

Request for Review as a First Choice Graduate Program

Master of Science in
College Student Affairs

Department of Counseling and Student Development
Eastern Illinois University



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Request for Review as a First Choice Graduate Program

Becoming a first choice program requires dedicated faculty who are committed to guiding it toward excellence. Following is a list of faculty currently teaching in the College Student Affairs program and who contributed to this report:

Department: Counseling and Student Development
Program: Master of Science in College Student Affairs

Richard Roberts, Ph.D.	Program Chair and Review Author
Charles Eberly, Ph.D.	Program Coordinator and Team Member
James Wallace, Ph.D.	Graduate Faculty and Team Member
Daniel Nadler, Ph.D.	Graduate Faculty and Team Member
Barbara Powell, Ph.D.	Graduate Faculty and Team Member
Louis Hencken, M.S.Ed.	Graduate Faculty and Team Member
Angela Yoder, Ph.D.	Graduate Faculty and Team Member

Introduction to the Master's Program in College Student Affairs

Program Mission Statement:

The mission of the M. S. in College Student Affairs is to provide a dynamic curriculum for students interested in leadership careers in the field of student affairs in higher education. The program provides a strong foundation for knowledge and skills development needed for effective administration, efficient use of technology, and humanistic support of undergraduate and graduate education. Upon completion of the program, students will be prepared for entry and mid-level student affairs positions in post-secondary public and private education as well as state and federal agencies. Students are encouraged to pursue additional studies in doctoral (e.g., Ph.D., Ed.D., J.D.) and other terminal degree programs.

Program Requirements:

The College Student Affairs program utilizes the Council for the Advancement in Standards in Higher Education (CAS) to guide its curriculum. The following courses are required for all candidates in the program and based on the most recent CAS standards.

Course Number	Course Title	Course Credits
CSD 5490	Special Topics in Higher Education Administration	3 sh
CSD 5500	Research Methods	3 sh
CSD 5710	Leadership and Administration in Higher Education	3 sh
CSD 5715	Individual and Group Intervention in Student Affairs	3 sh
CSD 5720	Student Development Theory	3 sh
CSD 5735	Multicultural Competence in Student Affairs	3 sh
CSD 5740	Consultation Skills and Organizational Development	3 sh
CSD 5750	Governance and Finance in Higher Education	3 sh
CSD 5760	Legal Issues in Student Affairs	3 sh
CSD 5880	Internship in Student Affairs	6 sh
CSD 5950	Thesis	6 sh
EDF 5730	History and Philosophy of Higher Education	3 sh
ELECTIVES	Historically Black Colleges & Universities Tour, College Teaching, The Community College, The American College Fraternity, Career Counseling and Human Development	6 sh

Admission Requirements:

Admission into the CSA program is highly competitive. To be eligible for degree candidacy, successful applicants must meet all of the requirements for admission to the Graduate School. In addition, successful applicants must:

- ◆ complete and submit the departmental admission application;
- ◆ submit two departmental recommendation forms from individuals familiar with the applicant's academic or work performance;
- ◆ attend a pre-admission orientation and interview;
- ◆ obtain a graduate assistant appointment*; and
- ◆ additionally, the successful applicant must demonstrate strong study skills, experience working with groups, evidence of leadership abilities, and commitment and desire to have a career as a student affairs professional.

*All students admitted to the CSA degree program are required to have either a graduate assistantship or submit evidence of full-time employment *as a student affairs professional in an institution of higher education or closely related educational organization.*

Program Review

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.

Enrollment Management

The CSA enrollment management plan is intentional, strategic and involves many hours of coordinated effort resulting in a cohort of committed CSA students.

Recruitment Plan:

The program's Recruitment Plan includes three phases. These include standard electronic and print recruitment, a correspondence cycle, and special recruitment events.

Phase 1: Electronic and Print Recruitment

- ◆ *Web Site:* The Graduate Coordinator maintains a comprehensive web site that provides an overview of the mission of the program, access to applications and assistantship information, a list of faculty, and a summary of student and faculty research. The web site is available at <http://www.eiu.edu/~csd>.
- ◆ *Print Materials:* The chair maintains standard recruitment brochures that are provided in all communications. Letters are also sent out to Historically Black Colleges and Universities (HBCU) by Dr. James Wallace. A copy of the two types of brochures and HBCU letter is provided as Attachment A. Lastly, we are developing a recruiting letter that President Emeritus Lou Hencken will send to CSA alumni.
- ◆ *Advertisements:* The department currently advertises at the following:
 - A. *Regional Recruitment Fairs:* The graduate school regularly attends area recruitment fairs and has print and digital material available for interested students.
 - B. *National Association of Student Personnel Administrators ([NASPA](http://www.naspa.org)) website* ([naspa.org](http://www.naspa.org)). NASPA's Executive Director, Gwendolyn Dungey, is a 1963 M.S. Ed. graduate of Eastern Illinois University. The association has 11,000 members and is the largest of one of two general purpose student affairs professional associations.
 - C. *American College Personnel Association ([ACPA](http://www.acpa.org)) website.* The association maintains a website where students can obtain information on Master's degrees in

College Student Affairs. ACPA is the second of two general purpose student affairs professional organizations.

- D. *Oshkosh Placement [Exchange](http://theope.org)* (theope.org). The Oshkosh Placement Exchange 29th annual meeting will be held on the first weekend of March 2008. The OPE is the principal site where university housing operations meet to interview prospective graduate students from all over the United States and other countries, for the purpose of hiring graduate students and full-time personnel for university housing operations.
- E. *Southern Placement [Exchange](http://southernplacement.com)* (southernplacement.com). The Southern Placement Exchange, Memphis, Tennessee, is modeled after the Oshkosh Placement Exchange, and EIU has participated in SPE for the past two years. Specifically, the objective is to recruit graduate students to work in university housing from the southeastern states, particularly from Historically Black Colleges and Universities.
- F. *Direct Mailing*: The department regularly mails print materials to various graduate programs and CSA alumni.
- G. *csd@eiu.edu*: The department invites inquiries concerning the program through our csd@eiu.edu email account. This account is checked regularly and program information is sent to prospective students via email.

Phase 2: Correspondence Cycle

The program coordinator establishes an initial contact via email typically followed by three formalized letters. The initial contact includes a personalized email to the applicant from the departmental coordinator within 24 hours. Second, a formalized letter is sent from the program coordinator acknowledging the initial contact and informing the applicant about College Student Affairs (CSA) Days (see Phase 3 below for a description of this event). As CSA Days approaches, a second follow-up letter is sent to the individual with details of the event which includes an on-campus visit and interviews for GA positions. Lastly, once the event is over, we send a final letter indicating the applicant's admission status for the program. As an adjunct to this procedure, we also coordinate with the Department of Housing and Dining Services and attend the Oshkosh and Southern Placement Exchanges to recruit prospective students specifically for housing GA positions. These individuals are interviewed at the exchanges and then sent the final letter in the correspondence cycle indicating their admission status for the program. A copy of the communication letters/emails is provided as Attachment B.

Phase 3: Special Events

- A. *CSA Days*: During CSA Days, the program coordinates with Student Affairs departments to host a recruitment and graduate assistant interview event. Applicants are invited on campus for a three day event where they interview for the program, meet current students in the program, and interview for GA positions.

- B. *EIU Graduate Information Day*: The program sponsors a display table where students can inquire about the program. Applications and brochures are available for interested students in printed and electronic format.
- C. *Oshkosh Placement Exchange*: (See previous description on page 7)
- D. *Southern Placement Exchange*: (See previous description on page 7)
- E. *ACUHO-I. Association of College and University Housing Officers – International*: <http://acuho-i.org/AboutUs/BoardLeadership/tabid/74/Default.aspx> ACUHO-I is the principal professional association for university housing officers. A graduate of Eastern Illinois University, Patrick Bradley, MBA, is a past-president. The current treasurer, Nick Nicklaus, is a graduate of the EIU CSA program, and his son, Mark Nicklaus, is a current graduate student in the EIU CSA program. The Secretary, Patricia Martinez, is also a graduate of the EIU CSA program.
- F. *GLACUHO. Great Lakes Association of College and University Housing Officers*: <http://www3.acuho-i.org/GLACUHO/> GLACUHO is a regional division of ACUHO-I. The president-elect is Jody Stone, a graduate of the EIU CSA program. <http://www3.acuho-i.org/GLACUHO/BOD/preselect.htm>
- F. *NODA. National Orientation Directors Association*: <http://www.nodaweb.org/leadership.htm> NODA is the professional association for college and university directors of new student orientation. Sara Glascock, a 2005 graduate of the EIU CSA program, is chairperson of the NODA Small College Network.
- G. *NACA. National Association for Campus Activities*: <http://www.naca.org/NACA/>: NACA is the principal professional association for directors of campus activities and student life programs. CSA students and faculty presented papers and/or facilitated workshops in the NACA Mid-West Regional Program Fair in October, 2007. <http://www.naca.org/NACA/Schools/GraduateProgramFair.htm>
- H. *Student Affairs 101 Drive in Conference*: Student Affairs 101 is a cooperative arrangement with the Illinois College Personnel Association, a division of ACPA, College Student Educators International, to hold an annual graduate student recruitment fair at Eastern Illinois University on alternating years with the college student affairs program at Indiana State University-Terre Haute. Each year approximately 150 prospective graduate students attend the program representing institutions within a 200-mile radius of Charleston, Illinois. The fall 2007 program was held on the EIU campus on November 2.
- I. *Historically Black College and Universities (HBCU) Tour*: Most higher education administration or college student affairs master's degree programs require a course in the history of American Higher Education. While valiant efforts are made to include

educational institutions that function outside the mainstream in classroom discussions, the history of higher education is often bereft of any inclusion of the national's historically black institutions. The EIU HBCU tour provides students with an overview of the nature of these institutions through on site examinations of their unique missions, physical plans and social, cultural, political and academic environments. On each campus, students have an opportunity to experience these campuses firsthand through tours, and opportunities to dialogue with Student Affairs administrators, college faculty members, student leaders, and many other members of each campus community. The tour also serves as an important recruitment vehicle in two ways: 1) by directly appealing to schools that are visited and 2) by mentioning the HBCU tour to all recruits demonstrating our commitment to diversity.

Selection Criteria:

The program examines the following application criteria to make its admission decisions:

- ◆ Undergraduate GPA
- ◆ Two letters of recommendation
- ◆ Experience
- ◆ Essay (writing sample)
- ◆ GA position or full-time position in a student affairs area
- ◆ Interview by at least two faculty members from the admission committee.

Graduate Admission Committee: Dr. Eberly, Dr. Wallace, Mr. Hencken and Dr. Roberts

Candidate Rankings: During the admission review period that begins January 1 and continues until April 1, the committee members review the six admission criteria and hold discussions in order to apply a numerical ranking for each criteria that include weighted scores ranging from as low as 0 to as high as 35 points. The total points cannot exceed 100. After the candidates are ranked in each area, the admission committee selects those candidates with the highest ranking for admission. Admissions offer letters are made to the most outstanding candidates (typically around 15 – 20 candidates).

Acceptance Rate:

As the table below verifies, the program has steadily improved its application rates during the past three years, moving from 42 applications in 2005 to 83 in 2007, which exceeded its goal of 50 applications annually. In addition, the program has become more selective, by admitting on average 18 of the applicants over the last three years. The most exciting gains have been in the program's ability to achieve an average acceptance rate of 86% since 2005, an average domestic and international diversity of 25%. We believe that our focused recruitment efforts and collaborate activities have been instrumental in the achievement of these goals.

**Three Year Application, Admission, Acceptance,
Enrollment, Diversity and Degree Completions Rates**

	CSA		
Year	2005	2006	2007
Applications	42	49	83
Admission Offers	16	24	23
Acceptance Rate	14 (88%)	23 (96%)	17 (74%)
Total Enrollment	14	20	15
Domestic Diversity	3 (20%)	8 (40%)	2 (14%)
International Diversity		2(10%)	
Degrees Completed	17	11	6(INC)

Faculty to Student Ratios:

Because of strategic admission management, the department maintains one of the lowest faculty to student ratios in the country.

