

Findings from the UCLA Master's of Education in Student Affairs Alumni Survey

Prepared by Professor Linda J. Sax, Faculty Director, MSA
and Laura N. Paulson, Research Analyst

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Introduction

The UCLA Master's of Education in Student Affairs (MSA) program was established in 2007. It was designed to provide early-career professionals with knowledge, skills and a social justice perspective in the areas of student development theory, foundations of higher education, student affairs administration, research and assessment. The MSA program is a partnership between the Graduate School of Education & Information Studies (GSEIS) and UCLA's Division of Student Affairs, and is housed in the GSEIS Division of Higher Education and Organizational Change (HEOC). MSA is an intensive four-quarter program of study that concentrates on theory, practice and research in student affairs in postsecondary education. Students attend classes as a cohort on a full-time basis within both a supportive and rigorous environment, and participate in three quarters of directed internship. Through courses and experiential work, students meet with and learn from student affairs professionals from UCLA and neighbor institutions. The program aims to develop scholar-practitioners who will enter into a variety of levels and settings in higher education as prepared, experienced practitioners who are familiar with research, ethics, and trends in the field of student affairs. As of the date of this publication, the program has graduated 102 students across seven cohorts.

The following report is an assessment of program-related outcomes based on alumni from the first six cohorts of the MSA program. The assessment was conducted by the MSA Faculty Director and a graduate student researcher in consultation with the MSA faculty and the 2013-2014 cohort of MSA students. This report was made possible by the MSA alumni who responded to the survey.

Procedures

Survey Instrument Design

The survey utilized for this assessment was designed by the MSA Faculty Director and the graduate student researcher in consultation with other MSA faculty and the 2013-2014 cohort of MSA students. The survey was comprised mostly of closed-ended items that focused on the following areas: demographics and basic information (e.g., cohort number, internship placements, residency status), initial employment post-MSA, current employment (if applicable), education post-MSA, professional development, satisfaction with aspects of the MSA program, and learning outcomes of the MSA program. Four open-ended questions at the end of the survey asked about which aspects of the program were most helpful for their professional development, what they would change about the MSA program (if anything), the perceived reputation of the MSA program, and anything else about the program they had not yet been able to share.

Recruitment

Recruitment for the assessment involved collecting known work and personal email addresses of MSA alumni. The graduate student researcher worked with four current MSA students and the GSEIS Office of Student Services to gather a comprehensive list of alumni. In late March 2014 an initial email was sent by the MSA faculty director to verify alumni contact information and to notify alumni that they would be receiving a survey invitation in a couple of weeks. If the email failed to be delivered, additional efforts were made to find current email addresses through online forums (e.g., LinkedIn, Facebook), institutional directories, and personal contacts.

Data Collection and Analysis

Data collection began on April 9, 2014 and closed on May 1, 2014. All 86 alumni from the first six cohorts were invited to participate via email from the MSA Faculty Director. The email included a link to take the survey using Campus Labs' online platform, Baseline. Because the UCLA Division of Student Affairs has an existing contract with Campus Labs, the researchers

were given permission to utilize the program for this assessment. Participants were sent one reminder email toward the end of the data collection period. As an incentive and thank you for participation, all MSA alumni who filled out the survey were provided with a \$10 Amazon.com gift card. The overall response rate for the survey was 84% (n=72).

Data Analysis

Analysis of the survey results primarily involved descriptive statistics such as the examination of means, distributions, and the reporting of themes generated by the open-ended items.

Participant Demographics

Participants from all six cohorts were represented (see Table 1). Cohort 5 was most represented at 100%, while Cohort 1 was least represented at 54%. MSA students come from diverse racial/ethnic backgrounds although Caucasian/White was still the most common race reported. The majority of MSA students are female (70%) and most were California residents when they attended UCLA (see Table 2). MSA students typically began the program about three years after finishing their undergraduate degree and at the age of 25 (although ages have ranged from 22-39). Most are currently employed either full- or part-time. From this point forward we will refer to survey respondents as “MSA alumni” or “alumni.” See Table 3 for self-reported demographics.

Table 1. Response Rates by Cohort

	Total Graduates	Number of respondents	Response Rate
Cohort 1	13	7	54%
Cohort 2	15	12	80%
Cohort 3	17	16	94%
Cohort 4	14	13	93%
Cohort 5	12	12	100%
Cohort 6	15	12	80%
Total	86	72	84%

Table 2. Residency Status by Cohort (N)

Residency	Cohort					
	1 (n=7)	2 (n=12)	3 (n=16)	4 (n=13)	5 (n=12)	6 (n=12)
CA Resident	7	11	13	8	11	7
Non-resident - Domestic	0	1	2	5	1	4
Non-resident - International	0	0	0	0	0	1
Not reported			1			

Table 3. Self-Reported Demographics

		N	Percent*
Race/Ethnicity	Caucasian/White	35	48
	Asian	19	26
	Hispanic/Latino	14	19
	African-American/Black	11	15
	Pacific Islander	3	4
	American Indian/Alaskan Native	2	3
	Other (please specify)	4	6
Gender	Male	19	26
	Female	50	69
	Genderqueer	3	4
Residency Status when enrolled at UCLA	CA Resident	57	80
	Non-resident - Domestic	13	18
	Non-resident - International	1	1
Current Employment Status	Employed Full-time	60	83
	Employed Part-time	4	6
	Not employed - Seeking employment	6	8
	Not employed - Not seeking employment	2	3

* Percentages for race/ethnicity add to more than 100 because respondents could check more than one category. Percentages for Gender and Residency Status may not add up to 100 because of rounding.

MSA Program Experiences

Internship Placements

Internships are a requirement of the MSA program so all MSA alumni reported having at least one internship. Many MSA students choose to have more than one internship in order to diversify their work experience while in the program. Thirty-two percent of alumni (n=23) reported having more than one internship and five percent (n=4) held at least three internships during the program.

