

Department of Counseling and Higher Education (CHE)
 Master of Science in College Student Affairs
 Eastern Illinois University
 Original Report Dated June 16, 2008

Renewal Designation as a First Choice Graduate Program
 Revised July, 2018

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.

The CSA program is unique in its recruiting efforts in that we partner with College Student Affairs departments to select our candidates. For example, Housing and Dining Services will interview many candidates who never make formal application to the graduate school. Once applicants are invited to campus, they are jointly interviewed with the department to begin making official offers. It is at that time that we require them to apply to the graduate school. Likewise, all non-housing applicants are invited to CSA Days (see CSA Days under Special Events) and are interviewed by the CHE department and several CSA departments of their choosing. Because a Graduate Assistantship is required as part of admissions, we do not make an official offer until the CSA office jointly selects them.

Table 1 – Application, Enrollment, and Diversity Summary

Enrollment Data *	2013	2014	2015	2016	2017	2018
Applications completed	62	76	47	43	30	37
Applicants Interviewed**	105	133	134	125	109	97
Applicants Admitted	28	31	30	20	27	25
Declined***	5	11	7	2	9	0
Cohort	23	19	23	18	18	25
Full Time	21	19	20	18	14	25
Part Time	2	0	3	0	4	0
10 day count data for 2 year CSA program						
Gender Diversity						
F	30	27	29	32	30	
M	16	20	16	12	11	
Asian	1	0	0	0	0	
Black or. African Amer.	5	7	9	12	7	
Hispanic	4	3		2	3	
American Indian			1	1		
White	36	36	34	29	30	
International		1	1		1	

* Enrollment data is based on submitted CASA Student Learning Assessment Reports and 10 day enrollment count.

** Data represents those students who were interviewed at OPE/SPE/CSA Days but never made formal application to the graduate school.

***some applicants decide not to come because they did not get their preferred GA. For example, some applicants only want to work in Study Abroad. If they are offered Student Success instead, they decline the offer to pursue Study Abroad opportunities elsewhere. Likewise, CHE will decline all applicants who do not secure a CSA Graduate Assistant position.

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 website 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 website is available at eiu.edu/che.

Phase 2: PRM: In the fall of 2015 the College Student Affairs application was added to the EIU PRM and became an electronic application. This allows the department to send update reminders to applicants and track them through the entire process.

Phase 3: Correspondence Cycle: The Recruitment Chair (currently Dr. Dianne Timm and/or her designated graduate assistant) 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 made up of faculty and CSA graduate students corresponds throughout the application cycle and sends invitations to attend the event.

Phase 4: 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 CSA related 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. The primary purpose is to interview potential graduate students and invite them to Housing Days. Housing Days is sponsored by Housing and Dining and brings in candidates to interview for Housing Graduate Assistant positions. The CSA faculty also interview them for admission to the department.
- ◆ *Southern Placement Exchange*: The Southern Placement Exchange, Memphis, Tennessee and Denton Texas, 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.

- ◆ *Student Affairs 101*: This is a conference for undergraduate students considering a career in Student Affairs and considering graduate school as the next step. This is a collaborative conference between Eastern Illinois University, Western Illinois University, and Illinois State University held in October each year. The three schools rotate the location from year to year. The event is planned by students in the program at the host institution. EIU was the host in 2015 and will again host in 2018.

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

Describe Changes to the Selection Criteria.

The program uses a two-step process that involves 1) GPA, Letters of Recommendation, and experience and 2) interview and writing sample. Step one is reviewed for minimum standards set by the graduate school (GPA) and the department and if met are invited to CSA DAYS and Housing Days. Step two is the department’s overall impression based on professional judgment of the candidate’s potential to succeed in the CSA profession. Student Affairs offices independently use a different process for selecting their candidates. Only those candidates that are accepted by both parties are offered admission into the program (see step 2.2)

Step 1

1. Undergraduate GPA (30%)
2. Two letters of recommendation (15%)
3. Experience (15%)

Step 2

1. Overall Impression (40%) (based on interview and writing sample)*
2. GA position or full-time position in a student affairs area (required)

* Note: This is a discipline specific technique that has been used by the department for many years. It allows us to assess professional disposition and relational potential.

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

Verify Enrollment Yields from Table 1.

Enrollment Data	2013	2014	2015	2016	2017	2018	Avg	%
Applicants Offered	28	31	30	20	27	25	26.8	
Declined	5	11	7	2	9	0	5.66	
Yield	23	19	23	18	18	25	21	80%

NOTE: Because CSA Graduate Assistants are required for admission, we jointly interview/admit students with CSA department (e.g. housing). We may admit students who then do not receive an offer from their desired GA office and so withdraw. If an applicant does not receive an offer from a CSA office, we also decline them for admission.

Our target goal for admission each year is 20 full-time students. The numbers fluctuate depending on the need of the various CSA offices. For example, Admissions may decide to increase or decrease their GA openings depending on funding. Likewise, Housing GA offers depend on current enrollment. The 2016-2017 years were particular difficult due to low enrollment/budget cuts across the university.

1b-Assistantship/Scholarship Management:

Table 2 - Graduate Assistantship Summary

Academic Year Assistantships	2013	2014	2015	2016	2017	2018	Mean	Current Rate
Annual Allocation *		1	1	1	1	1	1	
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**		47	47	40	36	43	42.6	Variable (Corresponds to number in program)
Total Academic Year		48	48	41	37	44	43.6	
Summer Assistantships								
Annual Allocation								
Competitive Awards								
Grants or External Awards								
Philanthropic Awards								
Other Campus Assistantships								Variable
Total Summer								

* The CSA department is unique in that we require non-CHE (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.

** The CSA degree is a two year program so numbers for 2014 represent the combination of 2013 and 2014 admitted students. The column for 2015 represents the combination of 2014-2015 admitted students and so on.

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	2013	2014	2015	2016	2017
Prior Institution	Eastern Illinois University, Ball State University, University of North Carolina at Charlotte, Marquette University, University of Wisconsin at Eau Claire, North Carolina State University, University of Central Missouri, Chicago State University, University of Illinois at Urbana-Champaign, Western Illinois University, University of Missouri at Columbia, University of Nebraska at Omaha.	Eastern Illinois University, Ball State University (2), University of Illinois at Urbana-Champaign, Butler University, University of Wisconsin at Milwaukee, DePaul University, University of Missouri at St. Louis, Mississippi State University, Southern Illinois University at Edwardsville, Elmhurst College, Carthage College, University of Michigan, University of Wisconsin at Plattville.	Eastern Illinois University, Augustana College, Illinois Wesleyan, Indiana University-Purdue University Indianapolis, University of Wisconsin at Plattville, University of Wisconsin at Madison, Aquinas College, St. Cloud State University, Wartburg College, Fitchburg State, University of South Florida, Bowling Green State University, Ohio University, University of Nebraska at Kearney, University of Southern Indiana.	Eastern Illinois University, Blackburn College, University of Illinois at Urbana-Champaign, Western Illinois University, Central Michigan University, Indiana University, Webster University, Ball State University, University of Wisconsin at Whitewater, Monmouth College, Mississippi College for Women.	Eastern Illinois University, Kent State University, Central Missouri State University, University of Nebraska at Omaha, Indiana State University, Central College, Louisiana State University, Georgetown College, University of Wisconsin at Whitewater, University of Wisconsin at LaCrosse, Marquette University, Central Michigan University, Western Illinois University.
GA Positions	Career Services, Fraternity and Sorority Programs, Graduate School, Housing and Dining Services, International Students and Scholars, Minority Affairs, New Student and Family Programs, Student Success Center, Study Abroad, TRIO Programs	Admissions, Health Education Resource Center (HERC), Housing and Dining Services, New Student and Family Programs, Student Life, Student Success Center, TRIO Programs	Civic Engagement and Volunteer Office, Fraternity and Sorority Programs, Graduate School, HERC, Housing and Dining Services, Minority Affairs, Student Success Center, New Student and Family Programs, Student Life	Admissions, Athletic Academic Center, Housing and Dining Services, Minority Affairs, New Student and Family Programs, Student Life, Student Standards, Student Success Center	Civic Engagement and Volunteer Office, Financial Aid, Fraternity and Sorority Programs, Graduate School, Housing and Dining Services, New Student and Family Programs, Student Life Office, Study Abroad Office, TRIO Programs

◆ **Annual Awards:**

The following awards have attracted strong candidates who are now in prestigious professional placements.

- ◆ **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.

Year	Student	Current Position
2013	Alexandra Finley	Director of Academic Advising/Wingate College
	Andrea Grant	Multicultural Programs/Emory University
	Kortney Jones	Univ. of Illinois
2014	Aseret Gonzalez	Admissions/Illinois Valley Community College
	Holly Nichols	Career Services/University of Illinois Urbana - UC
	Becky Maday	Alpha Phi International/Executive Office
2015	Kasey Evans	Admissions Counselor/Illinois Wesleyan
2016	Allison Moran	Student Conduct/Auburn University
	Sean Sheptoski	Residence Life/Ball State University
	Lindsey Sturm	Academic Advising/Illinois State University
2017	Kelsi Grubisich	Academic Advisor/Northern Arizona University
	Rachel Lindhart	International Student Life/University of Nebraska
	Kwame Patterson	Residence Life/Illinois Wesleyan

- ◆ **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
2013	Merry Lucas	Academic Advisor/Minneapolis Community & Technical College
2014	Kelsey Brandt	Residence Life/Eastern Illinois University
2015	Lauren Stehlik	Fraternity and Sorority Programs/Northwest Missouri State University
2016	Amanda Starwalt	Financial Aid/Eastern Illinois University
2017	Megan Corder	Residence Life/Eastern Illinois University

- ◆ **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	Current Position
2013	Andrea Grant	Director of Multicultural Affairs/Louisiana State University
2014	Jennifer Serrano	Academic Advisor/University of New Mexico
	Tyler Kalahar	Program Coordinator-Community Action/Pace University
2015	Amber Byrley	Residence Life/Kansas State University
2016	Amber Byrley	Residence Life/Kansas State University
2017	Paul Higgerson	University of Florida

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 2013 based on 10 day count data:

CSA Profile

10 day count data for 2 year CSA program	2013	2014	2015	2016	2017
Asian	1	0	0	0	0
Black or. African Amer.	5	7	9	12	7
Hispanic	4	3		2	3
American Indian			1	1	
White	36	36	34	29	30
International		1	1		1

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

Table 3 - Matriculation Management

Full-Time Enrolled Students

Entering Term	#	Degree Completion Term									
		2014		2015		2016		2017		2018*	
		#	%	#	%	#	%	#	%	#	%
F 2013	22			21	95%						
F2014	19					16	84%				
F2015	20							17*	85%		
F2016	18									18	100%
F2017	14										

Part-Time Enrolled Students

Entering Term	#	Degree Completion Term									
		2014		2015		2016		2017		2018	
		#	%	#	%	#	%	#	%	#	%
F 2013	1					0*	0%				
F2014	0					n/a					
F2015	3							1	33%		
F2016	0										
F2017	4										

* dropped out of the program

Because a thesis is required in the CSA program, successful matriculation is determined primarily by thesis completion. We continue to work on improving our thesis time to completion rate.

