

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and Program Name: M.S. in College Student Affairs

Submitted By: Dr. Richard Roberts, Chair

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How are results shared?
<p>1. The Department of Counseling and Student Development (CSD) seeks to admit students who demonstrate a combined competency in academic and professional performance as well as strong verbal and written communication skills.</p>	<p><u>How:</u> Admission requirements and interview.</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> 2003-2004 – April 7, 2003 2004-2005 – April 5, 2004 2005-2006 – March, 2005</p>	<p>1. The candidate will demonstrate strong academic and professional competency through submission of application, GRE or MAT test scores, GPA, and two departmental recommendation forms.</p> <p>2. The candidate will demonstrate strong verbal and written communication skills through a group interview process.</p> <p>3. The combined score (# 1 and 2 above) should exceed 160 on the application rating scale.</p>	<p>*College Student Affairs</p> <p><u>2003-2004:</u> <u>19</u> met expectations <u>0</u> did not meet expectations</p> <p><u>2004-2005:</u> <u>20</u> met expectations <u>16</u> did not meet expectations</p> <p><u>2005-2006:</u> <u>16</u> met expectations <u>24</u> did not meet expectations</p>	<p>The CSD faculty will use the application rating scale to compute an overall composite score. Each student will be tracked to compare admission score to performance in the program.</p>

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<p>2.The CSD student will demonstrate appropriate professional disposition keeping with the ethical code of the American College Personnel Association (ACPA) and professional standards of practice.</p>	<p><u>How:</u> Student Review Conference:</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> Fall 2002: November 3, 2002 Spring 2003: March 21, 2003 Fall 2003: November 7, 2003 Spring 2004: March 11, 2004 Fall 2004: November 3, 2004 Spring 2005: March 10, 2005</p>	<p>The student will meet good standing requirements as set by the Graduate School, the CSD Department, the ACPA code of ethics and the current professional standards of practice.</p>	<p><u>College Student Affairs</u></p> <p><u>Fall 2002</u> <u>30</u> Good Standing <u> 1</u> Warning <u> 0</u> Retention Process</p> <p><u>Spring 2003</u> <u>36</u> Good Standing <u> 0</u> Warning <u> 0</u> Retention Process</p> <p><u>Fall 2003</u> <u>31</u> Good Standing <u> 1</u> Warning <u> 0</u> Retention Process</p> <p><u>Spring 2004</u> <u>31</u> Good Standing <u> 1</u> Warning <u> 0</u> Retention Process</p> <p><u>Fall 2004</u> <u>35</u> Good Standing <u> 0</u> Warning <u> 0</u> Retention Process</p> <p><u>Spring 2005</u> <u>36</u> Good Standing <u> 0</u> Warning <u> 0</u> Retention Process</p>	<p>To identify those students whose disposition hinders academic success and impedes their ability to provide professional services.</p> <p>To determine whether students are in “Good Standing” with the Department, and if not, lead them through the retention process.</p>

What are the learning objectives?	How, where and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How are results shared?
<p>3. The CSD student will synthesize information from coursework and scholarly research from their College Student Affairs program.</p>	<p><u>How:</u> Master's Written Comprehensive Examination</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> 2002-2003 (July 2002, November 2002, and April 2003), 2003-2004 (July 2003, November 2003, and April 2004), 2004-2005 (November 2004, April 2005)</p>	<p>A consensus of the Department of Counseling and Student Development's faculty that the graduate student successfully completed the written comprehensive examination.</p> <p>A total score of 14 or less on the written comprehensive examination.</p>	<p><u>College Student Affairs</u></p> <p>2002-2003: <u> 6</u> Passed <u> 0</u> Failed</p> <p>2003-2004: <u> 9</u> Passed <u> 0</u> Failed</p> <p>2004-2005: <u> 13</u> Passed <u> 0</u> Failed</p>	<p>To determine if graduate students are eligible for graduation and prepared for professional practice.</p> <p>To evaluate graduate students' knowledge in their major.</p> <p>To serve as a source of feedback to faculty members regarding the effectiveness of the program.</p>
<p>4. The Department of Counseling and Student Development's alumni in College Student Affairs will evaluate the Department's "Academic Advising" and "Professional Preparation" while attending the program.</p>	<p><u>How:</u> Follow-Up Study of Graduates (Conducted every two years)</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> Fall 1999-Summer 2001</p>	<p>College Student Affairs alumni will evaluate "Academic Advising" and "Professional Preparation" based on the following criteria: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied.</p> <p>70% or above of the alumni will indicate Very Satisfied or Satisfied for both "Academic Advising" and "Professional Preparation."</p>	<p>1999-2001:</p> <p>Academic Advising: <u> 1 (20%)</u> Very Satisfied <u> 3 (60%)</u> Satisfied <u> 1 (20%)</u> Dissatisfied <u> 0 (0%)</u> Very Dissatisfied</p> <p>Professional Preparation: <u> 1 (25%)</u> Very Satisfied <u> 2 (50%)</u> Satisfied <u> 1 (25%)</u> Dissatisfied <u> 0 (0%)</u> Very Dissatisfied</p>	<p>To serve as a source of feedback to faculty members regarding academic advisement.</p> <p>To serve as a source of feedback to faculty members regarding the effectiveness of the program.</p> <p>The results of the survey will be reviewed at the annual faculty retreat.</p>

