**Learning Goals for the M.S. in College Student Affairs**

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| 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 dispositions necessary to succeed in the graduate program in Counseling and Higher Education.2. Candidates will display evidence of a depth of content knowledge. | How: Admission Rating SheetWhere:Department of Counseling and Higher EducationWhen:During Admission ProcessHow:GPA; Course Assessment Rubrics;Where:5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880 | 1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubricMaintain 3.0 GPA;80% agreement on all objectives | Spring 2019 Admissions:(beginning admissions Summer or Fall 2019)**College Student Affairs**Expectation 1:51 Total Applicants Interviewed24 Invited from OPE for Housing Positions\*27 Invited to CSA Days17 Accepted for Admission\* OPE invitees are invited to interview but do not apply to the graduate school and department unless an offer has been made. **Overall GPA:** No student was asked to leave due to low GPA**Survey of Course Objectives:****CSD 5505: Research Methods in CSA** Knowledge of methodology **-** 75% agree Ability to Critique Research – 88% agree Applied data to System wide assessment – 89% agree Overall Objectives were met – 80% agree**CSD 5710: Leader and Admin in High Ed**Knowledge of leadership strategies – 100% agree Fundamentals of Teamwork – 100% agree Applied relevant constructs of leadership – 100% Overall Objectives were met – 100%**CSD 5715: Ind and Group Intervention** Understand and Apply Skills **-** 100% agreeAnalyze an Apply cultural interventions – 100% agree Planning an Apply interventions – 100% Self –Care – 100% agree**CSD 5720: Student Dev Theory I**Knowledge of personal theory **-** 100% agree Ability to evaluate theory – 100% agree Ability to stay current in student dev. 80% agree Overall the objectives were met – 94% agree**CSD 5725: Student Dev Theory II** Knowledge of theories and models **-** 91% agree Aware of how culture impact development – 92% agree Recognize one’s own devel. journey – 92% agree Overall the objectives were met – 92% agree**CSD 5735: Multi Comp and SJ in CSA**Demonstrate culturally inclusive listening skills **-**88% agree Aware of diverse life experiences within H.E. – 78% agree Analyze social systems and their impact in H.E. – 70% agree Understand SJ in H.E. – 100% agree**CSD 5741: Collegiate Environments** Knowledge of college environments/impact **-** 91% agree Impact of C.E. on diverse populations – 90% agree Know how to improve student experiences – 91% agree Overall the objectives were met – 92% | CSA Admission Committee will compute composite scores and select the top 20 scores for admission.Each admitted student will be tracked to compare admission score to performance in the program.The results are collected by the Department Chair and summarized for review. |
| 3. Candidates will display evidence of maintaining professional dispositions.4. Candidates will display evidence of effective critical thinking and problem solving skills.5. Candidates will display evidence of effective oral and written communication skills. | How:Student Review RubricWhen:Every Semester (Student Review Conference)How:Assessment RubricsWhere:5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880How:Assessment RubricWhere: 5505, 5710, 5725, 5735, 5741, 5750, 5715, 5720, 5760, 5880 | Meet expectations as established by Rubrics80% agreement on all objectives80% agreement on all objectives | **CSD 5750: Gov and Fin in High Ed** Appropriately use facilities management procedures **-** 67% agree Articulate impact of decisions on groups of people – 100% agree Describe governance structures and systems – 100% agree Overall the objectives were met – 100% agree**CSD 5760: Legal and Eth Issues in CSA**Knowledge of legal issues in H.E.  **-** 100% agree Differences b/w H.E. and College legal issues – 100% agree Critique personal/institutional beliefs/values – 100% agree Overall the objectives were met – 100% agree**CSD 5880: Supervised Experience in CSA** Utilize reflection to evaluate experience**-** 100% agree Identify ethical issues relevant to their experience – 100% agree Model and communicate principles of the prof. – 100% agree Identify/critique overall experience – 100% **Fall 2018** 38 Good Standing \_2 Concern \_0 Withdrawal**Spring 2019** 36 Good Standing  3 Concern **Assessment Rubrics****See assessment results under 2.****Assessment Rubrics**See results under 2. | The data for Learning Objective 3 is collected during Student Review (Fall/Spring).Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process to target needed change.The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report).The data for Learning Objective 5 will be collected by the Department Chair and summarized for review (see end of report). |
| 6. Candidates will display evidence of advanced scholarship through research and/or creative activity. | How: Assessment RubricsWhen: 5505Thesis | 80% agreement on all objectives90% completed by July 1. | **Assessment Rubric****CSD 5505: Research Methods in CSA** Knowledge of methodology **-** 75% agree Ability to Critique Research – 88% agree Applied data to System wide assessment – 89% agree Overall Objectives were met – 80% agree**Thesis Completed**13 Full-Time students worked on a Thesis80% completed the Thesis by July 1, 2019 | The data for Learning Objective 6 will be collected by the Department Chair and summarized for review (see end of report). |
| 7. Overall Candidates will perceive program is helping them prepare for professional practice | How:Exit SurveyWhen:Last Semester | 80% agreement on all items | **4) Exit Survey: The following standards were met**History/Phil of Higher Ed. - 100% agreeEthical and Legal Standards - 100% agreeKnowledge of Student Development Theory - 100% agreeApplication of Student Development Theory - 100% agreeKnowledge of Student Characteristics - 100% agreeApplication of Student Characteristics – 100% agreeKnowledge of Individual/Group Intervention – 100% agreeApplication of Individual/Group Intervention – 100% agreeKnowledge of CSA Organization/Leadership models – 100% agreeApplication of CSA Organization/Leadership models – 95% agreeKnowledge of Assessment, Evaluation, and Research – 95% agreeApplication of Assessment, Evaluation, and Research – 100% agreeKnowledge and Application of Supervised Practice -100% agreeSatisfaction of Academic Advisement - 75% agreeSatisfaction with Assistance in Obtaining a Professional Position 83% agreeOverall Satisfaction with the Professional Preparation – 100% agree**Strengths of the program reported on 2018-2019 College Student Affairs Exit Survey**Students indicated they appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The class size and schedule were repeatedly emphasized as a strength. **Weaknesses of the program reported on 2018-2019 College Student Affairs Exit Survey**Some student indicated that assignments put too much emphasis on reflection. Other issues of concern were academic advisement, perceived student favoritism, lack of support for the job search, limited faculty to take for classes, emphasis on housing, and the need for more depth on topics.  |  |

