

M.S. in College Student Affairs
Department of Counseling and Student Development
Eastern Illinois University



Program Evaluation Summary Report

2015-2016 Academic Year

Program Evaluation Method

In order to determine how well our program is preparing graduate students, the Counseling and Student Development Department created a data management plan. Beginning in the Fall of 2012, data collection was gathered entirely by online surveys including:

- Graduate Student Exit Surveys
- Supervisor Surveys
- Course Assessment Rubrics
- Alumni Surveys
- Employer Surveys

Additionally, our comprehensive program evaluation monitored the thesis completion of students.

Spring 2016 Admissions Data

<u>Degree Program</u>	<u>Total Applicants Applied</u>	<u># Interviewed</u>	<u># Accepted for Admissions</u>
M.S. in College Student Affairs	125	110	21

Program Evaluation Results

Thesis Completion

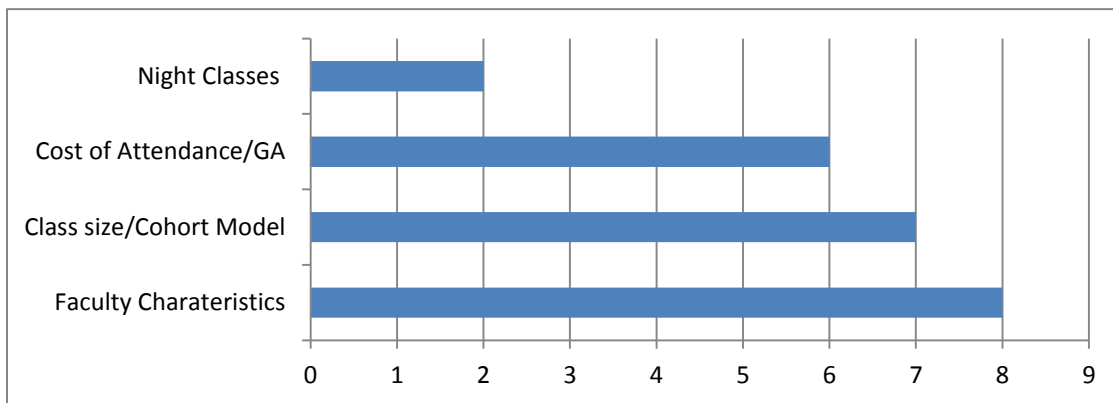
Below, find a list of completed theses during the academic year of 2015-2016:

- A Quantitative Study of the Source of Stress for First Generation Freshman Female College Students by **Amber Byrley**
- Examining College Faculty and Staff's Levels of Confidence and Preparedness in Recognizing and Responding to Distressed Students by **Rachel Chlebanowski**
- Impact of Employment on Undergraduate Academic Achievement by **Canaan Daniels**
- Initial Student Impressions and Affinity Towards the Institution by **Andrew Doto**
- The Recruitment of Sexual Minority Students in Higher Education by **Jorge El-Azar**
- Factors Influencing Student Major Selection at a Community College by **Kellie Jean Keck**
- An Intersectional Analysis of Male Student-Athletes' Meaning-Making About Masculinity by **Michelle Lisack**
- Universal Design: A Student Affairs Perspective by **Becca Lynn**
- An Examination of Self-Esteem's Impact on the Leadership Behavior of Female Undergraduate Student Leaders by **Allison Moran**
- Student Perceptions of Academic Advisor Effectiveness and Student Success: Factors That Matter by **Madeline Owens**
- Developing the Whole Student: Campus Ministry's Impact on Spiritual Development by **Zachary D. Samples**
- A Photographic Study on College Student Sense of Belonging by **Sean Sheptoski**
- Veterans' Perceptions and Use of Student Support Services at a Midwestern University by **Amanda Starwalt**
- Sophomore Student-Athletes' Perceptions of Athletic Academic Support Services by **Lindsey Sturm**
- Understanding the Management of Sustainability on One Public Midwestern College Campus by **Eric Swinehart**
- Transfer Students' Perceptions of Their Academic Preparedness from Urban Community Colleges to Four-Year Institutions by **Jazmine E. Thompson**
- A Quantitative Examination of Alcohol Consumption Motivation Between Fraternity and Non-Fraternity Men by **Brinton B. Vincent**
- First-Generation, Second Year, College Students and Support Gained from Campus Services by **Taylor Whittington**
- An Exploration of Sense of Belonging Among Black Males Attending a Predominately White Institution by **Nicolas T. Wright**

Student Exit Survey

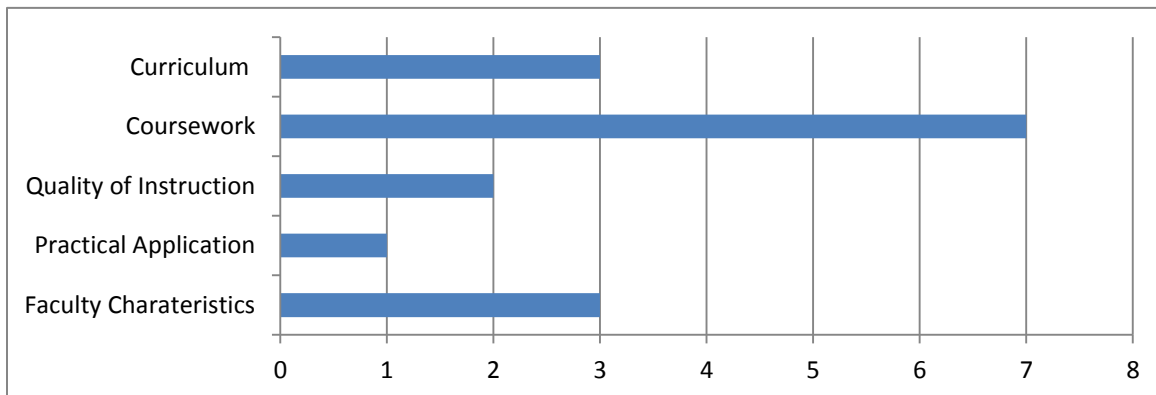
Of the 14 students who completed a student exit survey, students reported feeling prepared or well-prepared (>70%) in the following categories: Student Characteristics, Individual and Group Intervention, Organization and Administration of Student Affairs, Assessment, Evaluation, & Research, Supervised Practice, Assistance in Finding a Professional Position, and Overall Satisfaction. A lower percentage of graduating students reported feeling prepared or well-prepared in the following categories: Foundational Studies (64%), Student Dev. Theory (42%), and Academic Advising (64%) The strengths and weaknesses of the program as reported on the student exit survey are shown below.

Strengths of the program reported on 2015-2016 College Student Affairs Exit Survey N=14



Note: Faculty characteristics include intentional, supportive, and caring

Weaknesses of the program reported on 2015-2016 College Student Affairs Exit Survey, N=14



Note: recent changes were made to the curriculum at the time of the survey. A few participants noted that some of the courses replicated assignments and that more focus on assessment was needed. Lastly, some participants thought multiple internships classes were not needed.

Award Recipients:

Distinguished Graduate Student

Amanda Starwalk

Errett Warner-Staley G. Rives Higher Education Presidential Award

Allison Moran, Sean Sheptoski, Lindsey Sturm

Thesis Award of The Year Award

Michelle Lisack

Lella Cox Schaff CSA Award

Amber Byrley