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
		#	%	#	%	#	%	#	%		
Sp 2015	21	21	100			0	0	0	0	90%	met
Sp 2016	16	15	95	1	5	0	0	0	0	90%	met
Sp 2017	17	17	100			0	0	0	0	90%	met
Sp 2018	18	15	83			3*		0	0	90%	

* currently completing thesis/or still job searching.

Employment is determined by CSA Alumni/Class Facebook and word-of-mouth. All jobs were obtained within 3 months after graduation.

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.

Carla Sanders, Director of CASA submits a yearly review of CSA Student Learning Assessment Report. The table below demonstrates a strong sustained assessment program.

Category	2013	2014	2015	2016	2017	2018
Learning Objectives	Level 3	Level 3	Report not required	Level 3	Level 3	Level 3
How, Where, and When Assessed	Level 2-3	Level 2-3		Level 2-3	Level 2-3	Level 2-3
Expectations	Level 2	Level 2-3		Level 2-3	Level 2-3	Level 2
Results	Level 2-3	Level 2-3		Level 2-3	Level 2-3	Level 2-3
How Results Will be Used	Level 3	Level 3		Level 3	Level 3	Level 3

The College Student Affairs program utilizes the ACPA/NASPA Professional Competencies for Student Affairs Professionals. 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 Higher Education. The target goal for CSA admissions is 20 new students per year. As the table under 1aiii indicates, our sustained average is 22 exceeding our current goal.
2. Candidates will display evidence of content knowledge. We survey our students each year concerning whether course objectives were met. In our most recent survey, all objectives were met with 3 exceptions. We have revised the courses where objectives fell below our 80% agree threshold.
3. Candidates will display evidence of maintaining professional dispositions. 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 40 students per semester were

- reviewed with an average of 2 per semester being warned and 1 being formally placed in retention. Most warnings in the CSA program have been about delayed thesis production.
4. Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice. We currently use a rubric that surveys students asking them if specific course objectives have been met. As indicated under #2, most classes are meeting objectives and steps have been taken to revise targeted courses for improvement.
 5. Candidates will display evidence of skills in the areas of oral and written communication skills. Again, we survey students to ensure objectives are being met.
 6. 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 2013-2017, students completed 95% of the theses by the second year target date.
 7. Overall candidates perceive the program to be helping them prepare for professional practice. Our 2018 exit survey data indicate that we met our 80% agreement threshold on all categories with two exceptions. Satisfaction with Academic Advising (70%) and Assistance with obtaining a professional position (73%) fell below the 80% threshold. We have met to discuss ways to improve both areas.

Overall students indicated in exit surveys that the cohort model, required thesis and required Graduate Assistantships in the field were highly valued.

Average Percentage of Exit Surveys for CSA 2013-2017

College Student Affairs: Program Objectives	Required Courses	% Objective Was Met
1. Foundational Studies	EDF 5510	80%
2. Student Development Theory	CSD 5720	77%
3. Student Characteristics	CSD 5735	87%
4. Individual and Group Intervention	CSD 5715	94%
5. Organization and Administration of Student Affairs	CSD 5710 CSD 5750 CSD 5760	83%
6. Assessment, Evaluation, and Research	CSD 5500 CSD 5740	85%
7. Supervised Practice	CSD 5880	93%
9. Satisfaction with Academic Advisement		82%
10. Assistance seeking first position		84%
11. Overall Evaluation of the Program		91%

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".

Below is the most recent letter from Dean Hendrickson regarding our assessment efforts:

After reviewing both of your annual assessment efforts in 2016 and 2017, as well as the responses from Director of Academic Support and Assessment, it is clear that the graduate program in College Student Affairs is committed to assessment, and is using assessment tools to evaluate and improve your graduate program. The CASA Director complimented your program for the range of assessment tools utilized. Specifically, in 2016, the CASA director noted that your program has "a good mix of instruments and they are multiple for each objective." It is also clear that graduate faculty across the program are engaged in assessment. The data provided in your exit surveys was also quite impressive and reflects well on your program's training.

I was especially pleased to see your efforts to identify graduate students who may be struggling with thesis completion, and your program's efforts to reach out to such students to help improve completion rates.

You also noted that you will begin utilizing internship supervisor surveys; this data will be useful moving forward and will provide your program with another indirect measure of the program's effectiveness.

It was also clear during the last academic year that the program implemented curriculum revisions guided by the National Association of Student Personnel Association competencies to make a range of curriculum revisions that will enhance your graduate program, which also includes a program name change to reflect developments in your field.

Though not addressed in 2016 and 2017 reports, I am very pleased to see your program's willingness to further revise your program to allow online course delivery. Eastern Illinois University is committed to making graduate education accessible to a range of students. Your program provides a "superior" experience for graduate students, which is well documented through your assessment efforts, which can now expand through the implementation of your online delivery initiative moving forward. Congratulations on your program's assessment achievements and recent programmatic revisions.

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 Higher Education 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) competences. After a thorough review of the standards and competencies, the department made the following changes:

- 1) changed name of department to Counseling and Higher Education;
- 2) reduced number of hours to degree from 48 to 43;
- 3) added a new online concentration.

CSA Program Changes Overview

Changes to the existing on campus program and new courses for the online option are highlighted

	College Student Affairs				CSA (ONLINE Option)	
CSD 5505	Research Methods in CSA	3		CSD 5505	Research Methods in CSA	3
CSD 5506	Research Methods in CSA II	3				
CSD 5715	Individ and Group Intervention	3				
CSD 5760	Legal & Ethical Issues in CSA	3		CSD 5760	Legal & Ethical Issues in CSA	3
CSD 5720	Student Development Theory	3		CSD 5720	Student Development Theory	3
CSD 5725	Student Development Theory II	3				
CSD 5741	College Environments	3		CSD 5741	College Environments	3
CSD 5710	Leadership & Admin in HE	3		CSD 5710	Leadership & Admin in HE	3
CSD 5735	Multicult Com & Soc J. in HE	3		CSD 5735	Multicult Com & Soc J. in HE	3
CSD 5750	Govern. & Finance in HE	3		CSD 5750	Govern. & Finance in HE	3
CSD 5880	Supervised Experience	3		CSD 5880	Supervised Experience	3
CSD 5950	Thesis	3		-	-	-
CSD 5950	Thesis			-	-	-
CSD 5490	Capstone	4		CSD 5490	Capstone	4
-	-	-		CSD 5400	Electives	3
CSD 5730	History & Phil. of HE	3		CSD 5730	History & Phil. of HE	3
				CSD 5885	Community College	3
				5586	Academic Advising	3
				5887	Enrollment Management	3
		43				43

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

Administrative Leadership Update:

The chair of the department is also the Graduate Coordinator because the CHE department does not have an undergraduate program. Dr. Roberts works closely with the CSA faculty and the various CSA departments to ensure recruitment efforts run smoothly. He holds monthly meetings with Housing and Dining because they hire most of our graduate assistants. He also works with CSA faculty to meet regularly with our CSA departments who hire graduate assistants. This ensures that students in the program are being treated professionally throughout their various positions.

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 diversity rate of over 25%.

Due to the excellence of our recruitment class, assistantships/scholarships/awards are strong. We award on average 40 graduate assistantships yearly (100% of our CSA students received GA positions with a job placement rate over 95%). In addition, the program awards the Warner-Reeves and Schaff scholarships and in 2018 a CSA student was recognized as a Hamand Scholar.

The graduation rate is strong and that includes completing a thesis.

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 is a reviewer on three professional Journals (NASPS's Journal of Research and Practice, American Fraternal Association's Oracle Journal, and ACPS's Developments Journal). She has also helped the department restructure the assessment process and align the curriculum to better reflect newly released NASPA/ACPA competencies (see 3a curriculum changes). All curriculum objectives are aligned with the competencies. Below is one documented example:

Learning Objectives for Collegiate Environments Course
Through lectures, projects, discussion, and research in keeping with the constructivist paradigm, the following learning objectives (these are tied directly to the Professional Competencies developed by the American College Personnel Association and the National Association of Student Personnel Administrators – in bold) will be achieved. Following the Learning Objective is which section of the Professional Competencies the objective comes from:

1. Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature. **(Assessment, Evaluation and Research)**
2. Articulate the vision and mission of the primary work unit, the division, and the institution **(Leadership)**.
3. Explain the values and processes that lead to organizational improvement. **(Leadership)**
4. Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization. **(Leadership)**
5. Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice. **(Leadership)**
6. Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work. **(Leadership)**
7. Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions. **(Leadership)**
8. Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice. **(Leadership)**
9. Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability. **(Organization and Human Resources)**
10. Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences. **(Social Justice and Inclusion)**
11. Articulate the historical contexts of institutional types and functional areas within higher education and student affairs. **(Values, Philosophy, and History)**
12. Demonstrate responsible campus citizenship and participation in the campus community. **(Values, Philosophy, and History)**
13. Describe the roles of faculty, academic affairs, and student affairs educators in the institution. **(Values, Philosophy, and History)**

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. Our goal is to have 90% of our CSA students complete their thesis within the two year graduate experience. Data from Table 3 indicate in 2017 we had less than 90% complete the thesis (85%) but the data includes one student who dropped out of the program. Regardless, we are adding a second research course to enhance their thesis experience and hopefully allow us to maintain our goal of 90% completion.

- ◆ ***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. Our summer internship includes ACHUHO sponsored competitive placements throughout the United States (see 3g for locations). Candidates may not complete the degree without the internship component and must meet established performance standards before receiving credits.
- ◆ ***Professional Development Seminar:*** Dr. Dan Nadler taught the Professional Development Seminar class during the 2013-2017 academic years. Dr. Timm took over during the 2017-2018 academic year. 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.). These topics are important in fostering critical thinking skills as often issues emerge in real time and allow students to not only consider what steps they would take to manage the incident, but see how EIU and other universities manage the issue/crisis.