MSA students are required to work at least 10 hours per week in their internships, however many work more than that, and some even work full time while in the program. Because of this, several kinds of positions satisfy the internship requirement. Beyond graduate interns and assistants, the MSA alumni reported also holding positions such as program coordinators, mentors, advisors, assistant resident directors, student affairs officers, and co-instructors.

Internship placements have typically been within a department or program at UCLA although occasionally students have pursued internship opportunities at local institutions such as Loyola Marymount University, Whittier College, and Moorpark College. At UCLA, The Office of Residential Life has been the largest site for MSA internships, hosting 36% (n=26) of all MSA interns over the past 6 years. The most common internship placements are listed below (see Appendix A for full list of programs and departments that host MSA interns).

Table 4. Most Common MSA Internship Sites

Internship Location	N
Office of Residential Life	26
Vice Chancellor-Student Affairs Office	7
Bruin Resource Center	5
Office of the Dean of Students	5
Student Organizations, Leadership & Engagement (SOLE, formerly known as CSP)	5
UCLA Recreation	5
Dashew Center for International Students and Scholars	4
LGBT Campus Resource Center	4
UCLA Alumni Association	4

Satisfaction with Program Aspects

Alumni were asked to report their satisfaction related to their experiences while in the MSA program. They were directed to consider all aspects of the MSA program including their internships, coursework, and conference experiences.

Overall, alumni of the MSA program reported high satisfaction with the various aspects of the program (see Table 5). Of note, 100% of the alumni were satisfied with the expertise of the MSA and HEOC faculty. They were also highly satisfied with the quality and range of classes offered in the program and the services provided by the Office of Student Services. The majority of alumni (83%) were satisfied with the quality of interactions with HEOC faculty and 80% with HEOC students. Seventy percent were satisfied with their sense of belonging in HEOC. See Appendix B for full distributions.

Alumni satisfaction was especially high with their MSA cohort and MSA instructors. Alumni reported high satisfaction with the quality of interactions with MSA faculty (94%) and MSA cohort-mates (93%) and a strong sense of belonging in the MSA program (93%). The majority also reported satisfaction with career-related mentoring or support from MSA faculty, although it was relatively lower at 76%. Perhaps the greatest area for improvement was the opportunity to connect with MSA alumni while in the MSA program (only 54% reported being satisfied).

In addition to the questions regarding satisfaction with program aspects, a full 97% of alumni agree that the MSA program prepared them to be professionally successful. Eighty-seven percent of MSA alumni also reported having referred others to apply to the MSA program.

Table 5. Satisfaction with MSA Program Experiences

	% Somewhat Satisfied	% Very Satisfied	% Satisfied Overall
Office of Student Services			
Services provided by the Office of Student Services	50	44	94
Faculty			
Expertise of the MSA and HEOC faculty	14	86	100
Quality of interactions with the MSA faculty	20	75	95
Quality of interactions with other HEOC faculty	45	38	83
Mentoring/support from MSA faculty about your career path	24	52	76
Classes			
Quality of classroom discussions	37	61	98
Range of classes offered in MSA and beyond	47	45	92
Classmates			
Quality of interactions with the MSA students	25	68	93
Mentoring/support from MSA students about your career path	43	39	82
Quality of interactions with other HEOC students	34	46	80
Internships*			
Quality of interactions with internship supervisor	24	65	89
Opportunities to develop through your internship	24	59	83
Mentoring/support from your internship supervisor	17	61	78
Student Affairs Networking			
Quality of interactions with student affairs colleagues on campus	44	38	82
Opportunities to connect with MSA alumni	36	19	55
Sense of Belonging			
Sense of belonging within your MSA cohort	24	69	93
Sense of belonging at UCLA	41	48	89
Sense of belonging in HEOC	41	30	71

*Given that many students had more than one internship, respondents were instructed to respond about their experiences with their primary internship

Learning outcomes

Alumni were asked to report how effective the MSA program was at developing their competence in certain abilities or skills. These abilities and skills were all connected to at least one learning outcome of the MSA program (as specified in the MSA Handbook). The list of learning outcome areas is included below and the corresponding items are indicated in Table 6. See Appendix C for full distributions.

Overall, alumni considered the MSA program effective at developing students toward most of the intended program outcomes. In fact, there was only one area—fiscal management—where few alumni (14%) rated the program effective. The greatest strengths of the program were in developing students' understandings of the history of higher education and how student characteristics can influence college experiences and outcomes. The ability to take into account different perspectives before making decisions and the ability to understand how student development theories apply to diverse student populations were also top strengths of the program. Notably, these outcomes represent areas that are emphasized in required MSA courses.

Areas where relatively fewer, although still the majority (fewer than 75%) of alumni rated the program as effective or highly effective included dialogue and conflict resolution skills, engaging others in social change, and conducting and using assessment for practice. In general, the outcomes for which fewer students indicated effective development represent topics covered in electives (e.g., assessment and intergroup dialogue), so it stands to reason fewer students would have felt they developed in these areas.

Table 6. Effectiveness of MSA Program at Developing toward Learning Outcomes

	% Rated Effective or Highly Effective	MSA Learning Outcome Area
Understanding of the history of higher education and student affairs	97	B
Ability to understand how student development theories apply to diverse student populations	97	C
Ability to take into account different perspectives before making decisions	96	B
Understanding how student characteristics can influence college experiences and outcomes	96	D
Ability to recognize social inequalities	94	A
Ability to understand the intersection of multiple identities and apply this understanding to practice	94	C
Ability to foster an understanding of and respect for diversity among college students	94	A
Ability to work with diverse people/populations	91	B
Ability to apply student affairs theory to practice	83	B
Ability to assess learning and developmental needs of students	83	C
Ability to effectively advocate for students	83	E
Understanding of student affairs ethical standards	80	B
Ability to collaborate with colleagues within and across departments	80	G
Skills in interpersonal and intergroup dialogue	73	E
Ability to use assessment, evaluation, and research data to inform practice	72	F
Ability to engage others (e.g. students, faculty, colleagues) in social change	70	A
Ability to embrace conflict as an opportunity to help resolve institutional and social problems	69	A
Ability to conduct assessment and program evaluation	68	F
Skills in resolving student crises and conflicts	65	E
Skills in fiscal management	14	G

