

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORMProgram Name: **College Student Affairs and Higher Education and Community College**Dept: **Counseling and Higher Education**College: **College of Education**Submitted by: **Catherine L. Polydore****Part 1:**

The department's learning goals (PLG) for *College Student Affairs and Higher Education and Community College Online Program*.

1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Higher Education. (CGS1, and CGS5)
2. Candidates will display evidence of a depth of content knowledge. (CGS1)
3. Candidates will display evidence of maintaining professional dispositions. (CGS5)
4. Candidates will display evidence of effective critical thinking and problem-solving skills. (CGS2)
5. Candidates will display evidence of effective oral and written communication skills. (CGS3)
6. Candidates will display evidence of advanced scholarship through research and/or creative activity. (CGS4)
7. Overall candidates will perceive program is helping them prepare for professional practice. (CGS1 and CGS5)

The department offers an M.S. in College Student Affairs (CSA) with an online option in Higher Education and Community College (HECC). The CSA program is a two-year cohort model while the HECC program is a three-year mostly-cohort model. The first cohort of HECC was admitted in summer 2019, then summer 2022. In summer 2024, a new cohort was authorized which allowed overlapping cohorts. In addition, many courses in the online program are taught by adjuncts. All adjuncts are PhD holders in the Student Affairs or Higher Education Administration or similar field. Some data were not collected for HECC because the course on which the objective is measured was not offered over the evaluation period or the data was not collected from the instructor (adjunct).

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): <i>Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Higher Education. (PLG#1)</i>
How are learners assessed?	CSA and HECC <ol style="list-style-type: none"> 1. GPA criteria in admission rating sheet 2. Evidence of preparedness for successfully completing a master's degree in college student affairs in the respective option based on the following: <ul style="list-style-type: none"> • a graduate school application • their undergraduate transcript

	<ul style="list-style-type: none"> • a departmental admission application • a letter of intent • resume • two letters of recommendation <p>3. Evidence of preparedness for graduate studies as evidence in performance at CSA Days or and faculty interview. (CSA Only)</p> <p>4. Ability to secure an assistantship within the Division of College Student Affairs or another approved by the department.</p>
What are the expectations for the students?	<p>CSA and HECC</p> <p>Candidates are expected to</p> <ol style="list-style-type: none"> 1. have a GPA of at least 2.75 on a 4.0 scale at time of application 2. demonstrate ability to successfully complete a master's degree in college student affairs in the respective option, based on admission materials from <i>how are learners assessed</i> above. 3. successfully participate in CSA Days or faculty interview which leads to an offer of an assistantship or admission into the program (HECC). <p>CSA Only</p> <p>4. Student must secure an assistantship within the Division of College Student Affairs or another approved by the department.</p>
What are the expectations for the program?	<p>CSA and HECC</p> <ol style="list-style-type: none"> 1. 100% of candidates will meet the GPA requirement 2. 100% of candidates will meet the admissions criteria 3. 100% of candidates invited to be interviewed will attend CSA days virtually or in-person (CSA) or be interviewed as a part on rolling admission (HECC) <p>CSA Only</p> <p>4. 100% of students interviewed will secure an assistantship</p>
What were the results?	<p>CSA and HECC</p> <ol style="list-style-type: none"> 1. 100% of those admitted had a GPA of 2.75 or higher at time of admission. 2. 100% of students admitted met the admissions requirement; 3. 100% of students who were invited to be interviewed attended CSA days virtually or in-person; 100% of HECC students who were invited to be interviewed participated in the pre-admission interview process <p>CSA</p> <p>4. 26% of students who were interviewed were offered an assistantship</p> <p>Spring 2024 Admissions: (Beginning admissions Summer or Fall 2024)</p>