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 in 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. Additionally, the students in the CSA graduate program are encouraged to support and participate in GSAC sponsored events.

Below are the previous GSACE Presidents and the years they served

2012 - 2013

President: Alex Dresen (CSA)

2013 - 2014

President: Valerie Penn (CSA)

2014 - 2015

President: Jen Monkman (CSA)

2015-2016

President: Allie Moran (CSA)

2017-18

CSA Representative: Paul Higgenson

- ◆ 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.

Below are the previous BGSA presidents, vice presidents, and the years they served

2012 - 2013

President: Kortney Jones (CSA)

Vice President: Aaron White (CSA)

2013 - 2014

President: Victor Jones (CSA)

Vice President: Sherry Gunn (CSA)

2014 - 2015

President: Sherry Gunn (CSA)

Vice President: Diana Ogbevire (CSA)

2015 - 2016

President: David Mitchell (Technology)

Vice President: Kwame Patterson (CSA)

2016 - 2017

President: Kwame Patterson (CSA)

Vice President: Dwayne Kennedy (Political Science)

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)
 - B. Honorary Doctorate (Gwen Dungy 2013 and Patricia Martinez in 2015).
 - C. CEPS Outstanding Alumni. Recent winners include: Rising Stars: Jessica Leach, Leah Reynolds, Andrea Grant, Kortney Jones; Leadership and Service: Terry Tumbarello, Jody Stone, John Biernbaum; Lifetime Achievement Award: Alan Hargrave, Tina Stovall, Kay Bales.
 - D. Established Scholarship: Lella Cox Schaaf and Warner Rives. The department has recently established the Eberly Wallace Scholarship for CSA students.
 - E. Alumni newsletter was recently established by CSA student for CSA alumni. Facebook was also established since the last First Choice Review.
 - F. Alumni regularly hire our graduates (e.g. – Marquette University, Beloit College, Eastern Carolina U., Kansas State U., Ball State U., University of Southern Indiana, University of Florida and South Florida.
 - 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.

2013 Internship Sites

Student	Internship Site	Location
Jones, K.	Housing & Dining; Career Services	Eastern Illinois University
Micek, T.	Retention Task Force; University	Eastern Illinois University

	Foundations	
Schagemann-Jones, P.	International Programs; LGBTQ Resource Center	Lake Land College; Eastern Illinois University
Dalton, K.	Resident Life; Career Services	Ball State University; Eastern Illinois University
Boro, S.	Study abroad; New Student Programs	University of Hyderabad; Eastern Illinois University
Lucas, M.	Career Center; Summer Institute for Higher Learning	University of Illinois at Urbana-Champaign; Eastern Illinois University
Hardin, C.	Housing & Dining Services; Transfer relations	Eastern Illinois University
D'Andrea, J.	Second Harvest Food Bank; Athletic Support Services	Charlotte, NC Eastern Illinois University
Knapp, S.	Housing & Dining	Marquette University; Eastern Illinois University
Grant, A.	Transfer Relations; TRIO Services	Eastern Illinois University
Reed, R.	Multicultural Affairs; TRIO Services	Eastern Illinois University
Amato, D.	Residence Life; Student Standards	Northwestern University; Eastern Illinois University
White, A.	Minority Affairs; Gateway Programs	Eastern Illinois University
Finley, A.	Orientation; Athletic Support Services	Salem State University; Eastern Illinois University
Dresen, A.	Housing; Transfer Relations	Georgia Southern University; Eastern Illinois University
Herring, G.	Conference Programs; Community Service	Eastern Illinois University

2014 Internship Sites

Student	Internship Site	Location
Adams, S.	Housing; Academic Advising	University of Tennessee-Knoxville; Lake Land College
Adams-Morley, S.	Community Services; Academic Advising	Eastern Illinois University; Lake Land College
Bell, A.	Residence Life; Student Community Services	Georgia State University; Eastern Illinois University
Brandt, K.	Residence Life, Behavioral Intervention	University of Alabama; Lake Land College
Corray, D.	Human Relations Office	Eastern Illinois University
Ford, A.	Housing	Western Illinois University; Eastern Illinois University
Gergely, B.	Career Services; Housing	Eastern Illinois University
Gonzalez, A.	Newman Center; Admissions	Eastern Illinois University
James, C.	Residence Life; Transfer Relations	Augustana College; Eastern Illinois University
Jones, V.	Women's Center; African American Cultural Center	University of Illinois at Urbana-Champaign
King, M.	Student Community Services; Housing	Indiana University-Purdue University-Indianapolis; Eastern Illinois University
Maday, B.	Greek Life; Athletic Advising	University of South Dakota; Eastern Illinois University
Nichols, H.	Athletic Advising; Career Services	Eastern Illinois University; University of Illinois at Urbana-

		Champaign
Penn, V.	Housing; Alumni Affairs	Southeast Missouri State; Eastern Illinois University
Sandefer, B.	Housing; Greek Life	Central Washington University; Southern Illinois University - Edwardsville
Serrano, J.	Academic Advising; Student Activities	Lake Land College
Steffa, D.	Residence Life; Wesley Foundation	Pepperdine University; Eastern Illinois University
Stevenson, J.	Foundations; Minority Affairs	Eastern Illinois University
Thomas, S.	Housing; Student Conduct Office	University of Illinois at Springfield; Eastern Illinois University

2015 internship sites

Student	Internship Site	Location
Bradley, A	Housing; Volunteer Programs	Eastern Illinois University
Buchanan, C.	Residence Life, Volunteer Programs	DePaul University; Eastern Illinois University
Carrara, C.	Study Abroad; Office of International Students	Eastern Illinois University
Coit, J.	Housing; Minority Affairs	Eastern Illinois University
Deters, J.	Academic Advising; Transfer Relations	Lincoln Land Community College; Eastern Illinois University
Evans, K.	Developmental Office; Alumni Office	Eastern Illinois University; Lake Land College
Ferruffino, E.	Residence Life; Minority Affairs	University of Chicago; Eastern Illinois University
Fisher, T.	Residence Life; Student Services	Louisiana State University; Eastern Illinois University
Griffin, J.	TRIO Programs	Eastern Illinois University
Gunn, S.	Financial Aid; Student Activities	Northwestern University; Lake Land College
Hollis, A.	Residence Life; Graduate School	University of Texas; Eastern Illinois University
Kalahar, T.	LBGTQ Center; Media Career Center	Eastern Illinois University; University of Illinois-Urbana- Champaign
Klaphake, C.	Orientation & residence Life; Media Career Center	Brown University; University of Illinois-Urbana- Champaign
Monkman, J.	Academic Advising	Eastern Illinois University; Lake Land College
Ogbervire, D.	Residence Life; TRIO Services	Central Floria University; Eastern Illinois University
Raymond, K.	Dean of Students Office; SACIS	Western Connecticut University; Charleston, IL
Roll, R.	Residence Life	Willamette University; Eastern Illinois University
Rooney, C.	Residence Life; Career Services	Boston College; Lake Land College

Stayer, J.	Residence Life; Transfer Relations	Colorado College; Eastern Illinois University
Stehlik, L.	Residence Life; Development Office	University of Kansas; Eastern Illinois University
Walters, E.	Academic Advising; Admissions	Lake Land College
Wehr, N.	Student Life; New Student Programs	Eastern Illinois University

2016 Internship Sites

Student	Internship Site	Location
Byrley, A.	Residence Life; HERC	Albright College; Eastern Illinois University
Chlebowski, R.	Conference Services; Residence Life	Eastern Illinois University
Daniels, C.	Academic Advising; Student Activities	University College – Dublin; Eastern Illinois University
Doto, A.	Orientation; Civic Engagement & Volunteerism	Ithica College; Eastern Illinois University
East, C.	Student Success Center	Eastern Illinois University
El-Azar, J.	Residence Life; Student Success Center	Willemette University; Eastern Illinois University
Keck, K.	Academic Advising	Lake Land College
Liseck, M.	Residence Life; Career Services	Boston College; Eastern Illinois University
Lynn, B.	Housing; Conference Services	Texas Tech; Eastern Illinois University
Moran, A.	President's Office; Residence Life	Eastern Illinois University
Owens, M.	Media Career Services; Academic Advising	University of Illinois at Urbana-Champaign
Samples, Z.	EIU Foundation	Eastern Illinois University
Sheptoski, S.	Residence Life; Athletic Academic Services	Michigan State; Eastern Illinois University
Starwalt, A.	Financial Aid	Eastern Illinois University
Sturm, L.	Admissions; Academic Advising	Eastern Illinois University
Swinehart, E.	Study Abroad; TRIO	Mary Immaculate College; Eastern Illinois University
Thompson, J.	Transfer Relations; Student Support Services	Kennedy-King College; Eastern Illinois University
Vincent, B.	Orientation; New Student Programs	Eastern Illinois University; University of Illinois Urbana-Champaign
Whittington, T.	Residence Life; Study Abroad	University of Cincinnati; Eastern Illinois University
Wright, N.	Housing; Volunteer Services	Texas Tech; Eastern Illinois University

2017 Internship Sites

Student	Internship Site	Location
Branch, K.	TRIO Services; Student Success Center	Eastern Illinois University; Lake Land College
Corder, M.	Residence Life; Communications & Marketing	Federation University; Eastern Illinois University

Gochnauer, C.	Residence Life; Admissions	University of Tennessee; Eastern Illinois University
Grubisich, K.	Career Services; Admissions	Lake Land College; Eastern Illinois University
Janes, C.	Residence Life; New Student & Family Programs	University of Cincinnati; Eastern Illinois University
Jones, J.	Civic Engagement & Volunteer Services; Greek Life	Eastern Illinois University
Jones, C.	Athletics; Financial Aid	Indiana State University; Eastern Illinois University
Lindhart, R.	Study Abroad; Academic Advising	Mary Immaculate College; Eastern Illinois University
Mauer, C.	Orientation; Residence Life	Tarleton State University; Eastern Illinois University
Patterson, K.	Residence Life; Civic Engagement and Volunteer Services	Florida Southern University; Eastern Illinois University
Richards, T.	Conference Services; Civic Engagement and Volunteer Services	Eastern Illinois University
Roach, S.	Media Career Services	University of Illinois Urbana- Champaign
Rowan, S.	Residence Life	Appalachian State University; Eastern Illinois University
Sikora, K.	Residence Life	Georgetown University University; Eastern Illinois University
Smart, M.	Residence Life	Carroll University; Eastern Illinois University
Trombley, L.	Residence Life	Oregon State University; Eastern Illinois University
Vollmer, T.	Residence Life; Civic Engagement and Volunteer Services	Texas Tech; Eastern Illinois University
Ward, T.	Career Services; Student Success Center	Lake Lane College; Eastern Illinois University
Young, T.	Residence Life	University of Chicago; Eastern Illinois University

- ◆ **External Partnerships:** In recent years we have successfully partnered with Lake Land Community College to secure external GA positions for CSA students. We have 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 have also developed relationships with three institutions in Ireland: Mary Immaculate College, Limerick, Ireland; Dublin Institute of Technology, Dublin, Ireland; and University College Dublin, Dublin, Ireland. Students can apply and compete for these positions where they work alongside a professional in Ireland working at a university to learn more about their system of higher education and increase their understanding of education around the world.