Corresponding MSA Program Learning Outcome Area

A = Social Justice Education and Transformative Student Affairs Practice

B = Foundations of Higher Education and Student Affairs

C = Student Development Theory

D = Student Characteristics and Effects of College on Students

E = Individual and Group Interventions

F = Assessment, Evaluation, and Research

G = Organization and Administration of Student Affairs

Post-MSA Employment

Initial Employment Post-MSA

For many MSA alumni (n=22) their first post-MSA positions were at UCLA (see Appendix D for list of institutions). Most graduates began their positions either prior to graduating from the MSA program, or 1-2 months after graduation (see Table 7). The majority stayed in California (70%) though not necessarily in Southern California (see Appendix D), and many ventured outside of the state including two who went to work internationally in Japan and El Salvador (see Table 8). Housing and residential life departments were the modal site of employment (n=20), followed by student affairs roles within academic departments (n=11). The remainder of alumni acquired positions in various areas of student affairs, including offices aimed at serving specific populations of students (e.g., international, LGBT), student life (e.g., orientation, first year experience), and student administrative services (e.g., undergraduate admissions, Graduate Division; see Table 9).

Related to the fact that most alumni work in housing or residential life departments, most alumni find themselves with job titles related to live-on, residential life positions (e.g., resident director, residential life coordinator) (n=21). Across all departments (including housing and residential life) alumni also work as program coordinators (n=17), administrative staff or managers (n=8), and academic counselors and advisers (n=11). Some hold assistant or associate director level positions (n=6).

Table 7. Months After Graduation Alumni Began First Post-MSA Position

	Percent
0 (Prior to graduating from MSA)	17
1 month after	30
2 months after	24
3 months after	9
4 months after	7
5 months after	3
6 months after	1
7 months after	6
10 months after	1
13 months after	1

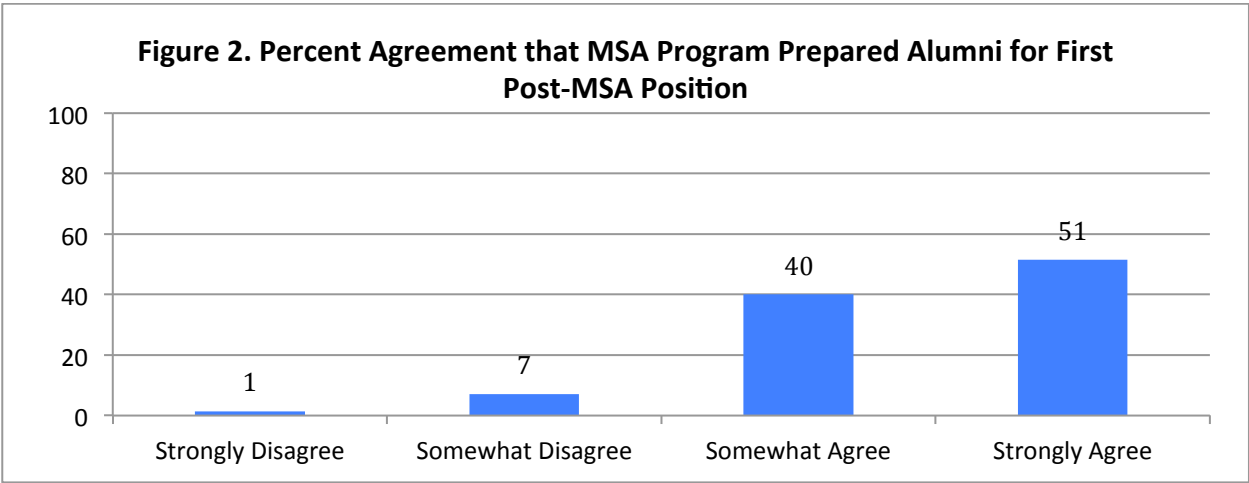
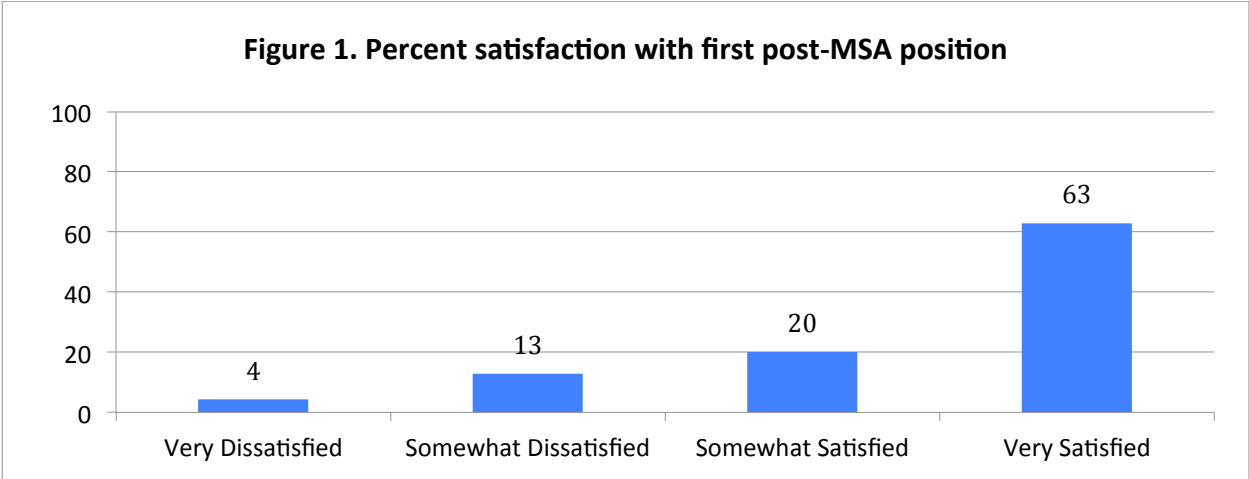
Table 8. Location (state) of first post-MSA position

