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

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development.  2. Candidates will display evidence of a depth of content knowledge. | How:  Admission Rating Sheet  Where:  Department of Counseling and Student Development  When:  During Admission Process  How:  GPA; Course Assessment Rubrics;  Where:  5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880 | 1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubric  Maintain 3.0 GPA;  80% agreement on all objectives | Spring 2018 Admissions:  (beginning admissions Summer or Fall 2017)  **College Student Affairs**  Expectation 1:  37 Total Applicants Applied  54 Invited to Interview\*  25 Accepted for Admission  \* CSA interviews more students than are required to officially apply to the graduate school.  **Overall GPA:** No student was asked to leave due to low GPA  **Survey of Course Objectives:**  **CSD 5505: Research Methods in CSA**  Knowledge of methodology **-** 100% agree  Ability to Critique Research – 100% agree  Applied data to System wide assessment – 89% agree  Overall Objectives were met – 100% agree  **CSD 5710: Leader and Admin in High Ed**  Knowledge of leadership strategies – 89% agree  Fundamentals of Teamwork – 94% agree  Applied relevant constructs of leadership – 89%  Overall Objectives were met – 89%  **CSD 5715: Ind and Group Intervention**  Understand and Apply Skills **-** 100% agree  Analyze an Apply cultural interventions – 100% agree  Planning an Apply interventions – 100%  Self –Care – 100% agree  **CSD 5720: Student Dev Theory I**  Knowledge of personal theory **-** 100% agree  Ability to evaluate theory – 100% agree  Articulate how cultural factors impact student dev. 100% agree  Overall the objectives were met – 100% agree  **CSD 5725: Student Dev Theory II**  Knowledge of theories and models **-** 100% agree  Aware of how culture impact development – 100% agree  Apply culturally appropriate theory based practices – 100% agree  Overall the objectives were met – 100% agree  **CSD 5735: Multi Comp and SJ in CSA**  Demonstrate knowledge/skills of H.E. **-**90% agree  Aware of diverse life experiences within H.E. – 100% agree  Analyze social systems and their impact in H.E. – 70% agree  Understand SJ in H.E. – 90% agree  **CSD 5741: Collegiate Environments**  Knowledge of college environments/impact **-** 100% agree  Impact of C.E. on diverse populations – 100% agree  Know how to improve student experiences – 100% agree  Overall the objectives were met – 100% | Counseling Admission Committee will compute composite scores and select the top 20 scores for admission.  Each admitted student will be tracked to compare admission score to performance in the program.  The results are collected by the Department Chair and summarized for review. |
| 3. Candidates will display evidence of maintaining professional dispositions.  4. Candidates will display evidence of effective critical thinking and problem solving skills.  5. Candidates will display evidence of effective oral and written communication skills. | How:  Student Review Rubric  When:  Every Semester (Student Review Conference)  How:  Assessment Rubrics  Where:  5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880  How:  Assessment Rubric  Where:  5505, 5710, 5725, 5735, 5741, 5750, 5715, 5720,  5760, 5880 | Meet expectations as established by Rubrics  80% agreement on all objectives  80% agreement on all objectives | **CSD 5750: Gov and Fin in High Ed**  Knowledge of accounting/ budgeting **-** 70% agree  Process of crisis management/intervention – 70% agree  Apply resources to assist with ethical issues – 90% agree  Overall the objectives were met – 60% agree  **CSD 5760: Legal and Eth Issues in CSA**  Knowledge of legal issues in H.E.  **-** 100% agree  Differences b/w H.E. and College legal issues – 100% agree  Critique personal/institutional beliefs/values – 100% agree  Overall the objectives were met – 100% agree  **CSD 5880: Supervised Experience in CSA**  Utilize reflection to evaluate experience**-**94% agree  Identify ethical issues relevant to their experience – 69% agree  Model and communicate principles of the profession – 75% agree  Identify/critique overall experience – 87%  **Fall 2017**  37 Good Standing  \_0 Concern  \_0 Withdrawal  **Spring 2018**  37 Good Standing  0 Concern  **Assessment Rubrics**  **See assessment results under 2.**  **Assessment Rubrics**  See results under 2. | The data for Learning Objective 3 is collected during Student Review (Fall/Spring).  Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process to target needed change.  The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report).  The data for Learning Objective 5 will be collected by the Department Chair and summarized for review (see end of report). |
| 6. Candidates will display evidence of advanced scholarship through research and/or creative activity. | How: Assessment Rubrics  When:  5505  Thesis | 80% agreement on all objectives  90% completed by July 1. | **Assessment Rubric**  **CSD 5505: Research Methods in CSA**  Knowledge of methodology **-** 100% agree  Ability to Critique Research – 100% agree  Applied data to System wide assessment – 89% agree  Overall Objectives were met – 100% agree  **Thesis Completed**  19 Full-Time students worked on a Thesis  89.5% completed the Thesis by July 1, 2018 | The data for Learning Objective 6 will be collected by the Department Chair and summarized for review (see end of report). |
| 7. Overall Candidates will perceive program is helping them prepare for professional practice | How:  Exit Survey  When:  Last Semester | 80% agreement on all items | **4) Exit Survey: The following standards were met**  History/Phil of Higher Ed. - 100% agree  Ethical and Legal Standards - 100% agree  Knowledge of Student Development Theory - 95% agree  Application of Student Development Theory - 95% agree Knowledge of Student Characteristics - 100% agree  Application of Student Characteristics – 100% agree  Knowledge of Individual/Group Intervention – 100% agree  Application of Individual/Group Intervention – 100% agree  Knowledge of CSA Organization/Leadership models – 100% agree  Application of CSA Organization/Leadership models – 95% agree  Knowledge of Assessment, Evaluation, and Research – 95% agree  Application of Assessment, Evaluation, and Research – 100% agree  Knowledge and Application of Supervised Practice -95% agree  Satisfaction of Academic Advisement - 70% agree  Satisfaction with Assistance in Obtaining a Professional Position 73% agree  Overall Satisfaction with the Professional Preparation – 95% agree  **Strengths of the program reported on 2017-2018 College Student Affairs Exit Survey**  Students indicated they appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The emphasis on theory to practice and completing a thesis was listed as strengths of the program.  **Weaknesses of the program reported on 2017-2018 College Student Affairs Exit Survey**  Some student indicated that assignments were redundant. Other issues of concern were academic advisement was inconsistent and daytime classes interfere with GA/Internship experiences. Some students perceived student favoritism among faculty. |  |