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:

- ◆ Due to the requirement of a thesis, substantial resources are put into helping students complete the research project on time so they can graduate within the two year program. As mentioned earlier, our goal to is have 90% of our students complete the thesis by July 1 of their second year. Although we have documented a 90% completion rate for most years, many of the students do not complete the project until the end of the program and therefore do not present their research.

- ◆ A total of 95 master's theses were completed since 2013.

College Student Affairs Thesis Completion

Student	Title of Thesis
2013	
Amato, D.	Examination Of Student Motivation For Participation In Alcohol Culture On A College Campus
Boro, S.	Service learning and social justice: A qualitative study of international service learning and students' perceptions of social inequality
Brandt, K.	Phenomenological Investigation Of The Resident Assistant Position And Occupational Stress And Burnout
Dalton, K.	Students' consumption of healthy food items using a social marketing intervention
D'Andrea, J.	Hyper-Gender Roles In Relation To Sexual Aggression

Dresen, A.	Effectiveness of diversity training: A mixed methods approach to evaluating a residence life staff training program
Hardin, C.	Perceptions And Expectations Of Residence Halls
Herring, G.	Phenomenological approach to understanding the S.T.R.O.N.G. MENtoring program: An African-American male retention program at a midsize predominantly white institution
Jones, K.	Qualitative Exploration Of The Influential Factors That Impact Black Students Access To College
Knapp, S.	College women and body image perception: The influence of peers, television, and print media
Maday, R.	Phenomenological Analysis of the Perceptions of Housing Staff's Current Practices and Aspirational Desires of Managing Mental Health Needs on a College Campus
Micek, T.	Student organization advisors: What role do advisors play and how are they trained?
Morrisette, L.	Use Of Community College Student Services And Student Success Outcomes
Reed, R.	Seventy years of the African American male experience at Eastern Illinois University
Schagemann-Jones	Perceptions Of International Orientation
White, A.	Perceived Persistence Factors For African American Students At A Predominantly White Institution
2014	
Adams, Sally	The Perceived Benefits of Participation in Living and Learning Communities: The Student Perspective
Adams, Sarah	Community College to a Four-Year Institution: Transition for Underrepresented Students
Bell, A.	Significance of Gateway Requirements to Student Success: A Mixed Methods Approach
Bradley, A.	Exploring the Relationship Between Self-Reported Religiosity and Alcohol Usage Among Undergraduate Students
Corray, D.	Satisfaction and Importance Analysis of Features and Services to Nontraditional Students: A Mixed Methods Approach
Ford, A.	An Examination of Areas of Involvement That Foster Student Retention
Gergley, B.	The Path Into Student Affairs: How Undergraduate Experiences Influence Students to Pursue a Career in Student Affairs
Gonzalez, A.	An Investigation of Characteristics Associated with Student Leadership
Hayes, M.	An Examination of the Experiences of African American Gay Men at a Predominantly White Institution: A Phenomenological Approach
James, C.	Relationship Between Residence Hall Floor Plan And Social Interaction, Community, Retention, And Overall Satisfaction
Jones, V.	Black Males' Perceptions Of Parental Involvement, Influence, And Their Educational Outcomes
King, M.	Impact of Masculinity on Undergraduate Men's Perceptions of Bullying and Help-Seeking
Nichols, H.	The Experiences of Community College Student Athletes
Penn, V.	Study of student leaders' Facebook use
Sandfer, S.	Analysis of Academically at-risk Second Year Students' Perceptions of How Campus Support Services Engage Them Via Social Media
Serrano, J.	Attitudes Toward Volunteerism by Fraternity Men
Steffa, D.	The Prevalence, Reasons, and Effects of Hazing on Female Student Athletes
Stevenson, J.	First-Year First-Generation College Students And Their Transition To A University
Thomas, S.	Mid-Level Student Affairs Professionals' Interpretations Of Obama'S 2020 Educational Goals

Thomas, T.	Mid-Level Student Affairs Professionals' Interpretations of Obama's 2020 Educational Goals
Walters, E.	The Effectiveness of Student Success Courses on Students Enrolled in a Remedial Reading Course
2015	
Buchanan, C.	Same-Sex Peer Influence on Female Undergraduate Body Image Perception
Carrara, C.	An Analysis of Contextual Conditions As First Year RAs Train In and Implement the Phase One Safe Zone Program
Chlebanowski, R.	Examining College Faculty and Staff's Levels of Confidence and Preparedness in Recognizing and Responding to Distressed Students
Coit, J.	Analysis and Recommendations, Admitted Student Survey, Summer 2014
Deters, J.	Comparing Persistence of Upward Transfer and Native Students Pursuing a Bachelor's Degree
Evans, K.	Contextual Conditions Related to the Undergraduate Experience and the Nature of Alumni Involvement: A Qualitative Study
Fisher, T.	Resident Assistant Training and Students with High Functioning Autism
Griffin, J.	The Perception of Black Male Students of Black Faculty/Staff Involvement in Mentorship at a Predominantly White Institution
Gunn, S.	Perceptions of Historically Black Greek Letter Organizations Impact on Leadership Development
Hollis, A.	Understanding the Development of Sophomore Resident Assistants
Kalahar, T.	The Art of Voluntelling: Research on Mandated and Altruistic Volunteers
Klaphake, C.	College Senior's Utilization of Career Center Services and Career Readiness
Monkman, J.	Financial Literacy: Past, Present and Future Impact on College Freshmen
Moran, A.	An Examination of Self-Esteem's Impact on the Leadership Behaviors of Female Undergraduate Student Leaders
Ogbervire, D.	At-Risk in TRiO: Perceptions of African American Male First-Generation Students
Owens, M.	Student Perceptions of Academic Advisor Effectiveness and Student Success: Factors That Matter
Raymond, K.	A Comparison of Sorority and Non-Sorority Students' Perceptions Concerning Beliefs and Attitudes About Campus Safety, Victimization, and Personal Safety
Roll, R.	The Balancing Act Between Student involvement and Academic Performance
Rooney, C.	Moral Reasoning of Student and Academic Misconduct Habits: A Qualitative Evaluation
Starwalt, A.	Veterans' Perceptions and Use of Student Support Services at a Midwestern University
Stayer, J.	An Exploration of College Student Experiences Regarding Healthy Eating at a Midsized Midwestern University: A Qualitative Approach
Stehlik, L.	College Students Self-Presentation and Online Social Networks
Wehr, N.	Being Bromo in a Heterosexual Dominated Culture: A Qualitative Approach
2016	
Byrley, A.	A Quantitative Study of the Source of Stress for First Generation Freshman Female College Students
Daniels, C.	Impact of Employment on Undergraduate Academic Achievement
Doto, A.	Initial Student Impressions and Affinity Towards the Institution
El-Azar, J.	The Recruitment of Sexual Minority Students in Higher Education
Keck, K.	Factors Influencing Student Major Selection at a Community College
Liseck, M.	An Intersectional Analysis of Male Student-Athletes' Meaning-Making About Masculinity
Lynn, B.	Universal Design: A Student Affairs Perspective

Moran, A.	An Examination of Self-Esteem's Impact on the Leadership Behaviors of Female Undergraduate Student Leaders
Patterson, K.	Understanding Mentoring Relationships: The Black Male Graduate Student Perspective
Roach, S.	A Summer Bridge Program's Impact: Social Engagement and the Building of Self-Efficacy
Samples, Z.	Developing the Whole Student: Campus Ministry's Impact on Spiritual Development
Sheptoski, S.	A Photographic Study on College Student Sense of Belonging
Starwalt, A.	Veterans' Perceptions and Use of Student Support Services at a Midwestern University
Sturm, L.	Sophomore Student-Athletes' Perceptions of Athletic Academic Support Services
Swinehart, E.	Understanding the Management of Sustainability on One Public Midwestern College Campus
Thompson, J.	Transfer Students' Perceptions of Their Academic Preparedness from Urban Community Colleges to Four-Year Institutions
Vincent, B.	A Quantitative Examination of Alcohol Consumption Motivation Between Fraternity and Non-Fraternity Men
Whittington, T.	First-Generation, Second Year, College Students and Support Gained from Campus Services
Wright, N.	An Exploration of Sense of Belonging Among Black Males Attending a Predominately White Institution
2017	
Branch, K.	Access to Higher Education for Black Men: A Narrative Perspective
Gochnauer, C.	Resident Assistant Perceptions of Motivations and Demotivations to Return to Their Position
Grubisich, K.	The Relationship Between Participation in Community Service and Students Academic Success
Higgerson, P.	Student Veterans and Their Transition to Becoming a College Student
Janes, C.	Perceptions of Body Image Among College Men
Jones, C.	Microaggression in the College Environment: Narratives of African American Students at a Predominantly White Institution
Jones, J.	Does Being Greek Work?: An Analysis of the Effect of Greek Affiliation on Grade Point Average and Retention
Lindhart, A.	Motivation behind Male Undergraduate Students' Decision to Participate in a Study Abroad Program
Mauer, C.	Resilience and Thriving in Homeless College Students
Richards, T.	An Analysis of Black Undergraduate Students' Social Activism through Social Media Usage
Rowan, S.	Perceptions of Transgender Students in Social Fraternities and Sororities
Sikora, K.	Pivotal Moments in Undergraduate Education: Retention and Student Connection to Campus
Smart, M.	An Analysis of the Impact of Hall Council on the Acquisition of Transferable Skills
Trombley, L.	The Impact of Bystander Intervention Education on Greek Life Affiliated Students' Efficacy in Addressing Sexual Violence on Campus
Walk, A.	First-Year Community College Student Perceptions of a College Success Course: A Phenomenological Approach.
Ward, T.	The Campus Ministry and the African American College Students' Experience: A Case Study
Young, T.	Are Students Stressed?: A Study of the Impact of Student Engagement on Student Stress

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:

- ◆ Although our primary research goal is to complete the thesis, 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: (Students are noted in bold)

2017-18

Paul Higgerson - Student veterans and their transition to becoming a college student. Poster session presented at NASPA Symposium on Military-Connected Students Conference - New Orleans, LA.

