**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2018**

Department: Counseling and Higher Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. Counseling | The program has adopted all of the CGS goals. Objective 1 is not really a student learning objective since it is focused on student skills established before they begin the graduate curriculum. Are the professional dispositions in objective 3 an extension of that? Objective 2 could spell out in more detail the content knowledge sought by the conclusion of the degree, but those are reflected in the CACREP areas. |
| **How, Where, and When Assessed** | Level 3, M.S. Counseling | Your program uses both direct and indirect measures and they are multiple, so it is a well-rounded assessment plan. Student feedback as well as faculty assessment of student artifacts are used to make decisions on changes, and you have a wealth of rubrics used in the courses. It looks like the rubrics are used by the students as a self-assessment of the skills they have gained, but you have exams and presentations for direct measures to balance out the indirect measures. It is not completely clear that you have direct and indirect measures for each objective. How does the student review rubric work for objective 3? Does a faculty member rate the student or is it a self-assessment? Is it based on coursework or assistantships or what? For objective 7, you may want to think about employer surveys/ratings or job/graduation school placement to round out the data for that objective. |
| **Expectations** | Level 3, M.S. Counseling | Expectations have been established for most measures—especially for the tests. You indicate the percentage of students meeting each expectation, which is very good, but it would be helpful to know what the expectation is as well as how many have met it. |
| **Results** | Level 3, M.S. Counseling | Results are being collected for all objectives and are used for program improvement. It is very good that you have data from national tests as well as local data; the two combined provide a wealth of information about your students and how they compare to peers. |
| **How Results Will be Used** | Level 3, M.S. Counseling | Feedback loop is in place, and it is good that the faculty as a whole is discussing data and implications of the data at the fall retreat. |

Your assessment plan appears fully ingrained into your program and is assessing student learning and providing information for improving the curriculum. The next report for this program is due **June 15, 2020**. Assessment data collection and analysis should continue across this two-year period.

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)