

**Department of Counseling and Student Development
 Master of Science in College Student Affairs
 Eastern Illinois University
 Original Report Dated June 16, 2008**

**Renewal Designation as a First Choice Graduate Program
 March 19, 2013**

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.

**Table 1 – Application, Enrollment, and Diversity Summary
 (Obtain Data from the Graduate School)**

Enrollment Data	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	97		103		113		104	
# of Admission Offers	28		28		22		26	
Admission Yield	21	78	23	83	17	80	20	80
Continuing Candidates	20		22		17		20	
Total Enrollment	20		22		17		20	
Diversity Rates Based on Total Enrollment	4	20	4	20	5	30	4	23
Undergraduate Diversity*								
Domestic Diversity								
International Diversity								
Gender Diversity	65-F 35-M		65-F 25-M		58-F 42-M		72-F 28-M	

1ai-Enrollment Management/Recruitment Plan: A clear plan for meeting application, enrollment, and diversity goals.

Describe Changes to the Recruitment Plan and if the Enrollment Data meet the Outcomes Summarized in Table 1

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 Materials: The department continues to maintain 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 eiu.edu/csd. Brochures are updated yearly in consultation with CATS.

Phase 2: Correspondence Cycle: The Recruitment Chair (currently Lou Hencken) establishes an initial contact via email typically followed by an invitation to apply through the CSA Days web portal. All applications are now maintained electronically. The CSA Days committee corresponds throughout the application cycle and provides invitations to attend the event.

Phase 3: Special Events

- ◆ *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.
- ◆ *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.
- ◆ *Oshkosh Placement Exchange*: The Oshkosh Placement Exchange 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.
- ◆ *Southern Placement Exchange*: The Southern Placement Exchange, Memphis, Tennessee, is modeled after the Oshkosh Placement Exchange, and EIU has participated in SPE for the past several 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.
- ◆ *Historically Black College and Universities (HBCU) Tour*: 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. The tour 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.

1a-iii-Enrollment Management/Selection Criteria: A rationale for selection decisions; fulfilling its expectations for quality.

Describe Changes to the Selection Criteria.

The program changed its selection process and now examines the following application criteria to make its admission decisions:

- ◆ Undergraduate GPA (30%)
- ◆ Two letters of recommendation (15%)
- ◆ Experience (15%)
- ◆ Overall Impression (40%) (based on interview and writing sample)
- ◆ GA position or full-time position in a student affairs area (required)

Interview questions were updated to align with CSA professional/personal attributes, interpersonal skills, and writing ability. The rating sheet was modified to focus on GPA, experiences, references, and a personal interview. All interviews are conducted either at CSA days or official housing recruitment events.

1a-iii-Enrollment Management/Acceptance Rate: Desired applicants accept admission offers.

Verify Enrollment Yields from Table 1.

Enrollment Data	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	97		103		113		104	
# of Admission Offers	28		28		22		26	
Admission Yield	21	78	23	83	17	80	20	80

Seventy-eight percent of admitted applicants accepted admission offer in 2009, 83% in 2010, and 80% in 2011, indicating that the department is attracting the vast majority of desired applicants.

1b-Assistantship/Scholarship Management:

**Table 2 - Graduate Assistantship Summary
(Obtain Data from the Graduate School)**

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation *	N/A	N/A	N/A		
Competitive Awards*	N/A	N/A	N/A		
Grants or External Awards*	N/A	N/A	N/A		
Philanthropic Awards*	N/A	N/A	N/A		
Other Campus Assistantships	21	23	17	20	Variable (Corresponds to number in program)
Total Academic Year	21	23	17	20	
Summer Assistantships	11	12	11	11	
Annual Allocation					
Competitive Awards	2	2	4	2.7	\$885/month
Grants or External Awards					
Philanthropic Awards					
Other Campus Assistantships	0	0	0	0	Variable
Total Summer	12	14	15	13.7	

* The CSA department is unique in that we require non-CSD (external to the dept.) GA positions of our candidates as a requirement for admission. We partner with Directors of Student Affairs departments to hire GA's to complement the academic program.

1bi-Assistantship/Scholarship Management/Annual Awards: The awards attract desired applicants; teaching, research, or service experiences add value to the degree.

Update Management of Annual Awards.

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.

- **Assistantships**

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. The following chart indicates that the GA attracts applicants for a diverse source of undergraduate programs.

Year	2008	2009	2010	2011	2012
Prior Institution	University of Central Missouri, Marquette University, Southern Illinois University at Edwardsville, Western Illinois University, Eastern Illinois University, Purdue University of South Bend, Millikin University, Centenary College of Louisiana	Blackburn College, University of Findlay, Eastern Illinois University, Clarion University of Pennsylvania, Central Michigan University, Alma College, DePaul University, University of Wisconsin at Whitewater, University of Northern Iowa, Missouri Western State University, Bethel University	Eastern Illinois University (3), Western Illinois University (2), Elmhurst College (2), Lake Forest College, Lincoln College, DePauw University, University of Illinois at Urbana-Champaign, Muskingum University, Central Michigan University, Southern Illinois University - Edwardsville, Western Michigan University, Missouri State University, Ball State University, Emporia State University, Kansas State University, Carthage College.	Eastern Illinois University (4), Ball State University (2), Western Illinois University, University of Illinois at Urbana-Champaign, University of Central Missouri, Chicago State University, Marquette University, DePaul University, University of North Carolina at Charlotte, University of Nebraska at Omaha, North Carolina State University, University of Missouri, University of Wisconsin-Eau Claire.	Eastern Illinois University (5), Ball State University (3), Elmhurst College (2), University of Illinois at Urbana-Champaign (2), DePaul University, Southern Illinois University, Mississippi State University, University of Michigan at Ann Arbor, University of Missouri, Carthage College, University of Wisconsin at Milwaukee, University of Wisconsin at Platteville, Washburn University, University of Southern Indiana, Indiana State University, Butler University, Purdue University
GA Position		Student Life, Career Services, Student Success Center, Housing and Dining Services, New Student Programs, International Programs, Financial Aid, & Study Abroad	Counseling and Student Development, TRIO, Graduate School, Lake Land College, Housing and Dining Services, HERS, MLK Union, New Student Programs, Student Life, & Gateway	Housing and Dining Services, New Student Programs, Educational Leadership, MLK Union, Graduate School, International Students/Scholars, Student Success Center, Career Services, Study Abroad, Financial Aid, & Greek Life	Housing and Dining Services, Minority Affairs, Human Resources, New Student Programs, MLK Union, Student Success Center, Student Life, HERC, & Student Standards

- **Annual Awards:**

The department has three 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
2008	Jason Goldfarb	1932.00	Research Assistant-University of Illinois
	Sharese Shannon	1932.00	Vanderbilt University
	Donna Vitale-Harris	1932.00	Currently resides in Spain
2009	Brian Gorman	1932.00	Assistant Director-Student Success Center- Eastern Illinois University
	Courtney Quinn	1932.00	Academic Counselor-Coastal Community College
	Erica Roa	1932.00	Police Officer- Charleston

2010	Miranda Ambuske	1758.95	U.S Equities Realty
	Ivan Blount	1758.95	Northern Colorado
	Denika Wilson	1758.95	Northern Illinois (Housing)
2011	Wendy Downing	1700.00	Admission Representative-Monmouth College
	Jessica Rinkel	1700.00	Coordinator of Residential and Leadership-
	Justin Schuch	1700.00	Southeastern Illinois College at Carbondale
2012	Tyson Holder	1700.00	Student Support and Engagement-Lewis and Clark
	Moetiz Samad	1700.00	Community College
	Jessica Wright	1700.00	Hall Director Services Counselor-Ohio State University Assistant Coordinator of Events-Kansas State University

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

Year	Student	Current Position
2008	Jason Goldfarb	Academic Advisor at Heartland/Doctoral Student
2009	Cathy Sowa	Adjunct faculty for CSD
2010	Ivan Blount	Doctoral Student – Northern Colorado
2011	Justin Schuh	SIU – Resident Life
2012	Jessica Leach	U. of Illinois - Career Counseling

- ◆ **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	Current Position
2008	B. Gorman	\$686.82	Assistant Director, Student Success Center, EIU
2009	E. Weaver	\$686.82	Adjunct Faculty, Lake Land College, Mattoon, IL
2010	D. Arnold	\$485.00	Residence Life Coordinator, Kansas St. U.
2013	A. Grant	\$485.00	Current Student

- **Competitive Awards:**

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

- ◆ **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.