**PART TWO**

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

Since our last assessment the following changes have been made:

1. Changed the name of the Department to “Counseling and Higher Education” (CHE).
2. Added an online option to the M. S. in College Student Affairs.
3. Changed the mission statement for the M.S. in College Student Affairs.
4. Modified the following courses to be online/hybrid ready: 5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880
5. Added 4 new courses: 5506, 5885 (online only), 5886 (online only), 5887 (online only).
6. Reduced the program from 48 to 43 (beginning 2019).

**PART THREE**

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

1. Assessment data was based on a program that is currently under revision. We recently revised all CSA courses to reflect new standards based on the American College Student Affairs (ACPA) and National Association of Student Personnel Association (NASPA) competencies. We will begin surveying the new program starting this year.
2. In addition the following data will be shared with faculty at the upcoming fall retreat:

* Objective 1: Based on the data, our admission process indicated we had a strong application pool and selected above average yield. Our target recruitment goal is 20 and we admitted 25 full-time students.
* Objective 2: Depth of content was measured using GPA and course objectives surveys.

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

2. Students indicated all courses are meeting syllabi objectives with 3 exceptions. Multicultural Competencies, Governance and Finance and Supervised Experience had objectives the fell below the 80% threshold. We have revised the syllabus for those three courses and will review survey data at the end of the year.

* Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. No student were flagged for the remedial process. We continue to meet regularly with Student Affairs Directors and Administrators to support students in our program.
* Objective 4: See Objective 2 number 2.
* Objective 5: See Objective 2 number 2.
* Objective 6: Course objectives were met for this item. Completion rate on the Thesis is 84 %. Although not optimal, it did meet our 80% threshold. We have added an additional research course (5505) to assist in Thesis completion.
* Objective 7: Exit surveys resulted in meeting our 80% threshold on all categories with two exceptions. Satisfaction of Academic Advisement (70%) and Satisfaction with Assistance in Obtaining a Professional Position (73%) will need further attention.

Exit data indicated students appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The emphasis on theory to practice and completing a thesis was listed as strengths of the program.

Exit data indicated students have concerns with redundant assignments, academic advisement, daytime classes and perceived favoritism among faculty.

These items will be reviewed during Fall retreat.