

Student Learning Assessment Program AY 2019-2020

M.S. in College Student Affairs

Submitted By: Dr. Richard Roberts, Chair



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

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Higher Education.	<p><u>How:</u> Admission Rating Sheet</p> <p><u>Where:</u> Department of Counseling and Higher Education</p> <p><u>When:</u> During Admission Process</p>	1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubric	<p>Spring 2020 Admissions: (beginning admissions Summer or Fall 2020)</p> <p>College Student Affairs <u>Expectation 1:</u> 66 Total Applicants Interviewed 13 Invited from OPE for Housing Positions* 27 Invited to CSA Days 14 Accepted for Admission</p> <p>* OPE invitees are invited to interview but do not apply to the graduate school and department unless an offer has been made.</p>	<p>CSA Admission Committee will compute composite scores and select the top 20 scores for admission.</p> <p>Each admitted student will be tracked to compare admission score to performance in the program.</p>
2. Candidates will display evidence of a depth of content knowledge.	<p><u>How:</u> GPA; Course Assessment Rubrics;</p> <p><u>Where:</u> 5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880</p>	<p>Maintain 3.0 GPA;</p> <p>75% agreement on all objectives</p>	<p>Overall GPA: No student was asked to leave due to low GPA</p> <p>Survey of Course Objectives:</p> <p>CHE 5490: Issues in SA</p> <ul style="list-style-type: none"> • Demonstrate responsible citizenship and participation in the campus community – 50% Agree • Demonstrate an understanding of how space impacts experience and how to manage issues that arise in these environments – 50% Agree 	<p>The results are collected by the Department Chair and summarized for review.</p>

			<ul style="list-style-type: none"> • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills – 75% Agree • Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority – 100% Agree • Overall, I thought the objectives of the course were met – 75% Agree <p>CHE 5491: Issues in SA</p> <ul style="list-style-type: none"> • Demonstrate responsible citizenship and participation in the campus community – 50% Agree • Demonstrate an understanding of how space impacts experience and how to manage issues that arise in these environments – 100% Agree • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills – 50% Agree • Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority – 50% Agree • Overall, I thought the objectives of the course were met – 50% Agree <p>CHE 5492: Issues in SA</p> <ul style="list-style-type: none"> • Demonstrate responsible citizenship and participation in the campus community – 80% Agree • Demonstrate an understanding of how space impacts experience and how to manage issues that arise in these environments – 60% Agree • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills – 60% Agree • Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority – 80% Agree • Overall, I thought the objectives of the course were met – 80% Agree 	
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			<p>CHE 5493: Issues in SA</p> <ul style="list-style-type: none"> • Demonstrate responsible citizenship and participation in the campus community – 77% Agree • Demonstrate an understanding of how space impacts experience and how to manage issues that arise in these environments – 66% Agree • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills – 88% Agree • Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority – 88% Agree • Overall, I thought the objectives of the course were met – 77% Agree <p>CHE 5505: Research methods in CSA</p> <ul style="list-style-type: none"> • Identify and explore research methods, statistical analysis, needs assessment, and program evaluation – 100% Agree • Explore and critique research methods such as qualitative, quantitative, and mixed-methods, action research, and outcome based research – 100% Agree • Articulate, interpret, and use results of assessment, evaluation, research reports, and studies, including professional literature – 80% Agree • Use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods – 100% Agree • Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability – 100% Agree • Discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities – 100% Agree • Explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes – 100% Agree 	
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			<ul style="list-style-type: none"> • Overall, I thought the objectives of the course were met – 100% Agree <p>CHE 5506: Research Methods in CSA II</p> <ul style="list-style-type: none"> • Identify and explore research methods, statistical analysis, needs assessment, and program evaluation – 100% Agree • Explore and critique research methods such as qualitative, quantitative, and mixed-methods, action research, and outcome based research – 100% Agree • Articulate, interpret, and use results of assessment, evaluation, research reports, and studies, including professional literature – 100% Agree • Use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods – 100% Agree • Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability – 100% Agree • Discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities – 100% Agree • Explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes – 100% Agree • Overall, I thought the objectives of the course were met – 100% Agree <p>CHE 5710: Leadership and Admin in Higher Ed.</p> <ul style="list-style-type: none"> • Articulate awareness and understanding of one’s attitudes, values, beliefs, assumptions, biases, and how they affect one’s integrity and work with others – 100% Agree • Identify and describe personal and professional responsibilities inherent to excellence in practice – 90% Agree 	
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			<ul style="list-style-type: none"> • Understand the relational roles partners, allies, and adversaries play in the completion of goals and work assignments – 90% Agree • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills – 100% Agree • Overall, I thought the objectives of the course were met – 95% Agree <p>CHE 5715: Individual and Group Intervention</p> <ul style="list-style-type: none"> • Exhibit culturally inclusive active listening skills (e.g. appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoiding interrupting, clarifying, etc.) – 100% Agree • Establish rapport with students, groups, colleagues, and others in a way that acknowledges differences in lived experiences – 95% Agree • Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom one is engaged prefers – 90% Agree • To demonstrate the basics involved in planning and implementing brief interventions and synthesize learning in order to effectively apply knowledge to a variety of situations that arise for student affairs professionals – 85% Agree • Overall, I thought the objectives of the course were met – 90% Agree 	
			<p>CHE 5720: Student Dev Theory I</p> <ul style="list-style-type: none"> • Articulate theories and models that describe the development of college students and the conditions of college students and the conditions and practices that facilitate holistic development – 100% Agree • Articulate one’s own developmental journey in relation to formal theories – 100% Agree • Remain current on student and educator adoption patterns of new technologies and familiarize oneself with purpose and functionality of those technologies – 100% Agree 	

