**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2019**

Department: Counseling and Higher Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. College Student Affairs | Objectives incorporate CGS goals with program-specific outcomes. Objective 2 could be fleshed out in a bit more detail, but I assume they are spelled out in the ACPA and NASPA competencies. Objective 1 is not truly a student learning outcome since it is focused on dispositions students bring into the program rather than what is learned through the curriculum. |
| **How, Where, and When Assessed** | Level 3, M.S. College Student Affairs | You are clearly collecting several pieces of information at different points throughout a student’s time in your program. You have rubrics applied to coursework for direct measures and the exit survey completed by students for indirect measures. Your measures seem to be focused on agreement measures, which is usually an indirect survey of some kind. Are you applying agreement to coursework and it’s the faculty who are agreeing? |
| **Expectations** | Level 2-3, M.S. College Student Affairs | Expectations have been established for each course in the program. This section would be more complete with information from the rubrics. What does it mean to meet the expectations as established by the rubrics? |
| **Results** | Level 2-3, M.S. College Student Affairs | You are clearly taking the student satisfaction surveys to heart and are looking at ways to improve based on the findings. |
| **How Results Will be Used** | Level 3, M.S. College Student Affairs | Feedback loop is in place, and it is good that the faculty as a whole is discussing data and implications of the data. |

1. \* 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. [↑](#footnote-ref-1)