EIU Student Ratio

2007	2006	2005
11.0	11.5	16.5

A survey of CSA programs reveals that EIU has one of the lowest faculty to student ratio among similar departments at the following universities: Arkansas Tech, Bowling Green, Canisius College, Central Connecticut, Clemson, Illinois State, Indiana University of PA, Mankato State, Mississippi State, Northeastern, Oregon State, Seattle University, Shippensburg State, University of Rochester, and the University of Utah.

1:11	1:17	1:20	1:35	1:45
1:13 (CSD)	1:18	1:21	1:36	
1:16	1:19	1:28	1:41	

Assistantship/Scholarship Management

Management of our scholarships/awards and assistantships serve to enhance our recruitment efforts and allow us to be highly selective in choosing our entering cohort of students. As mentioned on page 5 of this document, our admission process requires entering students to obtain an assistantship before being fully admitted to the program. Graduate Assistantships play a vital role in our educational philosophy and provide the students with real time application to classroom content as well as enhances classroom discussion. Most importantly, it allows the students to gain valuable higher education experience that increases their chances of job offers upon graduation.

Annual Awards:

The department has four awards that enhance the program:

- ◆ ***Errett Warner and Stanley G. Rives Higher Education Presidential Award:***
Established by Errett Warner of Lawrenceville, Illinois, this award is presented annually to a graduate student in higher education who demonstrates outstanding scholastic achievement (minimum of 3.5/4.0) and outstanding character. The winners of this award over the last three years are:

Year	Student	Amount Awarded	Current Position
2007	Jennifer Copes	\$1,473.84	Assistant Director of Residential Life (Loyola University of New Orleans)
2007	Catherine Passananti	\$1,473.84	Resident Director – (SIU – E)
2006	Colleen Coffey	\$982.23	Program Coordinator, Women with Purpose Program (Leadership Institute)
2006	Bettina Becker	\$982.23	ACF, Educational Foundations (EIU)
2006	Jahquan Hawkins	\$982.23	Academic Service Officer (Wayne State University)
2005	James Contratto	\$588.00	Assistant Dir. of Univ. Center Programs (Western Carolina Univ.)
2005	Karissa Patefield	\$588.00	RH Director (Plymouth State Univ.)
2005	Nancy Crone	\$588.00	Academic Advisor (EIU)

- ◆ ***Outstanding Graduate Student:*** This award is given to an outstanding graduate student in College Student Affairs. The winners for the past three years are:

Year	Student	Current Position
2007	Brian Clarke	Director of Greek Life (University of California - Irvine)
2006	Kevin Vicker	International Program Advisor (University of Nevada – Las Vegas)
2005	Nancy Crone	Academic Advisor, Kinesiology and Sports Studies (EIU)

- ◆ ***Outstanding International Graduate Student:*** This award is given to an outstanding graduate student in College Student Affairs who have distinguished themselves in an area of leadership, service, and/or scholarship.

Year	Student
2007	Shilpa Maheshwari

- ◆ ***Lella Cox Schaaf Award:*** This award was established in 2007 to recognize a graduate student in College Student Affairs that demonstrated a commitment to community service.

Year	Student	Amount Awarded
2007	Yi Lin	\$640.00

Competitive Awards:

The program has an established record of success with external support:

- ◆ ***External Graduate Assistantships:*** Several GA positions have been established with Lake Land College. These GAs give students experience at the college and funding to pursue their MS. The Graduate School provides the supporting tuition waiver.
- ◆ ***Alumni Awards:*** David Schaaf established the Lella Cox Schaaf scholarship in honor of recently deceased alumnus Lella Cox Schaaf.
- ◆ ***Presidential Assistantships:*** This assistantship has been awarded to the department for the last five years. This GA is designed exclusively to help with teaching a course at the undergraduate level.
- ◆ ***COSPA:*** Raised funds to support travel. Funds are awarded to those students who present research or facilitate workshops or have scheduled job interviews.
- ◆ ***Williams Travel Award:*** Williams Travel Awards were established to provide travel support for EIU graduate degree-seeking candidates who have papers or creative works accepted for presentation at regional, state, national or international conferences between July 1 and June 30 of the current fiscal year. Robyn Page was awarded the Williams Travel Award in 2006. In 2007 the following three students received this award: Yi Lin for *Charting a course of overseas study in China*, Alexandria Quinones for *When the “Excluded” becomes “Exclusive”:* *Lesbians in Historically Black Sororities*, and Donna Vitale for *An Examination of Collective Threat & Stereotype Threat*.
- ◆ ***CEPS Telefund:*** The CSA students are eligible to participate in a CEPS funded award to promote travel to conferences and grant opportunities (See page 35 for list of recipients.)
- ◆ ***Housing and Dining Services:*** The Department of Housing and Dining services awards travel monies to those housing GAs who present at conferences. For 2005 and 2006 each student was awarded \$400. For 2007 each student was awarded \$500.00.

2007
Terry Coleman, Lindsay Gustin, Temetria Hargett, Angela Hobkirk, Mark Nicklaus, Courtney Quinn, Alisa Scaggs, Brock Severson, Sharese Shannon, Sunni Soloman, Katy Tomlinson, Paul Willard
2006
Jennifer Copes, Lindsay Gustin, Temetria Hargett, Brian Johnson, Cathy Passananti, Sara Schaller, Timothy Schmidt, Brock Severson, Katy Tomlinson, Paul Willard
2005
Jennifer Copes, Karen Huseman, Brian Johnson, Kevin Malberg, Dannie Moore, Cathy Passananti, Jenesha Penn, Sara Schaller, Timothy Schmidt

- ◆ ***Jack Anson Scholarship:*** Awarded by the NIC to **A. Shaverdi (April 2007)**.
- ◆ ***L.G. Balfour Scholarship:*** Awarded \$1,500 a semester for three semesters by Sigma Chi Fraternity to **Kevin Kolman**.
- ◆ ***Sigma Sigma Sigma Scholarship:*** Awarded \$1,000 a semester for two semesters to **Mary Kate Lobough (2006)**.
- ◆ ***Order of Omega Graduate Fellowship:*** Awarded \$500 to **Mary Kate Lobough (2006)**.
- ◆ ***Graduate Student Case Study*** at the National Orientation Directors Association's national convention: Awarded to **Lori Morrissette**.
- ◆ ***2007 National Academic Advising Association (NACADA) Region V Scholarship:*** Awarded to **Bernadette So-Goodlin**.

Graduate Assistantships:

Working closely with numerous EIU office through our CSA Days event, we have worked strategically to provide assistantships to all entering CSA students. Offers of assistantships have allowed us to successfully recruit candidates from the following institutions during the past three years:

- ◆ **2007:** Barnard College, Western Kentucky University, East Carolina University, McKendree College, Illinois State University, Ball State, University of Wisconsin-Lacrosse, MacMurray College, Ferris State University, and University of Illinois – UC, Eastern Illinois University.
- ◆ **2006:** Cheyney University of Pennsylvania, Mercer University, EIU (3), Northern Michigan, University of Illinois, Central Michigan University, University of Wisconsin - Stout, University of Wisconsin - Lacrosse, Marquette University, Grand Valley State

University, Miami University of Ohio, Millikin University, Western Illinois University, Pittsburg State University, California Polytechnic State University - San Luis Obispo, Shanghai International Studies University, Bhopal School of Social Sciences, and Eastern Illinois University.

- ◆ **2005:** Clarion University of Pennsylvania, Coastal Carolina University, University of Wisconsin-Green Bay, Wisconsin Lutheran University, Ohio State University, Ferris State University, California State Polytechnic University – Pomona, University of Illinois Urbana-Champaign, Western Illinois University and Eastern Illinois University.

The Impact of Assistantships/Scholarships on Diversity:

Over the last three years, College Student Affairs attracted thirteen candidates representing domestic minorities and two international students. The table below indicates the percentage of all students by race admitted for the past three years:

CSA Admission Profile

	2007	2006	2005
Caucasian	86%	55%	79%
African American	7%	20%	14%
Asian American	7%	10%	0%
Latino/a	0%	10%	7%
Other	0%	5%	0%

**Teaching, Research and Service Contributions
by CSA Students**

Teaching:

Currently, one of our students teaches as a Presidential GA and five GAs teach the University Foundation course.

Research:

CSA students presented at the following local, regional and national conferences:

2008
Goldfarb, J. & Eberly C. (April 2008). "The Role of Fraternities in the Spiritual Development of Members." Presentation at the American College Personnel Association, Atlanta, GA.
2007
Clarke B. (Spring 2007). Facilitator at the Delta Chi "A"s' Academy.
Coffey, L. (2007). Poster session on the effectiveness of EIU's online communication with recruited international students. NAFSA Region 5 Conference.
Gustin, L. & Severson, B. (2007). "Cheap and Easy: 25 Ways to Recognize." Presentation at the 2007 GLACUHO, South Bend, IN.
Hargett, T. & Shannon, S. (October 2007) "Educational Programs: Getting Students to Learn Without Knowing it." Presentation for the Great Lakes Association of College and University Housing Officers, South Bend, IN.
Lin, Yi. (November 2007). "Charting a Course of Overseas Study in China." Presentation at the Midwest Meeting of Graduate Students in Student Personnel, Indianapolis, IN.
Roa, E. & Shaverdi, A. (2007). "From a Slap on the Wrist to a Pat on the Back: Changing our Greek Environment from Sanctions to Motivated Members." Presentation at the Midwest Meeting of Graduate Students in Student Personnel, Indianapolis, IN.
Shaverdi, A. (May 2007). NPC Early Release Figures Specialist.
Shaverdi, A., Solomon, S. & Shannon S. (February 2007). "Crossing Councils: Uniting IFC, PHC, NPHC, & NAFLO organizations." Presentation at Midwest Greek Council Association in Rosemont, IL.
Shaverdi, A. & Solomon, S. (2007): were selected to present on NPHC advising as a hot topic presentation for the MGCA annual meeting in February.
Solomon, S. & Shannon S. (January 2007). Facilitators at Eastern Illinois University Greek President's Council Retreat, Camp Tecumseh, IN.
So-Goodlin, B. (2007). Facilitating a panel at the Midwest Association of College and Employers Trends in Recruiting Conference.
Tomlinson, K. (July 2007). "An Introspective Look at Female Bullying." Presentation at the 2007 ACUHO-I Conference, Seattle, WA.
Tomlinson, K. (October 2007). "Female Bullying." Presented at the GLACUHO conference, October 2007.
Vitale, D. (July 2007). Hosted the 61 st Annual National Conference of Professors of Educational Administration in Chicago, IL.
Vitale, D. (November 2007). "An Examination of Collective Threat and Stereotype Threat: A Look at Current Graduate Research on Muslim Students." Presentation at the Midwest Meeting of Graduate Students in Student Personnel, Indianapolis, IN.
Williams, Yolanda (2007). "When the 'Excluded' Becomes 'Exclusive': Lesbians in Historically Black Sororities". Presented at the NASAP conference on Black Greek Letter Organizations.

2006
Clarke, B. (Summer 2006). Facilitator at the Undergraduate Interfraternity Institute, Indiana University.
Eberly, C.G., Wall, A.F., Clarke, B.T. , & Shaw, W.B. (March, 2006). “Faculty influence in residential learning communities accredited by a national fraternity.” Presentation at the National Association of Student Personnel Administrators, Washington, DC.
Shaverdi, A. & Nadler, D. (November 2006). “AlcoholEdu Implementation.” Panel Presentation conducted at the NASPA- IV East Regional Conference, Chicago, IL.
Shannon, S. (October 2006). “The Minority Graduate Student Experience at a PWI.” Presented at Student Affairs 101, Terre Haute, IN.