Year	Student	Location	Faculty Mentor
2008	Cathy Sowa	National Association of Student Personnel – East Regional Conf.	Eberly
2008	Erica Roa	National Association of Student Personnel – East Regional Conf.	Eberly
2008	Christina Thompson	National Association of Student Personnel – East Regional Conf.	Eberly
2011	Mathew Nance	Association of Fraternity and Sorority Advisors	Eberly
2012	Andrea Grant	2012 Diversity Research Symposium	Timm
2012	Sarah Boro	NAFSA – Regional conf.	Timm

- ◆ **CEPS Telefund:** The CSA students are eligible to participate in a CEPS funded award to promote travel to conferences and grant opportunities.

Year	Student	Amount Awarded	Faculty Mentor
2008	Flores	240	Eberly
2010	Phillips	197	Eberly
2011	Leschke	55	Eberly
2012	Leach	55	Eberly

- ◆ **CEPS Research Grant:** The CSA students are eligible to participate in a CEPS research award to promote travel to conferences and grant opportunities.

Year	Student	Amount Awarded	Faculty Mentor
2009	Brown	300	Eberly

- ◆ **Housing and Dining Services:** The Department of Housing and Dining services awards travel monies to those housing GAs who present at conferences.

Student	Presentation	Amount Awarded
Justin Schuh	A queer Network: The Effects of LGBT....	\$330
Chris Pahl	Panther Success Initiative	\$330
Audrey Piper	Case Study Competition Outstanding Innovation Award	\$600
Kayla Dalton	Case Study Competition	\$600
Jacob Hanley	Article Published in Trends	\$330

- ◆ **Order of Omega Graduate Fellowship:** J. D'Andrea (2011); Glenn Herring (2011); Stacey Jaksa (2010)
- ◆ **2009-2010 Diversifying Higher Education Faculty in Illinois (DFI) Award:** Denika Wilson selected as an alternate to receive a DFI award (\$6,800.00).
- ◆ **2011 – Induction into the first class of Hamand Society Scholars: Justin Schuch.**
- ◆ **2011 Delta Upsilon McQuaid Graduate Fellowship** - Matthew Nance.
- ◆ **2010 Minority Affairs Department Graduate Assistant of the Year** – Tyson Holder.
- ◆ **Study Abroad Grant:** Stacey Jaksa (2010).
- ◆ **SLPKC grant for \$370** – Jordan Baumgardner (2010).
- ◆ **NIRSA Foundation Scholarship:** Melanie Taggart (Amount Unknown).
- ◆ **Minority Affairs Top Black Achievers Award (Andrea Grant).**

The Impact of Assistantships/Scholarships on Diversity:

Over the last five years, College Student Affairs has attracted a strong pool of minority candidates representing primarily domestic minorities. The table below indicates the number of students by race admitted since 2008:

CSA Admission Profile

	2008	2009	2010	2011	2012
Caucasian	67%	80%	80%	70%	84%
African American	27%	10%	20%	30%	8%
Asian American	7%	5%			4%
Latino/a					4%
Other		5%			

1c-Matriculation Management: A targeted graduation rate; candidates consistently meet the program's degree completion expectations.

Table 3 - Matriculation Management

Entering Term	#	Degree Completion Term							
		2010		2011		2012		2013	
		#	%	#	%	#	%	#	%
F 2008	16	9	57	12	80%	12	80%	15	95%
F 2009	20	0	NA	14	74%	19	95%		
F 2010	22	0	NA	0	NA	21	95%	0	
F 2011	17	0	NA	0	NA	0	NA	*	*

* There are currently 9 students who have completed their thesis. Three students are scheduled to defend, three should defend by May 1 and one student has been dropped from the program.

Successful matriculation is determined primarily by thesis completion. We continue to improve our thesis time to completion rate as indicated in the chart below:

Entering Term	Thesis completion by 2 nd year deadline	Current % completion
2011	N= ?/17	
2010	N = 14 /22 or 94%	95% in 2 years
2009	N = 14/20 or 80%	95% in 3 years
2008	N = 9/12 or 80%	95% in 4 years

1d-Graduate Placement: The program can document sustained placements; earning of required credentials; making important contributions to society; pursuing an advanced degree.

Table 4 – Three-Year Graduate Placement Rates (Program's Summary)

Year Completed	Employed		Adv Study		Unemployed		Unknown		Goal	Status
	#	%	#	%	#	%	#	%		
S 2009	17	16	1							
S 2010	18	16			1		1			
S 2011	22	21					1			
Total	57	53	1		1		2			

Provide Graduate Placement Rates and Explain if the Placement Rates meet the Outcomes Summarized in Table 4.

Considering 2009-2011 represents a time of high unemployment in the nation, placement rates at time of graduation were outstanding. During this time most students were offered positions with the exception of 4. One student sought an advanced degree, one student was offered a position but chose to turn it down to stay home with a new born and two students are unaccounted for.

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.

2a-Center for Academic Support and Achievement documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence.

The College Student Affairs program utilizes the Council on the Advancement of Standards in Higher Education (CAS), the Department's learning goals and the Graduate School Student Learning requirements to guide its curriculum. Specifically, the program measures its success using the following six objectives: 1) Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development; 2) Candidates will display evidence of skills in the areas of written, verbal, interpersonal and technological communication; 3) Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice; 4) Candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program; 5) Candidates will display evidence of advanced scholarship through research and/or creative activity; and 6) Candidates will display evidence of content knowledge that meets or exceeds the criteria set forth by the Council on the Advancement of Standards in Higher Education (CAS).

Learning Objective one is focused on **recruiting and training the very best graduate students**. As mentioned earlier, CSA admission follows a comprehensive process that exemplifies best practices. As a result, the quality and diversity of our student population has increased. The data from 2006 to 2011 indicate a robust and highly selective student population with an average of 80% acceptance rate (note – we interview an average of 50 additional people each year at OPE and SPE that don't make formal application to the graduate school) .

Our second learning goal is that **Candidates will display evidence of skills in the areas of written, verbal, interpersonal and technological communication**. We measure this goal in the student's first semester during CSD 5500 (Research Methods) and CSD 5715 (Individual and Group Intervention in Student Affairs). The data indicate that from 2006 to 2011 100% of our students have met our expectation in technology, 97% have met our expectation in written proficiency and 99% have met our expectation in verbal/interpersonal expression.

Our third learning goal is that **Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice**. We measure this goal in the student's third semester during CSD 5880 (Internship in Student Affairs). The data indicate that over the last six years 96% of our students have met this expectation in critical thinking. Many of our students receive prestigious ACUHO-I internships throughout the country.

Our fourth learning goal is that **Candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program**. The CSA faculty meet once in fall and spring to review each student in the program to determine if students maintain departmental expectations on the Student Review Rubric (Motivational Appropriateness, Personal Maturity, Flexibility, Emotional Stability, Engagement in the Learning Process, Academic Rigor, and Legal and Ethical Behavior). Faculty rate their advisees based on personal observation and feedback from instructors and supervisors. Students who fall below expectations 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 indicate that over the last six years an average of 34 students per semester were reviewed with an average of 6 per semester being warned and 1 being formally placed in retention. Most warnings in the CSA program have been about delayed thesis production.

Our fifth learning goal is that **Candidates will display evidence of advanced scholarship through research and/or creative activity.** We measure this goal in the student’s second and third semester during CSD 5950 (Thesis). The data indicate that over the last six years 97% have met this expectation in advanced scholarship. Taking a sample from 2007-2011, students completed 70 theses and 29 presentations at local, regional and national conferences. In 2011 a CSA student was named a Hamand Scholar.

Our sixth learning goal is that **Candidates will display evidence of content knowledge that meets or exceeds the criteria set forth by the Council on the Advancement of Standards in Higher Education (CAS).** We measure this goal using a variety of input measures including completion of thesis, exit, alumni, supervisor and employer surveys.