Table 1. Application and Admission Statuses for CSA and HECC																																															
	<table> <tr> <th></th><th>CSA</th><th>HECC</th></tr> <tr> <th>Number of Applications/Students...</th><th>Spring/Fall 2024</th><th>Sum/Fall 2024</th></tr> <tr> <td># of Applications through PRM</td><td>106</td><td>17</td></tr> <tr> <td># of Applications through Housing and OPE Independent process</td><td>8</td><td>N/A</td></tr> <tr> <td># of students invited to interview for program</td><td>33</td><td>17</td></tr> <tr> <td># of students invited to housing interview process</td><td>10</td><td>N/A</td></tr> <tr> <td># of students who participated in interview process</td><td>33</td><td>17</td></tr> <tr> <td># of Students who participated in the Housing Interview process</td><td>10</td><td>N/A</td></tr> <tr> <td># of students admitted</td><td>8</td><td>17</td></tr> <tr> <td># of students offered Graduate Assistant Positions</td><td>8</td><td>N/A</td></tr> <tr> <td># of students offered Housing Graduate Assistant Positions/Number Accepted</td><td>3</td><td>N/A</td></tr> <tr> <td># of students declined admission (by CSA Faculty)</td><td>10</td><td>1</td></tr> <tr> <td># of students withdrew application before decision</td><td>4</td><td>1</td></tr> <tr> <td># of students who rejected admission offer</td><td>2</td><td>1</td></tr> <tr> <td># Enrolled</td><td>4 (+1*)</td><td>14</td></tr> </table>		CSA	HECC	Number of Applications/Students...	Spring/Fall 2024	Sum/Fall 2024	# of Applications through PRM	106	17	# of Applications through Housing and OPE Independent process	8	N/A	# of students invited to interview for program	33	17	# of students invited to housing interview process	10	N/A	# of students who participated in interview process	33	17	# of Students who participated in the Housing Interview process	10	N/A	# of students admitted	8	17	# of students offered Graduate Assistant Positions	8	N/A	# of students offered Housing Graduate Assistant Positions/Number Accepted	3	N/A	# of students declined admission (by CSA Faculty)	10	1	# of students withdrew application before decision	4	1	# of students who rejected admission offer	2	1	# Enrolled	4 (+1*)	14	
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	* one student was admitted the week before the semester started, as a change of major.																																														
How are the results shared? How will these results be used?	CSA and HECC The results are shared with the faculty during faculty meetings or meetings with the program faculty; Results are used to consider changes to recruitment and admission strategies.																																														
CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): <i>Candidates will display evidence of a depth of content knowledge. (PLG#2)</i>																																														
How are learners assessed?	CSA and HECC 1. GPA 2. Final grade performance on all courses across all programs in the fall 2023, spring 2024 and summer 2024 semesters.																																														
What are the expectations for the students?	CSA and HECC 1. Students are expected to maintain a GPA of 3.00. 2. Students are expected to perform at a B (meets expectations) or A (exceeds expectations) on all courses (final grade).																																														