	N
California	49
Massachusetts	4
Ohio	3
Georgia	2
Nevada	2
Virginia	2
Arizona	1
Connecticut	1
Illinois	1
New York	1
Pennsylvania	1
Texas	1
International	2

Table 9. Department/Unit of First Post-MSA Position

Department/Unit	N
Housing or Residential Life Programs	20
Academic Departments	11
Student Life	8
Academic Advising and Support Programs	6
Special Populations	5
Student Administrative Services	4
Athletics	3
Other	4

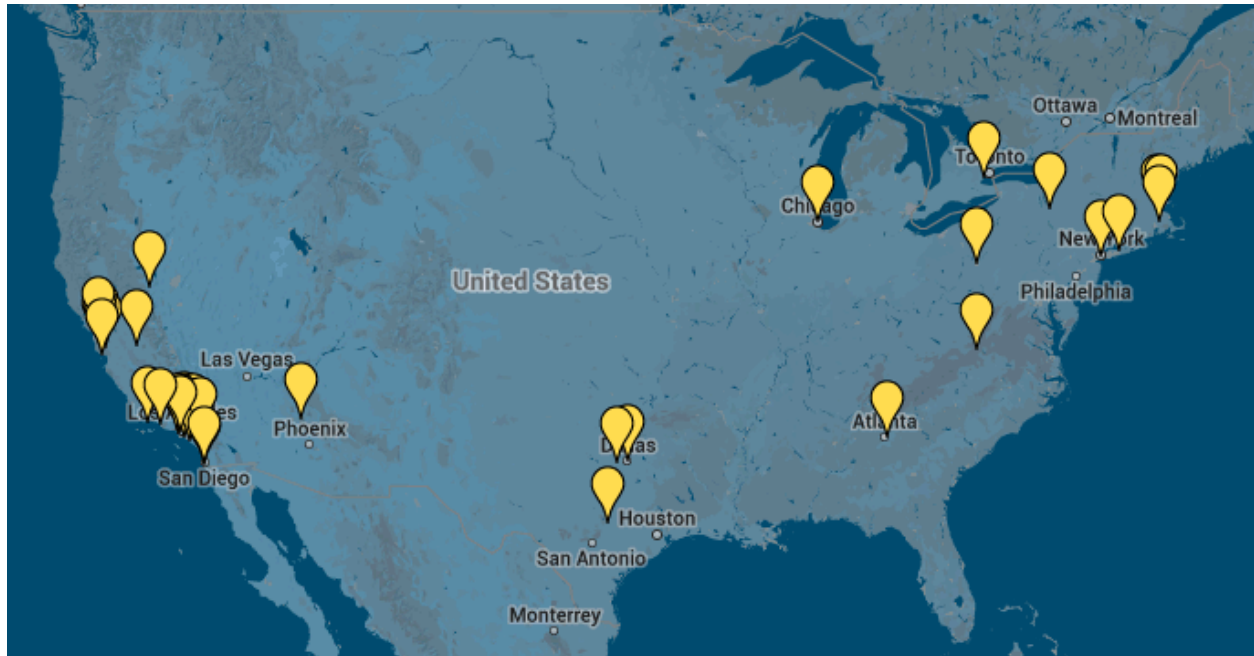
Ninety-two percent of respondents reported that their first post-MSA position was related to the field of student affairs, and most (83%) report being satisfied with that position (see Figure 1). Nearly all alumni (91%) agree that the MSA program prepared them for their first post-MSA position (see Figure 2).



Current Employment

Overall, almost 90% of MSA alumni are currently employed either part-time or full-time (including 39% who are still in their first post-MSA jobs). Most alumni who are employed part-time are also currently enrolled in a terminal degree program. Currently, the MSA program has alumni working at over 63 institutions in 10 states (see Figure 3). Alumni are mostly concentrated in California (n=45), including 15 at UCLA (see Appendix E for list of institutions and locations).

Figure 3. Locations of All MSA Alumni Current Employment



*Map does not include University of Tokyo in Tokyo Japan

Table 10. Length of time (months) in first post-MSA position

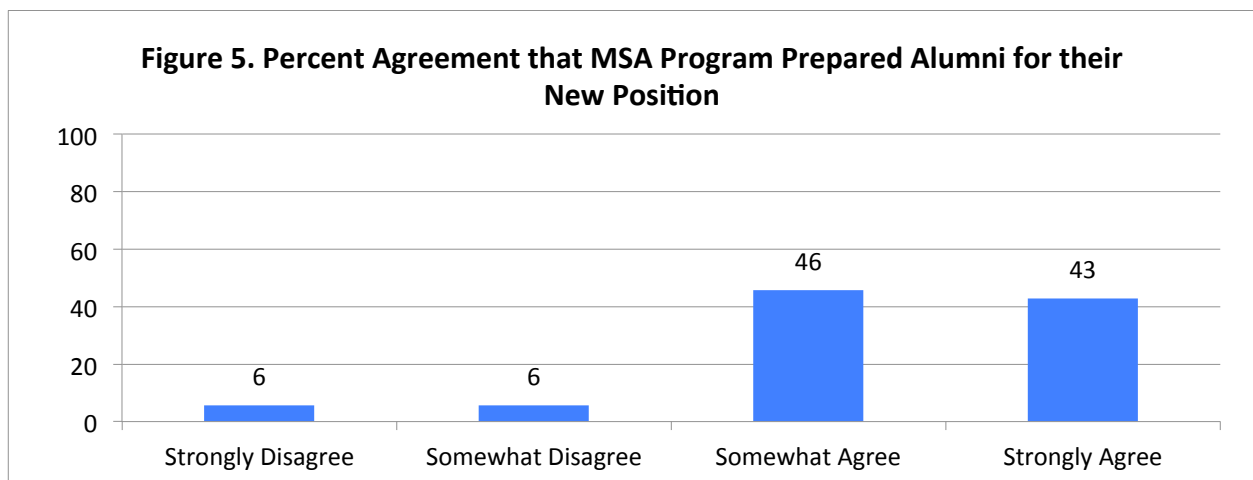
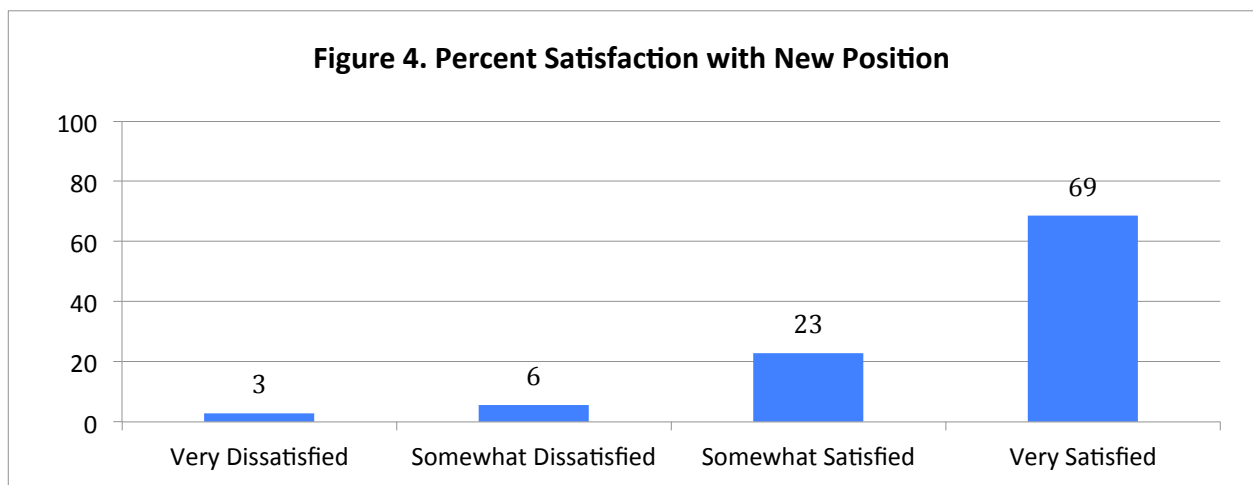
Months	Percent
0-6	13
7-12	23
13-18	13
19-24	23
25-30	5
31-36	5
37-42	10
43-48	3
49-54	5
60+	3