Service:

Every CSA student participates in service activities (e.g., graduate student advisory council). Here are a few selected samples:

- ◆ President, Graduate Student Advisory Council – Brian Clarke (2006-2007)
- ◆ Member, EIU University Judicial Board – Brian Clarke (2006-2007), Jason Goldfarb, Sharese Shannon, and Amber Shaverdi (2007-2008)
- ◆ Small Groups Facilitator at Sigma Lambda Gamma National Sorority, Inc.’s 2007 National Sisterhood Retreat in Indianapolis, IN – Sharese Shannon
- ◆ Coordinated Student Affairs 101, is the regional recruitment fair for graduate programs in college students affairs. Approximately 100 prospective students and representatives from eight different graduate programs were in attendance. – Jason Goldfarb and Sharese Shannon (2007).

Matriculation Management

The Chair monitors graduation rates for candidates. As the table below illustrates, the CSA faculty work hard to help students complete their degree in a timely manner. The greatest impediment to graduation is completing the thesis. Therefore, the department created a new internal thesis manual to increase completion rates.

Graduation Placement:

There is a high demand for student affairs professionals throughout the United States. Each year, the program assists graduates with placements. This includes scheduled interviews at the ACPA and NASPA national conventions and department sponsored Alumni & Friends receptions to facilitate networking. Approximately 350 employers attend the event held each spring. At the

time of exit from the program, 85% of candidates completing degrees are employed. The remaining 15% typically achieve placements within three months of graduation.

Prestigious Placements Within the Last Three Years:

The CSA program is extremely proud of the positions graduates have obtained over the last few years. These placements represent a wide range of higher education experience ranging from Research 1 Universities to Community Colleges. More importantly to us, regardless of placement, students typically have multiple offers of employment and have the luxury of choosing the school that best meets their individual needs. CSA graduates found their first professional positions at the following institutions:

2007 Graduates		
Graduate Name	Position	Location
Brian Clarke	Director of Greek Life	California State University - Irvine
Jennifer Copes	Assistant Director of Residential Life	Loyola Univ - New Orleans
Jennifer Elliott	Admissions	Olney Community College
Heather Frantz-Zike	Assistant Director of Student Life	EIU
Makesha Harris	Area Coordinator Clyce/Caruth Halls	Austin College, Texas
Brian Johnson	Office of Residence Life	University of IL Chicago
Catherine Passananti	Resident Director	SIU-Edwardsville
Chad Quinones	Area Coordinator/Advisor to Campus Activities Board	Roanoake College
Sara Schaller	Resident Director	Illinois Wesleyan University
Tim Schmidt	Resident Director	Univ. of WI-Stevens Point
Ben Stenson	Staff, School of Cont. Education	Eastern Illinois University
2006 Graduates		
Graduate Name	Position	Location
Teri Atkinson	Student Life/Activities	Wichita State University
Bettina Becker	Instructor, Educational Foundations	Eastern Illinois University
Colleen Coffey	Program Coordinator, Women with Purpose Program	Leadership Institute, Indianapolis, IN
Christie Cruise	Doctoral Candidate	Bowling Green State University
Jahquan Hawkins	Academic Service Officer	Wayne State University
Karen Huseman	Residence Hall Director	Texas Tech University
Kevin Kohlman	Product Training Coordinator	Webber-Stephen Products Co.
Anthony Kwiatkowski	Student Activities Program Coordinator	University of Wisconsin – Parkside
Kevin Malburg	Residence Hall Director	Valparaiso University
Dannie Moore	Residence Hall Director	Marquette University
Robyn Paige	VP of Student Affairs Office	Eastern Illinois University
Jenesha Penn	First Year Advisor	Miami University (Ohio)
Josephine Robinson	TRIO Advisor	Indiana University – Richmond
Adam Travis Smith	Greek Affairs Advisor	Pittsburg State University – Kansas
Kevin Vicker	International Program Advisor	University of Nevada – Las Vegas
Robin Zazove	Orientation Director	Wichita State University

2005 Graduates		
Graduate Name	Position	Location
Lisa Canivez	School of Technology Academic Advisor	Eastern Illinois University
Garry Cooke	Admissions Counselors	Eastern Illinois University
James Contratto	Assistant Director of University Center Programs	Western Carolina University
Nancy Crone	School of Continuing Education	Eastern Illinois University
William Elliott	International Student Programs Director	Eastern Illinois University
Pamela French	Admissions Counselor	Southern Illinois University – Edwardsville
Amy Kuspa	Student Development Coordinator	Benedictine University
Elyse Lyons	Study Abroad Recruiter	Loyola University of Chicago
Taisha Mikell	First Year Advisor	Miami University – Ohio
Nancy Matthewson	Records Office Staff	Eastern Illinois University
Heather Nohren	Practicum Coordinator, Education Programs	Lake Land College
Karissa Patefield	Residence Hall Director	Plymouth State University, NH
Jerilyn Reed	Coordinator Student Wellness	Missouri State University
Jill Tomaszewski	Office of Admissions	Kaskaskia Community College
Laurie Vozari	Resident Hall Director	Marquette University

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

In light of recently developed learning goals established by the Graduate School, the Counseling and Student Development committee on assessment recently revised its program objectives to better align with these goals, as well as the assessment stages currently being developed by the CEPS committee work on Unit Graduate Assessment. The following six learning goals were developed and illustrate our efforts to create new outcome measures that demonstrate our effectiveness in preparing graduates for professional practice. In addition these new goals better align with other stakeholders' objectives such as the Graduate School Student Learning Requirements, the CEPS Advanced Program Unit Objectives, and CAS standards. The data is obtained using six primary rubrics utilized along various points throughout the program.

Learning Goals for the MS in College Student Affairs

1. *Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development.*

Measurement: Admission Rating Sheet
 When: During Admission Process
 By Whom: CSD Faculty

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?
1. Candidates will display the required academic preparation and professional disposition necessary to succeed in the graduate program in Counseling and Student Development.	<p><u>How:</u> Admission Applicant Rating Rubric</p> <p><u>Where:</u> Department of Counseling and Student Development</p> <p><u>When:</u> March, 2007</p>	1. Top Scores in GPA (25%), Experience (10%), References (15%), Writing Sample (25%) and Interview (25%).	<p><u>2007-2008:</u> <u>82</u> Total Applications Applied <u>39</u> Interviewed <u>22</u> Accepted for Admission <u>8</u> Withdrew Admission <u>52</u> Denied Admission</p>	<p>CSA Admission Committee will compute composite scores and select the top 20 scores for admission</p> <p>Each admitted student will be tracked to compare admission score to performance in the program.</p>

2. *Candidates will display evidence of skills in the areas of written, verbal, interpersonal, and technological communication.*

Measurement: Technological Communication Rubric
 When: Second Semester (CSD 5490 – Pro Seminar)
 By Whom: Instructor

Measurement: Written Communication Rubric
 When: First Semester (CSD 5500)
 By Whom: Instructor

Measurement: Verbal & Interpersonal Communication Rubric
 When: First Semester (CSD 5715)
 By Whom: Instructor

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
2. Candidates will display evidence of skills in the area of written, verbal, interpersonal, and technological communication.	<p><u>How:</u> 1) Technological Communication Rubric 2) Written Communication Rubric 3) Verbal and Interpersonal Communication Rubric</p> <p><u>Where:</u> CSD 5490 CSD 5500 CSD 5715</p> <p><u>When:</u> Fall 2006 – Spring 2007</p>	<p>1) Meet or exceed expectations on Technology Rubric (Word-Processing, Email, PowerPoint, Digital Camera, On-Line Use, WebCT, and Technology Terms).</p> <p>2) Meet or exceed expectations on Written Rubric (Writing Proficiency, Scientific Research, Literature Review, and Ethical Research Practice).</p> <p>3) Meet or exceed expectations on Verbal/Interpersonal Rubric (Basic Listening Skills, Student Development Theory, Interpersonal Skills, and Writing Skills).</p>	<p><u>Technology</u> <u>100%</u> Expectations Met <u>0%</u> Expectations Not Met</p> <p><u>Written</u> <u>100%</u> Expectations Met <u>0%</u> Expectations Not Met</p> <p><u>Verbal/Interpersonal</u> <u>99%</u> Expectations Met <u>1%</u> Expectations Not Met</p>

3. *Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice.*

Measurement: Critical Thinking/Problem Solving Rubric
 When: Third Semester (CSD 5880)
 By Whom: Instructor

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
3. Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice.	<u>How:</u> Critical Thinking/ Problem Solving Rubric. <u>Where:</u> CSD 5880 <u>When:</u> Fall 2006 – Spring 2007	Meet or exceed expectations on Critical Thinking/Problem Solving Rubric (Working Relationship, Consultation, Intervention, Supervision, Professional/Ethical Behavior, and Writing).	<u>Critical Thinking/Problem Solving Rubric</u> <u>93%</u> Expectations Met <u>7%</u> Expectations Not Met

4. *Candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program.*

Measurement: Student Review Rubric
 When: Every Semester (Student Review Conference)
 By Whom: CSD Faculty

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?
4. Candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program.	<u>How:</u> Student Review Rubric <u>Where:</u> Department of Counseling and Student Development <u>When:</u> Fall /Spring mid-semester	Meet or exceed expectations on Student Review Rubric (Motivational Appropriateness, Personal Maturity, Flexibility, Emotional Stability, Engagement in the Learning Process, Collegiality, Academic Rigor and Legal/Ethical Behavior).	<u>Fall 2006</u> <u>26</u> Good Standing <u>14</u> Warning <u>0</u> Retention Process <u>Spring 2007</u> <u>27</u> Good Standing <u>13</u> Warning <u>0</u> Retention Process	Faculty rate their advisees based on personal observation and feedback from faculty. Students identified for the first time receive a warning and participate in an informal discussion with advisor. Students identified a second time enter a formalized retention process to target needed change.

5. *Candidates will display evidence of advanced scholarship through research and/or creative activity.*

Measurement: Research Rubric
 When: Third Semester (CSD 5950)
 By Whom: Thesis Advisor

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
5. Candidates will display evidence of advanced scholarship through research and/or creative activity.	<u>How:</u> Research Rubric <u>Where:</u> CSD 5950 <u>When:</u> Fall 2006 – Spring 2007	Meet or exceed expectations on Written Rubric (Writing Proficiency, Scientific Research, Literature Review, and Ethical Research Practice).	<u>Research</u> <u>100%</u> Expectations Met <u>0%</u> Expectations Not Met

6. *Candidates will display evidence of content knowledge that meets or exceeds the criteria set forth by the Council for Advancement of Standards in Higher Education (CAS).*

Measurement: Thesis, Record of Professional Development (E-Portfolio), Exit, Alumni, Supervisor, and Employer Surveys
 When: Last Semester
 By Whom: CSD Department

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
6. Candidates will display evidence of content knowledge that meets or exceeds the criteria set forth by the Council for Advancement of Standards in Higher Education (CAS).	1. Thesis Completion 2. E-Portfolio 3. Exit Interview Survey 4. Alumni Survey 5. Supervisor Survey 6. Employer Survey	1. 100% Completion Rate 2. 100% Pass Rate 3 -6. 75% Adequately/ Well Prepared	<u>Thesis</u> <u>12%</u> Completed <u>88%</u> Not Completed Completed Portfolio (<u>No Data Available</u>) <u>Exit Interview</u> <u>89%</u> Foundational Studies <u>67%</u> Student Dev. Theory <u>67%</u> Student Characteristics <u>83%</u> Indiv/Group Intervention <u>67%</u> Org/Adm of Student Aff. <u>33%</u> Assessment, Evaluation, and Research <u>66%</u> Supervised Practice <u>33%</u> Academic Advisement <u>33%</u> Assistance Obtaining Professional Position <u>67%</u> Overall Evaluation

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?
			<p><u>Alumni Survey</u> <u>94%</u> Foundational Studies <u>100%</u> Student Dev. Theory <u>100%</u> Student Characteristics <u>100%</u> Individ/Group Intervention <u>100%</u> Org/Adm of Student Aff. <u>83%</u> Assessment, Evaluation, and Research <u>100%</u> Supervised Practice <u>88%</u> Overall Satisfaction</p> <p><u>Supervisory Survey</u> (No Data Available)</p> <p><u>Employer Survey</u> (No Data Available)</p>

Assessment Results Documented by the Center for Academic Support and Achievement

Along with our own internal review of learning goals, we also participate in the review of the program’s assessment plan by the Center for Academic Support and Achievement (CASA). The current CASA evaluation verifies that the program is functioning at a high level in several assessment areas. More importantly, the review documents that the program has successfully used its assessment results to improve the quality of the program and the quality of student learning as outlined above. Assessment results are reported each year to current and prospective students as a tool to highlight program quality (Attachment C).