The data from 2007-2011 indicate a problem in getting students to complete their thesis in a timely manner. In 2007, we only had 77 % of the students complete their thesis by the end of their scheduled program. We have spent considerable time and energy looking for ways to improve in this area. We have written a thesis manual, instituted timelines, written incentive policies and met with Graduate Assistant Supervisors. In 2012 we increased the percentage of completers to 95% by time of graduation. We continue to reach out to those students who have not completed the thesis and have several from previous entering classes who are completing their projects.

Based on the survey below, students, alumni, supervisors and employers are 90% satisfied with their overall evaluation of the program. Strengths of the program are recognized as “supportive faculty, graduate assistantships, expertise of faculty, limited cohort size, diversity of students, thesis requirement and internship”. The emphasis on competitive admissions is also highly valued. Areas that needed improvement were academic advisement, assistance seeking first position and more content in Research and Student Development theory. As a result of this data, we have added a one hour lab to the Research class, we now require a second developmental theory course entitled Student Development Theory II, and we have changed some advisement procedures resulting in a perceived satisfaction increase from 33% in 2007 to 97% in 2011. Although our placement record is excellent, we will continue to monitor our assistance to students seeking employment to see where improvement can be realized. Lastly, our overall effort to monitor assessment data and improve the program has resulted in 2009 2nd place award and 2010 1st place award in the Provost’s assessment award.

Average Percentage of Student, Alumni, Supervisor and Employer Surveys for CSA 2006-2011

College Student Affairs: Program Objectives	Required Courses	% Objective Was Met
1. Foundational Studies	EDF 5510	88%
2. Student Development Theory	CSD 5720	77%
3. Student Characteristics	CSD 5735	91%
4. Individual and Group Intervention	CSD 5715	94%
5. Organization and Administration of Student Affairs	CSD 5710 CSD 5750 CSD 5760	87%
6. Assessment, Evaluation, and Research	CSD 5500 CSD 5740	78%
7. Supervised Practice	CSD 5880	95%
9. Satisfaction with Academic Advisement		75%
10. Assistance seeking first position		70%
11. Overall Evaluation of the Program		90%

2b-Graduate School documents that assessment data are used to improve student learning based on CGS Criteria.

Describe Changes Regarding Graduate School Reviews.

Evaluations by the Graduate School indicate that we are using assessment data to improve the program. We are seeking to improve our alignment with newly released joint competencies from the American College Personnel Association (ACPA) and the Student Affairs Administrators in Higher Education (NASPA). Therefore significant curriculum revision is currently taking place as indicated in the chart listed under Criterion 3a titled: “CSA Program Changes Overview”.

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, internships, and partnerships with education, business, and industry.

3a-Sustained Mission and Planning Leadership: Articulates a clear mission; aligned with current and future trends in the discipline; states the program’s strengths.

Mission Update:

The Department of Counseling and Student Development is seeking to better align the College Student Affairs curriculum with newly released American College Student Affairs and National Association of Student Personnel Association (ACPA/NASPA) competencies. After a thorough review of the standards and competencies, the department seeks to maintain a strong 48 hour master’s degree with a required thesis. In addition, the department seeks the following changes: 1) drop CSD 5740 (Consultation Skills and Organizational Development) and replace it with CSD 5740 (campus Environments); 2) reduce 6 hours of required internship to 3 and replace one of the internships with CSD 5725 (Student Development Theory II); 3) students will have the option of 6 hours of electives, one of which can be a summer ACHUO sponsored internship or a summer internship outside of the student’s primary Graduate Assistant position.

CSA Program Changes Overview

Old Curriculum	Change	New Curriculum
CSD 5490—Special Topics (3)	Revised	CSD 5490—Special Topics (2)
CSD 5500—Research Methods (3)	Revised	*CSD 5505—Research Methods (4)
CSD 5710—Leadership and Administration in Higher Education (3)	Revised	*CSD 5710—Leadership and Administration in Higher Education (3)
CSD 5715—Individual and Group Intervention in Student Affairs (3)	Revised	*CSD 5715—Individual and Group Intervention in Student Affairs (3)
CSD 5720—Student Development Theories (3)	Revised	*CSD 5720—Student Development Theory I (3)
	Added	CSD 5725—Student Development Theory II (3)
EDF 5730—History and Philosophy of Higher Education (3)		*EDF 5730—History and Philosophy of Higher Education (3)
CSD 5735—Multicultural Competence in Student Affairs (3)	Revised	*CSD 5735—Multicultural Competence in Student Affairs (3)
CSD 5740—Consultation Skills and Organizational Development (3)	Deleted	
	Added	CSD 5740—Campus Environment (3)
CSD 5750—Governance and Finance in Higher Education (3)	Revised	*CSD 5750—Governance and Finance in Higher Education (3)
CSD 5760—Legal Issues in Student Affairs (3)	Revised	*CSD 5760—Legal & Ethical Issues in Student Affairs (3)
CSD 5770—Community College (3)	Deleted	
CSD 5780—College Teaching (3)	No Change	CSD 5780—College Teaching (3)
CSD 5790—Technology in Student Affairs (3)	Deleted	
CSD 5880—Internship in Student Affairs (3)	Revised	CSD 5880—Internship in Student Affairs (3)
CSD 5950—Thesis (6)	No Change	CSD 5950—Thesis (6)
ELECTIVES (9)	Reduced	ELECTIVE (6)

*Includes updated objectives aligned with ACPA/NASPS competencies.

3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum.

Administrative Leadership Update:

Since the last First Choice Review, the department has increased efforts to strengthen the quality, diversity, and internationalization of the department's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.

The department utilizes a well-focused series of annual recruitment tools that include web based video and print material distributed via multiple platforms. As a result, the department attracts a broad range of students characterized by diversity and high quality. For example, the program has achieved an average of 84 applications over the last three years with an acceptance rate of 80%. The average diversity rate of 24% exceeds the average rate of 8% for all graduate programs at EIU and the 6% diversity rate of the College of Education and Professional Studies.

Due to the excellence of our recruitment class, assistantships/scholarships/awards are strong. We award on average 20 graduate assistantships yearly (100% of our CSA students received GA positions or hold a full-time position in CSA). In addition, the program awards the Warner-Reeves and Schaff scholarships and in 2011 a CSA student was recognized as one of the first Hamand Scholars at EIU. Dr. Eberly was also awarded the prestigious NASPA IV-E Outstanding Contribution to teaching Award and the AFLV Wilfred Butler Award.

The graduation rate averages 20 students per year with most completing the degree in the scheduled two year time. The program attempts to track graduate placements and has documented evidence of 93% placement rate from 2009-2011.

Other actions taken since our last review have been summarized as follows:

- ◆ Awarded 2nd place in Provost's Assessment Award.
- ◆ Awarded Graduate Leadership Award.
- ◆ Awarded 1st place in Provost's Assessment Award.
- ◆ Completed three National Searches and one internal search resulting in three new tenure-track faculty hired and one new annually contracted faculty member hired.
- ◆ Revised Admission criteria and strengthened CSA Days.
- ◆ New Faculty member Dianne Timm joins the CSA faculty.
- ◆ Created Entering Student Profile on website.
- ◆ Enhanced "CSA Days" which coordinates departmental admission with GA placements. This is a 3 day event involving most student affairs departments at the university.
- ◆ Enhanced the Historically Black Colleges and Universities Tour with three universities now participating.

3bii-Graduate Faculty Leadership: Documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes.

Faculty Leadership Update:

Dr. Dianne Timm has taken an active role in leading the CSA program since Dr. Eberly's retirement. She serves on the ACPA Assessment and Evaluation Directorate and the NASPA Journal as an editor. She has also helped the department restructure the assessment process and align the curriculum to better reflect newly released NASPS/ACPA competencies (see 3a curriculum changes).

3c-Sustained Curricular Leadership by External Review: Sustained excellence based on external reviews as appropriate to the mission/discipline.

The program has not utilized an external review since the last First Choice Review. As mentioned earlier, we are currently aligning curricula with ACPA/NASPA competencies.

Curricular Leadership Update:

Based on internal reviews and alignment with ACPA/NASPA competencies, curriculum changes were made as outlined in section 3a.

3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program.

Capstone Update:

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

3e-Sustained Student Leadership: Fosters participation of its graduate candidates on student advisory boards.