Higgerson, P. & Timm, D. (2017). Student Veterans and their transition to becoming a college student. Presented at the NASPA IV-E Conference. Detroit, MI.

Higgerson, P. & Timm, D. (2017). Developing Student Learning Outcomes. Presented at the NASPA IV-E Conference. Detroit, MI

Higgerson, P. & Timm, D. (2017) Student Veterans and their transition to becoming a college student. Presented at the First Year Experience Conference. Chicago, IL.

Higgerson, P. & Timm, D. M. (Under Review). Developing student veteran orientation. *Developments*.

Mendez, S., Polydore, C. L., & **Higgerson, P.** (In press). Intelligence. In R. Summers (Ed.), *Developmental Psychology: How the Mind Grows and Changes over a Lifetime*. Santa Barbara, CA: Greenwood.

Polydore, C. L., Frederick, H. & **Higgerson, P.** (In press). Atkinson and Shiffrin stage theory. In R. Summers (Ed.), *Developmental Psychology: How the Mind Grows and Changes over a Lifetime*. Santa Barbara, CA: Greenwood.

Polydore, C. L., **Higgerson, P.** & Frederick, H. (In press). Twin studies. In R. Summers (Ed.), *Developmental Psychology: How the Mind Grows and Changes over a Lifetime*. Santa Barbara, CA: Greenwood.

Timm, D. M., **Lindhart, R.**, Olausen, K., **Walk, A.** (In Press). Motivation behind males decision to participate in a study program abroad: A study conducted in the United States. In (P. Blessinger, J. Hoffman, eds.) *International Perspectives in Higher Education: Perspectives on Diverse Student Identities*. 2. Emerald Group Publishing

Megan Corder, Do Student Impressions of Community College Presidents Matter? American College Personnel Association Conference | Columbus, Ohio

Rachel Lindhart, Transforming the Gender Gap in Education Abroad: The Motivation behind Male Participation in a Study Abroad Program American College Personnel Association Conference | Columbus, Ohio

Cayla Maurer, The Invisibles: Homeless College Students NASPA- Student Affairs Administrators in Higher Ed| St. Louis, Missouri

Kwame Patterson, Creating Transformational Experiences for Graduate Students through Internships Abroad American College Personnel Association Conference | Columbus, Ohio

Stephen Roach, Summer Bridge Program Impact: Measures of Student Efficacy a Mixed Methods Approach Focus on Illinois Education Research Symposium | Bloomington, Illinois

Kathryn Sikora, Creating Transformational Experiences for Graduate Students through Internships Abroad American College Personnel Association Conference | Columbus, Ohio

Alexis Garner, What I Wish I Knew about Graduate School: SA Edition Student Affairs 101 | Normal Illinois

Paul Higginson, Student Veterans and Their Transition to Becoming a College Student Mid-Western Educational Research Annual Conference | Evanston, Illinois

Rachelle Krausen, What I Wish I Knew about Graduate School: SA Edition Student Affairs 101 | Normal, Illinois

Amber Webb, What I Wish I Knew About Graduate School: SA Edition Student Affairs 101 | Normal, Illinois

Breanna **Rehor**, Mallorie **Fonseca**, Alexis **Hill**, Kayla **Slusher**. Perceptions, Attitudes and Beliefs of Undergraduate Male Student on Seeking Counseling. CEPS Research Fair.

Tania **Ward**, Campus Ministry Involvement and Spirituality Impact on African American Student Achievement at a Predominately White Institution. CEPS Research Fair

Paul **Higginson**, Aaron **Walk** and Cole Kallio-**Crotteau**, Perceived Career Preparedness of Graduating Seniors at a Midwestern University. CEPS Research Fair

Stephen **Roach**, A summer Bridge Program's Impact: Social engagement and the Building of Self-Efficacy. CEPS Research Fair

Ihab **Saud**, Hayley **Hanger**, Tori **Harrison**, Rebecca **Schwartz** and Kiley **Storm**, On-Campus Residents' Satisfaction with Opening Weekend Events. CEPS Research Fair

Aaron **Walk**, First-Year Student Perceptions of a Community College Success Course: A Phenomenological Approach. CEPS Research Fair

Aaron **Webb**, Annie **Garner**, Abby **Frye**, Rachelle, **Krausen**, and Pricilla **Gonzalez**, First-Generation Student Knowledge, Use, and Satisfaction of Academic Resources. CEPS Research Fair

Timm, D. M., **Corder**, M, **Lindhart**, R., **Patterson**, K. **Sikora**, K. (2017). Creating Transformational Experiences for Graduate Student Through Internships Abroad. Presented at ACPA, Columbus Ohio

2016

Stephen Roach – “Summer Bridge Program Impact: Measures of Student Efficacy a Mixed Methods Approach”. Midwestern Education Research Association Conference – Evanston, IL; Illinois Education Research Council Conference – Bloomington, IL

Corder, M., Gochnauer, C., & Sikora, K. (2016). *Anxious students, anxious campuses: College students and anxiety*. Poster session presented at the Eastern Illinois University College of Education and Professional Studies 19th Annual Research Fair, Charleston, IL. Faculty Mentor: Dr. Angela Yoder

Timm, D.M. & **Starwalt, A.** (2016). *Support our Troops: Creating a Climate for Veteran Success on College Campuses*. Presented at the National Association of Student Personnel Administrators, Indianapolis, IN.

Madeline Owens, Perceptions of Academic Advisor Effectiveness and its Relationship to Academic Outcomes Mid-Western Educational Research Association Annual Meeting | Evanston, Illinois

Megan **Corder**, Carrie **Gochnauer**, Katie **Sikora**. Anxious Students, Anxious Campuses: College Students and Anxiety. CEPS Research Fair

Colton **Janes**, Stacy **Rowan**, Tayla **Richards**, Carrie **Gochnauer**, Investigating the Involvement of Fraternity and Sorority Members Outside of their Greek-letter Organization. CEPS Research Fair

Rachel **Lindhart**, Cayla **Maurer**, Kwanme **Patterson**, Nicole **Poggendorf**, Tyler **Vollmer**, Perceptions of Student Poverty Among Female First-Year and Graduate –Level Students. CEPS Research Fair

Maddie **Owens**. Student Perceptions of Academic Advisor Effectiveness and Student Success. CEPS Research Fair

Stephen **Roach**, Brigette **Anaokwa**, Kayla **Branch**, March **Chamberlain** and Molly **Murphy**, How the Summer Institute of Higher Learning Impacts the Academic Success of Students Across Gender, Racial and Ethnic Bounds. CEPS Research Fair

Courtney **Thomas**, Jade **Jones**, Maddie **Smart**, Kelsi **Grubisich** and Titus **Young**. African American Students' Attitude Towards and Utilization of Counseling Services.

Tania **Ward**, Megan **Corder**, Katie **Sikora**, Laura **Trombley**, Student Segregated Fee Awareness and Use. CEPS Research Fair

2015

Rachel Chlebanowski - "Understanding Preparedness When Approaching a Student in Mental Distress". Indianapolis, IN

Owens, M. & Polydore, C. L. (October, 2015). *Students' Perceptions of Academic Advisor Effectiveness and its Relationship to Academic Outcomes*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.

Corray, D. & Polydore, C. L. (2014, November). *Satisfaction and Importance Analysis of Features and Services to Nontraditional Students: A Mixed Methods*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.

Jacob Deters, Comparing Persistence of Upward Transfer and Native Student Pursuing a Bachelor's Degree American College Personnel Association | Tampa, Florida

Emily Walters, Advising Students In Remediation NACADA Annual Conference | Minneapolis, Minnesota

John Coit, Cait **East**, Jayme **Hardy**, Sexual Assault at College. CEPS Research Fair

Tyler **Kalahar**, The Art of Volun-Telling: Difference Between Mandated and Altruistic Volunteer. CEPS Research Fair

Rachel **Chlebanowski**, Allie **Moran**, Zach **Samples**, Lindsey **Strum** and Brinton **Vincent**. Factors Influencing Students Decision to Move Off-Campus. CEPS Research Fair

Jacob **Deters**. Comparing Persistence of Upward Transfer and Native Students Pursuing a Bachelor's Degree. CEPS Research Fair

2014

Sally Adams, Aligning Objectives with the Institution and Needs of Students ACUHO-I Living Learning Programs |Providence, Rhode Island

D'Andrea, J., & Timm, D. (2013). Utilizing research methods to evaluate and assess sexual aggression and gender roles. *Faculty Research & Creative Activity*, 41.

Valerie Penn, A Study of Student Leaders' Facebook Use. CEPS Research Fair

Denise **Corray**, An Exploration of Retention and Attrition Among Non-Traditional Students at a Mid-sized Rural State University: A Mixed Methods Approach. CEPS Research Fair

Sally **Adams**, Designing Objectives in Alignment with the Institution and Needs of Students. CEPS Research Fair

Carrie **Klaphake** and Kasey **Evans**, Factors Influencing First Year Women's Decision to Join a Sorority. CEPS Research Fair

Jennifer **Stevenson**, First-Generation Students Transition to a University. CEPS Research Fair

Ashley **Bell**, Perceptions of Gateway Requirements to Students Success: A Mixed Method Approach. CEPS Research Fair

Tyler **Fisher**, Jordan **Stayer**, Cait **Buchanan**, Tyler **Kalahar**, Student Community Service Motivations, Awareness and Interests. CEPS Research Fair

Erica **Ferrufino**, Dianna **Ogbevire**, Sherry **Gunn**, James **Griffin**, The Need-Based Assessment of Student Parents Attending Eastern Illinois University. CEPS Research Fair

2013

Timm, D. M., **Grant, A.**, **D'Andrea, J.**, **White, A.**, **Micek, T.**, **Hardin, C.**, & **Knapp, S.** (2013) *Where we've been, where we are, and where we are going: A roundtable discussion on the topics influencing our practice and research in student affairs*. Presented at the Illinois College Personnel Association annual conference, Charleston, IL.