All assessment data is collect throughout the year as outlined above and culminates in the CASA review. The chair of the department shares the data with faculty members during the annual departmental retreat. Following is a list of changes and/or improvements in curriculum, instruction, and learning that is currently being implemented as a result of discussing the data collected over the last year.

- **Objective 1:** a critical goal for our program and based on the data, our admission process is working well. Using the four written measures and our extensive interview process, we are able to select candidates that meet our objective and ensure our learning community thrives. However, we will meet to ascertain why some students withdrew either before or after being admitted.
- **Objective 2:** Our objective of teaching technology, verbal and writing skills is being met. We measure writing skills early in the program and we have noticed that some students struggle with writing as they proceed through the program as discussed under objective 4. One reason may be that the thesis process requires more extensive and scholarly writing and, therefore, writing deficiencies surface during this stage of their education. Our remediation plan typically includes extensive faculty mentoring/editing and having

students visit the writing center. We will continue to monitor this area and look for further improvements to mentoring their writing efforts.

- **Objective 3:** Internship is designed to teach critical thinking/problem solving skills. Some students have struggled in this area due to the difficulty in managing their graduate assistant duties, especially in Housing. Based on the data we will create a new internship manual and look at changing internal supervisory practices.
- **Objective 4:** We spend considerable time ensuring our students maintain a professional disposition throughout the program. The remedial process we have in place is working given that none of the students flagged with a warning made it into our formal retention process. However, the number of students flagged for a warning is high. In reviewing the data, one critical concern is the number of students who are not completing their thesis in a timely manner. Because we have noticed this trend earlier, we developed a more extensive thesis manual and coordinated better with the research instructors to improve thesis time to completion rates. We expect improvements in this area.
- **Objective 5:** We continue to improve our research course and are adequately advancing the skill of graduate research. Writing continues to be a minor issue as mentioned under objective 2.
- **Objective 6:** This objective is our most important criteria and unfortunately seems to be the area where we struggle to collect sufficient data. We are currently addressing our thesis time to completion problems as discussed under objective 4. This will be our most important area to address next year beginning with the fall faculty retreat.

Assessment Results Documented by the Graduate School

The 2003 evaluation by the Graduate School is included in Attachment D. The evaluation verified that the program uses assessment data to improve student learning in the areas identified by the Council on Graduate Studies that include oral and written communication, depth of knowledge (including technology and ethical behaviors), critical thinking and problem solving, and research/creative activity.

Since the release of the Dean's report and based on his recommendations, we have made thesis a requirement for the program, increased our students' application to research, travel, and thesis awards, and increased their presentations at various research fairs.

In addition, anecdotal reports indicate EIU Alumni and other CSA professionals regularly request graduates of the department. Examples of such requests include institutions returning each year to recruit CSD graduates (e.g. the University of Illinois - Chicago and Miami University of Ohio).

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internship, and partnerships with education, business, and industry.

Sustained Mission and Planning Leadership

The Department of Counseling and Student Development uses the CAS standards to guide its program review process. In 2000, the program initiated a self-evaluation based on the CAS standards followed in 2003 by an IBHE review. The following changes took place:

CSA Program Changes Overview

Old Curriculum	Change	New Curriculum	CAS Standards
	Added	CSD 5490—Special Topics (3)	
CSD 5500—Research Methods (3)	Revised	CSD 5500—Research Methods (3)	5b5
CSD 5700—Foundations of Student Affairs (3)	Deleted		
CSD 5710—Leadership and Administration in Higher Education (3)	Revised	CSD 5710—Leadership and Administration in Higher Education (3)	5b4
	Added	CSD 5715—Individual and Group Intervention in Student Affairs (3)	5b3
CSD 5720—Student Development Theories (3)	Revised	CSD 5720—Student Development Theories (3)	5b1
EDF 5730—History and Philosophy of Higher Education (3)		EDF 5730—History and Philosophy of Higher Education (3)	5a
	Added	CSD 5735—Multicultural Competence in Student Affairs (3)	5b2
CSD 5740—Consultation Skills and Organizational Development (3)	Revised	CSD 5740—Consultation Skills and Organizational Development (3)	5b5
CSD 5750—Governance and Finance in Higher Education (3)	Revised	CSD 5750—Governance and Finance in Higher Education (3)	5a
CSD 5760—Legal Issues in Student Affairs (3)	Revised	CSD 5760—Legal Issues in Student Affairs (3)	5b4
CSD 5770—Community College (3)	Change	ELECTIVE	
CSD 5780—College Teaching (3)	Change	ELECTIVE	
CSD 5790—Technology in Student Affairs (3)	Deleted		
CSD 5880—Internship in Student Affairs (3)	Revised	CSD 5880—Internship in Student Affairs (3)	5c
	Added	CSD 5950—Thesis (6)	5b5
ELECTIVES (9)	Reduced	ELECTIVE (6)	5b5

Sustained Curricular Leadership by Program Administration and Faculty

The program documents that its administration structure and graduate faculty advance the curriculum in the following ways:

Administrative Leadership:

The Administrative Leadership of the graduate program is composed of the Department Chair, the Program Coordinator, and the Graduate Faculty. Below is a summary that describes how the administrative leadership advances the quality of the curriculum.

Department Chair has responsibility for assisting the program coordinator and graduate faculty in recognizing alumni through awards and improving relationships with donors, colleagues, constituents, and departments. The chair also works with current students, alumni, and employers to maintain assessment data.

Program Coordinator provides significant and strong leadership for the College Student Affairs program. While the Program Coordinator is expected to manage the matriculation of students, he is also expected, along with graduate faculty, to provide leadership with recruitment. During the past three years, the Program Coordinator led recruitment trips or sent recruitment materials to the following places:

- ◆ Oshkosh Placement Exchange, Oshkosh, WI
- ◆ Ohio Careers in Student Affairs Day, Wright State University
- ◆ Western Regional Careers in Student Affairs Day, UCLA
- ◆ Maryland College Personnel Association, Baltimore, Maryland

In addition, he created the CSA days which annually involves 8-10 departments across campus.

Graduate Faculty Leadership:

Below is a summary of how the graduate faculty advances the quality of the curriculum.

Graduate Faculty: In addition to teaching graduate courses and serving on these committees and mentoring, graduate faculty members also hold membership on various committees that serve the CSA program: (e.g., BGSA, CEPS Development Committee, CEPS Curriculum Committee, EIU Minority Retention, Library Advisory Board, IRB and the EIU Foundation). Accomplishments include sustained excellence in recruitment, sustained excellence in thesis production (7-8 theses average annual completion rate), and increased number of students who are presenting work at regional, state, and national meetings. These individuals also provide workshops (e.g., “Boardroom to the Classroom”) and advise fraternities and honor societies.

Sustained Curricula Leadership by External Review

The program has used two approaches to external review. The first included the use of an External Review and the second was through the review by the State of Illinois.

- ◆ *External Review:* In 1999, the department participated in a voluntary external review consisting of three members from area institutions (SIU, Illinois State). The

group met over several days to review the department, discuss the curriculum, and recommend improvements. A copy of their executive committee report is on file in the department. The external review was instrumental in helping the program better align with CAS standards and move forward the program's ability to provide excellent professional experiences and funding to attract students (see Attachment E). The following changes were made as a direct response to the 1999 report.

- ◆ Increase departmental faculty by 1½ FTE.
- ◆ Increase travel to the yearly Law Conference in Higher Education to support a new course in that area.
- ◆ All curriculum changes listed above in above in this section.
- ◆ Increase in recruitment efforts and better coordination with Housing on their recruiting efforts.
- ◆ Created College Teaching and The Community College as electives to support those students interested in Community College.
- ◆ Dropped the 6 hours of Basic Education from the curriculum to create an M.S. in College Student Affairs program.
- ◆ Increased electives in the program.
- ◆ **IBHE:** In 2003, we again went through extensive review as we prepared for the State of Illinois program review (IBHE). During this time, we began assessment efforts to prepare for the report outlining our efforts to provide sustained success. The department submitted its report and received positive feedback. A program review executive summary can be viewed in Appendix F.

As mentioned earlier, utilizing the CAS standards, the department initiated a self-assessment followed by a scheduled IBHE review to improve the curricula and overhaul the program. We are currently examining the newly revised CAS standards and will begin another self-assessment analysis in preparation for our next IBHE review.

◆ **Other means of Review:**

Advisory Board. Each year we convene an advisory board consisting of faculty members and alumni currently working in the field. This board, after hearing a state of the department address, examines current curricula and makes recommendations to the department on improvements. We incorporate this data into our annual departmental retreat.

Employer and Supervisory Surveys. We also receive feedback every three years (see learning goal 6 above) from our employers of graduates and supervisors of interns. Their feedback is incorporated in the CASA report and reviewed during our annual departmental retreat.

Sustained Capstone Leadership

There are two capstone experiences and a three semester Professional Development Seminar class in the program. All students must complete a Thesis and Internship and take three sections of Professional Development Seminar.

- ◆ ***How the Thesis Capstone Impacts the Quality of Learning:*** The Chair meets with Graduate Faculty to match thesis advisor to student. In our case, we match students to mentors based on thesis proposals that they develop in CSD 5500. All thesis students follow a prescribed manual that outlines deadlines and expectations. All thesis candidates must pass their thesis and oral defense.

- ◆ ***How the Internship Capstone Impacts the Quality of Learning:*** All candidates must be in good standing throughout the two semester internship experience. All interns are evaluated at midterm and again at the completion of their experience. In addition, site supervisors complete the Inventory of Progress, an assessment tool that helps to identify program strengths and weaknesses (see Attachment G). These processes document the critical impact the internship has on the quality of learning. Candidates may not complete the degree without the internship component and must meet established performance standards before receiving credits.

- ◆ ***Professional Development Seminar*** (VPSA Dan Nadler): The following content are covered in this class: Job Readiness (cover letters, CVs/resumes, professional references, job searching, interviews, professional bios, negotiation, benefits, etc.), Professional Ethics and Standards of Behavior, Crisis Management, Emergency Preparedness, Student Mental Health, Building Relationships in Student Affairs Administration, Professional Development Opportunities, The Role of Faculty in Higher Education, Implications for Student Affairs, Student Fees and Budgets, Shared Governance, Conference Presentations, Grant Writing, and Topical Issues (i.e., alcohol and drugs, affirmative action and diversity, student discipline, town/gown relationships, parental notification and involvement of family members (FERPA), mandatory withdrawal policies, etc.).

Sustained Student Leadership

Student leadership: The program fosters student participation to advance program quality in two primary ways. These include hosting an active student professional association and remaining active in GSAC.

- ◆ ***How the Professional Student Organization, COSPA, Advances Quality:*** Graduate candidates are strongly encouraged to become active members of the local chapter of COSPA. Membership provides benefits to student members that include funds for travel, practice in leadership skills, and grant and proposal writing training. Through COSPA, students host seminars, workshops, social functions and related activities that are important to the quality of their program. The College

Student Personnel Association hosts the Annual Student Affairs Days. During this event, applicants to the program have the opportunity to talk with current students about the program, life as a graduate student, survival skills, etc. COSPA also bi-annually hosts the Student Affairs 101 conference (see page 8).