What are the learning objectives?	How, where and when are they assessed?	What are the expectations?	What are the results?	Committee/person responsible? How are results shared?
<p>5. Employers will evaluate the degree to which the CSD College Student Affairs graduates demonstrated “Educational Training/Knowledge” and “Professional Demeanor” when employed with their organization and found their skills valuable to their organization.</p>	<p><u>How:</u> Follow-up Study of Employers (Conducted every two years)</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> Fall 1997-Summer 1999 Fall 1999-Summer 2001</p>	<p>Employers of College Student Affairs alumni will evaluate “Educational Training/Knowledge” and “Professional Demeanor” based on the following criteria: Very low degree, Low Degree, Neutral, High Degree, Very High Degree, Do not require these skills, and Unable to make an assessment.</p> <p>70% or above of the alumni will indicate Very High Degree or High Degree for both “Educational Training/Knowledge” and “Professional Demeanor.”</p>	<p>1999-2001:</p> <p>Educational Training/ Knowledge: <u>0 (0%)</u> Very High Degree <u>3 (100%)</u> High Degree <u>0 (0%)</u> Neutral <u>0 (0%)</u> Low Degree <u>0 (0%)</u> Very Low Degree <u>0 (0%)</u> Skill Not Required <u>0 (0%)</u> Unable to Assess</p> <p>Professional Demeanor: <u>2 (67%)</u> Very High Degree <u>1 (44%)</u> High Degree <u>0 (0%)</u> Neutral <u>0 (0%)</u> Low Degree <u>0 (0%)</u> Very Low Degree <u>0 (0%)</u> Skill Not Required <u>0 (0%)</u> Unable to Assess</p>	<p>The results of the survey will be reviewed at annual faculty retreat.</p> <p>To serve as a source of feedback to the Department of Counseling and Student Development regarding the effectiveness of the program.</p>

PART TWO: Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Results of student exit surveys and graduate follow-up students will be incorporated into the assessment plan.

PART THREE: Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

What are the learning objectives?	How, where and when are they assessed? Committee/person responsible?	What are the expectations?	What are the results?	How will the results be used? Committee/person responsible?
<p>1. The Department of Counseling and Student Development will conduct an exit interview survey, consisting of 11 program objectives, with students during their last semester. This survey will provide useful data for evaluating the College Student Affairs program.</p>	<p><u>How:</u> Exit interview survey administered to all last semester students.</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> The end of each semester.</p>	<p>70% or above of the students will indicate Well Prepared or Adequately Prepared for Section I: "Perceptions of Preparation Program Quality" and Section II: "Global Quality Assessment."</p>	<p>Program objectives 3, 5, 6,7,9, and 10 were met with a score of 80% or above.</p> <p>Program objectives 1, 2, 4, 7, and 8 were not met.</p> <p>There is no data at this time to evaluation Program objective 11.</p>	<p>The results of the survey will be reviewed at the annual faculty retreat.</p> <p>To serve as a source of feedback to the Department of Counseling and Student Development regarding the effectiveness of the program.</p>