation Programs Supervised Practices Learning Outcomes Study Participation Survey

This questionnaire is designed to collect information about master's level preparation programs in student affairs as part of a larger study aimed at understanding learning outcomes of professional preparation in the field. More information about participating in the second phase of the study, the *Professional Studies Learning Outcomes Study*, is contained at the end of the questionnaire.

Thank you for your time and participation.

Program Information

Name of Institution:

Name of Program:

Participation in Supervised Practices Learning Outcomes Study

We are planning to survey alumni of master's preparation programs in student affairs to understand their perceptions about what they learned in these programs. We invite all programs that offer professional preparation for student affairs practice at the master's level to participate in this study. Participation requires an individual from each program to forward an e-mail containing instructions and a link to an online questionnaire to alumni who graduated between Spring 2006 and Spring 2011. A report of findings will be made available to those programs who choose to participate.

Is your program willing to participate in the Supervised Practices Learning Outcomes study?

☐ Yes

☐ No

On average, approximately how many alumni graduated from your program each year between Spring 2006 and Spring 2011?

Contact information for the individual forwarding the e-mail to alumni:

Name:

E-mail address:

Thank you for your help!

APPENDIX D

E-MAIL INVITATION TO PARTICIPATE IN FOCUS GROUPS

Dear Master's Student:

My name is Dallin George Young, a doctoral student in College Student Affairs Administration at UGA. As part of my research, under the direction of Dr. Laura Dean, I am conducting a study on learning outcomes of master's preparation programs in student affairs. Part of my study is to create an instrument to measure these learning outcomes.

I will be conducting focus groups intended to generate learning outcomes in the Supervised Practice area of the standards that have been identified by the Council for the Advancement of Standards in Higher Education (CAS). These focus groups will be conducted in a face-to-face group setting while simultaneously using online document editing.

Your participation in one of these focus groups would be greatly beneficial. It should only take about an hour and a half of your time.

If you would like to participate, please contact me by phone at 803.466.8714 or by e-mail at dallin@uga.edu. At that time we can discuss your availability and schedule for participation. If you agree to participate, I will send a follow-up email with additional information about this research study.

Thank you for your time and consideration.

Dallin George Young
Doctoral Student
College Student Affairs Administration
University of Georgia

APPENDIX E

INFORMATIONAL LETTER - FOCUS GROUPS

Dear Master's Student:

I am a doctoral student under the direction of Dr. Laura Dean in the Department of Counseling and Human Development Services at The University of Georgia. I invite you to participate in a focus group to generate learning outcomes in subject areas of master's level student affairs preparation programs. These learning outcomes will be used to develop an instrument that will be used to assess learning reported by graduates of student affairs preparation programs across the country.

Your participation will involve participating in a focus group (including online document editing) and should only take about an hour and a half. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

Confidentiality of your participation will be ensured. No records containing individually identifiable information will be kept. All individually identifiable information, including contact information such as e-mail addresses will be deleted after the completion of the focus group interviews. Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. Once the information is received by the researcher, standard confidentiality procedures will be employed. Even though it will be emphasized to all participants that comments made during the focus group session should be kept confidential, it is possible that participants may repeat comments outside of the group at some time in the future. There will be no audio recording of the focus group interview. The information gathered during the focus groups may be reviewed by individuals other than the researchers, but no individual identifiers, such as your name, will be connected to it. If the information is published, the results will be presented in summary form only. Your identity will not be associated with your responses in any published format.

The findings from this project may provide information on graduate preparation programs in student affairs. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me at (803) 466-8714 or send an e-mail to dallin@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional

Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

By participating in the focus group, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Dallin George Young
Doctoral Student
College Student Affairs Administration
University of Georgia

APPENDIX F

FOCUS GROUP INTERVIEW PROTOCOLS

Supervised Practice Learning Outcomes

Focus Group Interview Protocol - First Focus Group

Introduction

Thank you all for participating in the focus group. Please take some time and review the notice of informed consent that each of you should have received prior to this meeting. Participation is voluntary and you may elect to discontinue your participation at any point during this interview.