What are the expectations for the program?	CSA and HECC 1. 100% of students will obtain a GPA of 3.0 or higher. 2. 100% of students will meet or exceed expectations on all courses.																																																																																																																																																																																																																		
What were the results?	CSA and HECC 1. 98% of students met or exceeded the GPA requirement 2. 98% of students obtained at least a B on all courses. One student in HECC failed two courses in the Fall 2023 semester and withdrew from the program. Another withdrew from courses and enroll as they are able. See Table 2. <i>Note* DNM= Did not meet, M= Met, EX = Exceeded</i> <i>Table 2. Final Grades on All Courses for CSA and HECC</i> <table><tr><th colspan="10">Fall 2023</th></tr><tr><th colspan="5">CSA</th><th colspan="5">HECC</th></tr><tr><th>Course #</th><th>N</th><th>% DNM</th><th>% M</th><th>% EX</th><th>Course #</th><th>N</th><th>% DNM</th><th>% M</th><th>% EX</th></tr><tr><td>5490</td><td>10</td><td>0</td><td>0</td><td>100</td><td>5730</td><td>13</td><td>15</td><td>0</td><td>85</td></tr><tr><td>5492</td><td>5</td><td>0</td><td>0</td><td>100</td><td>5735</td><td>12</td><td>10</td><td>0</td><td>90</td></tr><tr><td>5505</td><td>10</td><td>0</td><td>0</td><td>100</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5710</td><td>5</td><td>0</td><td>20</td><td>80</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5720</td><td>11</td><td>0</td><td>0</td><td>100</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5760</td><td>5</td><td>0</td><td>0</td><td>100</td><td></td><td></td><td></td><td></td><td></td></tr><tr><th colspan="10">Spring 2024</th></tr><tr><th>Course #</th><th>N</th><th>% DNM</th><th>% M</th><th>% EX</th><th>Course #</th><th>N</th><th>% DNM</th><th>% M</th><th>% EX</th></tr><tr><td>5491</td><td>11</td><td>0</td><td>0</td><td>100</td><td>5750</td><td>12</td><td>0</td><td>20</td><td>80</td></tr><tr><td>5493</td><td>5</td><td>0</td><td>0</td><td>100</td><td>5920</td><td>13</td><td>0</td><td>8</td><td>92</td></tr><tr><td>5506</td><td>10</td><td>10</td><td>0</td><td>90</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5725</td><td>12</td><td>0</td><td>20</td><td>80</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5730</td><td>5</td><td>0</td><td>20</td><td>80</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5735</td><td>5</td><td>0</td><td>20</td><td>80</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5741</td><td>12</td><td>0</td><td>0</td><td>100</td><td></td><td></td><td></td><td></td><td></td></tr><tr><th colspan="10">Summer 2024</th></tr><tr><td>5880</td><td>11</td><td>9</td><td>0</td><td>91</td><td>5490</td><td>12</td><td>0</td><td>0</td><td>100</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>5885</td><td>14</td><td>0</td><td>7</td><td>93</td></tr></table> <div>total enrollment 1st year • FA23 – 10 • SP24 - 11 • SUM24 – 11 2nd year All semester = 5</div>	Fall 2023										CSA					HECC					Course #	N	% DNM	% M	% EX	Course #	N	% DNM	% M	% EX	5490	10	0	0	100	5730	13	15	0	85	5492	5	0	0	100	5735	12	10	0	90	5505	10	0	0	100						5710	5	0	20	80						5720	11	0	0	100						5760	5	0	0	100						Spring 2024										Course #	N	% DNM	% M	% EX	Course #	N	% DNM	% M	% EX	5491	11	0	0	100	5750	12	0	20	80	5493	5	0	0	100	5920	13	0	8	92	5506	10	10	0	90						5725	12	0	20	80						5730	5	0	20	80						5735	5	0	20	80						5741	12	0	0	100						Summer 2024										5880	11	9	0	91	5490	12	0	0	100						5885	14	0	7	93
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How will these results be used?	The results are typically shared in the faculty retreat. Overall, the CSA program is meeting its expectations. There appears to be some challenges in the HECC program with some students failing to meet expectations.
CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): <i>Overall candidates will perceive program is helping them prepare for professional practice. (PLG#7)</i>
How are learners assessed?	CSA 1. Job Placement 2. Internship Placement 3. Internship Supervisor Feedback CSA and HECC 4. Exit Survey Spring 2024 (CSA only); HECC students will graduate FA24, SP25.
What are the expectations for the students?	CSA 1. Students are expected to apply for and successfully secure a job in their field of study within two months of graduation 2. Students are expected to apply for and successfully complete an internship in college student affairs (CSA) 3. Students are expected to obtain positive quantitative and qualitative reviews from their internship supervisor(s).(CSA) CSA and HECC 4. Students are expected to complete an exit survey in their final semester of coursework.
What are the expectations for the program?	CSA 1. 80% of students will secure a job in their field of study. 2. 100% students are expected to apply for and successfully complete an internship in college student affairs 3. 100% of students will receive a rating very prepared (exceeds) or somewhat prepared (meets) by their supervisor on the question "How prepared was the student to do the work this position required?" CSA and HECC 4. 100% of students will indicate in the <i>exit survey</i> that they were at least adequately prepared by the program across all thirteen indicators of program quality. In addition, qualitative data will be largely positive.
What were the results?	CSA 1. Job Placement – All (100%) of students admitted in the fall 2022 semester received employment within 2 months of graduating in spring 2024. 2. Internship Placement – 91% of students secured internships in the summer 2024 semester; 1 student failed to obtain an internship placement, and exited the program.

Table 3. List of Students, Internship Site and Office

Student	Institution
Tori Daniels	EIU – Housing and EIU - Academic Support
Alissa Sutton	Wagner College - Student Engagement & Activities
Alex Warrick	Lakeland CC, GIV - Norwich University, EIU - Lifelong Learning
Joe Smith	EIU - Housing
Megan Morecraft	EIU – OLE and GIV - Norwich University
Dyjerlynn Peter	Ohio State - Housing
Afia Otuo-Srebour	University of Idaho
Justin Richards	UC - Santa Cruz
Elian Mackey	EIU - Academic Advising & EIU - Housing
Luis Paniagua	EIU - OIAE

3. Internship Supervisor Feedback Survey – 92% (exceeded expectations) and 8% (met expectations) of supervisors reported that the students were prepared for their internship position ** It is important to note that these numbers refer to the number of supervisors as opposed to students. Multiple students had more than one supervisor. This need to be corrected in the next data collection period.*

CSA and HECC (No HECC students graduated SP24)

4. Exit Survey (4/5 students completed the exit survey). The department met or exceeded all indicators on this measure except one “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.” See Table 4.