Of the 35 alumni who have acquired employment beyond their first post-MSA position, most move out of their first position 1-2 years after they began (see Table 10). Most are currently in academic departments and student administrative services (see Table 11). Alumni in new positions are most-commonly assistant or associate directors (n=10), program coordinators (n=7) or directors (n=4). Ninety-one percent of alumni in second (or later) jobs consider their position to be related to Student Affairs. Most of these alumni agree that the

MSA program prepared them for their current position (89%) and are satisfied with their current position (92%; see Figures 4 and 5). See Appendix F for list of institutions and locations.

Table 11. Department/Unit of New Position

Department/Unit	N
Academic Departments	7
Student Administrative Services	7
Student Life	4
Housing or Residential Life Programs	3
Academic Advising and Support Programs	3
Research Office	3
Special Populations	2
Athletics	0
Other	6



Professional Development

Education since MSA

Eleven alumni (14%) have enrolled in advanced graduate work since completing the MSA program (and all but one at California institutions). Alumni pursued additional degrees an average of two years after graduating from MSA. Most have stayed within the field of education/higher education (72%) with other areas of concentration including clinical psychology, counseling, and creative writing. Other programs include a Certificate in Spirituality and Social Change and a Doctor of Psychology Degree. Most of those who pursued additional graduate training are still enrolled in their programs (72%).

Table 12. Degree Programs of MSA Alumni

	N
Master's degree	3
Ph.D.	3
Ed.D.	3
Other	2

Post-MSA Professional Development

Many alumni reported being involved in some kind of professional development. The most common kinds of development relate to being a member of professional organizations and attending regional or national conferences. Over half of alumni reported having financial support and being given work time off in order to participate in professional development. Sixty-five percent say that their department or university sponsors professional development trainings/workshops. Few people (13%) report not having participated in any kind of professional development.

Table 13. Professional Development Activities of MSA Alumni

Professional Development Activity	Percent
Have been, or currently are, a member of a professional organization (e.g., NASPA, ACPA, NAFSA)	67
Have attended regional conferences	64
Have attended national conferences	57
Have attended webinars	56
Have volunteered at a conference or event	50
Have participated in committees including knowledge communities and commission	40
Have presented at a conference	38
Have held a leadership position	33
Have been a mentor in a professional development program (e.g., NUFP, Next Gen)	8
Have published an article, book chapter, or any other publication	3
Other (e.g. committee work, community sponsored-professional development)	8
I have not been involved in professional development.	13

Feedback from Open-Ended Responses

Program Aspects Helpful for Professional Development

The MSA alumni were asked to reflect back on their experiences and describe which aspects of the program were most helpful in their professional development. Most alumni mentioned more than one aspect. Almost every aspect of the program (i.e., courses, internship, professional conferences) was mentioned several times. The “aspects” of the program were coded and reported below.

Table 14. MSA Program Aspects most Helpful for Professional Development

Program Aspect	Frequency
Internship Experiences	30
Understanding Foundations of Higher Education and Student Affairs	27
Cohort Design	14
Conferences and Professional Organizations	13
Faculty	12
Mentorship	7
Research	6
Social Justice and Identity Development	6

Internship Experiences. The most common aspect mentioned was the internship experience (n=30). Alumni described their internships as helpful in providing opportunities for professional networking and development, mentoring, and application of course content. The internships provided space to explore career paths and to develop skills that helped alumni on the job market. One alumna stated that, “The internship experiences I had were extremely helpful in my professional development. This gave me hands on experience working directly with Student Affairs offices and with students. I was treated as a member of the staff team and was given enough responsibility to learn and grow throughout my time.” Alumni also mentioned that the internship course provided a space for sharing experiences and getting advice from classmates and instructors that could be taken back to their internships and later their professional positions.