Student Leadership Update:

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.
- ◆ 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. Alex Dresen is the most recent CSA student to be president of GSAC. Additionally, the students in the CSA graduate program are encouraged to support and participate in GSAC sponsored events.
- ◆ How Participation in Black Graduate Student Association (BGSA) Advances Quality: CSA 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. Victor Jones (CSA) is the incoming President.

3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board.

Alumni Leadership Update:

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 (Gwen Dungy, 2012 – nominated for 2013 Honorary Doctorate)
 - B. CEPS Outstanding Alumni. Recent winners include: William Smith, Rodney Raines, Keith Kohanzo and Mark Koepsell, Justin Schuch, and Mark Hudson.
 - C. Established Scholarship: Lella Cox Schaaf and Warner Rives. The department is currently soliciting funds for the Chuck Eberly Scholarship for CSA students.
 - D. Alumni newsletter was recently established by CSA student for CSA alumni. Facebook was also established since the last First Choice Review.
 - E. Levi Kosta-Michael and Jessica Leach recently returned to speak to first year CSA students.
 - F. Alumni regularly hire our graduates (e.g. – Eastern Carolina U., Kansas State U., Ball State U., NIU, University of Southern Indiana, University of Florida and South Florida, University of Wisconsin- Parkside and Stephens Point).

- G. Yearly meeting of the CSA Advisory Council. Each year we invite alumni to participate in our CSA Advisory Council. They provide program feedback on our assessment data and suggest changes needed to enhance the quality of the curriculum.

3g-Sustained External Partnerships: Sustained external partnerships appropriate to its mission; assets of partners advance the program’s quality.

External Partnership Update:

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.

2012 Internship Sites

Student	Internship Site	Location
Jenna Day	Student Success Center	Eastern Illinois University
Levi Kosta-Mikel	Academic Advising	Eastern Illinois University
Jessica Leach	Career Services	University of Illinois, Champaign-Urbana
Tyler Micek	Early Alert Program	Eastern Illinois University
Brittany Meding	Student Life Office	Eastern Illinois University
Emily Ritter	Career Services	Eastern Illinois University
Katie Solberg	Student Life – LGBTQA Programs	Eastern Illinois University
Aaron White	Minority Student Affairs	Eastern Illinois University

Student	Internship Site	Location
Dan Amato	Residence Life	Northwestern University
Sara Boro	International Education	University of Hyderabad, India
Kayla Dalton	Residential Life & Dining	Michigan State University
Alex Dresen	Facilities in Housing	Georgia Southern University
Alex Finley	Orientation	Salem State University
Andrea Grant	TRIO Support Services	Eastern Illinois University
Chris Hardin	Conference Services	Eastern Illinois University
Glenn Herring	Conference Services	Eastern Illinois University
Kortney Jones	Housing and Dining	Eastern Illinois University
Rovion Reed	Multicultural Student Affairs	Eastern Illinois University
Payge Schagemann-Jones	International Programs	Lake Land Community College

Student	Internship Site	Location
Dan Amato	Student Conduct Office	Eastern Illinois University
Sara Boro	New Student Programs	Eastern Illinois University
Jackie D’Andrea	Panther Athletic Academic Office	Eastern Illinois University
Kayla Dalton	Career Services	Lake Land Community

		College
Alex Dresen	Transfer Student Relations	Eastern Illinois University
Alex Finley	Panther Athletic Academic Office	Eastern Illinois University
Andrea Grant	Transfer Student Relations	Eastern Illinois University
Chris Hardin	Transfer Student Relations	Eastern Illinois University
Glenn Herring	Volunteer Student Programs	Eastern Illinois University
Kortney Jones	Career Services	Eastern Illinois University
Sarah Knapp	Residence Life	Eastern Illinois University
Merry Lucas	Residence Life	Eastern Illinois University
Tyler Micek	University Foundations Instructor	Eastern Illinois University
Rovion Reed	Multicultural Student Affairs	Eastern Illinois University
Payge Schagemann-Jones	Student Life – LGBTQA Advisory Committee	Eastern Illinois University
Aaron White	Gateway Program	Eastern Illinois University

2011 Internship Sites

Student	Internship Site	Location
Ashley Cooper	Panther Athletic	Eastern Illinois University
Aubrie Piper	Multicultural Affairs Office	Eastern Illinois University
Alison Adams	Career Services	Eastern Illinois University
Brittany Alspach	Multicultural	Eastern Illinois University
Dave Arnold	President's Office	Eastern Illinois University
Liz Plapp	University Foundation's Instructor	Eastern Illinois University
Emily Ritter	2919 Instructor	Eastern Illinois University
Christina Rainer	Admissions	Eastern Illinois University
Brittany Meding	Student Life	Eastern Illinois University
T.J. Sargent	University Foundation's Instructor	Eastern Illinois University
Ross McClure	Early Alert	Eastern Illinois University
Moe Samad	Women's Basketball Team	Eastern Illinois University
Tynisa Collins	TRIO	Eastern Illinois University
Ashley Cooper	Housing	Creighton
Audrey Piper	Housing	Florida Atlantic U.
Kate Solberg	Housing	U. of San Francisco

Other examples of Internship sites prior to 2011: NODA Internship at U. of Mississippi (Jacob Hanley), International Students and Scholars – UIUC (Evan McWhirter); Residence Life at Radford Univ. (Jordan Baumgardner); Illinois Board of Higher Education (Brian Neighbors); EIU: Athletic Academic Services (Holly Hooe), Athletic Academic Advising (Melanie Taggart), Student Success Center (Kelly Kawa), Student Community Services (Jessica Rinkel), Office of University Conference Services and Fraternity and Sorority Programs – EIU (Erin Morettes); Student Community Service and Admissions – EIU (Mary Ham); HERC and Health Peer Mentoring Program – EIU (Denika Wilson).

- ◆ **External Partnerships:** In recent years we have successfully partnered with Lake Land Community College and offered external GA positions to CSA students. We have also established relationships with Lake Land Community College, the University of Illinois, and a national fraternal organization in identifying class projects that allow the students to apply their knowledge in the student affairs work setting. 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.

4ai-Research Productivity: Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products.

Research Productivity Update:

Productivity Goals:

- ◆ A total of 86 master's theses were completed since 2008.

Master's Thesis Award of Excellence in the College of Education and Professional Studies award to Cathy Sowa (2009). Thesis entitled: Search for a connection: Internet communication and mobile phone use for social membership.

College Student Affairs Thesis Completion

Student	Title of Thesis
2012	
Adams, A.	The grass isn't always greener: A qualitative study of Indian international students attending a comprehensive university.
Alspach, B.	Transitions from high school to college: A study of pre-college and college influences on retention.
Bright, A.	The value of student services and activities at a large, rural, two-year college in the Midwest.
Collins, T.	African American students' perception of the campus climate at Eastern Illinois University.
Elliott, J.	The relationship between professional preparation of student affairs professionals and community college completion rates.
Kosta-Mikel, L.	Bridging the gap: How students and academic advising professionals view academic advising.
Leschke, T.	A phenomenological exploitation of the perceptions of prospective students on the campus tour.
McClure, R.	Assessing happiness in college students.
McWhirter, E.	For wanting of a meal: An exploratory study of meal provisions at medium to large college and university food services.
Meding, B.	Interactions between class attendance and students' alcohol consumption.
Piper, A.	Community Development Through Electronic Sociograms
Rainer, C.	African American students' perceptions of undergraduate experiences: Matriculation, retention, attrition, and graduation.
Ritter, E.	Non completion in thesis required master's degree programs.
Roa, E.	My B.A.C. is Higher than my G.P.A. Alcohol Expectancies and College Student Consumption
Samad, M.	Student athlete: From recruitment to the academic, athletic, and social experiences.
Sargent, T.	The motivation of African-American females to cross historical racial boundaries in the Greek community at a predominately white institution.
Severson, B.	The effectiveness of alcohol education at Eastern Illinois University.
Smith, A.T.	The Self-reported Pattern of Student Drinking During the First Six Weeks of College.
Smith, J.	The Challenge of Forming a Registered Student Organization for Students with Asperger's Syndrome or High Functioning Autism.