I would like to allow those participating to get to know all who are participating. Please state your name, where you are communicating from, and what school you have been doing your master's work.

I am going to ask you to identify those learning outcomes you deem the most important based on the CAS standards for Supervised Practice experiences in master's level preparation programs in student affairs. I will describe the standards as CAS has defined them, and give you an opportunity to indicate those outcomes you deem to be most important, both verbally and by editing the online document.

We will begin by defining "Supervised Practice." Supervised Practice refers to the part of the curriculum that requires students in student affairs preparation programs to engage in practical experiences with the aim of applying theoretical knowledge to real-life situations (Komives, 1998; Kruger, 2000; Schein, 1972). There is no generally accepted terminology to describe supervised practice experiences in student affairs professional preparation (Cooper, Saunders, Winston, Hirt, Creamer, & Janosik, 2002). Graduate assistantships, internships, practica, and fieldwork are all forms of supervised practice (Cooper et al., 2002, Frye, 2009). Students engaged in these experiences are supervised by a faculty member in the preparation program and a site supervisor who has oversight of the duties performed by the student (Creamer & Winston, 2002).

Next we will review the CAS standards for Supervised Practice:

(To be read to participants, and will be visible on the online document)

Part 5c: Supervised Practice

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA - College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, and other recognized professional associations.

What do you consider the most important things a person should learn through supervised practice experiences?

What are the most important things you learned through your supervised practice experiences?

What are the things that are not listed here that *should* be listed as important things that should be learned through supervised practice experiences?

Are there any areas you would like to revisit and or amend?

Thank you for your time and participation.

Focus Group Interview Protocol - Second Focus Group

Introduction

Thank you all for participating in the focus group. Please take some time and review the notice of informed consent that each of you should have received prior to this meeting. Participation is voluntary and you may elect to discontinue your participation at any point during this interview.

I would like to allow those participating to get to know all who are participating. Please state your name, where you are communicating from, and what school you have been doing your master's work.

A focus group has previously met and generated the learning outcomes for each of the five areas of the CAS standards for master's level preparation programs. The outcomes they generated are found in the online document.

I am going to ask you to identify those learning outcomes you deem the most important based on the CAS standards for Supervised Practice experiences in master's level preparation programs in student affairs. I will describe the standards as CAS has

defined them, and give you an opportunity to indicate those outcomes you deem to be most important, both verbally and by editing the online document.

We will begin by defining “Supervised Practice.” Supervised Practice refers to the part of the curriculum that requires students in student affairs preparation programs to engage in practical experiences with the aim of applying theoretical knowledge to real-life situations (Komives, 1998; Kruger, 2000; Schein, 1972). There is no generally accepted terminology to describe supervised practice experiences in student affairs professional preparation (Cooper, Saunders, Winston, Hirt, Creamer, & Janosik, 2002). Graduate assistantships, internships, practica, and fieldwork are all forms of supervised practice (Cooper et al., 2002, Frye, 2009). Students engaged in these experiences are supervised by a faculty member in the preparation program and a site supervisor who has oversight of the duties performed by the student (Creamer & Winston, 2002).

Next we will review the CAS standards for Supervised Practice:

(To be read to participants, and will be visible on the online document)

Part 5c: Supervised Practice

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in developmental work with individual students and groups of students in: program planning, implementation, or evaluation; staff training, advising, or supervision; and administration functions or processes.

Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA - College Student Educators International, NASPA – Student Affairs Administrators in Higher Education, and other recognized professional associations.

What do you consider the most important things a person should learn through supervised practice experiences?

What are the most important things you learned through your supervised practice experiences?

What are the things that are not listed here that *should* be listed as important things that should be learned through supervised practice experiences?

Are there any areas you would like to revisit and or amend?

Thank you for your time and participation.