			<ul style="list-style-type: none"> • Demonstrate awareness of one’s digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement as related to their digital reputation and identity – 100% Agree • Overall, I thought the objectives of the course were met – 100% Agree <p>CHE 5725: Student Dev Theory II</p> <ul style="list-style-type: none"> • Recognize how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years – 75% Agree • Develop an in-depth understanding of a select theory, model or related group of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development – 88% Agree • Reflect and synthesize one’s own developmental journey and identify theories of student development and learning influence one’s own practice and enhances one’s work in dealing with college students – 88% Agree • Able to identify how culturally relevant and inclusive programs, services, policies, and practices are grounded in knowledge of student development theory – 88% Agree • Overall, I thought the objectives of the course were met – 88% Agree <p>CHE 5735: Multi Comp and SJ in CSA</p> <ul style="list-style-type: none"> • Exhibit culturally active listening skills (e.g. appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying) – 62.5% Agree • Recognize the strengths and limitations of one’s own worldview on communication with others (e.g. how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.) – 87.5% Agree • Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student 	
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			<p>populations at national, state/provincial, local, and institutional levels – 87.5% Agree</p> <ul style="list-style-type: none"> • Articulate awareness and understanding of one’s attitudes, values, beliefs, assumptions, biases, and identify how they affect one’s integrity and work with others – 100% Agree • Overall, I thought the objectives of the course were met – 87.5% Agree <p>CHE 5741: Collegiate Environments</p> <ul style="list-style-type: none"> • Students will identify and analyze multiple, physical, aggregate, organizational, and constructed descriptions of environments – 87.5% Agree • Students will apply theoretical concepts to an understanding of college environments and their impact on students – 100% Agree • Students will describe the impact of college environments on diverse populations – 75% Agree • Students will describe the effect of various aspects of the campus environment on the student experience and satisfaction and articulate appropriate strategies for improving the student experience – 75% Agree • Overall, I thought the objectives of the course were met – 87.5% Agree <p>CHE 5750: Gov and Fin in Higher Education</p> <ul style="list-style-type: none"> • Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, graduate, professional, vocational, etc.) in one’s state/province and nation – 87.5% Agree • Describe the governance systems at one’s institution including the governance structures for faculty, student affairs professionals, staff, and students – 100% Agree • Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice – 100% Agree 	
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			<ul style="list-style-type: none"> • Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility – 100% Agree • Overall, I thought the objectives of the course were met – 100% Agree <p>CHE 5760: Legal and Ethical Issues in CSA</p> <ul style="list-style-type: none"> • Identify and analyze the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions – 100% Agree • Explore how national constitutions and laws influence the rights that students, faculty, and staff have on public and private campuses – 90% Agree • Describe the ethical statements and their foundational principles of any professional associations directly relevant to one’s working context – 85% Agree • Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices, an ethical commitment to just and sustainable practices as well as identify institutional actions which are not consistent with ethical standards – 100% Agree • Overall, I thought the objectives of the course were met – 95% Agree <p>CHE 5880: Supervised Experience in CSA</p> <ul style="list-style-type: none"> • Recognize the importance of reflection in personal, professional, and ethical development – 100% Agree • Identify the challenges associated with balancing personal and professional responsibilities, and recognize the intersection of one’s personal and professional life – 95% Agree • Identify one’s primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one’s strengths and limitations – 90% Agree 	
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<p>3. Candidates will display evidence of maintaining professional dispositions.</p>	<p><u>How:</u> Student Review Rubric</p> <p><u>When:</u> Every Semester (Student Review Conference)</p>	<p>Meet expectations as established by Rubrics</p>	<ul style="list-style-type: none"> • Learn and articulate the principles of professional practice – 100% Agree • Overall, I thought the objectives of the course were met – 100% Agree <p><u>Fall 2019</u> <u>38</u> Good Standing <u>0</u> Concern <u>0</u> Withdrawal</p> <p><u>Spring 2020</u> <u>38</u> Good Standing <u>0</u> Concern <u>0</u> Withdrawal</p>	<p>The data for Learning Objective 3 is collected during Student Review (Fall/Spring).</p> <p>Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process to target needed change.</p>
<p>4. Candidates will display evidence of effective critical thinking and problem solving skills.</p>	<p><u>How:</u> Assessment Rubrics</p> <p><u>Where:</u> 5505, 5710, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880</p> <p><u>How:</u></p>	<p>75% agreement on all objectives</p>	<p><u>Assessment Rubrics</u></p> <p>See assessment results under 2.</p>	<p>The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report).</p>