Sara Boro, Masters Candidate in College Student Affairs Blogging: Creating Opportunities for Outreach NAFSA Region V Conference | Madison, Wisconsin

Sara **Boro**, International Service Learning Through A Social Justice Perspective. CEPS Research Fair

Kortney **Jones**, A Qualitative Study of the Influential Factors that Impact Black Students' College Access. CEPS Research Fair

Merry **Lucas**, The Effect of a Summer Bridge Program on Provisionally Admitted Students' Self-Efficacy. CEPS Research Fair

Tyler **Micek**, Student Organization Advisor: An Overview of their Multiple Roles and the Training They Desire. CEPS Research Fair

Redd **Rovion**, Seven Decades of the Experience of African American Males at a Predominately White Institution. CEPS Research Fair

Aseret **Gonzalez**, Sarah **Adams**, Bryce **Gergely**, and Brad **Sandefor**, Exploring Involved Students' Self-Efficacy and Academic Achievement. CEPS Research Fair

Andrea **Grant**, Exploring African American Students' Perceptions of Diversity, Inclusion, and Hate Speech. CEPS Research Fair

Jaclyn **D’Andrea**, Hyper-Gender Roles in Relation to Sexual Aggression. CEPS Research Fair

Andrea Grant, Masters Candidate in College Student Affairs Exploring Campus Racial Dynamics Through African American Students’ Perceptions of Diversity, Inclusion, and Speech Codes 2012 Diversity Research Symposium | Terre Haute, Indiana

Kortney Jones, Masters Candidate in College Student Affairs The Influential Factors that Impact Black Students’ College Access National Association for Multicultural Education | Kansas City, Missouri

Merry Lucas, Masters Candidate in College Student Affairs A Bridge Program’s Effect on Incoming Students’ Self-Efficacy National Association of Student Personnel Administrators Annual Conference | Orlando, Florida

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).
- ◆ William Travel Grants

Year	Student
2017-18	M. Ownn, R. Lindheart, K. Patterson, S. Roach K. Sikora, A. Garner, P. Higgerson, R Krausen A. Webb
2016	M. Owens, A Starwalt, M. Corder, C Gochnauer K Sikora, S. Roach
2015	M. Owens, D. Corray, J. Deters, E. Walters
2014	Sally Adams, J. D’Andrea
2013	S. Boro, A. Grant, K. Jones, M. Lucas

In addition the following awards were earned by CSA students:

◆ *Office of Study Abroad Grant*

Year	Student	CEPS Scholarship	Study Abroad Grant
2013	N/A		
2014	Cameron Carrerra	\$1,100	\$300
2015	Eric Swinehart	\$1,000	\$400
	Canaan Daniels	\$1,000	\$700
2016	Rachel Lindhart	\$1,200	\$500
	Megan Corder	\$1,200	\$200
2017	Katie Noah	\$1,200	\$200
Total Received		\$6,700	\$2,300

4c-Showcasing Scholarship/Creative Activity:

As noted in the previous sections, although the program encourages students to present/publish their thesis projects, many do not complete the thesis until graduation. So any student who is going to publish their work do so after graduation. Some of these efforts are listed under 4.a.ii and 5b.

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.

- ◆ **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.

Year	Student
2013	Alexandra Finley
	Andrea Grant
	Kortney Jones
2014	Aseret Gonzalez
	Holly Nichols
	Becky Maday
2015	Kasey Evans
2016	Allison Moran
	Sean Sheptoski
	Lindsey Sturm
2017	Kelsi Grubisich
	Rachel Lindhart
	Kwame Patterson

- ◆ **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
2013	Merry Lucas
2014	Kelsey Brandt
2015	Lauren Stehlik
2016	Amanda Starwalt
2017	Megan Corder

- ◆ **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
2013	Andrea Grant
2014	Jennifer Serrano
	Tyler Kalahar
2015	Amber Byrley
2016	Amber Byrley
2017	Paul Higgerson

- ◆ **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
2017-18	M. Ownn R. Lindhart K. Patterson S. Roach K. Sikora A. Garner P. Higgerson R Krausen A. Webb
2016	M. Owens A Starwalt. M. Corder C Gochnauer K Sikora S. Roach
2015	M. Owens D. Corray J. Deters E. Walters
2014	Sally Adams J. D'Andrea
2013	S. Boro A. Grant K. Jones M. Lucas

- ◆ **Order of Omega Graduate Fellowship:** Jordan Dadez (2017), Cait East (2016), Katie Raymond (2015), Lauren Stehlik (2015), Becky Maday (2014)
- ◆ **2018 – Induction into the Hamand Society Scholars:** Paul Higgerson.
- ◆ **Study Abroad Grant:** Katie Noah – Limerick, Ireland 2017 (\$1,200), Rachel Lindhart – Limerick, Ireland - 2016 (\$1,200), Eric Swinehart – Limerick, Ireland – 2015 (\$1,000), Canaan Daniels – Dublin, Ireland – 2015 (\$1,000), and Cameron Carrera – Dublin, Ireland – 2014 (\$1,200).
- ◆ **NASPA Conference Grant –** Paul Higgerson (2017), Katy Reinke (2016)
- ◆ Merry Lucas: **Master’s Thesis Award of Excellence in the College of Education**

- ◆ Denise Corray: The Effect of a Summer Bridge Program on Provisionally Admitted Students' Self-Efficacy - **Robert and Kathryn Augustine Distinguished Master's Thesis Award**

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:

Dr. Roberts serves as both Chair and Graduate Coordinator. In the last year he has 1) presented renewal documentation to CGS for CSA First Choice, 2) revised 28 courses and created 3 new courses which were approved by CGS, 3) successfully presented new Department name with new mission statements, 4) successfully created new online CSA option, 5) successfully coordinated with CATS to create smart phone friendly webpage, 6) successfully held CSA, Housing, and Counseling day admissions events, 7) successfully hired two unit "B" faculty, 8) maintained positive relationships with those offices who hire our students for graduate assistants. This is a critical part of our program success, especially in College Student Affairs where students often apply the coursework to their specific GA positions. This in turn helps the university be efficient while providing an opportunity for students to professionally grow in their field of study, 9) met monthly with the Department of Housing and Dining who often recruits almost half of our College Student Affairs students, 10) assisted three faculty who received Academic Achievement Awards, 11) assisted faculty members in winning various awards such as the Mendez award, ACA awards, Distinguished Faculty and Faculty of the Month awards; 12) attended the Southern Placement Exchange in Denton and worked with Housing to increase diversity. We average 20% domestic diversity in the program each year; 13) recruited a student from Greece this year and she will be a GA in the International Student Office; 14) successful recruited 25 CSA students for 2018, 15) assisted in helping students win the following - One Hamand Society Scholar winner for CSA, numerous William Travel Grant winners and three faculty ACA winners for Teaching and Service; 16) directed five thesis projects to completion, 17) successfully nominated five individuals for CEPS Alumni award; 18) supported study abroad opportunities for CSA students and once again we have students who will work abroad in the summer of 2018, and 19) served on numerous committees (Council of Chairs Executive Committee, Departmental Accreditation Committee, CEPS administrative council, CSD assessment committee, and ATAC committee).

Diane Timm is a Unit A faculty member and teaches Full-Time in the department.

2013: served on the CEPS curriculum committee, the department CSA Days Committee, and COSPA. Dr. Timm served the University as a Faculty Fellow, as a search team member for a Housing position and was the recipient of the Student Government Association Distinguished Faculty Service Award. Dr. Timm served the profession as a representative of NASPA to Ireland. Lastly, she served as a faculty leader for Jump Start, Charleston Chew, and at Homecoming events.

2014: chaired the CEPS Curriculum Committee and the University as secretary of the Intercollegiate Athletic Board. She served the department on the CSA Days Committee and as a Co-advisor to COSPA. Dr. Timm also served the University as a Faculty Fellow and as a search team member for a Housing position. She served on multiple thesis committees and provided service to organizations such as Recruitment, Faculty Fellows, EIU Freshman Reads program and Charleston Chews. For this she won an ACA award for service.

2015 -2016: she served the college on the Curriculum Committee and the university as secretary of the Intercollegiate Athletic Board. She served the department on the CSA Days Committee and as a Co-advisor to COSPA. Dr. Timm served as Triad Chair for Faculty Fellows, Director of Membership for the Illinois College Personnel Association, and as a search team member for a Housing position. She served on multiple thesis committees and provides service to organizations such as Recruitment, Faculty Fellows, EIU Freshman Reads program and Charleston Chews. Because of this she was chosen to receive EIU's ACA award for service.

2017: served CEPS as chair of the Curriculum Committee and the university as secretary of the Intercollegiate Athletic Board. She served the department on the CSA Days Committee and as a Co-advisor to COSPA. Dr. Timm served as Triad Chair for Faculty Fellows, Director of Membership for the Illinois College Personnel Association, and as a search team member for several positions including currently for the Director of International Students and Scholars. She served on multiple thesis committees and provides service to the community such as St. Vincent DePaul Society, Hedwig House and the Newman Catholic Center. Lastly, she serves as faculty advisor to the Graduate Student Advisory Council and volunteers for organizations such as Faculty Fellows, EIU Freshman Reads program and Charleston Chews.

Dena Kniess was a Unit A faculty member who taught in the CSA program during the Fall, 2013 through the Spring, 2017 documentation period.

Served in a number of service activities. At the university level she served on Academic Technology Advisory Committee, EIU Reads Committee and the Sexual Violence Prevention Task Force. She is an EIU Reads Facilitator, JumpStart 2 Give Volunteer and a Faculty Fellow in Lawson Hall. At the college level she served as Chair of the College of Education and Professional Studies Social Committee. At the departmental level she served on the CSA Days committee and Chairs the New Student Orientation Committee. At the professional level she served as an Editorial Board member for the Journal of the First-Year Experience and Students in Transition, Journal of Student Affairs Research and Practice (NASPA), College Student Affairs Journal (SACSA), Journal of College and Character (NASPA) and the Mid-Western Educational Research Association (MWERA). Last year, Dr. Kniess was named as one of three new Associate Editors for the College Student Affairs (SACSA) Journal. She is a member of the American College Personnel Association (ACPA) where she serves as a Directorate Body member of the Commission for Assessment and Evaluation. Lastly, she concluded her term in July 2016 as a Board Member for the Slippery Rock University Alumni Association

Angie Yoder is a Unit A faculty and teaches in both the CSA and Counseling Program.