Table 4. Result of Exit Survey Administered Spring 2024 (N = 4)

Quantitative Measures

Section 1: Perceptions of Preparation/ Program Quality				
QN	Item	Well Prepared	Adequately Prepared	No Opinion
Foundational Studies				
Q1	Knowledge of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice.	3 (75%)	1 (25%)	N (0%)
Q2	Ability to apply relevant ethical and legal standards in professional practice.	2 (50%)	2 (50%)	N (0%)
Student Development Theory				

	Q3	Knowledge of student development theories and research relevant to student learning and personal development.	1 (25%)	3 (75%)	N (0%)
	Q4	The ability to use appropriate development theory to understand, support, and advocate for student learning and development.	1 (25%)	3 (75%)	N (0%)
	Student Characteristics				
	Q5	Knowledge of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development.	4 (100%)	N (0%)	N (0%)
	Q6	The ability to demonstrate knowledge of how student learning and opportunities are influenced by student characteristics and by collegiate environments.	3 (75%)	1 (25%)	N (0%)
	Individual and Group Intervention				
	Q7	Knowledge of techniques and methods of interviewing, helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations.	3 (75%)	1 (25%)	N (0%)
	Q8	Ability to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups.	2 (50%)	2 (50%)	N (0%)
	Organization and Administration of Student Affairs				
	Q9	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.	1 (25%)	3 (75%)	N (0%)
	Q10	Ability to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.	2 (50%)	2 (50%)	N (0%)
	Assessment, Evaluation, and Research				
	Q11	Knowledge of assessment, evaluation, and research, including both qualitative and quantitative research methodologies, measuring learning processes and outcomes, assessing environments and organizations, measuring program and environment effectiveness, and critiques of published studies.	2 (50%)	2 (50%)	N (0%)
	Q12	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.	2 (50%)	1 (25%)	1 (25%)
	Supervised Practice				
	Q13	Supervised practice in developmental work with individual student and groups of students in program planning, implementations or evaluations; staff training, advising, or supervision; and administrative functions or processes.	3 (75%)	1 (25%)	N (0%)

Section 2: Global Quality Assessment				
QN	Item	Very Satisfied	Satisfied	No Opinion
Q1	Satisfaction with academic advisement received while completing your degree.	1 (25%)	3 (75%)	N (0%)
Q2	Satisfaction with the assistance you received to obtain your first professional position.	1 (25%)	2 (50%)	1 (25%)
Q3	Overall evaluation of your professional preparation in the Department of Counseling and Higher Education.	2 (50%)	2 (50%)	N (0%)

Qualitative Measures

- **Q1:** Please list what you believe to be the strengths of the program. (i.e. technology, on-line components of course, advising, quality of instruction, scholarships, supportive faculty, class size, limited admission, night classes, day classes, etc.)
 - Professors, various class times.
 - Flexible and understanding faculty
 - G.A. and internship requirements for hands-on experience, Dr. Polydore's determination
 - Experience in grad assistantships
 - Thesis study,
 - In person discussion
 - Evening classes that allow work in GA.

- **Q2:** Please list what you believe to be the weaknesses of the program. (i.e. technology, on-line components of course, advising, quality of instruction, scholarships, supportive faculty, class size, limited admission, night classes, day classes, etc.)
 - Committees, lack of going through competency book after first year.
 - Limited faculty teaching in the program
 - Outdated curriculum and materials in some classes
 - Cohort size
 - Online discussions, especially when repeated in class
 - Lack of caring activities outside discussion and reflections

- **Q3:** Any additional reflections about your graduate education below.
 - I appreciated that Dr. Coleman was willing to sacrifice part of his summer break to allow me to get ahead with the thesis process.
 - I am also grateful for Dr. Polydore because she was genuinely invested in my success and wellbeing from the get-go. I felt like she was always in my corner.

