

# Student Learning Assessment Program AY 2020-2021

M.S. in College Student Affairs - HECC

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?																														
<p>1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Higher Education.</p>	<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>	<p>1. Top Scores in GPA, Experience, References, Writing Sample, and Interview rubric</p>	<p>Spring 2021 Admissions: (beginning admissions Summer or Fall 2021)</p> <p><b>College Student Affairs</b></p> <p><u>30</u> Applied <u>19</u> Interviewed <u>9</u> Accepted for Admission</p> <p>CSA - Demographics of Admitted Students (10 day Report)</p> <table style="width: 100%; border: none;"> <tr> <td>Total Students</td> <td style="text-align: center;">22</td> <td>Female – 15; Male – 07; Full Time – 22</td> </tr> <tr> <td>White</td> <td style="text-align: center;">13</td> <td></td> </tr> <tr> <td>Black</td> <td style="text-align: center;">03</td> <td></td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">02</td> <td></td> </tr> <tr> <td>Other</td> <td style="text-align: center;">04</td> <td></td> </tr> </table> <p>HECC (Online) - Demographics of Admitted Students (10 day Report)</p> <table style="width: 100%; border: none;"> <tr> <td>Total Students</td> <td style="text-align: center;">18</td> <td>Female – 15; Male – 03;</td> </tr> <tr> <td>White</td> <td style="text-align: center;">13</td> <td></td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">01</td> <td></td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">03</td> <td></td> </tr> <tr> <td>Other</td> <td style="text-align: center;">01</td> <td></td> </tr> </table>	Total Students	22	Female – 15; Male – 07; Full Time – 22	White	13		Black	03		Hispanic	02		Other	04		Total Students	18	Female – 15; Male – 03;	White	13		Asian	01		Hispanic	03		Other	01		<p>CSA Admission Committee will compute composite scores and select the top 20 scores for admission.</p>
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<p>2. Candidates will display evidence of a depth of content knowledge.</p>	<p><u>How:</u> GPA; Course Assessment Rubrics;</p> <p><u>Where:</u> 5505, 5506, 5710, 5715, 5720, 5725, 5730 5735, 5741, 5750, 5760, 5880</p>	<p>Maintain 3.0 GPA;</p> <p>80% agreement on all objectives</p>	<p><b>Overall GPA:</b> No student was asked to leave due to low GPA</p> <p><b>Survey of Course Objectives:</b></p> <p><b>CHE 5505: Research Methods in CSA</b></p> <table border="0"> <tr> <td>Knowledge of methodology -</td> <td>75% agree</td> </tr> <tr> <td>Ability to Critique Research –</td> <td>88% agree</td> </tr> <tr> <td>Applied data to System wide assessment –</td> <td>89% agree</td> </tr> <tr> <td>Overall Objectives were met –</td> <td>80% agree</td> </tr> </table> <p><b>CHE 5506: Research in CSA II</b> (Did not survey)</p> <p><b>CHE 5710: Leader and Admin in High Ed</b></p> <table border="0"> <tr> <td>Knowledge of leadership strategies –</td> <td>100% agree</td> </tr> <tr> <td>Fundamentals of Teamwork –</td> <td>100% agree</td> </tr> <tr> <td>Applied relevant constructs of leadership –</td> <td>100% agree</td> </tr> <tr> <td>Overall Objectives were met –</td> <td>100% agree</td> </tr> </table> <p><b>CHE 5715: Ind and Group Intervention</b></p> <table border="0"> <tr> <td>Understand and Apply Skills -</td> <td>100% agree</td> </tr> <tr> <td>Analyze an Apply cultural interventions –</td> <td>100% agree</td> </tr> <tr> <td>Planning an Apply interventions –</td> <td>100% agree</td> </tr> <tr> <td>Self –Care –</td> <td>100% agree</td> </tr> </table> <p><b>CHE 5720: Student Dev Theory I</b></p> <table border="0"> <tr> <td>Knowledge of personal theory -</td> <td>100% agree</td> </tr> <tr> <td>Ability to evaluate theory –</td> <td>100% agree</td> </tr> <tr> <td>Ability to stay current in student dev.</td> <td>80% agree</td> </tr> <tr> <td>Overall the objectives were met –</td> <td>94% agree</td> </tr> </table> <p><b>CHE 5725: Student Dev Theory II</b> (Did not survey)</p> <table border="0"> <tr> <td>Knowledge of theories and models -</td> <td></td> </tr> <tr> <td>Aware of how culture impact development –</td> <td></td> </tr> <tr> <td>Recognize one’s own devel. journey –</td> <td></td> </tr> <tr> <td>Overall the objectives were met –</td> <td></td> </tr> </table>	Knowledge of methodology -	75% agree	Ability to Critique Research –	88% agree	Applied data to System wide assessment –	89% agree	Overall Objectives were met –	80% agree	Knowledge of leadership strategies –	100% agree	Fundamentals of Teamwork –	100% agree	Applied relevant constructs of leadership –	100% agree	Overall Objectives were met –	100% agree	Understand and Apply Skills -	100% agree	Analyze an Apply cultural interventions –	100% agree	Planning an Apply interventions –	100% agree	Self –Care –	100% agree	Knowledge of personal theory -	100% agree	Ability to evaluate theory –	100% agree	Ability to stay current in student dev.	80% agree	Overall the objectives were met –	94% agree	Knowledge of theories and models -		Aware of how culture impact development –		Recognize one’s own devel. journey –		Overall the objectives were met –		
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			<p><b>CHE 5730: History &amp; Phil. Of Higher Ed.</b> (Did not survey)</p> <p><b>CHE 5735: Multi Comp and SJ in CSA</b>          Demonstrate culturally inclusive listening skills - 88% agree          Aware of diverse life experiences within H.E. – 78% agree          Analyze social systems and their impact in H.E. – 70% agree          Understand SJ in H.E. – 100% agree</p> <p><b>CHE 5741: Collegiate Environments</b> (Did not survey)          Knowledge of college environments/impact -          Impact of C.E. on diverse populations –          Know how to improve student experiences –          Overall the objectives were met –</p>	
			<p><b>CHE 5750: Gov and Fin in High Ed</b> (Did not survey)          Appropriately use facilities management procedures -          Articulate impact of decisions on groups of people –          Describe governance structures and systems –          Overall the objectives were met –</p> <p><b>CHE 5760: Legal and Eth Issues in CSA</b>          Knowledge of legal issues in H.E. - 100% agree          Differences b/w H.E. and College legal issues – 100% agree          Critique personal/institutional beliefs/values – 100% agree          Overall the objectives were met – 100% agree</p> <p><b>CHE 5880: Supervised Experience in CSA</b> (Did not survey)          Utilize reflection to evaluate experience-          Identify ethical issues relevant to their experience –          Model and communicate principles of the prof. –          Identify/critique overall experience –</p>	