Served on the University Task Force for Open Access to Research and the CEPS Library Committee. She served on the department's Curriculum and Hooding Ceremony Committees. Lastly, she served as a Faculty Fellow and advised several graduate students toward doctoral programs and professional positions. She maintained professional licensure as Clinical Psychologist and was a member of ICA, the Association of Play Therapy and the Illinois Play Therapy association. She served as Co-Chair on the Illinois Play Therapy Research and Poster Committee, the Scholarship Committee for COSPA, co-advisor for Chi Sigma Iota and a Faculty Fellow. She appeared on WEIU and provided presentations to Housing

Staff on Wellness issues. She served on the Williams Travel Grant Committee and was selected as the Faculty Marshal for the Graduate School. For her efforts she was the first recipient of the Graduate Faculty Mentor of the Month award.

Catherine Polydore is a Unit A faculty and teaches in the CSA and Counseling Program.

Served the university as Chair of Making Excellence Inclusive and the Honorary Degree Committee and is vice-chair of the International Education Council. She serves the CEPS on the Research and Grants committee and represents the College on the Faculty Development Advisory Committee. She serves the department on the Curriculum Committee and the Awards Committee. She is a faculty fellow, a Professional mentor for Minority Affairs and serves as a consultant for Champaign Ready Program. Lastly she was a group facilitator (Jump Start and EIU Reads) and presenter (EIUnity Diversity Conference) indicating ongoing service to the university and community.

Dr. Nadler was Vice President of Student Affairs and a Professor in the Department during the Fall, 2013 through Spring, 2017 documentation period. He taught a course in the program and directed CSA theses.

President Emeritus Lou Hencken was a faculty member in the Department during the Fall, 2013 through Spring, 2017 documentation period. He taught two courses in the program and was the academic advisor for all CSA students.

Dr. Jon Coleman was hired as a Unit B faculty member in Fall, 2017 and teaches courses in the CSA program.

5b-Graduate Faculty Scholarship:

Faculty Update: Publications, Presentations, Grants

2017 through In- Press (Faculty in Bold)

Timm, D. M., Lindhart, R., Olausen, K., Walk, A. (In Press). Motivation behind males decision to participate in a study program abroad: A study conducted in the United States. In (P. Blessinger, J. Hoffman, eds.) *International Perspectives in Higher Education: Perspectives on Diverse Student Identities*. 2. Emerald Group Publishing

Timm, D. M., Corder, M, Lindhart, R., Patterson, K. Sikora, K. (2017). Creating Transformational Experiences for Graduate Student Through Internships Abroad. Presented at ACPA, Columbus Ohio

Higgerson, P. & **Timm, D.** (2017). Student Veterans and their transition to becoming a college student. Presented at the NASPA IV-E Conference. Detroit, MI.

Higgerson, P. & **Timm, D.** (2017). Developing Student Learning Outcomes. Presented at the NASPA IV-E Conference. Detroit, MI

Higgerson, P. & **Timm, D.** (2017) Student Veterans and their transition to becoming a college student. Presented at the First Year Experience Conference. Chicago, IL.

Higgerson, P. & **Timm, D. M.** (Under Review). Developing student veteran orientation. *Developments*.

Timm, D, Ward, J. (2017). Perceptions of the Collegiate Experience: Insight from a Qualitative Study with Pre-Enrolled First Yeas Students. Presented at ACPA, Columbus Ohio.

Kniess, D., Havice, P., & Cawthon, T. (2015). Creating networks that facilitate successful transitions to the second year for African American students at PWI: Implications for residence life. *Faculty Research & Creative Activity*, 50.

- Polydore, C. L.,** Frederick, H. & Somerville, T. (In press). Infant and caregiver interaction. In R. Summers (Ed.), *Developmental Psychology: How the Mind Grows and Changes over a Lifetime*. Santa Barbara, CA: Greenwood.
- Somerville, T., & **Polydore, C. L.** (In press). Adolescent thinking. In R. Summers (Ed.), *Developmental Psychology: How the Mind Grows and Changes over a Lifetime*. Santa Barbara, CA: Greenwood.
- Polydore, C. L.** (October, 2017). *The Engaging Professor: Using Polling Technology to Increase Student Engagement*. Workshop presented at the annual Student Success Conference, Indiana State University, Terre Haute, IN.
- Grissom, T., **Polydore, C. L.,** & Dallas, L. (May, 2017). *Are you still teaching with punch cards?* Presentation, Faculty Summer Institute, May 23-24th, 2017.
- Polydore, C. L.** (April, 2017). Making Learning Stick in an Online Environment, Presentation at annual Brightspace Illinois Connection.
- Polydore, C. L.** (2017, February). *Resolving interpersonal conflict in a multicultural society*. Presentation at EIUnity Diversity Conference, Eastern Illinois University, Charleston, IL.
- Nadler, D.,** Gearhart, D., & Miller, M. (Accepted, winter 2017). An Exploration of the Benefits and Challenges of Public Higher Education Systems. *Journal of Academic Administration in Higher Education*.
- Nadler, D.,** Mei-Yan, L., & Miller, M. (2017). Power of the Faculty: Consequences of no confidence votes for college presidents. *Journal of Research on the College President*, 1(1).
- Bradley, A., **Nadler, D.,** & Miller, M. (2017). Drinking on Sunday? Alcohol Use and religion among college students. *New York Journal of Student Affairs*, 17(2), 3-13.
- Nichols Pflum, H., Miller, M., & **Nadler, D.** (2017). Community College Student Athletes: Regular Students or Pro-Athletes in Training? *College Student Journal*, 51(4), 173-180.
- Kniess, D.,** Buschlen, E., Chang, T-F. (under review). Men of color and college persistence: The important outcomes of an antecedent life-skills program for inner-city youth. *Youth and Society*.
- Buschlen, E., Chang, T.-F., **Kniess, D.** (accepted, in press). Mentoring fatherless, inner-city adolescent boys through an outcome-based leadership education program. *Journal of Leadership Education*.
- Kniess, D.,** Benjamin, M. & Boettcher, M. (2017). Negotiating faculty identity in the transition from student affairs practitioner to tenure-track faculty. *College Student Affairs Journal*, 35(1), 13 – 24.
- Balser, T., Grabau, A., **Kniess, D.,** & Page, L. (accepted, in press). Collaboration and communication in student affairs assessment. *New Directions for Institutional Research*.
- Balser, T. & **Kniess, D.** (accepted, in press). Challenges and barriers in student affairs assessment. *New Directions for Institutional Research*.
- Dunn, M. & **Kniess, D.** (Under contract). Transitioning to a terminal degree program. *New Directions for Student Services*.
- Kniess, D.** & Foste, Z.H. (Forthcoming). Understanding multicultural competency and professional identity in student affairs practice. In N. Zhang & M. Howard-Hamilton (Eds.), *Multicultural and diversity issues in student affairs practice: A professional competency-based approach*. Springfield, IL: Charles Thomas Publisher.

- Kniess, D.** (Under contract). Transitioning to faculty. *New Directions for Student Services*.
- Ro, H.K., Menard, T., **Kniess, D.**, & Nickelsen, A. (accepted, in press). New(er) assessment tools in student affairs. *New Directions for Institutional Research*.
- Benjamin, M., Marine, S., **Kniess, D.R.**, & Boettcher, M.L. (2018, March). So you have a terminal degree – now what? Part 2: Faculty options. Program accepted for presentation at the 2018 National Association of Student Personnel Administrators Conference, Philadelphia, PA.
- Benjamin, M., Marine, S., **Kniess, D.**, & Boettcher, M.L. (2018, March). So you have a terminal degree – now what? Part 1: Administrator options. Program accepted for presentation at the 2018 National Association of Student Personnel Administrators Conference, Philadelphia, PA.
- Boettcher, M., Bourke, B., **Kniess, D.**, & Varga, M.A. (2018, March). Taking your research in a new direction: The process of change from dissertation to manuscript. Program accepted for presentation at the 2018 National Association of Student Personnel Administrators Conference, Philadelphia, PA.
- Howard, J. & **Kniess, D.** (2017, November). Through the FIRE: A dialogic inquiry of social justice persistence through conservative resistance. Association for the Study of Higher Education Conference, Houston, TX.
- Benjamin, M., **Kniess, D.**, Boettcher, M. (2017, March). It's a complete career change: Shifting from full-time administrator to full-time faculty member. National Association of Student Personnel Administrators Conference, San Antonio, TX.
- Sponsler, L., **Kniess, D.**, Waugaman, C., Dashti-Gibson, J., Funk, M., Nguyen, T-H., Salinas, Jr., C., & Wright, E.K. (2017, March). Launching your faculty career: Support, advice, and resources from NASPA's Emerging Faculty Leader Academy inaugural cohort. National Association of Student Personnel Administrators Conference, San Antonio, TX.
- Boettcher, M., Bourke, B., **Kniess, D.**, & Varga, M.A. (2017, October). Taking your research in a new direction: The process of change from dissertation to manuscript. Southern Association of College Student Affairs Conference, Chattanooga, TN.
- Cawthon, T. & **Kniess, D.R.** (2017, October). Inside the academic classroom as a master's student in student affairs. SACSA Undergraduate Symposium, Chattanooga, TN.
- McCluskey-Titus, P. & **Kniess, D.** (2017, April). EFLA workshop #1: Incorporating practical, applied skills into your teaching. NASPA Emerging Faculty Leader Academy Webinar.
- Kniess, D.R.** (2017, June). Qualitative data analysis. ACPA Student Affairs Assessment Institute, Costa Mesa, CA.
- Kniess, D.R.** (2017, June). Beyond the checkbox. ACPA Student Affairs Assessment Institute, Costa Mesa, CA.
- Glass, M. & **Kniess, D.R.** (2017, June). Choosing a method. ACPA Student Affairs Assessment Institute, Costa Mesa, CA.
- Nguyen, D. H.K. & **Kniess, D.R.** (2017, February). International students and the campus environment: Fostering inclusion and success. NASPA Faculty Council Webinar.