How are the results shared? How will these results be used?	Job placement information was shared with faculty as students obtained job offers. CSA faculty keep track of students' job placements. This information is being shared in new marketing material, as a highlight of the program and a reason to select the program. It will also be included on the program webpage.
CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): <i>Candidates will display evidence of effective critical thinking and problem-solving skills. (PLG#4)</i>
How are learners assessed?	CSA Students will be assessed on the performance on the following course assignments: <ol style="list-style-type: none"> 1. Group Project in CHE 5505/5506 2. Group Project in CHE 5741 3. Campus Env. Project in CHE 5741 4. Case Study in CHE 5760 5. Supervisor Feedback in CHE 5880 ("How would you rate this student's ability to think critically?") 6. Supervisor Feedback in CHE 5880 (How would you rate this student's problem-solving skills) HECC Will be assessed in FA24 and SP25
What are the expectations for the students?	CSA <ol style="list-style-type: none"> 1. Students are expected to meet or exceed expectations on the Group Project in CHE 5505/5506 2. Students are expected to meet or exceed expectations on the Group Project in CHE 5741 3. Students are expected to meet or exceed expectations on the Campus Environment Project in CHE 5741 4. Students are expected to meet or exceed expectations on CHE 5760 Case Study 5. Students are expected to meet or exceed expectations on CHE 5880 Supervisor Feedback Survey in their rating of the question "How would you rate this student's ability to think critically?" 6. Students are expected to meet or exceed expectations on CHE 5880 Supervisor Feedback Survey in their rating of the question "How would you rate this student's problem-solving skills?"
What are the expectations for the program?	CSA <ol style="list-style-type: none"> 1. 100% of students will meet or exceed expectations on the Group Project in CHE 5505/5506 2. 100% of students will meet or exceed expectations on the Group Project in CHE 5741 3. 100% of students will meet or exceed expectations on the Campus Environment Project in CHE 5741 4. 100% of students will meet or exceed expectations on CHE 5760 Case Study

	<ol style="list-style-type: none"> 5. 100 % of students will receive a rating of very prepared (exceeds) or somewhat prepared (meets) by their supervisor on the question "How would you rate this student's ability to think critically?" 6. 100 % of students will receive a rating of very prepared (exceeds) or somewhat prepared (meets) by their supervisor on the question "How would you rate this student's problem-solving skills?"
What were the results?	<p>CSA</p> <ol style="list-style-type: none"> 1. 100% of students exceeded expectations on the Group Project in CHE 5505/5506 (N = 10) 2. 80% of students exceeded and 20% met expectations on the Group Project in CHE 5741 3. 100% of students exceeded expectations on the Campus Environment Project in CHE 5741 4. 100% of students exceeded expectations on CHE 5760 Case Study 5. 71 % of students exceeded and 29% met this criterion based on the rating of their supervisor on the question: How would you rate this student's ability to think critically? 6. 86% of students exceeded and 14% met this criterion based on the rating of their supervisor on the question: How would you rate this student's problem-solving skills?
How are the results shared? How will these results be used?	These results were shared with faculty during a faculty meeting; the results were positive, providing confidence that the students selected for the program are exhibiting critical thinking and problem-solving skills, that will position them well for a career in student affairs and/or higher education.
CGS Learning Goal #3: Effective oral and written communication skills	<p>Program Learning Goal(s):</p> <p><i>Candidates will display evidence of effective oral and written communication skills. (PLG#5)</i></p>
How are learners assessed?	<p>CSA</p> <p>Students will be assessed on the performance on the following course assignments:</p> <ol style="list-style-type: none"> 1. final Proposal for Thesis in 5506 (written assignment, Spring 2024, year 1) 2. oral proposal of their thesis project in 5950 by fall 2023 (year 2) 3. complete their thesis by July 31st 2024 (year 2) 4. CHE5710 - Book review 5. CHE 5720 - Pecha Kucha Pres. 6. CHE 5715 - Listening Skills <p>CSA & HECC</p> <ol style="list-style-type: none"> 7. CHE 5730 - Weekly Discussions