<p>5. Candidates will display evidence of effective oral and written communication skills.</p>	<p>Assessment Rubric</p> <p><u>Where:</u></p> <p>5505, 5710, 5725, 5735, 5741, 5750, 5715, 5720, 5760, 5880</p>	<p>75% agreement on all objectives</p>	<p><u>Assessment Rubrics</u></p> <p>See results under 2.</p>	<p>The data for Learning Objective 5 will be collected by the Department Chair and summarized for review (see end of report).</p>
<p>6. Candidates will display evidence of advanced scholarship through research and/or creative activity.</p>	<p><u>How:</u> Assessment Rubrics</p> <p><u>When:</u> CHE 5505, 5506</p> <p>Thesis</p>	<p>75% agreement on all objectives</p>	<p><u>Assessment Rubric</u></p> <p>CHE 5505: Research methods in CSA</p> <ul style="list-style-type: none"> • Identify and explore research methods, statistical analysis, needs assessment, and program evaluation – 100% Agree • Explore and critique research methods such as qualitative, quantitative, and mixed-methods, action research, and outcome based research – 100% Agree • Articulate, interpret, and use results of assessment, evaluation, research reports, and studies, including professional literature – 80% Agree • Use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods – 100% Agree • Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability – 100% Agree • Discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities – 100% Agree • Explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes – 100% Agree 	<p>The data for Learning Objective 6 will be collected by the Department Chair and summarized for review (see end of report).</p>

