**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2018**

Department: Counseling and Higher Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. College Student Affairs | Objectives incorporate CGS goals with program-specific outcomes. Objective 2 could be fleshed out in a bit more detail, but I assume they are spelled out in the ACPA and NASPA competencies. Objective 1 is not truly a student learning outcome since it is focused on dispositions students bring into the program rather than what is learned through the curriculum. |
| **How, Where, and When Assessed** | Level 2-3, M.S. College Student Affairs | You are clearly collecting several pieces of information at different points throughout a student’s time in your program. It is not clear that you have both direct and indirect measures of student learning. The exit surveys and course evaluations are indirect measures as they tell you the students’ perceptions of their learning. Do you have measures that are more directly related to the skills and knowledge you seek to impart through your curriculum? Many graduate programs use comprehensive exams and faculty-applied rubrics to theses or projects for direct measures. Adding internship and employer surveys will help flesh out your data. How does the student review rubric work? Does a faculty member go over the rubric with each student based on coursework or assistantship work or what? That is unclear from your plan. Including the rubrics used might clarify. |
| **Expectations** | Level 2-3, M.S. College Student Affairs | Expectations have been established for each course in the program. Thesis completion is a good starting measure, but you may also want to consider quality of the research and writing. |
| **Results** | Level 2-3, M.S. College Student Affairs | The results given in Part 3 indicate student satisfaction in meeting objectives, which is good to track and measure. But, in addition to student satisfaction, programs should measure actual attainment of the learning objectives as measured by coursework, projects, theses, or exams. For example, you list how many theses were completed, but that doesn’t completely answer the question of student attainment of advanced scholarship. Do you evaluate the theses in some way? |
| **How Results Will be Used** | Level 3, M.S. College Student Affairs | Feedback loop is in place, and it is good that the faculty as a whole is discussing data and implications of the data. You have added several new courses. What spurred those changes? Were they the result of assessment results, changes in the field, or making more online options? It helps to be able to show accreditors the connection between curricular changes, student learning, and assessment data. Based on Part 3 information it looks like a response to the discipline. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess. [↑](#footnote-ref-1)