

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: **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)

The department offers an M.S. in College Student Affairs (CSA) with an online option in Higher Education and Community College (HECC).

<p><b>CGS Learning Goal #1</b> <b>A depth of content knowledge</b></p>	<p>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></p>
<p>How are learners assessed?</p>	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. GPA criteria in admission rating sheet</li> <li>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"> <li>• a graduate school application</li> <li>• their undergraduate transcript</li> <li>• a departmental admission application</li> <li>• a letter of intent</li> <li>• resume</li> <li>• two letters of recommendation</li> </ul> </li> <li>3. Hiring processes of the graduate assistantship employer (<b>CSA only</b>)</li> </ol>

What are the expectations for the students?	<p><b>CSA and HECC</b> Candidates are expected to</p> <ol style="list-style-type: none"> <li>1. have a GPA of at least 2.75 on a 4.0 scale at time of application</li> <li>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.</li> <li>3. attend CSA Days or be interviewed by a faculty</li> <li>4. Student must secure an assistantship in within the division of college student affairs (CSA only)</li> </ol>																																	
What are the expectations for the program?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. 100% of candidates will meet the GPA requirement.</li> <li>2. 100% of candidates will meet the admissions criteria.</li> <li>3. All students invited to be interviewed will attend CSA days virtually or in-person, or be interviewed as a part on rolling admission (as HECC)</li> <li>4. 100% of students interviewed will secure an assistantship(CSA only)</li> </ol>																																	
What were the results?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. GPA data was not collected after 2018, however, students who do not meet the minimum GPA are not admitted into the program, so 100% of those admitted would have a GPA of 2.75 or higher at time of admission.</li> </ol> <p><b>Spring 2022 Admissions:</b></p> <p>(Beginning admissions Summer or Fall 2022)</p> <table border="1" data-bbox="699 909 1904 1403"> <thead> <tr> <th></th> <th style="text-align: center;"><b>CSA</b></th> <th style="text-align: center;"><b>HECC</b></th> </tr> </thead> <tbody> <tr> <td># of Applications though PRM</td> <td style="text-align: center;">29</td> <td style="text-align: center;">15</td> </tr> <tr> <td># of Applications through Housing and OPE Independent process</td> <td style="text-align: center;">50</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of students invited to interview for program</td> <td style="text-align: center;">18</td> <td style="text-align: center;">15</td> </tr> <tr> <td># of students invited to housing interview process</td> <td style="text-align: center;">20</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of students who participated in interview process</td> <td style="text-align: center;">15 (11 Int'l)</td> <td style="text-align: center;">15</td> </tr> <tr> <td># of Students who participated in the Housing Interview process</td> <td style="text-align: center;">14</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of students offered admission</td> <td style="text-align: center;">14</td> <td style="text-align: center;">11</td> </tr> <tr> <td># of students offered Graduate Assistant Positions</td> <td style="text-align: center;">14</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of students offered Housing Graduate Assistant Positions/Number Accepted</td> <td style="text-align: center;">7/3</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of students declined admission (By CSA Faculty)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>		<b>CSA</b>	<b>HECC</b>	# of Applications though PRM	29	15	# of Applications through Housing and OPE Independent process	50	NA	# of students invited to interview for program	18	15	# of students invited to housing interview process	20	NA	# of students who participated in interview process	15 (11 Int'l)	15	# of Students who participated in the Housing Interview process	14	NA	# of students offered admission	14	11	# of students offered Graduate Assistant Positions	14	NA	# of students offered Housing Graduate Assistant Positions/Number Accepted	7/3	NA	# of students declined admission (By CSA Faculty)	1	0