Solberg, K.	Experiences of Lesbian Women in Social Sororities at Mid-Sized Public Institutions: A Qualitative Study
2011	
Baumgardner, J.	Undergraduate leadership development perceptions.
Blount, I.	Mentoring for undergraduate African American males.
Downing, W.	The impact of a sociology career planning seminar on students' perceptions of career barriers, career decision-making difficulties and career decision self-efficacy.
Ethington, J.	Student-athletes and their willingness to contribute financially in the future to Eastern Illinois University athletics.
Feely, C.	The impact of remedial coursework on transfer student success.
Goldman, C.	Student athlete's perceptions of academic support, career support and personal support.
Hanley, J.	A study of psychological sense of community within living learning environments.
Jaska, S.	A program evaluation of a university volunteer program.
Kawa, K.	A qualitative exploration of ESL Chinese student experiences at a North American institution of higher education.
Leach, J.	Transition of freshmen student athletes.
Mazoch, E.	Financial well being among selected students at Eastern Illinois University.
Nance, M.	Increasing Male Volunteerism One Motivation at a Time
Neighbors, B.	The initial application screening process for P-12 potential teacher candidates.
Noblit, S.	Assessing transfer student needs at Eastern Illinois University.
Phillips, B.	Eulalee Anderson: Pioneer in international student programs at Eastern Illinois University.
Piekarski, A.	Perceptions of body image: A study of college women in sororities and not in sororities.
Rinkel, J.	Student perceptions of special admissions: The BOOST program.
Schmidt, K.	Freshman perceptions of academic support in the residence halls.
Schuch, J.	A quezr network: The effects of GLBT student organizations on self-acceptance in college students.
Solomon II, S.	The mis-education of fraternity/sorority life professionals: Moving towards effective support and development of NPHC advisors at predominately white institutions.
Weaver, E.	Flowers in bloom: The experiences of African American undergraduate single mothers at a predominately white institution.
Wright, J.	An examination of the intersection between alcohol use and unanticipated consequences for college females.
Zike, H.	Evaluation of college counseling websites regarding suicide prevention/depression referral services.
2010	
Ambuske, M.	A qualitative study of heterosexual ally development among the traditional student population at a mid-sized midwestern university.
Brown, P.	Does Eastern Illinois University meet the foundational needs of nontraditional undergraduate students?
Coleman, T.	Academia responsibility among college football players.
Drake, K.	An analysis of sorority women's perceptions of recruitment in a deferred and nondeferred setting.
Ham, M.	A qualitative study of women in student government at a midsize comprehensive university.
Hooe, H.	An exploration of factors related to alcohol consumption among female student athletes in higher education.
Kwiatokowski, A.	Student perceptions of the Martin Luther King Jr. University Union.
McCline, L.	Perceptions of challenges to retaining African American male graduate

	students in higher education.
Morettes, E.	Fraternity member's perceptions of the benefits and limitations of on-campus university-owned fraternity housing and off-campus, chapter owned fraternity housing.
Pauley, N.	The perceived influences of campus living environments on male identity development.
Reeves, L.	Separate but equal? Experiences of African American female graduate students in a College Student Affairs program.
Straub, K.	Gender identity development in male student leaders at a Midwestern university.
Thompson, B.	The impact of a first year seminar on the college success of African American males at Eastern Illinois University.
Wilson, D.	Faculty fellows: Academic initiatives within the residential learning communities at Eastern Illinois University.
Vietmeyer, L.	Idealized female leadership style: An explanation of female
Zazove, R.	Political Perspectives and Freedom of Speech in the College Classroom
2009	
Baumgart, A.	Levels of homophobia among students attending a comprehensive Midwestern university.
Feely, M.M.	Alcohol consumption and negative outcomes at Eastern Illinois University.
Gorman, B.	Retaining at-risk undergraduate through mandatory interaction.
Hobkirk, A.	Defining diversity: An exploration of the perceptions of first semester students at a mid-sized Midwestern institution.
Holmes, M.	Technology and its impact on face-to-face communication: Does it bring us together or tear us apart?
Johnson, C.	Examining at-risk students' perceptions of the role and function of school counselors
Kolman, K.	Eliminating hazing by addressing masculinities in a fraternity setting.
Nicklaus, M.	Videogame use among Male students in university housing at Eastern Illinois University.
Quinn, C.	A survey of disability support services in Illinois higher education.
Quinones, A.	Ethnic lesbian identity development: A focus on African-American and Latino women.
Scaggs, A.	C.U.B.S.: Creating unique beginnings for student involvement on campus.
So-Goodlin, B.	Formative Evaluation of the Career Consultant on Call Program.
Thompson, C.	Factors influencing the academic major selection of undecided students: A phenomenological study.
2008	
Atkinson, T.	The career services department: assessing perceptions of professional Black women employed in higher education.
Flores, K.	Latino student perceptions of TRIO/SSS program effectiveness at Eastern Illinois University.
Goldfarb, J.	Student spiritual development associated with fraternity affiliation.
Gustin, L.	Factors affecting resident assistant burnout at Eastern Illinois University.
Hargett, T.	Career vs. marriage: Perceptions of professional Black women employed in higher education.
Irizarry, Z.	Barriers faced by Hispanic women in higher education institutions in the state of Illinois.
Lin, Y.	A qualitatively grounded curriculum for Western international student orientation to Chinese higher education.
Maheshwari, S.	Psychosocial adjustment of international students at a Midwestern Illinois

	university.
Sharese, S.	Graduate recruitment at a midsized Midwestern university.
Shaverdi, A.	Female and male leadership characteristics, differences, and similarities.
Sowa, K.	Search for a connection: Internet communication and mobile phone use of social membership.
Stenson, B.	A study of an online adaptation of an off-campus adult student survey.
Tomlinson, K.	A look at the relationship between underage student drinking rates and student involvement rates.
Vitale, D.	An exploration of the perception of collective identity threat among Muslim students in higher education.

4a-Research Engagement: Graduate candidates achieve a sustained record of scholarships through presentations, performances, or exhibits.

Research Engagement Update:

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.
- ◆ The program provides incentives for graduate candidates to attend regional, state, or national meetings (e.g., COSPA fund, Williams Travel Awards and departmental support)

Research/Presentations:

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

2012

Jessica Leach presented at Student Affairs 101 Conference, Macomb, IL.

Alex Dresen presented at the National Association of Graduate Professional Student Conf.

Audrie Piper and Kayla Dalton participated in the 2012 GLACUHO Case Study Competition.

2011

Alex Dresen made two presentations for the NRHH Fall Leadership Conference, EIU

Jessica Leach presented a poster presentation at the Graduate Student Exposition, EIU

Jessica Leach presented a poster presentation at the College of Education and Professional Studies 14th Annual Research Fair, EIU

Dave Arnold presented a poster presentation at the College of Education and Professional Studies 14th Annual Research Fair, EIU

Matthew Nance presented at the Delta Upsilon International Fraternity Conf., Orlando, FL.

Matthew Nance presented at the NODA, New Orleans, LA.

Matthew Nance presented at the National AFA Conference, St. Louis, MO.

Justin Schuch presented at the 2011 NASPA Annual Conference, Philadelphia, PA.

Alex Dresen led CSA team to 3rd place finish in National Virtual Case Study Competition.

2010

Ivan Blount presented at the American College Personnel Association Annual Conference, Boston, MA.

Peggy Brown presented at the College of Education and Professional Studies Graduate Research Fair, EIU, Charleston, IL.

M. Epley and S Noblit presented at the NODA Region IV & V Conference, Overland Park, KS.

M. Taggart presented at the NIRSA Region III.

Justin Schuh presented at the GLACUHO conference (location unknown).

Jacob Hanley had an article published in GLACUHO Trends.

Justin Schuh had an article published in GLACUHO Trends.

Justin Schuh had an article in ACPA "The Eighth Vector".

Jordan Baumgardner presented at NASPA.
S. Noblit presented at NODA region IV in Overland Park, KS.

2009

Ivan Blount presented at the Ohio College Personnel Association Career Faire. Baldwin-Wallace College, Berea, OH.
Ivan Blount presented at the Chicago Area Association RA Conference, Elmhurst College, Elmhurst, IL.
Ivan Blount moderated a panel at the IHECR Conference in Illinois.
B. Thompson presented at NODAC Conference, Anaheim, CA.
Z. Irizarry presented at the American College Personnel Association, Washington, D.C.
Laura Vietmeyer presented at Student Affairs 101.
J. Smith presented at 12th annual CEPS Research Fair, EIU.
J. Smith presented at the EIU Graduate Student Expo.