Foundations of Higher Education and Student Affairs. Gaining an understanding of the foundations of higher education and student affairs through coursework experiences was the second-most common aspect mentioned. Alumni often added that the opportunity to apply that content to practice (either through the internship or through their current positions) was also helpful. For example, one alumna wrote, “I also really liked the balance of theory and practical knowledge in our coursework. I refer back to facts or concepts I learned in History of Higher Ed, the IGR facilitation course, Programming, Research Methods, and others on a regular basis in my professional role.” Six alumni also mentioned more specifically how courses that helped them develop better understandings of social justice and their own identities helped them in their work with students. For example, one alumna reported, “The program helped me better understand the needs of a diverse student population by teaching me about privilege and how it affects my ability to make social change.”

Cohort Model. The cohort model was also described (e.g. the size, diversity of students, relationships built) as helpful to alumni’s professional development (n=14). For example, one alumna wrote, “The small cohort and classroom size offered me the opportunity to learn a lot from others and share my ideas, have them challenged, and grow. I enjoyed that many of my cohortmates cared as much as I did about the things we were learning, we could take discussions from class and continue them elsewhere.” Another alumna stated, “Having a small

cohort...provided for interesting conversations and great friendships. I still keep in touch with my cohort friends and we support each other.”

Conferences and Professional Organizations. Thirteen alumni referenced the opportunity to attend and get involved at conferences and professional organizations as valuable to their development. One alumnus reflected, “I loved that we were supported financially to attend The Placement Exchange and NASPA. While I didn't find my first position there, it was a great experience to practice interviewing, network, and make sure my resume was in tip top shape.”

Faculty. Several (12) alumni referred to the faculty as helpful for their professional development as they provided mentorship and learning opportunities both inside and out of the classroom. Six alumni mentioned exposure to research and the ability to understand and apply research to practice as particularly helpful. One alumnus articulated these ideas well: “I believe the interactions I had with faculty best shaped my experience in the MSA. All HEOC faculty were friendly, accessible, and more than willing to help with my academic and professional goals. When I sought out support for a potential research project, I was able to talk through the project with a faculty member who also helped me through the IRB approval process. I also participated in the Intergroup Dialogue training and facilitation which helps me tremendously in my current work in multicultural affairs. Because the class was small, I was able to get to know the professor on a personal level...” Relatedly, seven alumni also noted that the mentorship relationships they gained from faculty as well as supervisors and program directors were crucial to their experiences and development.

Overall, it seems that the MSA program’s greatest contributions to alumni professional development are through opportunities to connect theory to practice and opportunities to interact and develop relationships with people who further enrich MSA students’ professional lives. Through coursework, internships, and faculty research, alumni developed greater knowledge and understandings of higher education and were able to apply their new knowledge to their work as professionals. Through opportunities to connect with classmates, colleagues, faculty, and supervisors, alumni were able to find mentorship, develop networks, and strengthen their experiences working with diverse others in the field of student affairs.

Suggested Changes to the MSA Program

Alumni were asked what changes they would make to their experience in MSA, if they were able. Most suggestions were constructive and focused on one unique aspect that could be improved. Many of the suggestions also recognized that by making these changes, they could have lost out on other benefits they achieved.

Table 15. Areas for Change in MSA Program

Area	Frequency	Suggestion
Internship	11	- Different site - More than one - More options
Coursework	10	- Require certain classes - More classes in certain areas - Flexible course options
Cohort	7	- Smaller size - Increase diversity (e.g., career interests, non-residents, work experiences) - More intellectual curiosity
Advisor/Faculty Relationship	7	- Better advisor relationship - More access to faculty
Professional Development	6	- More guest speakers - Job search resources/support - Programming experience
Applied Social Justice	5	- More experience applying social justice concepts to Student Affairs practice
Self	5	- Take more advantage of developmental opportunities in internship - Get more involved with cohort-mates
Longer Program	4	- Option for more than 1 year
Financial Support	3	- More scholarships/funding opportunities

Changes in Personal Choices. Five people reflected on changes they would have made to how they chose to navigate their own, unique experiences in MSA. For example, one alumnus wrote, “I don't think I would change much. I wish I had developed a closer relationship with more members of my cohort. I perhaps should have explored more functional areas.” With that said, most of the changes alumni envisioned were to the program itself.

Changes in Internship Experience. The most common area that alumni would have liked to change would have been their internship (n=11). This theme included alumni who wished

they had a different placement or had taken on more than one internship. One alumna stated, “I would have gone for a second internship starting winter quarter - my workload was less than in the fall and it would have been a good opportunity to gain expertise in another area of student affairs.” Others recommended including more internship options such as the Academic Advancement Program (AAP) and the Early Academic Outreach Program (EAOP).

Changes in Coursework. Ten alumni wanted to see changes related to their coursework. Of the ten, a few alumni wanted certain courses to be required (e.g., finance, policy, intergroup dialogue). This suggestion seemed to be related to the amount of benefit alumni had enjoyed as a result of taking those classes while in the program, or how much they realized they would have benefitted from having those skills, but chose not to take the related class. Also related to coursework, a few wished for additional or advanced coverage of certain topics (e.g., counseling and finance). Others wished there had been more flexibility in required courses so that they could have had a more customized experience.

Changes related to Faculty. Seven alumni would have liked more access or time with faculty. A few mentioned wanting more time or attention from their advisors in particular. Others saw the benefit of time with faculty and wished they had more structured 1:1 time to connect. For example, one alumna wanted “more opportunity to receive 1:1 mentorship with MSA Administrators.”

Changes related to MSA Cohort. Although another seven alumni said they would have made changes to certain aspects of their cohort, no clear patterns emerged within those changes. For example, one alumna wanted cohort-mates with more diverse career interests, another alumna wanted to be part of a smaller cohort, while another wished for more classmates from outside of California. Two alumni wanted more intellectually challenging interactions with their cohort-mates.

Perceived Reputation of the MSA program

Alumni were asked to report how they would describe the perceived reputation of the MSA program. Their responses indicated that the MSA program’s perception overall is very positive. Most of the positive reputation was attributed to the program’s position within HEOC and UCLA; because it is situated within an existing, strong, and well-known program, alumni

saw the MSA program as also rigorous and impressive. When alumni said the program had a less than positive reputation it was usually attributed to the one-year length of the program. Because of the length, alumni stated that others (e.g., potential employers) might question whether they have had sufficient time to try different internships and gain work experience.