<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>	<p><b><u>Fall 2020</u></b>  <u>47</u> Good Standing  <u>0</u> Concern  <u>0</u> Withdrawal</p> <p><b><u>Spring 2021</u></b>  <u>46</u> Good Standing  <u>0</u> Concern</p>	<p>The data for Learning Objective 3 is collected during Student Review (Fall/Spring).</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> 5725, 5760, 5715, 5720, 5725, 5735, 5741, 5750, 5760, 5880</p>	<p>80% agreement on all objectives</p>	<p><b><u>Assessment Rubrics</u></b> See Learning Objective 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><u>How:</u> Assessment Rubric</p> <p><u>Where:</u> 5506, 5741, 5950</p>	<p>80% agreement on all objectives</p>	<p><b><u>Assessment Rubrics</u></b> See Learning Objectives 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> 5505, 5506</p> <p>Thesis</p>	<p>80% agreement on all objectives</p> <p>90% completed by July 1.</p>	<p><b><u>Assessment Rubric</u></b></p> <p><b>CHE 5505: Research Methods in CSA</b></p> <table border="0"> <tr> <td>Knowledge of methodology -</td> <td>75% agree</td> </tr> <tr> <td>Ability to Critique Research –</td> <td>88% agree</td> </tr> <tr> <td>Applied data to System wide assessment –</td> <td>89% agree</td> </tr> <tr> <td>Overall Objectives were met –</td> <td>80% agree</td> </tr> </table> <p><b><u>Thesis Completed</u></b></p> <p>16 Full-Time students worked on a Thesis 94% completed the Thesis by Aug 15, 2021</p>	Knowledge of methodology -	75% agree	Ability to Critique Research –	88% agree	Applied data to System wide assessment –	89% agree	Overall Objectives were met –	80% agree	<p>The data for Learning Objective 6 will be collected by the Department Chair and summarized for review (see end of report).</p>
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Ability to Critique Research –	88% agree											
Applied data to System wide assessment –	89% agree											
Overall Objectives were met –	80% agree											
<p>7. Overall Candidates will perceive program is helping them prepare for professional practice</p>	<p><u>How:</u> Internship Placement Exit Survey</p> <p><u>When:</u> Last Semester</p>	<p>80% agreement on survey items</p>	<p><b>Summer Internship Placements:</b></p> <ul style="list-style-type: none"> <li>• Robin Bauer - Working at EIU in the GSD Center</li> <li>• Sonya Daucey - Working at EIU with the Honors College</li> <li>• Devin DeBoth - Working at EIU with the VPSA</li> <li>• Alexandra Dudley - NODA internship at the University of Texas San Antonio</li> <li>• Anna Fishbein - Virtual Academic Advisor for UIUC College of Business</li> <li>• Brook Gibson - NODA Internship at Murray State University</li> <li>• Gabby Hiller - Working at EIU with Academic Advising</li> <li>• Ashley Jezik - Working at EIU with Athletic Academic Services</li> <li>• Nyjah Lane - Working at EIU with Dr. Shawn Peoples</li> <li>• Brandy Matthews - ACUHO-I Internship with the University of Nebraska</li> <li>• Yesenia Muruato - Working at EIU with New Student Programs and Orientation</li> <li>• Colin Roberts - Working at EIU with OIAE; Virtual intern with Kuwait University (Counseling Center/Alumni Services)</li> <li>• Lily Weaver - Working at Chip Valley Technical College's Student Life Office in Eau Claire, WI</li> </ul>									