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.
Taggart, M., Goldfarb, J., Walker, B., & Eberly, C. (April 2008). Student recreation center showcase (iLife video). iLife Academic Challenge Showcase, Eastern Illinois University. Third place video.

Publications:

2010

Holder, T. & Eberly C. (submitted for publication October 2010). Sex differences in cyberbullying in schools. The School Counselor.
Goldfarb, J.B. & Eberly C.G. (in press). The disconnect between espoused and measured spiritual values among fraternity men compared to unaffiliated men and the influence of hegemonic masculinity. Oracle: The Research Journal of the Association of Fraternity and Sorority Advisors.

2008

Coffey, C., & Eberly, C. (2008). A formative evaluation of a national sorority's recruitment program in its inaugural year. Oracle: The Research Journal of the Association of Fraternity Advisors, 3(2), pp. 52-68.

4b-Research and Travel Grants:

Research & Travel Grants Update:

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

- ◆ Each year, CSA students are eligible to participate the following travel grants: COSPA, Williams Travel Grants, CEPS Telefund, CEPS Research Grants, and Housing and Dining (see competitive awards under 1bi for details).

In addition the following awards were earned by CSA students:

- ◆ ***Adele Williamson Outstanding Masters Research Award***

Year	Student
2009	Jason Goldfarb

♦ **Diversifying Higher Education Faculty in Illinois (DFI) Award**

Year	Student	Amount
2009-2010	Denika Wilson	\$6,800.00

♦ **Office of Study Abroad Grant**

Year	Student	Amount
2009	Stacey Jaksa	\$2,000.00

- ♦ Justin Schuh won the GLACUHO Outstanding Graduate Student for Illinois in 2010.
- ♦ Justin Schuh won a Top Ten Program at the 2010 GLACUHO conference

4c-Showcasing Scholarship/Creative Activity:

Showcasing Update:

As 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.

Teaching & Service Contributions

Teaching:

EIU "Foundations Course": Mo Zamad, Jessica Leach, Merry Lucas, Jessica Ringold, Emily Ritter, Ashley Cooper, Courtney Jones, Jenna Day, Wendy Downing, Dan Amato, Liz Plapp, T.J. Sargent, Tyler Micek.

STL 3000: Jason Baumgartner (with Eric Davidson).

Boys State: Jessica Rinkel co-taught with Lou Hencken.

Service:

Kathleen Drake was Co-Head of Student Affairs 101 (COSPA) conference.

Laura Vietmeyer was conference organizer of Student Affairs 101.

Jessica Wright served on the 2012 planning committee for the NASPA AOD Conference, co-creating NASPA AOD KC Facebook, and working on AOD KC quarterly newsletter.

Shane Thomas served on the 2012 GLACUHO Facilities and Operations Committee

Kayla Dalton served on the 2012 GLACUHO Facilities and Operations Committee and the Inclusion and Equity Committee.

Aubrie Piper served on the Student Learning Committee.

Kate Solberg served on the Greek Court ARD

Kathleen Drake served on Campus Programming, Greek Recruitment, Greek Week and RA selection.

Research: See 4a-ii for details. 2012

4d-Awards Participation:

The program has a sustained record of earning discipline, department, and Graduate School awards. Examples were provided throughout the report and provided evidence of achievement in this area.

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.

5a-Coordinator Leadership:

Faculty Leadership Update:

The faculty serve in the following ways:

- ◆ Outstanding Contribution to Student Affairs Through Teaching Award from Region IV – East of the National Association of Student Personnel Administrators (NASPA) – November 2009.
- ◆ Outstanding Volunteer Award for the State of Illinois from Sigma Phi Epsilon Fraternity . – February 2009.
- ◆ Outstanding Graduate Mentor from the Standing Committee for Graduate Students and New Professionals of the American College Personnel Association – March 2009.
- ◆ 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).
- ◆ Editorial Board Member (6/05-present); Advisory Board and Peer Reviewer (2009) *Oracle: The Research Journal of the Association of Fraternity Advisors* [Electronic Journal].
- ◆ Editorial Board Member (3/98-present) *Journal of College Student Retention: Research, Theory & Practice*.
- ◆ Consultant to Vice President of Student Affairs and Office of Institutional Research, Butler University, Indianapolis, IN. Assessing student learning outcomes using the National Survey of Post-Secondary Education data and local data on fraternity and sorority members, January 11, 2008
- ◆ Instructor, EIU Reads Program, New Student Orientation, EIU, 2008-2009
- ◆ EIU Institutional Review Board, Alternate, CEPS, 2007-2009
- ◆ EIU Booth Library Advisory Board, 2007-2008
- ◆ CEPS Library Committee, 2007-2009
- ◆ National Association of Student Personnel Administrators, Region IV-E Board of Directors, 2007-2008
- ◆ National Association of Student Personnel Administrators, Men and Masculinities Knowledge Community Board of Directors, and KC Representative to Region IV-E, 2006-2008
- ◆ CSD Departmental Library Coordinator, 1989-present
- ◆ Eastern Illinois University Foundation, 2009-2013
- ◆ CSD Departmental Personnel Committee, 2005-2009
- ◆ Advisory Board, Hazing Course, The Human Equation, Gainesville, FL, 2009
- ◆ CSA First Choice Graduate Program Committee, 2007-2008
- ◆ CSD Annual August Open House Honoring EIU Student Affairs Staff and new College Student Affairs Graduate Students, 1988-present
- ◆ VPSA Lincoln Academic of Illinois Selection Committee, 2007-2008.
- ◆ EIU Housing and Dining Services Graduate Student Recruitment Team, Oshkosh Placement Exchange, Oshkosh, WI, 1988-present.
- ◆ Sigma Phi Epsilon Fraternity. Sigma Phi Epsilon Fellows Task Force, 2007-2009
- ◆ Research Mentor. Association of Fraternity Advisors, 2005-2009
- ◆ Eberly serves as an external review committee member for: Pameley Havice (Clemson); Elizabeth Allen (U of Maine-Orono); Andrew Wall (U of Rochester); Roger Wessel (Ball State U.)

5b-Graduate Faculty Scholarship:

Faculty Update:

2012
Presentations and Publications
Polydore, C. L. & Lucas, S. E. (2012, November). <i>The development of pre-service teachers' self efficacy beliefs</i> . Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.
Polydore, C. L. , & Frederick, H. (2012, November). A movement towards increasing the culturally responsive teaching competencies of in-service teachers in the rural Midwest. Poster presented at the annual meeting of the National Association of Multicultural Education in Philadelphia, PA.
Timm, D. M. (2012, July). <i>Building your assessment tool kit: Skills and knowledge in conducting assessment</i> . Presented at Coker College in Harstville, South Carolina.
Timm, D. M. (2012, January). <i>Privacy in the social media age</i> . Presentation conducted at Illinois College Personnel Association in Bloomington, Illinois.
Timm, D. M. , Davis Barham, J., McKinney, K., & Knerr, A. (Eds.) (in publication, 2012). <i>Assessment in practice: A companion guide to the ASK standards</i> . Washington, D.C.: American College Personnel Association.
Timm, D.M. & Lloyd, J. (in publication, 2012). Ethical assessment. In D. M. Timm, J. Davis Barham, K. McKinney, & A. Knerr (Eds.) <i>Assessment in practice: A companion guide to the ASK standards</i> . Washington, D.C.: American College Personnel Association.
Miller, M., Nadler, D. , & Miles, J. (2012). Are you voting today? Student participation in self-government elections. <i>Eastern Education Journal</i> , 41(10), 3-15.
Yoder, A. , Perdieu, D., Ward, B., Small, D., & Way, B., Lamasse, L. (2012). Child-Senior Relationship Therapy: From passionate idea to applicable possibilities in school settings. Poster presentation for the Eastern Illinois University Graduate Student Expo, Charleston, IL.
Yoder, A. , Perdieu, D., Ward, B., Small, D., & Way, B. (2012). Child-Senior Relationship Therapy with Kindergarten populations. Video presentation for the 2012 Graduate Research Showcase Series.
Yoder, A. , Perdieu, D., Small, D., Way, B., & LaMasse, L. (2012). Partners in play: Adaptation of the CPRT model for use with senior citizen volunteers in school settings. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 15th Annual Research Fair, Charleston, IL.
Yoder, A. , Perdieu, D., Small, D., Way, B., & LaMasse, L. (2012). Partners in play: Adaptation of the CPRT model for use with senior citizen volunteers in school settings. Poster Presentation for Annual Illinois Association for Play Therapy, Schaumburg, IL.
Yoder, A. (2012). Unexpected Blessings. Illinois Association for Play Therapy On the Go.
2011
Presentations and Publications
Frederick, H., Polydore, C. L. , & Marbley, A. F. (2011, November). Teaching multicultural courses in the college classroom: overcoming challenges and restoring hope. Poster presented at the annual meeting of the National Association of Multicultural Education in Chicago, IL.
Lucas, S. E. & Polydore, C.L. (2011, October). Understanding to Practice: An assessment of Illinois first year teachers. Paper presented at the annual meeting of the Midwestern Educational Research Association, St. Louis, MO.
Larson, H. A., Yoder, A.M. , Brucker, S., Jiwon, L., Washburn, F., Perdieu, D., Polydore, C. , & Rose, J. (2011). Effects of relaxation and deep-breathing on high school students: ACT prep. <i>The Journal of Counseling in Illinois</i> , 1(2), 16-27.
Timm, D. M. (2011). Managing assessment in the political arena. In M. Guentzel (ed.) <i>ACPA Commission on Assessment and Evaluation Newsletter</i> , December 2011.
Nadler, D. P. , Newman, R. E., & Miller, M. T. (2011). Leadership development on the college campus: The student affairs conundrum. <i>Journal of Organizational Learning and Leadership</i> , 9(2), 79-91.
Miles, J. M., Nadler, D. P. , & Miller, M. T. (2011). Taking on leadership roles: Community college student government leaders transition to formal positions of elected authority. <i>Journal of Research in</i>