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How are the results shared? How will these results be used?	<p><b>CSA and HECC</b></p> <p>The results are shared with CSA faculty during faculty meetings with a focus on CSA and with the VPSA divisions partners during spring and summer meetings (and by email) as part of an ongoing tracking of recruitment. In addition, the data was used by the admissions committee to adjust recruitment plan so that we can attract a higher number of prospective students into the college student affairs. At the fall 2022 faculty retreat in August, CSA faculty met during the afternoon breakout session to brainstorm; they evaluated the programs through the SWOT analysis model and came up with SMART goals as part of a new department strategic plan.</p>																																																		
<p><b>CGS Learning Goal #1</b>  <b>A depth of content knowledge</b></p>	<p>Program Learning Goal(s):  <i>Candidates will display evidence of a depth of content knowledge. (PLG#2)</i></p>																																																		
How are learners assessed?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. GPA</li> <li>2. Final grade performance on all courses across all programs in the fall 2021, spring 2022 and summer 2022 semesters.</li> <li>3. Course assessment rubrics (due to changing leadership only partial data was obtained)</li> </ol>																																																		
What are the expectations for the students?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. Students are expected to maintain a GPA of 3.00</li> <li>2. Students are expected to perform at a B (meets expectations) or A(exceeds expectations) on all courses</li> <li>3. Students are expected to attend classes and complete course assignments with a grade of B or higher</li> </ol>																																																		
What are the expectations for the program?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. 100% of students will obtain a GPA of 3.0 or higher.</li> <li>2. 100% of students will meet or exceed expectations on all courses</li> <li>3. Previous expectations for this learning goal was 80% agreement on all course objectives</li> </ol>																																																		
What were the results?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. No student was asked to leave due to low GPA in either program.</li> <li>2. Table of final grades on all course for CSA and HECC</li> </ol> <p><i>Note* DNM= Did not meet, M= Met, EX = Exceeded</i></p> <table border="1" data-bbox="829 1253 1780 1435"> <thead> <tr> <th colspan="10">Fall 2021</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> </thead> <tbody> <tr> <td>5490</td> <td>10</td> <td></td> <td></td> <td>100</td> <td>5491</td> <td>11</td> <td></td> <td></td> <td>100</td> </tr> <tr> <td>5492</td> <td>14</td> <td></td> <td></td> <td>100</td> <td>5887</td> <td>15</td> <td></td> <td>30</td> <td>70</td> </tr> </tbody> </table>	Fall 2021										CSA					HECC					Course #	N	% DNM	% M	% EX	Course #	N	% DNM	% M	% EX	5490	10			100	5491	11			100	5492	14			100	5887	15		30	70
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	5505	10		40	60					
	5710	13			100					
	5715	10		20	80					
	5720	11			100					
	5760	13		8	92					
	<b>Spring 2022</b>									
	<b>Course #</b>	<b>N</b>	<b>% DNM</b>	<b>% M</b>	<b>% EX</b>	<b>Course #</b>	<b>N</b>	<b>% DNM</b>	<b>% M</b>	<b>% EX</b>
	5491	10	10		90	5400	13		23	77
	5493	13			100	5886	13		8	92
	5506	10	10	20	70					
	5725	11		9	91					
	5730	13			100					
	5735	13		15	85					
	5741	10			100					
	5750	13		8	92					
	<b>Summer 2022</b>									
	5880	9		100		5885	14	8		92
	<p>3. Data invalid. Low response rate on end of semester measures meant that many students did not complete the survey sent out in the spring 2022 semester.</p> <ul style="list-style-type: none"> <li>total enrollment first year = 10 (with one planning on transferring out of the program)</li> <li>total enrollment for second year = 13</li> <li>Response rate, average on courses ~ n= 3, some course received no response.</li> </ul> <p>Therefore, the final grade in the course will be used as a measure of depth of content. We recognize the flaw with this approach as failure to meet depth of content in one area can be offset by exceeding expectations in another.</p>									
How are the results shared? How will these results be used?	<p><b>CSA and HECC</b></p> <p>The results were share with CSA faculty. It was discussed that the current measures were not effective, and that new measures need to created. This was left for the new leadership.</p>									
<b>CGS Learning Goal #1</b> <b>A depth of content knowledge</b>	<p>Program Learning Goal(s): <i>Overall candidates will perceive program is helping them prepare for professional practice. (PLG#7)</i></p> <p>*This department goal was more challenging to map onto the five CGS learning goals. We also recognize some of the shortcomings of it, and have modified for use in the future. See part #3 #7.</p>									