- ◆ ***How Participation in Graduate Student Advisory Council (GSAC) Advances Quality:*** The program has maintained one active representative on GSAC annually. This representative attends meetings and serves as the liaison between students in the program and the GSAC. The GSAC representative provides a report to faculty and students related to graduate study and collects information from students in response to GSAC requests. The GSAC representative promotes participation in FSAC events including the Graduate Exposition, Awards Ceremony, and Nominations for the Faculty Mentor Award. The Student Association, in collaboration with GSAC representatives, hosts the Student Research Fair during Expo week where students with completed theses participate in the annual Graduate Student Awards Ceremony. *Brian Clarke was the most recent CSA student to be president of GSAC.*

- ◆ ***How Participation in Black Graduate Student Association (BGSA) Advances Quality:*** CSA program students and faculty founded and continue to be active members in the BGSA. Faculty and students do the following: sponsor monthly workshops on leadership skills, personal management, how to interview and write resumes, encourage attendance at national association meetings in their field. CSA students Josephine Robison and MaKasha Harris were presidents in 2005 and 2006 respectively. CSA student *Sharese Shannon is the current president of BGSA.*

Sustained Alumni Leadership

The program fosters alumni participation in several ways.

- ◆ ***How Quality is Advanced through Graduate School and College Alumni Programs:*** The following represents how quality is sustained through Alumni Department collaboration.
 - A. Outstanding Graduate Alumni Award (Jennifer Jones-Hall, 2006)
 - B. Outstanding International Graduate Alumni Award (Margaret Mwale, 2007)
 - C. Lella Cox Schaaf Scholarship (Yi Lin, 2007)
 - D. Alumni newsletter and website
 - E. Yearly meeting of the CSD Advisory Council

- F. Alumni present at events – Dr. Eileen Sullivan (VPSA at Elmhurst College) served as keynote speaker at the Student Affairs 101 Conference in 2004 and 2005.
 - G. Alumni regularly hire our graduates (e.g., Ball State, Miami of Ohio, University of Illinois at Chicago, Marquette University and the University of Wisconsin at Whitewater).
- ◆ ***How Quality is Advanced Through Department Alumni Development Programs:***
 Each year we invite alumni to participate in our CSD Advisory Council. They provide program feedback on our assessment data and suggest changes needed to enhance the quality of the curriculum. The department also hosts an annual reception for alumni who are attending state and national conferences. In 2007, we raised \$2,000 in coordination with other constituents on campus to host an alumni event at a national conference. We have asked our new faculty member, President Emeritus Lou Hencken to help spearhead additional efforts to raise money for the department.

Sustained Internal and External Partnerships

The program sustains forms of external partnerships that support the program’s mission. These typically involve internal and external Graduate Assistantships and Internship sites.

- ◆ ***Internship Sites:*** To meet an annual demand of 15 internships, the program retains a relationship with several internal and external sites. The Program Coordinator maintains contact with all sites and visits new sites to ensure they meet program expectations for an internship experience. Internships are critical to the quality of the program and partnership with these sites contributes important experiences and assessment data that are used to advance the quality of the program.

Fall 2007 Internship Sites

Student	Internship Site	Location
Lindsay Gustin	Residence Hall Association Advising	Eastern Illinois University
Katy Tomlinson	Health Education Resources Center	Eastern Illinois University
Brock Severson	Minority Affairs	Eastern Illinois University
Sunni Solomon	Minority Affairs	Eastern Illinois University
Kristin Flores	Career Services	Eastern Illinois University
Sharese Shannon	Graduate School	Eastern Illinois University
Jason Goldfarb	Judicial Affairs	Eastern Illinois University
Donna Vitale	Office of Study Abroad	Eastern Illinois University
Yi Lin	International Programs	Eastern Illinois University
Amber Shaverdi	University Foundations Instructor	Eastern Illinois University

Summer 2007 Internship Sites

Student	Internship Site	Location
Laura Coffee	International Programs	American Intercontinental University, London, England
Kristin Flores	Residence Life	Tennessee State University
Brock Severson	Eastern Illinois University Camps	Eastern Illinois University
Jason Goldfard	Office of Orientation Services	Illinois Wesleyan
Lindsay Gustin	Orientation Programs	Eastern Illinois University
Temetria Hargett	Residence Life	Eastern Illinois University
Yi Lin	Office of Study Abroad	Eastern Illinois University
Shilpa Maheshwari	Career Services	Lake Land College
Brock Severson	Housing Services	Eastern Illinois University
Sharese Shannon	Women's Center	Boise State University
Amber Shaverdi	VPSA's office	Eastern Illinois University
Sunni Solomon	TRIO Program	Eastern Illinois University
Katy Tomlinson	Career Services	Marquette University

- ◆ **External Partnerships:** In recent years we have successfully partnered with Lake Land Community College and offered external GA positions to CSA students. We are currently looking into expanding these types of external partnerships to other area community colleges.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty.

Sustained Student Research Leadership

The program engages students in research/creative activity through its thesis requirement program.

- ◆ The program's thesis requirement engages students in traditional research in the discipline and also prepares student for PhD study. The thesis involves two semesters of ongoing mentoring between faculty and student. Current thesis directors are Dr. Eberly, Dr. Wallace, Dean Jackman, Dr. Nadler, Dr. Powell and Dr. Roberts.

- * The process of requiring a thesis for all CSA students was a result of recommendations from both internal and external constituencies. Professionals thought it would help establish a recruitment edge and make us unique among similarly sized professional programs. Students thought it would help those interested in pursuing further education that is a vital part of our mission (see mission statement, pg. 4). However, this change in curriculum has been both the best thing we have done and the worse. It has been beneficial in that our program has gained uniqueness and it has forced the entire department to become more researched focused. Our research class is more focused on immediate application and the first step to creating a document students are proud to complete. It has also helped the department create more exposure to what students are producing both at internal research fairs as well as national conferences. Unfortunately, the requirement is difficult for some students to finish within the two year timeline an has resulted in several students either not completing the degree or delaying it until they are done with the thesis. Because we value the gains of this requirement, we are spending a great deal of energy looking for ways to help student finish on time. This includes the creation of a thesis manual, improved research class, and improved communication with GA supervisors. Although we are not satisfied with our current production goals, we have committed to a 90% on time completion in the next three year cycle.

Research Productivity

Productivity Goals:

- ◆ A total of 23 master's theses were completed during the past three years. As mentioned above this falls below our production goal of 90% on time completion. However, we are constantly looking for ways to improve that statistic before the next three year cycle of data collection. A list of these titles follow:

College Student Affairs Thesis Completion

Student	Title of Thesis
2007	
Clarke, B.T.	Role of men in nontraditional roles: Male sorority advisors.
Copes, J.A.	Relationship between parental divorce and first-year college student adjustment.
Harris, M.	Gateway program: Perceptions of the second year students.
Johnson, B.O.	Formative evaluation of the 2005-2006 Eastern Illinois University resident assistant selection process.
Passananti, C.T.	Assessment of the CRAWL Program: A brief alcohol intervention for first time alcohol offenders at Eastern Illinois University.
Schaller, S.L.	Undergraduate adult children of alcoholics and choosing a college major.
Zeter, V.	Assessing Levels of Hope and Motivation in Two Groups of At-Risk Undergraduate College Students
2006	
Becker, B.T.	Critical pedagogy as a practice in student affairs: A TRIO media literacy program.
Cruise, C.A.	Effectiveness of an intrusive advising program on students on academic probation.
Hawkins, J.C.	African American male faculty and student affairs professionals at Eastern Illinois University: Motivations to work in the academy.
Huseman, K.	Components of academic motivation: A multidimensional overview of millennial female students at Eastern Illinois University.
Malburg, K.	Male Greek fraternity members and their self-perceptions on muscularity.
Moore, D.E., II	Experiences of African American males on a predominantly white campus.
Penn, J.L.	Comparative study of the perceptions and roles of male and female sweethearts of Greek letter organizations.
Robinson, J.	Student perceptions of intrusive and non-intrusive advising approaches.
2005	
Coffey, C.E.	Formative evaluation of the Alpha Sigma Tau sorority's national recruitment program in its inaugural year.
Crone, N.J.	On campus non-traditional student use of and satisfaction with support services at Eastern Illinois University.
Kuspa, A.M.	Combining social norm prevention efforts to reduce high-risk drinking and behavior within a freshman residence hall.
Mathewson, N.A.	Effectiveness of the alcohol response-ability judicial sanction at a mid-sized comprehensive university.
Patefield, K.K.	Perceptions of governance in higher education: Comparing two-year college full-time and part-time faculty.

Student	Title of Thesis
Reed, J.J.	Condom use and college students: The relationship of condom use between condom club members and non-condom club members at a comprehensive Midwestern university.
Vicker, K.	Perceptions of Muslim international students on the roles of Muslim women.
Paige, R.	Gender, race, and membership status: Perception of hazing on a university campus.

Research Engagement:

The CSA program engages students in research and scholarship through the following processes:

- ◆ The program strongly encourages all thesis candidates to submit their projects for presentation at regional, state, or national association conferences. Many of the presentation/papers outlined in an earlier section on student research of this document originated as a thesis.
- ◆ The program strongly encourages that all thesis projects be presented at either the CEPS Research Fair or the EIU Graduate Research Fair. We eventually want to require all students to present at the EIU Graduate Research Fair but we are not prepared to do so at this point. Our efforts have been too sporadic because our focus during this event shifts to heavy recruiting for the next entering cohort. This is a topic for serious discussion at our next departmental retreat as we aim for a 90% participation target in two years.
- ◆ The program provides incentives for graduate candidates to attend regional, state, or national meetings (e.g., COSPA fund, Williams Travel Awards and departmental support).

Sustained Commitment to Research and Travel Grants:
Graduate School Programs

The program's students have earned research and travel awards through the department and Graduate School.

- ◆ **Department:** Each year, CSA students are eligible to participate in a CEPS Telefund Scholarships funded through alumni donations to promote travel to conferences. The following CSA students were awarded stipends for the following conferences:

Student	Conference	Amount Awarded
2006-2007		
Brian Clarke	Association of Fraternity Advisors Annual Meeting	\$330.00
2005-2006		
Victoria Zeter	MMOGSISP Conference	\$175.00
Robin Page	National Black Greek Leadership Conference	\$350.00
2004-2005		
Lisa Canivez	MMOGSISP Conference	\$100.00
Nancy Crone	Stetson Law in Higher Education Conference	\$195.00
Taisha Mikel	NASPA Conference	\$100.00
Jennifer Sipes	MMOGSISP Conference	\$130.00

- ◆ **Graduate School:** Candidates are encouraged to apply for the Williams Travel Awards to present their work.
- ◆ **Graduate School Research Award:** The department encourages students to apply for the Thesis award.
- ◆ **Housing and Dining Services:** Supports GAs with travel and research options (e.g., survey production and administration).

Sustained Commitment to Showcasing Graduate Scholarship/Creative Activity

A noted previously, the program now requires all CAS students to create research through the thesis. However, our efforts are currently falling short in getting those documents showcased on a consistent basis at events such as the Annual CEPS Research Fair and Graduate Research Exposition. We will continue to make this a very high priority with a target of 90% participation in two years.

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.

Sustained Record of Chair Leadership

The Chair has achieved a strong record of leadership in the following ways:

- ◆ Received EIU's Chair Leadership Award in 2004.
- ◆ Revised undergraduate educational psychology course.
- ◆ Revised our graduate program resulting in two new master's degrees – M.S. in Counseling and M.S. in College Student Affairs.
- ◆ Helped enhance the College Student Affairs program by creating several new courses and creating the new M.S. degree.
- ◆ Collaborated with Dean Hine of the School of Continuing Education to develop an off-campus Tuition Recovery Model.
- ◆ Increased professional development money for faculty.
- ◆ Awarded \$50,000 TEDE program grant that resulted in infusion of technology throughout the curriculum and over \$40,000 in other grants to enhance equipment in our state-of-the-art counseling lab.