			<ul style="list-style-type: none"> • Overall, I thought the objectives of the course were met – 100% Agree <p>CHE 5506: Research Methods in CSA II</p> <ul style="list-style-type: none"> • Identify and explore research methods, statistical analysis, needs assessment, and program evaluation – 100% Agree • Explore and critique research methods such as qualitative, quantitative, and mixed-methods, action research, and outcome based research – 100% Agree • Articulate, interpret, and use results of assessment, evaluation, research reports, and studies, including professional literature – 100% Agree • Use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods – 100% Agree • Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability – 100% Agree • Discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities – 100% Agree • Explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes – 100% Agree • Overall, I thought the objectives of the course were met – 100% Agree <p><u>Thesis Completed</u> 22 Full-Time students worked on a Thesis 82% completed the Thesis by July 1, 2020</p>	
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<p>7. Overall Candidates will perceive program is helping them prepare for professional practice</p>	<p><u>How:</u> Exit Survey</p> <p><u>When:</u> Last Semester</p>	<p>75% agreement on all items</p>	<p><u>Exit Survey:</u></p> <p>Perceptions of Preparation Program Quality</p> <ul style="list-style-type: none"> • Knowledge of foundations of higher education that inform student affairs practice - Well Prepared: 50%; Adequately Prepared: 40% • Ability to apply relevant ethical and legal standards in professional practice – Well Prepared: 60%; Adequately Prepared: 40% • Knowledge of student development theories and research – Well Prepared: 70%; Adequately Prepared: 20%; Poorly Prepared: 10% • The ability to use appropriate development theory to understand, support, and advocate for student learning and development – Well Prepared: 60%; Adequately Prepared: 40% • Knowledge of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development – Well Prepared: 70%; Adequately Prepared: 30% • The ability to demonstrate knowledge of how student learning and opportunities are influenced by student characteristics and by collegiate environments – Well Prepared: 50%; Adequately Prepared: 40% • Knowledge of techniques and methods of interviewing, helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations – Well Prepared: 70%; Adequately Prepared: 20%; Poorly Prepared: 10% • Ability to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups – Well Prepared: 70%; Adequately Prepared: 20%, No Opinion: 10% 	
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			<ul style="list-style-type: none"> • Knowledge of organizational, management, and leadership theory and practice; student affairs functions; legal issues in higher education; and professional issues, ethics, and standards of practice – Well Prepared: 50%; Adequately Prepared: 50% • Ability to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission – Well Prepared: 50%; Adequately Prepared: 30%; No Opinion: 10%; Poorly Prepared: 10% • Knowledge of assessment, evaluation, and research – Well Prepared: 70%; Adequately Prepared: 20%; Poorly Prepared: 10% • Ability to critique a sound study or evaluation and be able to design, conduct, and report on a sound research assessment study, or program evaluation, grounded in appropriate literature – Well Prepared: 70%; Adequately Prepared: 10%; Poorly Prepared: 20% • Supervised practice in developmental work with individual students and groups of students in: program planning, implementations or evaluations; staff training, advising, or supervision; and administrative functions or processes – Well Prepared: 70%; Adequately Prepared: 20%; Poorly Prepared: 10% <p>Global Quality Assessment</p> <ul style="list-style-type: none"> • Satisfaction with academic advisement while completing your degree – Very Satisfied: 40%; Satisfied: 30%; No Opinion: 20%; Dissatisfied: 10% • Satisfaction with the assistance you received to obtain your first professional position – Very Satisfied: 20%; Satisfied: 60%; No Opinion: 20% • Overall evaluation of your professional preparation in the Department of Counseling and Higher Education – Very Satisfied: 30%; Satisfied: 60%; Dissatisfied: 10% 	
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			<p>Strengths of the program reported on 2019-2020 College Student Affairs Exit Survey</p> <ul style="list-style-type: none"> • Assistantship, Great connection/relationship with assistantship locations and supervisors • Financial assistance through assistantship & support in obtaining assistantship & scholarships • Cohort Model • Thesis • Class Size • Faculty knowledge and support • Limited admissions • Networking connections • Advising • Quality of instruction • Thesis advising • GA experiences • Counseling training/classes <p>Areas for Improvement reported on 2019-2020 College Student Affairs Exit Survey</p> <ul style="list-style-type: none"> • Repeat of information from class to class • Redundant coursework • Day classes • Timing of courses • Low number of faculty • Advising, research methods, quality of instruction in some courses • Course rigor was at times limited • Not all professors utilized online tools effectively (D2L grading) • Advocacy in assistantship issues was non-existent • Curriculum and learning outcomes • Class size seemed too large • Quality of instruction in seminar classes • Fall internship class 	
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			<p>Overall Feedback Students appreciated the cohort model, graduate assistantships, thesis, the transition to online classes, and supportive faculty. Students would like to see some class timing changed, more faculty, and less repetition of material. The graduating class would have liked to be spotlighted on social media and to have an online hooding due to COVID-19.</p>	
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PART TWO

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

Since our last assessment the following changes have been made:

1. Lowered hours needed to graduate from 48 to 43 hours.
2. We moved more classes to a 4pm start time.
3. We targeted our ideal class size to 20 in the on-campus cohort.
4. Applied for a Unit A faculty member as a result of student feedback (position was denied).