APPENDIX G

E-MAIL INVITATION TO PROGRAM GRADUATES TO PARTICIPATE IN STUDY

Dear Graduate of a Master's Preparation Program in Student Affairs/Higher Education:

My name is Dallin George Young, a doctoral student in College Student Affairs Administration at UGA. My dissertation research, under the direction of Dr. Laura Dean, seeks to understand what the outcomes were of the supervised practice experiences of your master's program in student affairs. This will help us gain a better understanding of what students gained from those experiences and will lead to improvements in structuring internships, practica, and assistantships in master's programs in student affairs.

Your participation by responding to this questionnaire would be greatly beneficial. It contains 94 questions and should take approximately fifteen minutes to complete.

If you would like to participate, please visit (Program-Specific URL)

The questionnaire will be available until February 15, 2012. After February 15, the link will no longer be active.

If you have any questions about this research project, please feel free to call at (803) 466-8714 or send an e-mail to dallin@uga.edu

Thank you for your time and consideration.

Dallin George Young
Doctoral Student
College Student Affairs Administration
University of Georgia

APPENDIX H

INFORMATIONAL LETTER - LEARNING OUTCOMES STUDY

Dear Graduate of a Master's Program in Higher Education/Student Affairs:

I am a doctoral student under the direction of Dr. Laura Dean in the Department of Counseling and Human Development Services at The University of Georgia. I invite you to participate in a research study to answer questions regarding your learning through your master's degree program.

Your participation will involve responding to an electronic questionnaire. The questionnaire contains ___ questions and should take approximately 15 minutes to complete. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

Your participation will be confidential; the questionnaire does not ask for any individually identifiable information. Please note that internet communications can be insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. Any individually identifiable information will be deleted and or destroyed immediately upon receipt. If you are not comfortable with the level of confidentiality provided by the Internet, please feel free to print out a copy of the questionnaire, fill it out by hand, and mail it to Dallin George Young, 200 Rogers Road #Q210, Athens, GA 30605, with no return address on the envelope. The results of the research study may be published and the published results will be presented in summary form only.

The findings from this project may provide information on graduate preparation programs in student affairs. There are no known risks or discomforts associated with this research. Benefits of this study include greater understanding of the level of learning graduates report from completion of student affairs master's programs. This understanding may be used by practitioners to develop educational strategies that elevate knowledge, skills, and abilities in these master's programs.

If you have any questions about this research project, please feel free to call (803) 466-8714 or send an e-mail to dallin@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

By completing the questionnaire, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please print this page for your records.

Sincerely,

Dallin George Young
Doctoral Student
University of Georgia

APPENDIX I

CAS SUPERVISED PRACTICE OUTCOMES INSTRUMENT

Master's Level Preparation Program in Student Affairs and Higher Education Supervised Practice Survey

Instructions:

The following questions are aimed at understanding outcomes from your supervised practice experiences in your master's program in student affairs and higher education. There are three sections to this questionnaire.

The questions of the first two sections will ask you to rate your agreement with statements that describe outcomes related to your master's preparation program. Please rate your agreement with each item based on the preparation you received through your supervised practice experiences in your master's preparation program.

The third section is a demographic section that will ask you questions about your master's program and current professional situation.

Thank you for your time and thoughtful responses.

**SECTION ONE:
MASTER'S PREPARATION PROGRAM OUTCOMES**

The questions in this section will ask you to rate your agreement with statements that describe overall outcomes of your master's preparation program. Please rate your agreement with each item based on the preparation you received through your experiences in your master's preparation program.

Think about your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My master's program prepared me for professional work	SD	D	N	A	SA
I would have been prepared for my professional work in student affairs even without earning a master's degree in student affairs	SD	D	N	A	SA
My master's program equipped me with the necessary knowledge for my professional work	SD	D	N	A	SA
My master's program equipped me with the necessary skills and competencies for professional work	SD	D	N	A	SA
The classroom curriculum in my master's program prepared me to be effective in my professional work	SD	D	N	A	SA
The required supervised practice experiences in my master's program prepared me to be effective in my professional work	SD	D	N	A	SA

SECTION TWO: SUPERVISED PRACTICE OUTCOMES

As you answer the questions in this section, think back to the **supervised practice experiences in your master's program**.