What are the expectations for the students?	<p>CSA</p> <ol style="list-style-type: none">1. Students are expected to successfully complete their thesis proposal with a grade of B or higher in CHE55062. Students are expected to orally present their thesis proposal in 5950 by fall 2023 (year 2)3. Students are expected to successfully complete written thesis and orally defend their thesis project by July 31st (year 2).4. Students are expected to meet or exceed expectations in CHE5710 - Book review5. Students are expected to meet or exceed expectations in CHE 5720 - Pecha Kucha Pres.6. Students are expected to meet or exceed expectations in CHE 5715 - Listening Skills <p>CSA & HECC</p> <ol style="list-style-type: none">7. Students are expected to meet or exceed expectations in CHE 5730 - Weekly Discussions.																				
What are the expectations for the program?	<p>CSA</p> <ol style="list-style-type: none">1. 100% of students will complete their thesis proposal with a grade of B or higher2. 100% of students are expected to orally present their thesis proposal successfully by fall 2023.3. 100% of students are expected to successfully complete and orally defend their final thesis project by July 31st 20244. 100% of students are expected to meet or exceed expectations in CHE5710 - Book review5. 100% of students are expected to exceed expectations in CHE 5720 - Pecha Kucha Pres.6. 100% of students are expected to meet or exceed expectations in CHE 5715 - Listening Skills <p>CSA & HECC</p> <ol style="list-style-type: none">7. 100% of students are expected to meet or exceed expectations in CHE 5730 - Weekly Discussions.																				
What were the results?	<p>CSA</p> <table><tr><th>Measure/Indicator</th><th>N</th><th>% DNM</th><th>% M</th><th>% EX</th></tr><tr><td>1. Final Proposal for Thesis in 5506 (Sp. 2024) (Year 1)</td><td>10</td><td>10</td><td>0</td><td>90*</td></tr><tr><td>2. Propose their thesis project in 5950 by fall 2023 (year 2)</td><td>5</td><td>80</td><td></td><td>20</td></tr><tr><td>3. Complete their thesis project in 5950 by fall 2023 (year 2)</td><td>5</td><td>40</td><td>0</td><td>60</td></tr></table> <p>*3/5 (60 %) of students completed their thesis by July 31st; 2/5 (40%) had not completed their thesis as of the writing of this report, 1 of the 2 became a new mother in April and decided to take some time to focus on that.</p> <ol style="list-style-type: none">4. 100% (5/5) of students exceeded expectations in CHE5710 - Book review5. 100% (11/11) of students exceeded expectations in CHE 5720 - Pecha Kucha Pres.6. 72% of students exceeded, 18% met and 10% failed to meet expectations in CHE 5715 - Listening Skills (N =11) <p>CSA & HECC</p> <ol style="list-style-type: none">7. 100% (5/5) of students CSA exceeded expectations in CHE 5730 - Weekly Discussions; 85% (11/13) exceeded and 15% (2/13) of HECC students failed to meet expectations in CHE 5730 - Weekly Discussions;	Measure/Indicator	N	% DNM	% M	% EX	1. Final Proposal for Thesis in 5506 (Sp. 2024) (Year 1)	10	10	0	90*	2. Propose their thesis project in 5950 by fall 2023 (year 2)	5	80		20	3. Complete their thesis project in 5950 by fall 2023 (year 2)	5	40	0	60
Measure/Indicator	N	% DNM	% M	% EX																	
1. Final Proposal for Thesis in 5506 (Sp. 2024) (Year 1)	10	10	0	90*																	
2. Propose their thesis project in 5950 by fall 2023 (year 2)	5	80		20																	
3. Complete their thesis project in 5950 by fall 2023 (year 2)	5	40	0	60																	
How are the results shared?	<p>CSA and HECC</p> <p>While the assessment report is typically shared with faculty during the faculty retreat; the report was not available for distribution during the fall 2024 retreat. However, data was shared with the faculty at one of the monthly department meetings;</p>																				