PART THREE

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

1. We continue to work on alignment of curricula to standards from the American College Student Affairs (ACPA) and National Association of Student Personnel Association (NASPA) competencies. Assessment data indicate we are meeting most of our course objectives.

2. In addition the following data will be shared with faculty at the upcoming faculty meeting:

- Objective 1: Based on the data, our admission process indicated we had less applications in the pool. This is a national trend as both CSA Days (on-campus) and Oshkosh Placement Exchange were down in applicants. Our target recruitment goal is 20 and we admitted 14 full-time students. We currently have a committee working on 2021 recruitment which will feature online options due to the current pandemic.
- Objective 2: Depth of content was measured using GPA and course objectives surveys.
 1. 3.0 GPA was maintained by students currently enrolled in the CSA program.
 2. Students indicated all courses are meeting syllabi objectives with a mean rating above 75%. Specific courses and objectives that fell below the 75% target were as follow:
 - CHE 5490, 5491, 5492, and 5493. We will review the course content and have been more intentional about not overlapping content and creating a developmental approach to these courses.
 - CHE 5725: Recognize how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
 - CHE 5735: Exhibit culturally active listening skills (e.g. appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying)
 - CHE 5741: Students will describe the impact of college environments on diverse populations and Students will describe the effect of various aspects of the campus environment on the student experience and satisfaction and articulate appropriate strategies for improving the student experience.
- Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. We also continue to meet regularly with Student Affairs Directors and Administrators to support students in our program.
- Objective 4: See Objective 2 number 2.
- Objective 5: See Objective 2 number 2.

- Objective 6: Course objectives were met for item #6. Completion rate on the Thesis was 82% for the cohort. We have added an additional research course (5505) for the new cohort and reduced their overall hours from 48 to 43. We hope to see the Thesis completion rate increase.

Objective 7: Exit surveys resulted in meeting our 75% threshold on all categories with one exception: Satisfaction of Academic Advisement - 70% agree. We have split the advising to three faculty members which should help even the workload in this area. We also we reflect on how to increase the number of respondents from “adequately satisfied” to “very satisfied”.

Exit data indicated students appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The class size was indicated as both a strength and challenge. The cohort assessed was our largest in many years. Students appreciated the quality of instruction, thesis advising, and networking connections.

Exit data also indicated that some assignments are redundant and that assignments needed more depth. Other issues of concern were advising, curriculum and learning outcomes, inadequate use of online D2L tools, and lack of advocacy in assistantship issues.

These items will be reviewed during upcoming faculty meetings.

Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
November 30, 2020

Department: Counseling and Higher Education

Degree and Program Name: M.S. in Higher Education Leadership with a concentration in College Student Affairs (CSA)

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies to some degree.
How, Where, and When Assessed	The assessment plan is clear. There seems to be a rigorous admission process, where students are assessed at entry. Throughout the program, surveys are used to assess students' perception of the learning goals. G.P.A. is monitored throughout the program with plans in place for students who may be struggling. In the last semester of the program, students complete an exit survey.
Expectations	Expectations are included and seem reasonable.
Results	The program is meeting nearly all assessment goals. All students maintained the required G.P.A. It is clear you are recruiting students who are a good fit for the program.
How Results Will be Used	There is a process in place to identify and support students who are having difficulty in the program. The Chair collects the data and creates the report, and shares with all faculty for discussion. Using the feedback from students to make changes like asking for more faculty, shifting class times, and lowering the number of credit hours required, highlights how seriously you take student feedback and is a good use of the findings.

Recommendations	<p>The assessment plan is strong in that students are assessed before entry and observed throughout the curriculum. The way you are using the information to make adjustments and improvements to the program shows your commitment to the students and the program. The self-assessments completed by the students are an important piece of the plan. However, we recommend using some class assignments to assess student learning, aside from just G.P.A., as it somewhat broad. Choosing some key assignments each semester to include in the assessment plan may help with the perception of redundancy in the program content and strengthen the results of the report. Students may not perceive that a class met a particular learning objective, but improvement in scores throughout the program can show that the program is meeting learning goals. We recommend continuing the recruitment process, and the process of sharing and discussing the results with the entire faculty. You take feedback from students in your program seriously and continue to make improvements based on their feedback, a real strength of the program.</p>
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The Council on Graduate Studies is evaluating assessment, learning goals, and future reporting schedules during the fall semester 2020.