- Foste, Z.H. & **Kniess**, D. (2017). A comparative case analysis of residence life professionals' sense-making of diversity, inclusion, and social justice education in the residence halls. Submitted \$2850 grant proposal to the Association for College and University Housing Professionals – International (ACUHO-I). Not funded. Co-principle investigator.
- Foste, Z.H. & **Kniess**, D. (2017). A comparative case analysis of residence life professionals' sense-making of diversity, inclusion, and social justice education in the residence halls. Submitted \$1120 Southern Association for College Student Affairs (SACSA) Research Grant. Not funded. Co-principle investigator.
- Yoder**, A. (2017). Unanticipated magic: The transformative power of child-senior relationships. *Play Therapy*, 12 (4), 24-27.
- Yoder**, A., Somerville, T., Pincente, D., Spangler, P., Oglesby, K., Ehlers, D., & Pickowitz, J. (2017). The effect of school-based creative expression group therapy on the self-concept of female adolescents. Manuscript submitted for publication.
- Washburn, F., Nolte, M., & **Yoder**, A. (2017). Applying social constructivist theory to letter writing in triadic supervision. Manuscript in progress.
- Washburn, F., Nolte, M., & **Yoder**, A. (2017). Narrating a counselor identity with letter writing in triadic supervision. Manuscript in progress.
- Timm**, D., & Ward, J. Perceptions of the Collegiate Experience. Insight from a Qualitative Study with Pre-enrolled First Year Students. CEPS Research Fair
- 2016**
- Frederick, H., & **Polydore**, C. (Spring, 2016). Teaching family diversity: Working with Foreign-Born Instructors. *National Council on Family Relations Report*.
- Stephen, & **Polydore**, C. L. (October, 2016). *Summer Bridge Program Impact: Measures of Student Efficacy a Mixed Methods Approach*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.
- Stephen, & **Polydore**, C. L. (September, 2016). *Mixed Methods Analysis of a Summer Bridge Program's Impact on Self-efficacy*, Poster presented at the Focus on Illinois Education Research Symposium, Bloomington, IL.
- Polydore**, C. L. (2016, November). *Classroom polling*. Presentation at Let's Talk Do Teaching Workshop, Eastern Illinois University, Charleston, IL.
- Polydore**, C. L. (2016, October). *Strategies for making it stick*. Presentation at Let's Talk Do Teaching Workshop, Eastern Illinois University, Charleston, IL.
- Polydore**, C. L. (February 5, 2016). *Coloring the Path: Pathways to Graduate Education for Students of Color*. Workshop presenter, EIUnity Diversity Conference.
- Miller, M. T., Smith, E. A., & **Nadler**, D. (April 2016). Debate and Discourse: The role of the faculty senate on the modern American campus. *Journal of Higher Education Theory and Practice*, 16(3), 22-29. Lu, M.,
- Miller, M., & **Nadler**, D., & Smith, E. (2016). Academic Leaders and Learning about Leadership: Skills, Tasks, and Training. *Academic Landscape and Practice in Higher Education*, 6(2), 29-37.
- Smith, E., Miller, M., & **Nadler**, D. (2016). Does it matter? What college student governments talk about. *Journal of Higher Education Theory and Practice*, 16(2), 46-53.

- Lu, M., Miller, M., & **Nadler**, D. (2016). A Comparison of international faculty members' perceptions of shared governance. *Asian Journal of Humanities and Social Studies*, 42(1), 20- 27.
- Kniess**, D., Cawthon, T.W., & Walker, K. (2016). Lesbian, gay, bisexual, and transgender college students. In Hamilton, M. H., Cuyjet, M., & Cooper, D. (Eds.). *Multiculturalism on Campus*, 2nd ed. (pp.278-308) Sterling, VA: Stylus.
- Buschlen, E. L., Chang, T., & **Kniess**, D. (2016, November). My brother's keeper: Developing lifelong leadership skills in the absence of a father. International Leadership Association (ILA) International Conference, Atlanta, GA.
- Kniess**, D., Benjamin, M., & Boettcher, M. (2016, March). Administrator-faculty transitions: Same path, different goals. National Association of Student Personnel Administrators Conference, Indianapolis, IN.
- Royer, D.W, Mulvihill, T.M., Latz, A.O., **Kniess**, D. (2016, March). Are student affairs graduate programs meeting the needs of community colleges? National Association of Student Personnel Administrators Conference, Indianapolis, IN.
- McCluskey-Titus, P. & **Kniess**, D. (2016, October). Let's talk about it: Current issues and challenges in student affairs. Student Affairs 101 Conference, Moline, IL.
- Kniess**, D. (2016, June). Qualitative data analysis. ACPA Student Affairs Assessment Institute, Baltimore, MD.
- Kniess**, D. (2016, June). Focus groups and interviews. ACPA Student Affairs Assessment Institute, Baltimore, MD.
- Wehr, N. & **Kniess**, D. (2016, February). Being bromo in a heterosexual dominated culture: A Qualitative Approach. EIUnity Conference, Eastern Illinois University.
- Buschlen, E., Chang, T., **Kniess**, D. (2016). Central Michigan University (CMU) Faculty Research & Creative Endeavors (FRCE) Grant. An Examination of a Cross-Cultural, Youth Leadership Development Program for Fatherless Children: Creating an Intergenerational Legacy. Project funded for \$3,163.
- Yoder**, A., Carter, D., Yantis, B. Swan, A., Allison, A. (2016). Playing in schools: Adaptation of CPRT with senior volunteers to help at-risk children. *Journal of Child and Adolescent Counseling*, 2 (2), 143-158.
- Timm**, D. and Starwalt, A. (2016). Support our Troops: Creating a Climate for Veteran Success on College Campuses. Presented at the National Association of Student Personnel Administrators, Indianapolis, IN.

2015

- Kniess**, D., Havice, P.A., & Cawthon, T.W. (2015). Creating networks that facilitate successful transitions to the second-year for African American students at a PWI: Implications for residence life. *Journal of College and University Student Housing*, 41(2), 144 – 159.
- Benjamin, M., Boettcher, M., & **Kniess**, D. (2015, March). Making the leap from administrator to faculty member: Stories of transition. American College Personnel Association Conference, Tampa, FL.

Deters, J. & **Kniess**, D. (2015, March). Research paper session #13: Comparing persistence of upward transfer and native students. American College Personnel Association Conference, Tampa, FL.

Kalahar, T. & **Kniess**, D. (2015, March). The art of voluntelling: Research on community service motivation. American College Personnel Association Conference, Tampa, FL.

King, M. & **Kniess**, D. (2015, November). What guys do: The impact of masculinity on college men's perceptions of bullying and help-seeking. Great Lakes Association for College and University Housing Officers, Flint, MI.

Kniess, D. (2015, February). Supporting underrepresented students in their second-year of college. EIUnity Conference, Eastern Illinois University.

Timm, D., El-Azar, Sheptoski, S. and Sikora, K. (2015). What I wish I had known about the transition to graduate school. Presented at the Student Affairs 101 Conference, Charleston IL.

2014

Yoder, A., et al. (2014). Child-senior relationship training: Adaptation of CPRT for kindergarten students. *Faculty Research & Creative Activity*, 49.

Polydore, C. L. (2014, October). *Culturally Responsive Teaching Self-efficacy of Educators in Rural Illinois: A Mixed Approach*. Poster presented at the Focus on Illinois Education Research Symposium, Bloomington, IL.

Maday, B. & **Kniess**, D. (Summer 2014). More follow-up needed: Housing staffs' perceptions of managing mental health needs. *GLACUHO Trends*, 43 – 44.

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Brandt, K., **Kniess**, D., & Stone, J.E. (Winter 2014). Occupational stress and burnout in paraprofessionals. *GLACUHO Trends*, 27 – 29.

Kniess, D. & Cawthon, T. (2014, March). Cultivating community: Underrepresented students' perceptions of their second-year in college. American College Personnel Association Conference, Indianapolis, IN.

Havice, P.A., **Kniess**, D., Jenkins, T., & Walker, K. (2014, November). Should your triple crown include a doctorate? Southern Association for College Student Affairs, Louisville, KY.

Means, D.R. & **Kniess**, D. (2014, November). Supporting underrepresented college students: Lessons learned from research. Southern Association for College Student Affairs, Louisville, KY.

Davidson, E.S., **Kniess**, D., & **Timm**, D. (2014, April). The impact of student engagement on suicidal ideation. Poster Presentation at Illinois Statewide Suicide Prevention Conference, Springfield, IL.

Kniess, D. (2014, August). Environments and diversity. Housing and Residence Life Training, Eastern Illinois University.

Yoder, A., Carter, D., Ward, B., Way, B., Strakbein, A., & Swan, A. (2014). Child-Senior Relationship Training: Adaptation of CPRT for Kindergarten students. *International Journal of Play Therapy*, 23 (4), 231-246.

Swan, A., and **Yoder**, A. (2014). Sandtray with seniors. *Play Therapy*, 9 (3).

Yoder, A. (2014). Unexpected Blessings: Integrating school counselors and senior Volunteers using CPRT/CSRT. My Play Therapy Page.

Timm, D. M., & Bogard, R. P. (2014). Perceptions of the residential experience: Insight from pre-enrolled students. Presented at the National Association of Student Personnel Administrators –IV East annual conference, Columbus, OH.

Timm, D, Barham, D., McKinney, K. and Knerr, A. (2014) ASK us: Assessment in Practice. Presented at the annual meeting of the ACPA, Indianapolis IN.

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Polydore, C. L. & Lucas, S. E. (2013). The development of pre-service teachers' self-efficacy beliefs. *Critical Issues in Teacher Education*, xx, 67-79.

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Lucas, S. E. & **Polydore**, C. L. (2013, June). *Investigating Professional Self-Efficacy Development in Pre-Service Teachers*. Poster presented at the Focus on Illinois Education Research Symposium, Champaign, IL.

Kniess, D. (2013, October). Underrepresented students' perceptions of their second-year in college. Students in Transition Conference, Atlanta, GA.

Kniess, D. & Havice, P.A. (2013, March). The second-year experience for underrepresented college students. National Association of Student Personnel Administrators Conference, Orlando, FL.

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Timm, D., Gifford, D. & Savage, M. (2013). *The use of social media in student services*. Presented at the annual meeting of the Confederation of Student Services in Ireland, Dundalk, Ireland.

Andrea D., **Timm**, D. Utilizing Research methods to evaluate and Assess Sexual Aggression and Gender Roles. AFA Essentials.

Timm, D, Barham, D., McKinney, K. and Knerr, A. (Eds) 2013. Assessment in practice: A companion guide to the ASK standards. Washington DC ACPA.

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Timm, D., Andrea, D., White, A., Micek, T, Hardin, C. and Knapp. S. (2013). Where we've been, Where we are, and where we are going: A roundtable discussion on the topics influencing our practice. ICPA, Charleston IL.