How are learners assessed?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. Job Placement</li> <li>2. Internship Placement (See Part 2 number 3 below about change to this as a measure) (Summer 2022) (CSA only)</li> <li>3. Exit Survey (Spring 2022)</li> </ol>
What are the expectations for the students?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. Students are expected to apply for and successfully secure a job in their field of study.</li> <li>2. Students are expected to apply for and successfully an internship in college student affairs</li> <li>3. Students are expected to complete the exit survey</li> </ol>
What are the expectations for the program?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. 80% of students will secure a job in their field of study.</li> <li>2. 100% students are expected to apply for and successfully complete an internship in college student affairs</li> <li>3. Students are expected to complete the exit survey</li> </ol>
What were the results?	<p><b>CSA and HECC</b></p> <ol style="list-style-type: none"> <li>1. Job Placement -- All students admitted in the fall 2020 semester except 1 received employment within 2 months of graduating in spring 2022 semester (CSA). Since all students (except 1) were already employed prior to being admitted into the HECC program, this more difficult to measure. Moving forward, we will collect data about change in employment to determine if students' job status changed or improved as a result of them having attained their MS degree.</li> <li>2. Internship Placement (CSA) All students secured internships in the summer 2022 semester. <ul style="list-style-type: none"> <li>• TJ Eastabrook - EIU Conference Services/Marketing</li> <li>• CJ Gibson - EIU Conference Services</li> <li>• Dionne Lipscomb - Loyola New Orleans - Orientation</li> <li>• Jacob Mueller - University of Arizona Orientation Team - Virtual</li> <li>• Gina Pearson - U of I Gies College of Business - Academic Advising</li> <li>• Maddie Reiher - EIU Honors College</li> <li>• Diego Ulloa - Grand Rapids Community College - Student Life &amp; Conduct Office</li> <li>• Anders Voss - Rhode Island School of Design summer intensive program (housing)</li> <li>• Tea Wheat - EIU Marketing &amp; Leadership</li> </ul> </li> </ol>
How are the results shared? How will these results be used?	<ol style="list-style-type: none"> <li>1. Job placement information was shared with faculty as students obtained job offers. CSA faculty keep track of student's job placements. Currently, they are not being shared or used outside of that. We will discuss more formal ways of tracking. Some preliminary discussions include</li> </ol>

	<p>tracking students on the website so that prospective students can see where our students are obtaining jobs from.</p> <p>2. The department needs to work on a way of sharing this data for the HECC program, likely during the annual faculty retreat. This was not done this year due to a change in leadership. This year would have been the first opportunity given that this spring was the first graduation from HECC.</p>
<b>CGS Learning Goal #2: Critical thinking and problem-solving skills</b>	<p>Program Learning Goal(s): <i>Candidates will display evidence of effective critical thinking and problem-solving skills. (PLG#4)</i></p>
How are learners assessed?	<p><b>CSA</b> Students will be assessed on the performance on the following course assignments:</p> <ol style="list-style-type: none"> <li>1. Group Project in CHE 5505/5506</li> <li>2. Supervisor Survey in CHE 5880 (Supervised Experience in Student Affairs)</li> <li>3. Case Study in CHE 5760</li> </ol> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>
What are the expectations for the students?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. Students are expected to meet or exceed expectations on the Group Project in CHE 5505/5506</li> <li>2. Students are expected to meet or exceed expectations on CHE 5880 Supervisor Survey</li> <li>3. Students are expected to meet or exceed expectations on CHE 5760 Case Study</li> </ol> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>
What are the expectations for the program?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. 100% of students will meet or exceed expectations on the CHE 5505/5506 Group Project.</li> <li>2. 100% of students will meet or exceed expectations on the CHE 5880 Supervisor Survey</li> <li>3. 100% of students will meet or exceed expectations on the Students are expected to meet or exceed CHE 5760 Case Study</li> </ol> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>
What were the results?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. 100% of students met or exceeded the Group Project assessment.</li> <li>2. Data not collected /obtained --- 5880 Supervisor Survey</li> </ol>