Additional Feedback

When alumni were offered the opportunity to provide any remaining feedback they overwhelmingly provided messages of thanks and gratitude for their time in the MSA program. Alumni were grateful for the diversity in their cohort, the relationships they built, and their personal and professional knowledge gained. MSA alumni not only found the program enjoyable, but also valuable and relevant to their professional positions and careers.

Summary and Closing

Overall, survey responses reflect a high degree of satisfaction with the MSA program and also reveal some areas for potential program improvement. In general, MSA alumni are widely satisfied with their experiences and consider the program effective at developing its intended learning outcomes. They are especially satisfied with the expertise of the MSA and HEOC faculty as well as their interactions with MSA faculty and classmates and their sense of belonging in MSA. Most alumni agree that the MSA program prepared them for their initial and current employment and almost all agree that the MSA program prepared them to be professionally successful. MSA graduates have a very high rate of employment and, although many remain in California, quite a few have found positions in other states, thus creating a growing national network of MSA alumni.

The areas with perhaps the most potential for program improvement relate to coverage of fiscal management, connections with MSA alumni while in the program, and for some, the opportunity for more or different internship experiences. While this is the first formalized effort to capture the experiences of all six prior cohorts, ongoing informal assessment of the MSA program has also indicated these areas for improvement and as such, efforts are already underway to strengthen these areas for future cohorts. For example, related to fiscal

management, the MSA program is discussing the possibility of designing a course that covers resource (e.g., fiscal, policy) management in student affairs and how strategies may vary by institution. To improve connections with MSA alumni, the MSA program plans to bring more MSA alumni into the classroom as well as increase targeted connections between students and alumni interested in particular areas of student affairs. These efforts have already begun with the most recent cohorts (e.g., bringing alumni into MSA classes and bringing current and post cohorts together at the NASPA conference). Naturally, as the MSA alumni network continues to grow, more opportunities will exist for increased connections. And finally, to address the desire for more and different internships, the MSA program directors have been actively working to create different types of internship experiences related to individual interests (e.g., in EAOP, the Career Center, and Santa Monica College) and working with internship supervisors to ensure that existing internships support the personal and professional development of MSA students.

Appendix A. Host Programs and Departments for MSA Internships

Table A1. Host Programs and Departments for MSA Internships

Internship Location	N
Office of Residential Life	26
Vice Chancellor-Student Affairs Office	7
Bruin Resource Center	5
Office of the Dean of Students	5
Recreation	5
Student Organizations, Leadership & Engagement (SOLE, formerly known as CSP)	5
Dashew Center for International Students and Scholars	4
LGBT Campus Resource Center	4
UCLA Alumni Association	4
Graduate Student Resource Center	3
UCLA Athletics	3
Center for Community Learning	2
Educational Leadership Program	2
Ethnic and Intercultural Services at Loyola Marymount University	2
UCLA Master's in Student Affairs (MSA) Program	2
Undergraduate Admissions	2
Academics in the Commons	1
Ashe Student Health and Wellness Center	1
Career Center	1
Center for Global Education	1
Community Programs Office	1
Department of Spanish and Portuguese	1
Housing	1
UCLA International Institute	1
Moorpark College	1
New Student & Transition Programs	1
Office of the Registrar	1
Parent and Family Programs	1
Scholarship Research Center	1
School of Nursing Admissions	1
Student Affairs Information and Research Office	1
Volunteer Center	1
VIP Scholars Program (AAP)	1
Whittier College	1

Appendix B. Satisfaction with MSA Program Aspects

Table B1. Satisfaction with MSA Program Aspects

	% Very Dissatisfied	% Somewhat Dissatisfied	% Somewhat Satisfied	% Very Satisfied
Office of Student Services				
Services provided by the Office of Student Services	3	3	50	44
Faculty				
Expertise of the MSA and HEOC faculty	0	0	14	86
Quality of interactions with the MSA faculty	6	20	20	75
Quality of interactions with other HEOC faculty	4	15	45	38
Mentoring/support from MSA faculty about your career path	8	15	24	52
Classes				
Quality of classroom discussions	0	3	37	61
Range of classes offered in MSA and beyond	3	6	47	45
Classmates				
Quality of interactions with the MSA students	0	7	25	68
Mentoring/support from MSA students about your career path	4	14	43	39
Quality of interactions with other HEOC students	0	17	34	46
Internships				
Quality of interactions with internship supervisor	4	7	24	65
Opportunities to develop through your internship	6	11	24	59
Mentoring/support from your internship supervisor	6	17	17	61
Student Affairs Networking				
Quality of interactions with student affairs colleagues across campus	1	17	44	38
Opportunities to connect with MSA alumni	11	34	36	19
Sense of Belonging				
Sense of belonging within your MSA cohort	3	4	24	69
Sense of belonging at UCLA	3	8	41	48
Sense of belonging in HEOC	8	21	41	30

Appendix C. MSA Program Learning Outcomes

Table C1. Percent Rating MSA Program Effectiveness at Developing Learning Outcomes

	% Not Effective	% Somewhat Effective	% Effective	% Highly Effective
Ability to recognize social inequalities	3	3	26	69
Ability to foster an understanding of and respect for diversity among college students	1	4	22	72
Ability to engage others (e.g. students, faculty, colleagues) in social change	6	24	33	37
Ability to embrace conflict as an opportunity to help resolve institutional and social problems	4	27	34	34
Ability to work with diverse people/populations	3	6	26	66
Ability to take into account different perspectives before making decisions	1	3	30	66
Understanding of the history of higher education and student affairs	0	3	25	72
Understanding of student affairs ethical standards	1	18	31	49
Ability to apply student affairs theory to practice	0	17	37	46
Ability to understand the intersection of multiple identities and apply this understanding to practice	1	4	21	73
Ability to assess learning and developmental needs of students	1	15	46	37
Ability to understand how student development theories apply to diverse student populations	1	1	34	63
Understanding how student characteristics can influence college experiences and outcomes	1	3	26	70
Ability to effectively advocate for students	1	15	39	44
Skills in interpersonal and intergroup dialogue	3	24	25	48
Skills in resolving student crises and conflicts	11	24	44	21
Ability to conduct assessment and program evaluation	10	23	38	30
Ability to use assessment, evaluation, and research data to inform practice	6	23	39	32
Ability to collaborate with colleagues within and across departments	3	17	36	44
Skills in fiscal management	45	41	10	4