<i>Education</i> , 21(2), 171-176.
Kissinger, D. B., Newman, R. E., Miller, M. T., & Nadler, D. P. (2011). Athletic identity of community college student athletes: Issues for counseling. <i>Community College Journal of Research and Practice</i> , 35(7), 574-589
Yoder, A. , Larson, H., Washburn, F., Perdieu, D., & Way, B. (2011). Child-Senior Relationship Therapy: From passionate idea to applicable possibilities in school settings. Presentation for 63rd Annual Illinois Counseling Association Conference, Skokie, IL.
Johnson, M., & Yoder, A. (2011). Bridge Drawing Technique: Art therapy for awareness, expression, & generating solutions. Poster Presentation for 63rd Annual Illinois Counseling Association Conference, Skokie, IL.
Yoder, A. (2011). Nondirective and directive strategies for play therapy with abused children. Invited presentation for Cunningham Children's Home, Urbana, IL.
Larson, H., Yoder, A. , Brucker, S., Lee, J., Perdieu, D., & Wittmann, Z. (2011). The use of relaxation training to curb test anxiety in students preparing to take the ACT. Poster presentation for the Illinois Education Research Symposium, Bloomington, IL.
Long, B., Spanhook, E., & Yoder, A. (2011). Adolescence and Eating Disorders. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Leach, J., Arnold, D., & Yoder, A. (2011). Depression: The college edition. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Brausch, B., Friesema, J., Howland, R., & Yoder, A. (2011). Adolescent suicide: Education and prevention. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Brausch, B., Howland, R., & Yoder, A. , (2011). Adolescent depression: Causes, risk factors, signs, and treatment. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Larson, H., Yoder, A. , Lee, J., Brucker, S., Perdieu, D., & Wittman, Z. (2011). Envisioning high ACT scores: Utilizing relaxation. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Yoder, A. , Larson, H., Washburn, F., Brausch, B., Brucker, S., & Lee, J. (2011). Child-Senior Relationship Therapy: Playing our way to social, emotional, and academic success. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 14th Annual Research Fair, Charleston, IL.
Larson, H., Yoder, A. , Lee, J., Brucker, S., Perdieu, D., & Wittman, Z. (2011). Envisioning high ACT scores: Utilizing relaxation. Poster presentation for the Eastern Illinois University Graduate Student Expo, Charleston, IL.
Yoder, A. , Larson, H., Washburn, F., Brausch, B., Brucker, S., & Lee, J. (2011). Child-Senior Relationship Therapy: Playing our way to social, emotional, and academic success. Poster presentation for the Eastern Illinois University Graduate Student Expo, Charleston, IL.
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Yoder, A. , Larson, H., Washburn, F., Brausch, B., Brucker, S., & Lee, J. (2011). Child-Senior Relationship Therapy. Video presentation for the 2011 Graduate Research Showcase Series.
Larson, H., Yoder, A. , Washburn, F., Brucker, S., Lee, J., & Perdieu, D. (2011). Envisioning high ACT scores: Utilizing relaxation. Poster presentation for the Illinois Counseling Association 62nd Annual conference, Lisle, IL.
Larson, H. A., Yoder, A. , Brucker, S., Lee, J., Washburn, F., Perdieu, D., Polydore, C., & Rose, J. (2011). Effects of Relaxation and Deep Breathing on High School Students: ACT Prep. <i>Journal of Counseling in Illinois</i> , 1 (2).
2010
Presentations and Publications
Guido, F., Wallace, J.A. , Parrish-Diaz, E., Blount, I. (April 2010). "Social and ethnic identity literature: Applying revolutionary views of students." Presentation at the American College Personnel Association Annual Conference, Boston, MA.
Polydore, C. L. & Lucas, S. E. (2010, October). <i>Exploring pre-service teacher's self-efficacy beliefs.</i> Paper presented at the annual meeting of the Midwestern Educational Research Association, Columbus,

OH.
Nadler, D. P. , & Miller, M. T. (2010). Where staff are valued: A comparison of staff governance perspectives by institutional type. <i>Journal of Research in Education</i> , 20(1), 68-80.
Miller, M., Nadler, D. , & Modica, J. (2010). Organizational performance through staff governance: Improving shared governance in higher education. <i>Journal of Organizational Learning and Leadership</i> , 8(1), 76-85.
Hartley, M. & Eberly, C. (submitted for publication October 2010). An inquiry into the academic engagement of fraternity and sorority new members. <i>Oracle: The Research Journal of the Association of Fraternity and Sorority Advisors</i> .
Holder, T. & Eberly C. (submitted for publication October 2010). Sex differences in cyberbullying in schools. <i>The School Counselor</i> .
Goldfarb, J.B. & Eberly C.G. (in press). The disconnect between espoused and measured spiritual values among fraternity men compared to unaffiliated men, and the influence of hegemonic masculinity. <i>Oracle: The Research Journal of the Association of Fraternity and Sorority Advisors</i> .
Eberly, C.G. (in press). Role of Chapter Advisors. A chapter in the <i>Fraternity and Sorority Advising Manual</i> . Indianapolis, IN: Association of Fraternity and Sorority Advisors (solicited artless for edited publication).
Eberly, C. (2010, exp. February). Developing connections with faculty members. In the <i>AFLV Academic Achievement Guide</i> . Fort Collins, CO: Association for Fraternity Leadership and Values (solicited artless for edited publication).
Wallace, J.A. (2009-2010). National Association of Student Affairs Professionals Journal, Editorial Review Board.
Siwatu, K. O., & Polydore, C. L. (2010). Resolving a cultural conflict in the classroom: An exploration of preservice teachers' perceptions of effective interventions. <i>Journal of Negro Education</i> , 79(4), 458-472.
Spangler, P., & Yoder, A. (2010). My real home is inside. <i>Play Therapy</i> , 5, (8-13).
Thomas, R. E., & Yoder, A. (2010). Building and repairing the teacher-student relationship with play therapy. Poster presentation for the Illinois Counseling Association 62nd Annual conference, Lisle, IL.
Carpenter, S., El Ramahi, M., Ghibellini, A., & Yoder, A. (2010). Career Change. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 12th Annual Research Fair, Charleston, IL
El Ramahi, M., & Yoder, A. (2010). Applications of play therapy with sexually abused children. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 12th Annual Research Fair, Charleston, IL.
Yoder, A. (2010). Play and sandtray therapies. Invited Presentation for Southeastern Illinois Counseling Centers, Inc., Olney, Il.
Larson, H., Yoder, A. , Johnson, C., El Ramahi, M., Sung, J. & Washburn, F. (August 2010). Test Anxiety and Relaxation Training in Third-Grade Students. <i>Eastern Education Journal</i> , Eastern Illinois University.
Larson, H.A., Yoder, A. , Johnson, C.M., El Ramahi, M., Sung, J. & Washburn, F. (October 2010). Test Anxiety and Relaxation Training in Third-Grade students. Displayed at Eastern Illinois University's Publishing Scholars & Creative Works Recognition Reception, Charleston, Illinois
Larson, H.A., Yoder, A. , Johnson, C.M., El Ramahi, M., Sung, J. & Washburn, F. (Spring 2010). Test Anxiety and Relaxation Training in Third-Grade Students <i>Eastern Education Journal</i> , 39(1).
Spangler, P., & Yoder, A. (2010). My real home is inside. <i>Play Therapy</i> , 5, (8-13).
Larson, H.A., Yoder, A. , Johnson, C.M., El Ramahi, M., Sung, J. & Washburn, F. (Spring 2010). Test Anxiety and Relaxation Training in Third-Grade Students. <i>Eastern Education Journal</i> , 39(1).
2009
Presentations and Publications
Eberly, C. , & Blount, I. (November 2009). We're looking for a few good students. Presentation at the Ohio College Personnel Association Career Faire. Baldwin-Wallace College, Berea, OH.
Eberly, C. , & Blount, I. (November 2009). We're looking for a few good students. Presentation at the Chicago Area Association RA Conference, Elmhurst College, Elmhurst, IL.
Irizarry, Z., & Eberly, C. (March 2009). Hispanic women in higher education: Leadership and career advancement. Presentation at the American College Personnel Association, Washington, D.C.
Eberly, C.G. (February 2009). A pilot AOD program evaluation for new members of a college fraternity.