Sustained Record of Program Coordinator Leadership

The Program Coordinator has achieved a strong record of leadership in the following ways:

- ◆ 2007-2008 Pilot Evaluation of the Sigma Phi Epsilon EDGE Program for New Members." Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention (\$7,500).
- ◆ 2006 Oracle Award, best article in the 2005 AFA Research Journal, Oracle
- ◆ Marquis Who's Who in America – 2006, 2007
- ◆ Eastern Illinois University Professional Advancement Increase, 2004

- ◆ Association of Fraternity Advisors, Bob Schaffer Award, 2003
- ◆ Sigma Phi Epsilon Order of the Golden Heart, 2003
- ◆ Charles and Sharon Eberly Essence of Greek Values Award, EIU NPC and IFC, 2003
- ◆ Spirit of Greek BGSU Award, First Recipient, Bowling Green State University, 2002
- ◆ Distinguished Service Award, Illinois Association for Assessment in Counseling, 2002
- ◆ Midwest Meeting of Graduate Students in Student Personnel (MMOGSISP) Hall of Fame Award, 2002
- ◆ Dennis Trueblood Award for Outstanding Contributions to Student Affairs in the State of Illinois, 2002
- ◆ Ralph Weller Award for Faculty Contribution to Greek Life, 2001
- ◆ James Price Award for EIU Fraternity Advisor of the Year, 2001, 2006
- ◆ Nominee, Outstanding Faculty Mentor Award, EIU Graduate School, 2001
- ◆ EIU Outstanding Fraternity Advisor, 1992, 1996, 2001
- ◆ Eastern Illinois University Faculty Achievement and Contribution Award: Service, 1998, 2001

Sustained Graduate Faculty Scholarship

Members of the graduate faculty in the CSA program have achieved the following scholarly accomplishment during the past three years. A summary of recent faculty scholarship follows:

2008
Eberly, C. , Wall, A., Warren, B., & Blanck, R. (April 2008). "Sigma Phi Epsilon's New Member EDGE: Values Based Fraternal Orientation." Presentation at the American College Personnel Association, Atlanta, GA.
Goldfarb, J. & Eberly C. (April 2008). "The Role of Fraternities in the Spiritual Development of Members." Presentation at the American College Personnel Association, Atlanta, GA.
Rankin, S.R., Case, D.N., & Eberly, C.G. (March 2008). "Experiences of Gay Men in Fraternities: From 1960 to 2007." Presentation at the National Association of Student Personnel Administrators, Boston, MA.

2007
Eberly, C., & Wall A. (2007). "Male students in residence hall communities." Small group session at the Institute on College Males, Morehouse College, Atlanta, GA.
Eberly, C., Wall, A., & Warren, B. (2007). "Faculty influence on fraternal residential learning communities." Presentation at the Institute on College Males, Morehouse College, Atlanta, GA.
Nadler, D. (2007) Practical strategies for developing student government leaders: Results of a national study. Jon Ben Shepard Journal of Practical Leadership.
Powell, B. (2007). "Curriculum infusion project." Presentation at the Association of Teacher Educators annual convention, San Diego, CA.
Rankin, S.R., Case, D.N., Windmeyer, S.L., Eberly, C.G. , Hesp, G.A., Miller, G., & Molasso, W. (2007). "Experiences of LGBT People in Fraternities and Sororities: From 1960 to 2007." Charlotte, N.C.: Lambda 10 Project.
Yoder, A. (2007). "Play therapy in diverse settings," Poster presentation at College of Education and Professional Studies Annual Research Fair, Eastern Illinois University, Charleston, IL.
Wallace, J. (2007). Workshop Facilitator: <i>Transitioning from the Boardroom to the Classroom</i> . ACPA/NASPA Joint Conferences, March, 2007.
Wallace, J. Editorial Board of the Journal of the National Association of Student Affairs Professionals (2005-2007)
Wallace, J. Campus Committee Service: CEPS Co-Chair Curriculum Committee (2007-2008), CEPS Curriculum Committee Dept. Rep. (2005-2008), CEPS Development/Fundraising Committee (2005-2008), Mentor: New Faculty – Dr. James Hardin (2005-2008), Mentor: New Students (Trio/Student Support Services) (2005-2008), African American Heritage Month Planning Committee (2005-2008), Advisor: College Student Personnel Association, Advisor: Black Graduate Student Association
2006
Eberly, C.G., Ellsworth, C.W., & Foubert, J.D. (December 2006). "Building a strong foundation through research: Skills and strategies for conducting research in higher education. Presentation at the Association of Fraternity Advisors annual meeting, New Orleans, LA.
Eberly, C.G., Wall, A.F., Clarke, B.T., & Shaw, W.B. (March 2006). "Faculty influence in residential learning communities accredited by a national fraternity." Presentation at the National Association of Student Personnel Administrators, Washington, DC.
Eberly, C.G. & Wallace, J.A. (Winter 2006). "Form and function in the college fraternity: 1776-2006." <u>Perspectives: A Publication of the Association of Fraternity Advisors</u> , 12-15.
Trump, J., & Wallace, J. (2006). Gay males in fraternities. <i>Oracle3: The Research Journal of the Association of Fraternity Advisors</i> , 2(1), 8-28).
2005
Bureau, D., Eberly, C. , Hesp, G., & Molasso, B. (2005). Making sense of the data: Assessment, evaluation and research in fraternity and sorority advising. Presentation – Association of Fraternity Advisors Conference, Atlanta, GA.
Bureau, D., Eberly, C. , & Molasso, B. (2005). Knowing the data: Understanding research in fraternity and sorority advising. Presentation at the NASPA IV – East Regional Conference, Schaumburg, IL.
Case, D.N., Hesp, G.A., & Eberly C.G. (2005). An exploratory study of the experiences of gay, lesbian and bisexual fraternity and sorority members revisited. <u>Oracle: The Research Journal of the Association of Fraternity Advisors</u> , 1(1), 24-47.

Eberly, C.G. (2005). Elements of credible research. <u>Oracle: The Research Journal of the Association of Fraternity Advisors</u> , 1(1), 13-20.
Eberly, C.G. (2005). Finding faculty advisors for student groups to deter violence. Violence goes to college conference 2005: Prevention, interruption and critical incident management. Presentation – Denver, CO: Regis University.
Eberly, C., Shaw, B., & Wall, A. (2005). Correlates of faculty influence in naturally occurring residential learning communities. Presentation – NASPA IV – East Regional Conference, Schaumburg, IL.
Eberly, C., & Smith A.T. (2005). Making the most of your graduate experience. Presentation – Association of Fraternity Advisors Conference, Atlanta, GA.
Lovekamp, B. (Moderator), & Skachkova, P., Eberly, C. , Sego, A., Poole, B. Hanft-Martone, M., Mazzaro, M. (2005). In the aftermath of hurricane Katrina: Racial/ethnic, social class and gendered response and recovery. Eastern Illinois University: panel discussion sponsored by the Department of Sociology and Women’s Studies.

Conclusion

Based on the documentation presented in this document, the Department of Counseling and Student Development requests approval to use the designation **A First Choice Graduate Program at Eastern Illinois University.**

Appendix A

1. Recruitment Brochures
2. HBCU Letter (dated 10/25/07)

[Click here](#) to access the College Student Affairs Brochure

This brochure not available on-line.

DRAFT

October 25, 2007

I write to request an opportunity for students in my master's degree course on historically black colleges and universities to meet with you and possibly other members of the Fisk University Student Affairs staff while we are on campus, Wednesday, May 10, 2008. Due to current arrangements for morning and noon tours of Meharry Medical College and Tennessee State University, a 3:30 pm appointment would be ideal.

As you are aware, the HBCU tour is part of a graduate level course for students in the College Student Affairs program at Eastern Illinois University. The purpose of the course and tour is to provide students with a comprehensive overview of the nature of HBCUs through on-site examination of their unique academic missions and social, cultural and political environments. It is hoped that students will gain significant understanding of how these institutions function in general; particularly, the roles and experiences of student affairs administrators. Our HBCU tour has two parts. The first is a tour of the campus, and the second is an audience with a student affairs administrator. We request not more than one hour of your time for a private meeting.

A list of the questions students generally ask is attached. Please let me know if you can accommodate this request. Feel free to contact me with any further questions.

Most sincerely,

James Wallace, Ph.D.
Associate Professor
Eastern Illinois University
600 Lincoln Avenue
2110 Buzzard Hall
Charleston, IL 61920-3099
jawallace@eiu.edu

Enclosure: Questions

Appendix B

1. Email (sample – dated 10/22/07)
2. Preadmission letter (dated 10/24/06)
3. CSA Days Invitation letter (dated 1/25/07)
4. Follow-up Preadmission letter (dated 2/8/07)
5. Acceptance letter (dated 3/28/07)

From: Eberly, Charles
Monday, **October 22, 2007 3:50 PM**
To:
Subject: **RE: student affairs interest!**

And I am pleased to make contact with you! Please plan to attend the Student Affairs 101 Recruitment Fair to be held on campus Friday, November 2, 2007 (<http://www.eiu.edu/~csd/sal01/index.php>). You will be able to learn more about graduate study in college student affairs, and visit personally with representatives from at least eight different masters programs in student affairs. I am aware that there is a delegation planning to attend the event from Western. Check with John Birnbaum, who was one of my students several years ago.

Actually, everything we have available is found on the Internet website including a downloadable copy of our recruitment brochure showing President-emeritus Hencken teaching a class. Beyond that, just email me and I will respond to your questions.

A Graduate Assistantship includes a waiver to tuition and a monthly stipend. As GA supervisors determine their openings, we will post them on the CSA Days website. CSA Days is when we interview for admission and arrange for prospective students to interview for graduate assistantships. The event will be held on February 24-26, 2008.

Sincerely,
Chuck Eberly
Eastern Illinois University

-----original Message-----

From:
Sent: Monday, October 22, 2007 2:44 PM
To: Eberly, Charles
Subject: student affairs interest!

Hello!

My name is, and I am a senior at Western Illinois University. It is with great enthusiasm that I write this e-mail. I have been doing research on student affairs graduate programs and I am increasingly interested in Eastern Illinois University. Your web site, in addition to your reputation, have greatly caught my interest! I would love any additional information that you would be able to provide. I specifically was hoping that you could provide me with some information about your assistantships. I was hoping to find out if you offer a tuition waiver and was unable to find that information on your website. I look forward to communicating with you in the future. Thank you for your time!

October 24, 2006

I have been notified that you have made application for admission to the Graduate School for the College Student Affairs program. The next step is to be formally admitted to the Department of Counseling and Student Development. Please refer to the enclosed materials in order to begin the process for departmental admission.

Applicants requesting admission to the College Student Affairs program will be requested to make an individual interview appointment with the Dr. Charles Eberly (217-581-7235), Coordinator for College Student Affairs program.

Admission to the Department is limited. Not submitting material requested may result in admission being denied. Students are not eligible for financial aid until departmental admission is completed.

Do not hesitate to call me if you have any questions.

Sincerely,

Dr. Richard L. Roberts
Chair

dg

January 25, 2007

We are in receipt of your application for the 2007 College Student Affairs master's program at Eastern Illinois University. Our goal is to make the admission process as convenient as possible for all involved. To arrange an admission interview with the CSA faculty (Dr. Eberly and Dr. Wallace) and graduate assistantship supervisors, the following steps must be undertaken.

Step 1 - On February 25-27, 2007 (Sunday thru Tuesday), the Department of Counseling and Student Development will host its annual "College Student Affairs Days" for the purposes of (a) interviewing all candidates for admission to the CSA program, and (b) providing prospective candidates an opportunity to interview for on-campus graduate assistantships as well as with area institutions of higher education. We prefer to bring as many people together at the same time so that you have an opportunity to meet others who may be students in the fall 2007 cohort, and to make the CSA and GA interview processes as time and resources efficient as possible for everyone.

Step 2 - Register for CSA Days by filling out the online registration form located at www.eiu.edu/~csd/csadays. Graduate assistantship position descriptions are also available online; and you may indicate the positions for which you would like to interview.

Step 3 - When you arrive on campus, you will receive a schedule of interview times for admission and your GA interviews. The deadline to register for CSA Days is **Sunday, February 18, 2007**.

During CSA Days, there will be social opportunities so that you have an opportunity to meet both prospective students who may become your classmates, along with current students in the CSA master's program. A general schedule of activities is included with this letter.