How will these results be used?	discussions about the results will take place at the next program faculty meeting (as opposed to the full department meeting). We should perhaps consider whether the expectation of thesis proposal at the end of students' enrollment in thesis fall of year 2 is still a reasonable expectation. If not, how can we support students to meet department's expectations.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): <i>Candidates will display evidence of advanced scholarship through research and/or creative activity. (PLG#6)</i>
How are learners assessed?	<p>CSA</p> <p>Students will be assessed on their performance on the following:</p> <ol style="list-style-type: none"> 1. Final Thesis Proposal (year 1) 2. Thesis Proposal Presentation to committee fall (written and oral) 3. Thesis completion by July 31st (CHE5950) <p>HECC</p> <ol style="list-style-type: none"> 1. Assessed in CHE 5505 (Research methods in CSA) which was taught in spring 2023 2. Assessed in their performance on the capstone projects across two courses (Next report) <ol style="list-style-type: none"> a. 5490(SU24) b. 5491 (FA24)
What are the expectations for the students?	<p>CSA</p> <p>Students are expected to</p> <ol style="list-style-type: none"> 1. meet obtain a grade of B or higher on team research project report and presentation (Sp. 2024) (Year 1) 2. successfully present their thesis proposal to a committee fall 2023 (year 2) 3. complete their thesis with a grade of CR in 5950 by July 31st (year 2) <p>HECC</p> <ol style="list-style-type: none"> 1. Meet or exceed expectations in CHE5505. 2. Successfully present their capstone project at the end of the Fall 24 semester
What are the expectations	<p>CSA</p> <ol style="list-style-type: none"> 1. 100% of student will get a grade of B or higher on the team research project report and presentation (Sp. 2024) (Year 1) 2. 90% of students will propose their thesis project successfully to a committee by fall 2023.

for the program?	3. 100% of students will complete their thesis with a grade of CR by July 31 st of their 2 nd year HECC 1. No data collected over this assessment period.
What were the results?	CSA 1. 100% of students exceeded expectations on the team research project report and presentation. (N=11) 2. 10% (1/5) successfully presented their thesis proposal to a committee fall 2023 (year 2) (N=5)* This individual also completed their thesis in the fall semester. 3. 60% (3/5) complete their thesis with a grade of CR in 5950 by July 31 st (year 2) (N=5) HECC 4. n/a
How are the results shared? How will these results be used?	CSA and HECC Program faculty continuously share and discuss student's thesis and thesis proposal data. The thesis director shares to all program faculty as well as with GA supervisors when a thesis has been defended successfully. Discussions about moving away from the thesis required to perhaps a thesis optional is ongoing, since the thesis continues to be the largest reason for degree non-completion (CSA).

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): <i>Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Higher Education. (CHE PLG# 1)</i> <i>Candidates will display evidence of maintaining professional dispositions. (CHE PLG# 3)</i>
How are learners assessed?	CSA and HECC 1. Student Review Rubric during the fall and spring semesters (CSA and HECC faculty meet for student review in the fall and spring semesters); 2. CITI training certificate 3. Ethical paper in 5760 CSA 4. Informal monthly meetings with housing supervisors and email or phone check-ins with supervisors of GAs in other offices. (CSA only) -- Faculty discusses students' performance beyond grades, to include attitudes towards classwork including turning in assignments on-time, and interaction with peers. In addition, CSA core faculty meet with GA supervisors 5. IRB for thesis research 6. Supervisor Feedback in CHE 5880 (Supervised Experience in Student Affairs)

What are the expectations for the students?	<p>CSA and HECC</p> <ol style="list-style-type: none"> 1. Students are expected to conduct themselves in a manner that demonstrates professional integrity, leading to a review of Good Standing during the fall and spring student review. 2. Students are expected to earn the CITI certificate with an 80% or above. 3. Students are expected to earn at least a B on their ethical paper in 5760. <p>CSA</p> <ol style="list-style-type: none"> 4. Students are expected to obtain positive reviews from their GA supervisor. 5. Students are expected to obtain IRB approval for their thesis project by spring 2024. 6. Students are expected to meet or exceed expectations on CHE 5880 Supervisor Feedback Survey in their rating of the question "Please rate the student's ability to perform their duties in an ethical, responsible, and effective manner?"
What are the expectations for the program?	<p>CSA and HECC</p> <ol style="list-style-type: none"> 1. 100% of students will be in good standing during the fall and spring student review. 2. 100% of students will earn the CITI certificate, indicating a performance of 80% and above. 3. 100 % of students meet or exceed expectations on the ethical paper in CHE5760 <p>CSA</p> <ol style="list-style-type: none"> 4. 100% of students will obtain a positive review from their GA supervisor. 5. 100% of students will complete, submitted and obtained IRB approval for their thesis by spring 2024.
What were the results?	<p>CSA and HECC</p> <ol style="list-style-type: none"> 1. Fall 2023 -- 100% of students (n=15) were in good standing; Spring 2024--100% of students (n=14) were in good standing (CSA); 98% of students in HECC were in good standing during the spring and fall semesters. 2. 100% (10/10) of students completed CITI training with an 80% and above; this will be accessed in HECC in SP25. 3. 100% (5/5) of students exceeded expectations on the ethical paper in 5760 <p>CSA</p> <ol style="list-style-type: none"> 4. This was not tracked quantitatively. CHE will develop a GA supervisor measure to collect quantitative and more objective data. 5. 60% of students received IRB approval for their thesis proposal by spring 2024.
How are the results shared? How will these results be used?	<p>CSA and HECC</p> <p>The results are shared with the faculty during our monthly faculty meetings. The program faculty also meet separately. This will be done at the next regularly scheduled faculty meeting.</p>