"Supervised practice" refers to the part of the curriculum that requires students in student affairs preparation programs to engage in practical experiences with the aim of applying theoretical knowledge to real-life situations (Komives, 1998; Kruger, 2000; Schein, 1972).

Graduate assistantships, internships, practica, and fieldwork may all be forms of supervised practice (Cooper, Saunders, Winston, Hirt, Creamer, & Janosik, 2002; Frye, 2009).

Students engaged in these experiences are **supervised by a faculty member in the preparation program and a site supervisor** who has oversight of the duties performed by the student (Creamer & Winston, 2002).

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am able to...					
Implement programming.	SD	D	N	A	SA
Evaluate programming.	SD	D	N	A	SA
Explain the difference in talking about interpersonal skills in the classroom and putting the skill to practice.	SD	D	N	A	SA
Employ skills related to counseling.	SD	D	N	A	SA
Articulate my leadership skills.	SD	D	N	A	SA
Demonstrate my role as a leader in an organization.	SD	D	N	A	SA
Describe my leadership style.	SD	D	N	A	SA
Act as a leader in professional settings.	SD	D	N	A	SA
Demonstrate professionalism.	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:					
I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Apply what I learned in the classroom to my daily work.	SD	D	N	A	SA
Describe the characteristics of a successful supervisor	SD	D	N	A	SA
Integrate what I learn about successful supervision into my own supervisory style	SD	D	N	A	SA
Explain how the one-on-one work in supervision supports individual staff development.	SD	D	N	A	SA
Describe how the supervision I received in different settings has influenced my perceptions of student affairs work.	SD	D	N	A	SA
Identify characteristics of institutions in which I would be most successful.	SD	D	N	A	SA
Identify characteristics of institutions in which I would be least successful.	SD	D	N	A	SA
Explain how the values of the institution influence supervision.	SD	D	N	A	SA
Evaluate the ways that the values of my supervisors tend to guide their practice.	SD	D	N	A	SA
Determine the values I will use to guide my practice based on my perception of my supervisor's values.	SD	D	N	A	SA
Describe how experiencing supervision under different professionals has helped me shape my professional philosophy.	SD	D	N	A	SA
Manage difficulties or challenges with my supervisor(s).	SD	D	N	A	SA
Approach my supervisor when I encounter conflict with decisions or actions on their part.	SD	D	N	A	SA
Make meaning from a negative experience with the office culture.	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements: I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Make meaning from a negative experience with a supervisor.	SD	D	N	A	SA
Articulate my needs to a supervisor.	SD	D	N	A	SA
Evaluate which supervision styles are best for students with whom I am working.	SD	D	N	A	SA
Demonstrate how to set expectations for staff and students I supervise.	SD	D	N	A	SA
Manage challenging supervisory experiences when supervising students.	SD	D	N	A	SA
Create outcomes for my experience with my supervisor.	SD	D	N	A	SA
Identify gaps in my professional development.	SD	D	N	A	SA
Describe how my graduate preparation program facilitated my transition from undergraduate studies to professional work.	SD	D	N	A	SA
Apply classroom theoretical knowledge to practice.	SD	D	N	A	SA
Describe the responsibilities of full-time student affairs administrators.	SD	D	N	A	SA
Contrast the responsibilities facing full-time graduate students in professional preparation programs with those facing full-time administrators.	SD	D	N	A	SA
Interpret the different roles that a professional must play interpersonally among different groups (e.g. students, faculty, upper administrators, student affairs colleagues).	SD	D	N	A	SA
Appraise my workload and determine if I have an appropriate amount of work.	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:					
I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Describe how working at a different institution type might influence my experience.	SD	D	N	A	SA
Describe how student populations might vary by institution type.	SD	D	N	A	SA
Evaluate the value of exposure to a different functional area.	SD	D	N	A	SA
Evaluate the importance of understanding different functional areas.	SD	D	N	A	SA
Describe how my supervisors' professional norms/values might differ based on their academic background/ experience.	SD	D	N	A	SA