**PART TWO**

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

Since our last assessment the following changes have been made:

1. Worked on coordination among assignments to reduce redundancy.
2. Advertised the online option.

**PART THREE**

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

1. We are currently working with our revised curricula based on standards from the American College Student Affairs (ACPA) and National Association of Student Personnel Association (NASPA) competencies. Assessment data indicate we are meeting most of our course objectives (94%).
2. In addition the following data will be shared with faculty at the upcoming fall retreat:
* Objective 1: Based on the data, our admission process indicated we had a strong application pool and selected above average yield. Our target recruitment goal is 20 and we admitted 17 full-time students.
* Objective 2: Depth of content was measured using GPA and course objectives surveys.

1. 3.0 GPA was maintained by students currently enrolled in the CSA program.

2. Students indicated all courses are meeting syllabi objectives with a mean rating of 94%. Specific objectives that fell below the 80% target were as follow:

* Aware of diverse life experiences within H.E. – 78% agree
* Analyze social systems and their impact in H.E. – 70% agree
* Appropriately use facilities management procedures **-** 67% agree
* Knowledge of research methodology **-** 75% agree
* Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. The students who were flagged for the remedial process were late in completing their thesis. We continue to meet regularly with Student Affairs Directors and Administrators to support students in our program.
* Objective 4: See Objective 2 number 2.
* Objective 5: See Objective 2 number 2.
* Objective 6: Course objectives were not met for this item. Completion rate on the Thesis was 80% for the cohort just completing their coursework. We have added an additional research course (5505) for the new cohort and reduced their overall hours from 48 to 43 so they can spend more time dedicated to the Thesis.

Objective 7: Exit surveys resulted in meeting our 80% threshold on all categories with one exception: Satisfaction of Academic Advisement - 75% agree. We have split the advising to three faculty members which should help even the workload in this area.

Exit data indicated they appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The class size and schedule were repeatedly emphasized as a strength.

Exit data indicated that assignments put too much emphasis on reflection. Other issues of concern were academic advisement, perceived student favoritism, lack of support for the job search, limited faculty to take for classes, emphasis on housing, and the need for more depth on topics.

These items will be reviewed during Fall retreat.