The Department of Housing and Dining Services has graciously provided 24 spaces on campus for persons to stay at no charge in our NPHC Complex in Greek Court. Of course, you are free to arrange accommodations at area hotels in Charleston or Mattoon, Illinois and commute to campus. Meals will be provided for all participants at no cost; again, courtesy of the Department of Housing and Dining Services. The cost to attend CSA Days is minimal. Participants are expected to pay for their own travel expenses to Eastern Illinois University and accommodations at area hotels/motels.

Check-in for all CSA Days participants will be in the foyer of Buzzard Hall beginning at 12:00 p.m. on Sunday, February 25. Buzzard Hall is located south of Lincoln Avenue (Rt. 16 or Lincoln Avenue) at the intersection of 9th Street and Garfield Avenue. As mentioned

above, all participants will receive a schedule of their admission and GA interview times upon check-in.

Prior to CSA Days, please make certain that you have applied for admission to the EIU Graduate School and to the Department of Counseling and Student Development. Completed admission materials are needed in order to participate in the admission interview with CSA program faculty.

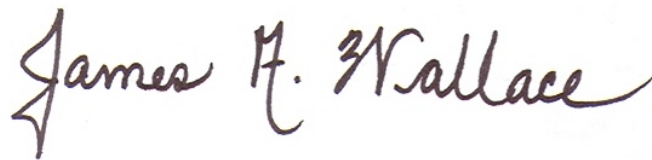
If you need additional information, please contact Brian Clarke, Graduate Assistant for the College Student Affairs master's degree program, at btclarke@iu.edu.

We look forward to having you with us for a couple of days and introducing you to other members of the EIU community.

Most sincerely,

A handwritten signature in cursive script that reads "Charles G. Eberly".

Charles G. Eberly, Ph.D., Professor

A handwritten signature in cursive script that reads "James A. Wallace".

James A. Wallace, Ph.D., Associate Professor

Enclosure: (1)

February 8, 2007

Our records show that you have expressed interest in entering our College Student Affairs program but have not been admitted to the Department of Counseling and Student Development. To be formally admitted to the Department, the following items need to be on file with us:

1. Graduate School Admission Application
2. Transcript of Undergraduate Degree
3. Departmental Admission Application
4. Two Departmental Recommendation Forms

Note: Items 1-2 are forwarded to the department by the Graduate School once they process your application.

Deadline for submitting this material is March 1, 2007. As of this date, the following items still need to be submitted:

If you have not done so already, please register for CSA Days by filling out the online registration from located at <http://www.eiu.edu/~csd/csadays>. CSA Days will be held on February 25-27, 2007. Please contact Dr. Charles Eberly (cgeberly@eiu.edu) if you have any questions regarding this interview process.

Admission to the Department is limited. Not submitting material requested may result in admission being denied. Students are not eligible for financial aid until department admission is completed. Although students are eligible to enroll in 12 semester hours of coursework prior to admission, taking coursework does not guarantee admission to the department. Please let us know if you are no longer interested in this program.

Do not hesitate to call me if you have any questions. Please feel free to reply by e-mail at: dagerdes@eiu.edu

Sincerely,

Richard L. Roberts
Chair

dg

March 28, 2007

I am pleased to inform you that you have met the requirements necessary to be admitted to the Department of Counseling and Student Development on full-degree status for the College Student Affairs program.

Please make an appointment with your advisor, Dr. Wallace (217-581-7240), as soon as possible so that you may plan a program that will best satisfy your needs and enable you to choose the classes appropriate for immediate registration. **Please call (217-581-2400) or email at dagerdes@eiu.edu if you do not plan to accept admission to this program.**

Enclosed is the Department's "Student Policy Handbook" for the M.S. in College Student Affairs **Please read the handbook then sign and return the last page** to: Debbie Gerdes, Department of Counseling and Student Development, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920 **no later than April 28, 2007.**

The faculty and staff would like to take this opportunity to welcome you to our department. Our hope is that you find the professional preparation experiences both interesting and rewarding.

Sincerely,

Richard L. Roberts
Chair

dg

Appendix C

1. Student Learning Assessment Program
Response to Summary Form Graduate
Programs 2007

**Student Learning Assessment Program
Response to Summary Form Graduate
Programs 2007**

Department: Counseling and Student Development

Category	Level*	Comments
Learning Objectives	Level 2, M.S. Counseling; M.S. College Student Affairs	What is meant by academic and professional performance in objective 1? Are you looking for specific knowledge or behaviors or experiences? If it is professional/ethical standards, how is that different from objective 2? I would suggest that you work on being more specific in objective 1. Objectives 2 & 3 are good objectives for student learning outcomes. Objectives 4 & 5 describe measures rather than offer additional objectives. Also, it is not clear why two different programs have the same objectives (except for #6). With the advent of the new graduate learning goals, these programs will need to consider how to incorporate those goals into their learning objectives-although you appear to be well on your way. What makes each program unique? What skills/knowledge set each program apart from the other one?
How, Where, and When Assessed	Level 2-3, M.S. Counseling; M.S. College Student Affairs	This program has clearly embraced the beauty of primary trait analysis to provide stability over time. It would be helpful if you included copies of your rubrics with your reports to help clarify your measurements. Your program uses both direct and indirect measures and they are multiple, which should provide an excellent three-dimensional look at your programs. I would be interested to hear how you are conducting your employer surveys because some departments have struggled with administering and collecting such surveys. Do your survey data relate to any objectives other than #6?
Expectations	Level 2, M.S. Counseling; M.S. College Student Affairs	Expectations established match objectives and measures outlined, but they are a bit vague. What does "meet or exceed" expectations mean for these programs? If you are using a rubric, what holistic score do you consider as meeting expectations, what score exceeds expectations? Then, in the next column, what percentage of work assessed falls into each category. You may want to describe behaviors here or refer to the rubrics.
Results	Level 2, M.S. Counseling; M.S. College Student Affairs	It looks like there are several measurements for which you have not yet begun to collect data. When do you anticipate collecting these data? You do have some good data here. What do they tell you? I'll be interested to hear the results of your discussion of the data.

* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess.

<p>How Results Will be Used</p>	<p>Level 2, M.S. Counseling; M.S. College Student Affairs</p>	<p>Feedback loop is in place, but it seems to focus on individual students rather than using the information for programmatic improvement. All changes are discussed in terms of changing the individual student, not the curriculum or program. And, while it is very important to consider how to help students with remediation should the need arise, it is also important to note how results will be used to discuss cohort attainment of learning objectives and ramifications for the programs themselves. Plans to analyze data at a fall faculty retreat is a good step in this direction.</p>
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Appendix D

1. College Student Affairs Program Review
(Graduate School Memo – dated 2/2/04)

EASTERN ILLINOIS UNIVERSITY
THE GRADUATE SCHOOL
OFFICE OF THE DEAN

Robert M. Augustine
Dean
1105 Blair Hall

Phone: 581-2220
Fax: 581-6020
Email: cfrma@eiu.edu

TO: Dr. Roberts, Chair
RE: College Student Affairs Program Review
Counseling Program Review
DATE: February 2, 2004

College Student Affairs

Response to the Program Description: The Graduate Catalog states that the program's mission focuses on career preparation in college student affairs within the context of meeting the CASHE requirements. Evidence that the program is meeting its mission included the following:

- The report noted that during the last decade candidates achieved an impressive 100% placement rate for professional positions and that candidates typically receive multiple offers. Clearly the program is meeting its stated mission.
- The report noted that demand for professionals is expected to increase as retirements during the next decade are expected to outpace new professionals entering the field.
- The report reflected the exceptional leadership within the program. The program has extensively modified its curriculum in order to meet CASHE requirements. These revisions uniquely position graduates of the program to retain a competitive edge over others in the professional job market.

Response to the Discipline Analysis: The report provided evidence that it scans its discipline using a comprehensive range of feedback mechanisms. Examples include surveys, internship feedback, and program retreats. The program compares the data collected for evidence that it is meeting 6 program goals and 11 core objectives.

- The data revealed that the program is successfully meeting its six goals which include meeting CASHE guidelines, integrating theory with practice, skill development, ethical practice, effective teaching, research and service, and continuous assessment. Scanning identified improving satisfaction with professional preparation as an area of focus.
- The data supported a range of success on meeting the 11 core objectives from 40% to 100%. The core objectives include management, technology, counseling the gifted, consulting, advising, cross-cultural issues, legal and ethical issues, application of research, knowledge and skills for practice, active participation in the profession, and professional disposition. Areas noted by the program for improvements included improving individual and group intervention, college culture, and the program capstone.

Response to the Program's Description of Action to Take in Response to the Review: The report suggested that the program is considering the deletion of the foundations and technology courses and replacing them with courses such as individual and group intervention and college culture. The new courses were derived primarily from the concerns expressed by employers. The course deletions and capstone revision were derived from a critical analysis of the curriculum that suggested these as areas to improve or where redundancies could be eliminated.

Graduate Dean's Recommendations: This program reflects the significant investments of the chair and faculty since the last review and has clear goals and objectives. The program also completed four outstanding thesis projects in 2003. I recommend:

- Increasing the number of master's theses. Make the thesis a frequent capstone. Thesis research builds on the program's content strengths while concurrently advancing research skills and the professional characteristics of sound judgment, cultural sensitivity, creativity, desire for learning, etc. that the program seeks to enhance. This recommendation fits in well with the program's desire to enhance its capstone experience.
- Have these outstanding graduate candidates apply for Graduate School research, travel and thesis awards.
- Present these research projects at the Graduate Student Exposition and Legislative Day.

Counseling: Concentrations in Community and School Counseling

Response to the Program Description: The Graduate Catalog states that the program's mission focuses on credentialing/licensing for careers in community and school counseling. The program meets the requirements specified by CACREP for school guidance workers and community agency workers. Evidence that the program is meeting its mission includes the following:

- All candidates now meet required licensing/credentialing standards.
- The need for credentialed professionals is expected to outpace supply.
- The program successfully secured grants to develop off-campus cohorts in high-need areas of Illinois to deliver its program partially through technology.

Response to the Discipline Analysis: The report provided evidence that it successfully scans its discipline using a comprehensive range of feedback mechanisms similar to those described for College Student Affairs. The program compares the data collected for evidence that it is meeting six program goals and eight core objectives that both school and community counseling concentrations share and five additional objectives that are unique to each concentration.

- The report provided evidence that it is meeting the six program goals which include meeting CACREP guidelines, serving a diverse society, skill development, ethical behavior, effective teaching, research, and service, and continuous assessment.
- The report provided evidence that the eight core objectives are being met for both concentrations, but noted less satisfaction with knowledge and application of research.
- The report also noted that off-campus supervisors were very satisfied with the quality of knowledge of the students, but felt less able to judge in the area of research.

Response to the Program's Description of Actions to Take in Response to the Review: The program has concluded an extensive set of revisions that make it current, relevant, and strong and in compliance with CACREP standards. I am proud and impressed by the outstanding leadership this program has shown.

Graduate Dean's Recommendations: I recommend enhancement of the program's research areas in the same ways outlined for the College Student Affairs Program. These include:

- Increasing the number of master's theses and making the thesis a frequent capstone choice for candidates.
- Participation in the Graduate School research, travel and thesis awards competition.
- Participation in the Graduate Student Exposition and Legislative Day.

Congratulations on two outstanding reports and for the consistent leadership that makes these programs strong.

C: Dean Rohn
Assistant Vice President Herrington-Perry
Council on Graduate Studies

Appendix E

1. Executive Summary – CAS Standards
Self-Study of College Student Affairs

Executive Summary
CAS Standards Self-Study of
College Student Affairs

The department of Counseling and Student Development's program emphasis in College Student Affairs was acknowledged at the 1999 ACPA conference as one of the first programs to utilize the CAS standards in a comprehensive self-evaluation. We are excited and enthusiastic about the direction of the program and its growing national reputation.