Illinois Higher Education Center for Alcohol, Other Drugs and Violence Prevention Statewide Conference, Springfield, IL.
Polydore, C. L. (2009, October) <i>SES and life events: predictors of high school completion</i> . Paper presented at the annual meeting of the Midwestern Educational Research Association, St. Louis, MO.
Polydore, C. L. , Olivarez, A., Siwatu, K. O., & Lan, W. Y. (2009, April). <i>Toward a Model of High School Completion: A Modified Socio-Cognitive Perspective</i> . Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
Eberly, C. (2009). Guyland: A tough place to be. <i>Sigma Phi Epsilon Journal</i> , 106(2), 34-35.
Eberly, C. (2009). Guyland: A tough place to be. <i>Essentials</i> . Association of Fraternity Advisors [electronic newsletter].
Siwatu, K. O., Polydore, C. L. , & Starker, T. V. (2009). Prospective elementary school teachers' culturally responsive teaching self-efficacy beliefs. <i>Multicultural Learning and Teaching</i> , 4(1), 1-15.
Miller, M. T., & Nadler, D. P. (2009). The effective use of staff governance in academic leadership. <i>Academic Leadership</i> , 7(3).
Miller, M. T., & Nadler, D. P. (2009). Policy implications of college student-athletes: More than campus discussion. In D. B. Kissinger and M. T. Miller (eds.), <i>College student-athletes, challenges, opportunities, and policy implications</i> (pp. 235-241). Charlotte, NC: Information Age Press.
El Ramahi, M., & Yoder, A. (2009). Applications of play therapy with sexually abused children. Poster presentation for the Illinois Counseling Association 61st Annual conference, Tinley Park, IL.
Yoder, A. (2009) Motivational Interviewing. Invited Presentation for Career Services Center at the University of Illinois, Champaign, IL.
Smith, J., & Yoder, A. (2009). Asperger's syndrome in college. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 12th Annual Research Fair, Charleston, IL.
Ambuehl, C., & Yoder, A. (2009). Demonstrating the rationale for and utility of Post Traumatic Play Therapy. Poster presentation for the Eastern Illinois University College of Education and Professional Studies 12th Annual Research Fair, Charleston, IL.
Smith, J., & Yoder, A. (2009). Asperger's syndrome in college. Poster presentation for the Eastern Illinois University Graduate Student Expo, Charleston, IL.
2008
Presentations and Publications
Eberly, C. , & Nowak, M. (November 2008). <i>Guyland</i> in the college fraternity. Presentation at the National Association of Student Personnel Administrators Region IV-E Conference, Indianapolis, IN.
Eberly, C.G. (October 2008). The thesis and the graduate student. Panel presentation for the Office of Faculty Development, Graduate School, Eastern Illinois University, Charleston, IL.
Eberly, C. (April 2008). Update on fraternity research. Presentation before the Sigma Phi Epsilon National Leadership Committee, St. Louis, MO.
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.L., Eberly, C.G. , & Molasso, B. (April 2008). Gay men in fraternities from 1960 to 2007. Presentation at the American College Personnel Association, Atlanta, GA.
Taggart, M., Goldfarb, J., Walker, B., & Eberly, C. (April 2008). Student recreation center showcase (iLife video). iLife Academic Challenge Showcase, Eastern Illinois University. Third place video.
Eberly, C. (March 2008). Keynote: Fraternity leadership. Sigma Phi Epsilon EDGE Retreat, Couer D'Alene, ID.
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.
Eberly, C.G. (January 2008). Chapter risk management. Illinois Beta of Sigma Phi Epsilon, Illinois Institute of Technology, Chicago, IL.
Eberly, C.G. (January 2008). On being a man. Illinois Zeta Chapter of Sigma Phi Epsilon, Illinois State University, Bloomington, IL.
Rankin, S.R., Case, D.N., Windmeyer, S.L., Eberly, C.G. , Miller, G., & Molasso, W. (January 2008). Experiences of LGBT people in fraternities and sororities: From 1960 to 2007. Presenter for the Museum of Oppression. Office of Housing and Dining Services Committee on Diversity, Eastern Illinois University,

Charleston, IL.
Coffey, C. & Eberly, C. (2008). A formative evaluation of a national sorority's recruitment program in its inaugural year. <i>Oracle: The Research Journal of the Association of Fraternity Advisors</i> , 3(2), pp. 52-68.
Eberly, C. (2008). Third party intervention: From small steps to large. In T. Maxwell, <i>National Hazing Prevention Week Resource Guide</i> . Aurora, CO: HazingPrevention.org(pp. 16-17).
Morris, A., Miller, M., Nadler, D. P., & Miles, J. M. (2008). Practical empowerment strategies for cultivating leadership among staff. <i>The Jon Ben Shepard Journal of Practical Leadership</i> , 3, 77-84.
Miller, M. T., Nadler, D. P., & Miles, J. M. (2008). Increasing participation in student governance through first year programs. <i>Journal of College Orientation and Transition</i> , 15(2), 20-28.
Miles, J. M., Miller, M. T., & Nadler, D. P. (2008). Student governance: Toward effectiveness and the ideal. <i>College Student Journal</i> , 42, 1061-1069.
Miles, J. M., Miller, M. T., & Nadler, D. P. (2008). A national study of improving participation in student self-governance leadership. <i>ERIC Document ED 503 754</i> .
Ambuehl, C., & Yoder, A. (2008). Demonstrating the rationale for and utility of Post Traumatic Play Therapy. Poster presentation for the Illinois Counseling Association 60th Annual conference, Tinley Park, IL.
Ridgway, M., Costello, K., & Yoder, A. (2008). Spirituality and counseling in late adulthood. Poster presentation for the Illinois Counseling Association 60th Annual conference, Tinley Park, IL.
Ridgway, M., & Yoder, A. (2008). Sexual abuse group therapy for individuals with developmental disabilities. Presentation for the Illinois Counseling Association 60th Annual conference, Tinley Park, IL.
Sexton, A., Stierwalt, P., & Yoder, A. (2008). Best practices for treating Post Traumatic Stress Disorder in college women. Poster presentation for the Illinois Counseling Association 60th Annual conference, Tinley Park, IL.
Yoder, A. (2008). Play therapy in diverse settings. Poster presentation for the Illinois Counseling Association 60th Annual conference, Tinley Park, IL.