

How ARP 755 Has Impacted My Understanding of Policy in Higher Education

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One assignment that was processed through for this class was for us to research and find a policy that we wanted to track and learn more about. This took me a lot of time to think through and find the right policy to follow. We were asked to find a policy that resonates with us and that is connected to higher education. Through my research, there not many bills introduced or processing in California or Federally at the time, so I looked in Washington State. Since I'm from Washington, it makes sense to see what they are doing, then find a way to introduce that into California or Federally. This process to find a bill and learn about all the bills happening was intense but gave me great insight into politics and the policy process.

Reflecting back on this assignment, and the information we learned through this course, I happened to not only find a policy that has potentially great implications for college students but was also processed through rather quickly. The language shared in this bill was specific to the topic, yet vague on requirements. As we learned in our class, policy language is specifically vague, as to appeal to more policy makers, and not appear to be directed at helping specific groups of people. We continued to learn that with the vagueness of these bills being introduced and passed, requires more work on the policy implementors in their work and how the policies apply to the areas in which they were designed for, or not designed for.

Reflecting back on my time through this course, and all that I have learned and experienced, I can pinpoint that this specific artifact helped me understand where policies come from, how they are introduced, processed, and implemented, and be able to apply that knowledge towards helping students and my practice (PLO 1, PLO 4, PLO 6, PLO 7, and PLO 8). Specifically, in this policy memo, I was able to become aware of student success and equity issues as it applies to policy (PLO 4). The more I learn about what policies are being discussed,

and how college students engage with the world around them, I am able to better advocate for specific policies or policy changes, or actively introduce new policies to help students. Through this class, and specifically with this assignment, I was better able to use the literature provided and found and be able to research and apply my own experiences as it corresponds to policy and policy making (PLO 6). Out of all the PLO's that I listed above, I feel that PLO 4 and PLO 6 were the most applicable to the work that was discussed in this class, and specifically this artifact I shared.

Through the processing of this artifact, and the learning I engaged with during ARP 755, I was able to work on some goals I set for myself as I entered this graduate program. One personal goal I set for myself that was applicable to this artifact is "to use consistent reflections to get a better understanding of who I am as a student affairs professional in fine-tuning my leadership strengths and weaknesses through this program." This goal was completed by reflecting on my experiences and understanding of what applies to the lives of college students. Another personal goal I had set for myself was "to complete PELSA Program Learning Outcome 6 before the completion of this program; which states that I 'utilize scholarly literature on student success to inform practices that advance access and equity in postsecondary institutions' (PLO 6)." Examining the assigned readings that Dr. Felix provided for us each week through this course, and engaging in the discussion leader aspects, helped me align more with how I engage in policy work with the students I serve.

References

Master's of Arts in Postsecondary Educational Leadership with a Specialization in Student Affairs. (2014). Retrieved May 5, 2021, from https://interwork.sdsu.edu/main/ma_student_affairs