As a result of the CAS Self-Study, the following **strengths** were identified:

- (1) A new mission statement and objectives were developed for the program and incorporated into the overall graduate assessment plan.
- (2) A competitive admissions screening procedure has been initiated to regulate the number and quality of applicants to the program. Admitted applicants are entered into a database to ensure quality advisement.
- (3) A student policy manual has been developed to assist students in successful completion of the program. All students must formally signify they have read the manual and agree with program requirements prior to completing their formal study plan.
- (4) The entire CSA curriculum has been changed to either meet or exceed the CAS standards. The courses are arranged in a sequential manner and taken by students in a cohort group. Students not admitted to the program are limited to 12 credits.
- (5) Both instructional faculty and practicing administrators teach in the program enabling students to receive a balanced theoretical and practical orientation to the field.
- (6) From 1988-1998, 12.5 percent of all *Graduates* were minority students.
- (7) Dr. French Fraker has been reassigned within the department to assist in teaching a student affairs course. Other CSA faculty include Drs. Eberly and Powell.
- (8) Over the past three years, book and video holdings related to college student affairs have been substantially increased.
- (9) A formal student review conference was established to evaluate the progress of students. Those students identified as not making satisfactory progress toward the degree receive special assistance to ensure departmental retention or removal.

As a result of the CAS Self-Study, the following **weaknesses** were identified:

- (1) Inadequate resources to fund faculty expertise in targeted CAS classes (e.g., Governance and Finance in Higher Education, Collegiate Environments) are a threat to the current curriculum.
- (2) Inadequate resources to support program recruitment to target exceptional, diverse students.
- (3) Inadequate resources to support faculty development including lack of release time for research and professional travel and limited funding for graduate assistantships.
- (4) The current curriculum lacks appropriate material on the Community College as well as History, Philosophy, and Law in Higher Education.
- (5) The required 6 hours of Basic Education courses fail to adequately address Higher Education issues.
- (6) There is only one 3-credit opportunity for an elective within the current curriculum.

Future **actions** needed to strengthen the program are:

- (1) Develop a community college track consistent with the goals of the Lakeland - EIU accord.
- (2) Replace the existing Basic Education component with a six-hour sequence emphasizing History, Philosophy, and Law in Higher Education.
- (3) Ensure program quality and consistency through increased FTE support in targeted courses required for the CSA program.
- (4) Utilize existing and future technology to increase CSA presence on the Web.
- (5) Support existing faculty through reduced teaching load and increased support for professional development and research.

Indicators to measure progress:

- (1) Implementation of approved curriculum in Community College track, History, Philosophy, and Law in Higher Education
- (2) Increased FTE budget to include a second full-time position in College Student Affairs.
- (3) Increase the number of courses utilizing web-based instruction and materials.
- (4) Increase number of CU's dedicated to research and professional development.

Appendix F

1. IBHE – Program Review Executive Summary
(dated 4/6)

PROGRAM REVIEW EXECUTIVE SUMMARY
For M.S. in College Student Affairs
April 6th

Overview of the Program

The field of student affairs continues to evolve, reflecting changes in student demographics, higher education policy, and legal and ethical issues. Although the department has been graduating students from its program since the 1950's, it too has been evolving to meet the current demands of college students. The mission of the M. S. in College Student Affairs is to provide a dynamic curriculum for students interested in leadership careers in the field of student affairs in higher education. To that end, in 1996 the department (formally the Department of Educational Psychology and Guidance) began the process to align program offerings with the standards of the Council for the Advancement of Standards in Higher Education (CASHE). After an external review in the spring of 2000, the department worked to establish the 48 credit hour M. S. in College Student Affairs. The program now provides a strong foundation for knowledge and skills development needed for effective administration, efficient use of technology, and humanistic support of undergraduate and graduate education. Upon completion of the program, students will be prepared for entry and mid-level student affairs positions in post-secondary public and private education as well as state and federal agencies. Some students also decide to pursue additional studies in Ph.D. programs and other terminal degrees. Since 2000, the program has achieved enormous progress toward our mission resulting in a name change (Department of Counseling and Student Development), new mission, goals, and objectives, a complete curriculum revision, a new degree (M.S. in College Student Affairs), new assessment measures, new admission and retention policies, and a greater focus on achieving high standards for the program and its students.

The College Student Affairs field continues to be a growing occupation. The U.S. department of Labor estimates that the employment in education administrators is projected to "grow about as fast as the average for all occupations through 2010." However, the field is projected as excellent considering many administrators will retire over the next 10 years. Likewise, the same source states "job prospects are favorable for college and university administrators, particularly those seeking nonacademic positions." There is a "shortage of applicants for nonacademic administrative jobs. For example, positions as directors of admissions or student affairs are difficult to fill." We currently are tracking our placement of students which has been 100% for the past decade. In fact, most of our students have several job offers before graduating.

Department Goals: The department has six major departmental goals that provide broad direction to the program.

Goals

1. CAS Standards
2. Theory to Practice curriculum
3. Skill Development
4. Ethical Practice
5. Effective Teaching/Research/Service
6. Continuous Assessment

Results

Revised program based on new CAS standards High marks on survey
100% "Well-Prepared" in CSA skills
Fall/Spring Student Review Conference for Retention
75% satisfaction on exit survey.
Assessment includes Exit, Alumni, and Supervisor surveys; Advisory Committee; Faculty Retreat

Departmental Admissions

After our initial external review in 2000, the department embarked on an enrollment management plan to improve the overall quality of the program. The plan was to cap the number of students enrolled in each concentration to 20 per year. The number of minority students enrolled in this program is strong ranging from 15% to 51 % in a given year. Because all of our students in the program work as graduate assistants for the university, there is a coordinated effort by university and departmental staff to actively recruit and maintain a diverse group of students for this program.

Departmental Strengths: The original IBHE program report listed the following items as unique features of the department:

- Curriculum is aligned closely with program objectives. Each course taught is designed to accomplish specific objectives that meet the Council for the Advancement of Standards in Higher Education.
- High standards are maintained throughout the program. Students take courses in a sequenced manner thus allowing basic skills and knowledge to be obtained before moving forward in the program.
- We have increased our emphasis on completing a thesis. This has enhanced our mentoring of students in the area of research.
- The President of the University teaches for the department, and top-level administrators have been adjunct faculty members since 1993.
- Dr. Wallace annually coordinates a tour of Historically Black Colleges and Universities.
- Over \$80,000 in grants were obtained to improve the equipment, training facilities, and integration of technology. We continue to invest financial resources in improving the program.
- Dr. Eberly, faculty member in the CSA program, was recently recognized on several levels: Dennis Trueblood Award for Outstanding Contributions to Student Affairs in the State of Illinois, Illinois College Personnel Association, 2002; Midwest Meeting of Graduate Students in Student Affairs (MJv10GSISP) Hall of Fame Award, 2002; Distinguished Service Award, Illinois Association for Assessment in Counseling, 2002; Spirit of Greek BGSU Award, First Recipient, Bowling Green State University, 2002; and Association of Fraternity Advisors, Bob Schaffer Award, 2003.

Departmental Changes: The actions taken since our last review have been summarized as follows:

- Changed department name from Department of Educational Psychology and Guidance to Department of Counseling and Student Development.
- Sponsored an external 3 member team to review the program.
- Changed the M.S. Ed. degree in Guidance and Counseling (with concentrations in School Counseling and College Student Affairs) to an M.S. degree in College Student Affairs. Note: This deletes the M.S. Ed. Degree.
- Developed new mission and objectives and incorporated into the overall graduate assessment plan.

- Revised the following courses: CSD 5500 (Research Methods), CSD 5700 (Foundations of Student Affairs in Higher Education), CSD 5710 (Leadership and Administration in Higher Education), CSD 5720 (Student Development Theory), CSD 5740 (Consultation Courses), CSD 5750 (Governance and Finance in Higher Education), and CSD 5880 (Practicum changed to Internship).
- Developed the following new courses: CSD 5760 (Legal Issues in Student Affairs), CSD 5770 (The Community College), CSD 5780 (College Teaching), CSD 5790 (Technology in Student Affairs).
- Arranged courses in sequential order and admitted students as a cohort group.
- Added second full-time faculty members to the program.

Capstone Seminar

As a result of the IHBE review, the following changes were made:

- Revised the mission statement.
- Developed new program goals and objectives to reflect the latest CAS standards.
- Developed a new student exit survey, intern supervisor survey, and alumni survey to better assess program objectives.
- Delete CSD 5700 (Foundations) and CSD 5790 (Technology) from the curriculum.
- Currently developing the following new courses:
 - Individual and Group intervention (CAS standard 5b3)
 - Multicultural Competence in Higher Education (CAS standard 5b2)

Attachment A
College Student Affairs

Program Objectives	Required Courses	% Objective Was Met*
1. Competence in the utilization of management skills in organizational development, human resources management, and problem solving.		60%
2. Skill in the utilization of multiple technologies in formal presentations and systems information management.		60%
3. Work effectively with individuals who are physically, academically, emotionally or chronologically gifted.		100%
4. Effectively work in the capacity of a consultant with groups, organizations and institutions of higher education.		60%
5. Demonstrate the ability to perform effectively in an advisory capacity with student and professional groups.		100%
6. Demonstrate awareness and sensitivity in working effectively with students and staff regarding gender, sexuality, ethnicity and institutionalized practices and attitudes.		80%
7. Demonstrate significant knowledge of the laws that govern institutional/individual freedoms, rights and responsibilities as expressed in state, federal and local laws.		40% (Legal) 80% (Ethical)
8. Utilize knowledge in research and program evaluation including qualitative, ethnographic, quantitative, scientific and legal research methods.		60%
9. Demonstrate knowledge of the history and skills considered essential to the practice of the student affairs profession.		100%
10. Demonstrate a commitment to the profession through active participation in professional association conferences, meetings, committees, and memberships.		100%
11. Exhibit characteristics of sound judgment, cultural sensitivity, creativity, desire for learning, and loyalty to both super- and subordinate individuals necessary for the betterment of programs or an organization.		No data at this time

* An exit survey to assess these objectives has been developed; however, the department will not have graduates from the M.S. in College Student Affairs until Spring 2004.

Appendix G

1. Inventory of Progress (CSD 5880)

INVENTORY OF PROGRESS

CSD 5880 Internship in College Student Personnel
Department of Counseling and Student Development
Inventory of Progress

Internship Student (Print)

Academic Semester/Year

Host Internship Site

Host Internship Supervisor

Campus Phone No. _____ E-mail: _____ Date:

This Inventory is for (circle): Mid-Semester (~70 clock hours) End of Semester

Directions: Please indicate your opinion on this internship Student's progress to date. Just circle the appropriate number to the right of each item below. If you feel you do not have enough bases for a ranking or if the item does not apply, circle the item number. You are welcome to add other items (see nos. 11 - 12).

You are encouraged to share your inventory rankings with the internship Student.

1. Punctuality (shows up on time, keeps appointments)

High		Average		Low
5	4	3	2	1

2. Public image (meets people easily, pleasant, dresses within acceptable range)

High		Average		Low
5	4	3	2	1

3. Effort to learn (asks questions, reads, investigates)

High		Average		Low
5	4	3	2	1

4. Initiative (volunteers, requests clarifying information, asks "where is s/he?")

High		Average		Low
5	4	3	2	1

5. Cooperates (works well with and along side others; shows willingness to help and share)

High		Average		Low
5	4	3	2	1

6. Catches on Quickly (understands the first-time-around, knows right away)

High		Average		Low
5	4	3	2	1

7. Reception to Criticism (able to accept feedback, take advice, be corrected)

High		Average		Low
5	4	3	2	1

8. Reliable (does what is asked, can be counted on, completes assignments)

High Average Low
5 4 3 2 1

9. Organizaed (knows how to put things together, places them in a logical and orderly sequence).

High Average Low
5 4 3 2 1

10. Quality of work (produces products and services that are valuable)

High Average Low
5 4 3 2 1

11. _____ (Host supplied item)

High Average Low
5 4 3 2 1

12. _____ (Host supplied item)

High Average Low
5 4 3 2 1

13. General Comments:

I wanted you to know that:

A suggestion or recommendation I have would be:

14. Sharing of this Inventory of Progress with internship Student (Check One):

- _____ I have shared
- _____ I plan to share
- _____ You may share
- _____ I would prefer that you not share

Send a copy of this Inventory of Progress to:

Charles G. Eberly