Appendix D. Locations of Alumni First Post-MSA Position

Table D1. Locations of First Post-MSA Position for MSA Alumni

Institution or Organization	Location	N
Alvernia University	Reading, PA	1
Boston College	Boston, MA	1
California State Assembly	Inglewood, CA	1
California Institute of Technology	Pasadena, CA	1
California Polytechnic State University, Pomona	Pomona, CA	2
Campus Crusade for Christ	San Salvador, El Salvador	1
Chapman University	Orange, CA	1
Columbia University	New York City, NY	1
CSU Channel Islands	Camarillo, CA	1
CSU San Jose (San Jose State University)	San Jose, CA	1
CSU East Bay	Hayward, CA	2
CSU Fullerton	Fullerton, CA	1
CSU Long Beach	Long Beach, CA	1
CSU Northridge	Northridge, CA	1
Explo at Yale	New Haven, CT	1
HopeLab Foundation	Redwood City, CA	1
Loyola Marymount University	Los Angeles, CA	1
Loyola University Chicago	Chicago, IL	1
Match Education	Boston, MA	1
Miami University	Oxford, OH	1
Moorpark College	Moorpark, CA	1
Northeastern University	Boston, MA	1
Oberlin College	Oberlin, OH	1
Ohio State University	Columbus, OH	1
Emory University	Atlanta, GA	2
Prescott College	Prescott, AZ	1
Randolph College	Lynchburg, VA	1
Texas Christian University	Fort Worth, TX	1
The University of Tokyo	Tokyo, Japan	1
UC Berkeley	Berkeley, CA	2
UC Irvine	Irvine, CA	2
UC Merced	Merced, CA	1
UC Riverside	Riverside, CA	1
UC Santa Barbara	Santa Barbara, CA	1
UC Santa Cruz	Santa Cruz, CA	1
UCLA	Los Angeles, CA	22
University of Nevada, Reno	Reno, NV	2
University of Southern California	Los Angeles, CA	4
Virginia Western Community College	Roanoke, VA	1
Wheaton College	Norton, MA	1

Appendix E. Locations of All MSA Alumni Current Employment

Table E1. Locations of MSA Alumni Current Employment

Institution	Location	N
Brandeis University	Waltham, MA	1
California Institute of Technology	Pasadena, CA	1
California Polytechnic State University, Pomona	Pomona, CA	2
Campus Crusade for Christ	San Diego, CA	1
Chapman University	Orange, CA	1
Cornell University	Ithaca, NY	1
CSU East Bay	Hayward, CA	2
CSU Long Beach	Long Beach, CA	1
Education Management Corp. (EDMC)	Pittsburgh, PA	1
Harvey Mudd College	Claremont, CA	1
HopeLab Foundation	Redwood City, CA	1
Los Angeles Unified School District	Los Angeles, CA	1
Loyola Marymount University	Los Angeles, CA	1
Loyola University Chicago	Chicago, IL	1
Match Education	Boston, MA	1
New York University	New York City, NY	1
Emory University	Atlanta, GA	1
Prescott College	Prescott, AZ	1
San Jose State University	San Jose, CA	1
Southern Methodist University	Dallas, TX	1
Stanford University	Palo Alto, CA	1
Stony Brook University	Stony Brook, NY	1
Texas Christian University	Fort Worth, TX	1
The University of Tokyo	Tokyo, Japan	1
UC Berkeley	Berkeley, CA	3
UC Irvine	Irvine, CA	2
UC Merced	Merced, CA	1
UC Riverside	Riverside, CA	2
UC Santa Barbara	Santa Barbara, CA	1
UC Santa Cruz	Santa Cruz, CA	1
UCLA	Los Angeles, CA	15
University of Nevada, Reno	Reno, NV	2
University of San Diego	San Diego, CA	1
University of Southern California	Los Angeles, CA	4
University of Texas at Austin	Austin, TX	1
University of Toronto Mississauga	Mississauga, Ontario, Canada	1
Ventura College	Ventura, CA	1
Virginia Western Community College	Roanoke, VA	1
Wheaton College, MA	Norton, MA	1

Appendix F. Locations of MSA Alumni Positions Beyond First Post-MSA

Table F1. Locations of MSA Alumni in Positions Beyond First Post-MSA

Institution	Location	N
Brandeis University	Waltham, MA	1
Campus Crusade for Christ	San Diego, CA	1
Chapman University	Orange, CA	1
Cornell University	Ithaca, NY	1
Education Management Corp. (EDMC)	Pittsburgh, PA	1
Harvey Mudd College	Claremont, CA	1
HopeLab Foundation	Redwood City, CA	1
Los Angeles Unified School District	Los Angeles, CA	1
Loyola University Chicago	Chicago, IL	1
Match Education	Boston, MA	1
New York University	New York City, NY	1
San Jose State University	San Jose, CA	1
Southern Methodist University	Dallas, TX	1
Stanford University	Palo Alto, CA	1
Stony Brook University	Stony Brook, NY	1
UC Berkeley	Berkeley, CA	1
UC Irvine	Irvine, CA	1
UC Merced	Merced, CA	1
UC Riverside	Riverside, CA	1
UC Santa Barbara	Santa Barbara, CA	1
UCLA	Los Angeles, CA	8
University of Nevada, Reno	Reno, NV	1
University of San Diego	San Diego, CA	1
University of Southern California	Los Angeles, CA	2
University of Texas at Austin	Austin, TX	1
University of Toronto, Mississauga	Mississauga, Ontario, Canada	1
Ventura College	Ventura, CA	1