Describe how professional norms vary by departments.	SD	D	N	A	SA
Describe how professional norms vary by institution.	SD	D	N	A	SA
Describe how professional norms vary by level of education of supervisor.	SD	D	N	A	SA
Describe how professional norms vary by supervisor's role in organization.	SD	D	N	A	SA
Describe how institution type might influence the politics on campus.	SD	D	N	A	SA
Analyze and interpret the culture of the campus at which I work.	SD	D	N	A	SA
Articulate the connection of concepts I learned in the classroom to what is going on at the institution.	SD	D	N	A	SA
Explain how my supervisor's knowledge of theory might influence how I apply theory to practice.	SD	D	N	A	SA
Apply interpersonal knowledge, awareness, and skills outside of the classroom	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:					
I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Analyze the difference between application and knowledge of theoretical concepts.	SD	D	N	A	SA
Describe the value of knowledge and experiences passed down by experienced others, such as supervisors and mentors.	SD	D	N	A	SA
Integrate lessons learned from internships and practicum placements in my job search process.	SD	D	N	A	SA
Explain how the supervised practice experience has influenced my marketability in the job search process.	SD	D	N	A	SA
Describe how the supervised practice experiences set me up for the "end goal."	SD	D	N	A	SA
Describe how the supervised practice experience has or has not contributed to my ability to network.	SD	D	N	A	SA
Make more informed career decisions.	SD	D	N	A	SA
Describe the importance of work-life balance.	SD	D	N	A	SA
Navigate politically charged environments.	SD	D	N	A	SA
Negotiate office politics.	SD	D	N	A	SA
Negotiate institutional politics.	SD	D	N	A	SA
Explain how to find the right working environment.	SD	D	N	A	SA
Describe the importance of congruence of institutional values with my personal values.	SD	D	N	A	SA
Identify environments where I may or may not be successful.	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements:					
I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Appraise my professional skills and talents.	SD	D	N	A	SA
Use reflection to appraise myself professionally.	SD	D	N	A	SA
Choose a functional area that will allow me to put my values into practice.	SD	D	N	A	SA
Explain how to develop and maintain collegial relationships (professional to professional).	SD	D	N	A	SA
Explain how to develop and maintain appropriate relationships between graduate students and undergraduate students.	SD	D	N	A	SA
Manage a situation in which I am confronted with a supervisor who does not follow rules.	SD	D	N	A	SA
Describe the organizational consequences of unethical behavior.	SD	D	N	A	SA
Describe the importance of ethical practice, citing examples.	SD	D	N	A	SA
Describe the general budgeting process of a functional area.	SD	D	N	A	SA
Describe the general operations processes of a functional area.	SD	D	N	A	SA
Describe how the academy functions as a business.	SD	D	N	A	SA
Describe the characteristics of good written reports.	SD	D	N	A	SA
Describe the characteristics of good written proposals.	SD	D	N	A	SA
Conduct research.	SD	D	N	A	SA
Conduct assessment.	SD	D	N	A	SA
Manage crises.	SD	D	N	A	SA

Think about your supervised practice experiences in your master's level student affairs preparation program; based on that experience, rate your level of agreement with the following statements: I am able to...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Advise students individually.	SD	D	N	A	SA
Advise groups of students.	SD	D	N	A	SA

SECTION THREE: DEMOGRAPHICS

Indicate the year you earned your master's degree: _____

Which of the following best describes the location of your supervised practice experiences?

- ☐ All experiences at the institution where enrolled for classes
- ☐ One or more experiences at another institution

Which of the following best describes your professional experience prior to enrollment in your master's program?

- ☐ No full-time professional experience in student affairs
- ☐ Some full-time professional experience in student affairs

Which of the following best describes your current professional situation?

- ☐ Employed full-time (3/4 time or more) in higher education
- ☐ Employed part-time (less than 3/4 time) in higher education, excluding graduate assistantships
- ☐ Full-time student
- ☐ No longer employed in higher education
- ☐ Other: _____

Are you currently a student in a doctoral program in higher education or student affairs administration?

- ☐ Yes
- ☐ No