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

1. We started the Accelerated Master's in HECC with the Interdisciplinary Studies (IDS) in Summer 2024 with one student.
2. We started another cohort in the summer 2024 semester, which allowed us to increase enrollment in HECC by 14 prior to the graduation of the cohort which started in summer 2022. The current plan is to admit each even numbered year.
3. We continue to use GPA and final grade on all courses as a measure of depth of knowledge with regard to student's preparation for graduate work, and evidence of maintaining graduate level readiness.
4. The supervisor internship feedback was developed to collect data on students' preparedness for work in the field, ability to think critically, problem-solving skills, and their ability to perform their duties in an ethical, responsible, and effective manner. We believe that this provides a more comprehensive assessment of students on the corresponding CGS standards, by information collected from direct observation from an individual best positioned to make an informed judgement. In addition, we collected information about how likely they were to hire the student if they were to apply for a position at their institution as well as provided a space for them to add anything else that they wanted to about the intern.
5. In previous feedback, we have been told to explore ways in which the program can be more flexible, including considering curriculum change with regard to the thesis. This remains an area of deep consideration as the faculty strongly believes that the thesis makes the program standout.

Part 3

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. The in-person program has experienced challenges with recruitment. Though we have a healthy number of applicants relative to those admitted, we are attracting an overwhelmingly international applicant pool, relative to the number of domestic applicants. Given the nature of the field, international applicants are not readily offered assistantships in certain positions. For instance, one of our largest partners, Housing and Dining, requires that their GAs start in July so that they can have adequate time for training. For

most international applicants, this is not possible given student visa restrictions. However, if the student is already in the U.S., attending an undergraduate institution, that particular barrier is removed. So, one thing that has been discussed is exploring the undergraduate international student.

2. Of the five students who were part of the second year, three (60%) of them completed the thesis, to graduate as expected by May, 28th, 2024. Now, given the small size of the cohort these percentages are significant. However, the thesis continues to be the reason for degree non-completion. However, over the past year, three students who had not completed their thesis prior to spring 2020, had returned to complete the thesis successfully.
3. To obtain additional insights we conducted an alumni survey, SP/SUM24. We sought input from alumni on curriculum as we continue to contemplate curricular and program change.
4. Data suggests that we are preparing our students well based on the level of job placements, exit survey and internship feedback, but that the thesis poses a barrier to degree completion which is exaggerated when enrollment numbers are small. The department should consider changing the expectation of thesis proposal
5. We utilized AI to analyze the qualitative data obtained from the internship supervisor survey. Six key themes emerged which centered around strong teamwork, adaptability, proactive attitudes, and dedication. More details follow:
 - i. Positive Team Contributions:
 - a. Five (50%) individuals are described as valuable or tremendous assets to the team.
 - b. Many interns made significant contributions to their projects or team tasks.
 - ii. Proactive and Independent Work Ethic:
 - a. Two were praised for their proactive attitudes, timely work completion, and independent problem-solving abilities.
 - b. One was noted for asking for more tasks when done and providing suggestions for improvements.
 - iii. Adaptability and Learning:
 - a. Two were recognized for quickly adapting to team needs and environments, with one being specifically mentioned for her ability to work extra hours when necessary.
 - b. An international student was praised for advocating for his own learning needs and maintaining a positive, open attitude toward growth.

- iv. Time Management and Deadlines:
 - a. While most individuals are recognized for timely work completion, one was noted as having challenges with deadlines and understanding expectations, although this may be attributed to balancing two internships simultaneously.
- v. Communication and Initiative:
 - a. One student was noted for regularly checking in and asking questions when needed, demonstrating good communication and initiative.
 - b. Another student also communicated his needs clearly to ensure he could grow through the internship.
- vi. Work Ethic and Dedication:
 - a. An international student's dedication and proactive approach were emphasized, especially her willingness to go above and beyond by offering extra help and working additional hours.