			<b>Exit Survey: The following standards were met (N = 7)</b>		
			<b>Not Met</b>	<b>Met</b>	<b>Exceeded</b>
				57%	43%
				71%	29%
				7%	84%
			14%		86%
					86%
				43%	57%
					86%
				43%	57%
				57%	43%
				43%	57%
				43%	57%
				57%	43%
				57%	43%
			14%	57%	15%
			14%	29%	43%
				29%	57%
			<b>Strengths of the program reported on 2021 College Student Affairs Exit Survey</b>		
			Faculty - understanding, kind, supportive, Quality of Instruction, Schedule Classes, Advising, Great Experience, “love the program”, Appreciated the effort of the faculty in spite of COVID		
			<b>Challenge of the program reported on 2021 College Student Affairs Exit Survey</b>		
			COVID was the only challenge indicated.		

## **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. We are not satisfied with our current assessment process. We met recently and completely overhauled the method of assessing the Learning Objectives.

## **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 evaluate the curricula based on 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 fall retreat:
  - Objective 1: Based on the data, our admission process indicated we experienced a significant drop in applications most likely due to the Pandemic. Our target recruitment goal is 15 and we admitted 9 full-time students.

The online program continues to yield a fairly stable cohort of 15 – 20 which is our target number.
  - 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 most courses are meeting course objectives with a few items falling slightly below the targeted 80% met standard.

- Knowledge of research methodology - 75% agree
  - Aware of diverse life experiences within H.E. – 78% agree
  - Analyze social systems and their impact in H.E. – 70% agree
- 
- Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. All CSA on-campus and online students maintained good standing over the last academic year. Several students were noted for thesis delays but the majority were successful (94%).
  - Objective 4: See Objective 2 number 2.
  - Objective 5: See Objective 2 number 2.
  - Objective 6: Course objectives were met for this item. Completion rate on the Thesis was 94% by August 15. Creating the new course -5506 for the cohort and reducing the hours to complete the degree from 48 to 43 was a success.
  - Objective 7: Exit surveys resulted in meeting our 80% threshold on all categories with one exception: Satisfaction of Academic Advisement - 72% agree.

Exit data indicated they appreciated the cohort model and the fact that all full-time students have graduate assistantships in the CSA field. They enjoyed positive relationships with faculty and the GA/Internship supervisors. The class size and schedule were repeatedly emphasized as a strength.

Exit data indicated the only challenge was COVID- 19 and that the department managed that to their satisfaction.