	<p>3. 100% exceeded Case Study assessment in CHE 5760</p> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>
How are the results shared? How will these results be used?	These results were not shared with faculty but will be after the completion of this report; data was not collected due to change in leadership and were therefore not shared during the annual faculty retreat. However, performance on individual assignments are discussed as part of student review, that is, if students are under-performing then faculty discuss the reason(s) and devise remediation plans.
<b>CGS Learning Goal #3: Effective oral and written communication skills</b>	Program Learning Goal(s): <i>Candidates will display evidence of effective oral and written communication skills. (PLG#5)</i>
How are learners assessed?	<p><b>CSA</b> Students will be assessed on the performance on the following course assignments:</p> <ol style="list-style-type: none"> <li>1. final Proposal for Thesis in 5506 (written assignment, Spring 2022)</li> <li>2. successfully propose for their thesis project in 5950 by fall 2021 (year 2)</li> <li>3. complete their thesis by July 31<sup>st</sup> (year 2)</li> </ol> <p><b>HECC</b> (Data missing/ not collected).</p>
What are the expectations for the students?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. Students are expected to successfully complete their thesis proposal with a grade of B or higher in CHE5506</li> <li>2. Students are expected to orally present their thesis proposal successfully</li> <li>3. Students are expected to successfully complete and orally defend their final thesis project.</li> </ol> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>
What are the expectations for the program?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. 100% of students will complete their thesis proposal with a grade of B or higher</li> <li>2. 100% of students are expected to orally present their thesis proposal successfully by fall 2021.</li> <li>3. 100% of students are expected to successfully complete and orally defend their final thesis project by July 31<sup>st</sup>.</li> </ol> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>

<p>What were the results?</p>	<p><b>CSA</b></p> <table border="1" data-bbox="703 264 1902 418"> <thead> <tr> <th>Measure/Indicator</th> <th>N</th> <th>% DNM</th> <th>% M</th> <th>% EX</th> </tr> </thead> <tbody> <tr> <td>Final Proposal for Thesis in 5506 (Sp. 2022) (Year 1)</td> <td>10</td> <td>10</td> <td>10</td> <td>80</td> </tr> <tr> <td>Propose for their thesis project in 5950 by fall 2021 (year 2)</td> <td>13</td> <td>4*</td> <td>9</td> <td></td> </tr> <tr> <td>Complete their thesis project in 5950 by fall 2021 (year 2)</td> <td>13</td> <td>4**</td> <td>9</td> <td></td> </tr> </tbody> </table> <p>*9 (70 %) of students completed their thesis by July 31<sup>st</sup> with one completing in August; three (23%) had not completed their thesis as of the writing of this report. ** data incomplete, course taught across multiple faculties, data not collected from all faculty.</p> <p><b>HECC</b> Assessment plan for this learning goal in developmental phase. Only two courses are offered in a semester, and not all courses include all goals. Change in leadership likely impacted this.</p>	Measure/Indicator	N	% DNM	% M	% EX	Final Proposal for Thesis in 5506 (Sp. 2022) (Year 1)	10	10	10	80	Propose for their thesis project in 5950 by fall 2021 (year 2)	13	4*	9		Complete their thesis project in 5950 by fall 2021 (year 2)	13	4**	9	
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<p>How are the results shared? How will these results be used?</p>	<p><b>CSA and HECC</b> While the assessment report is typically shared with faculty during the faculty retreat; the report was not available for distribution during the fall 2022 retreat due to change in leadership. This will be done at the next regularly scheduled faculty meeting. However, moving forward, the results can be incorporated more intentionally based on the completion or administration of the specific measures; for instance, after the completion of the ethics paper, faculty will be encouraged to evaluate student performance for areas of concern and to devise a plan for remediation.</p>																				
<p><b>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</b></p>	<p>Program Learning Goal(s): <i>Candidates will display evidence of advanced scholarship through research and/or creative activity. (PLG#6)</i></p>																				
<p>How are learners assessed?</p>	<p><b>CSA</b> Students will be assessed on their performance on the following: 1. Final Team Research Project Report and presentation (5506) (year 1) 2. Thesis Proposal Presentation to committee fall (written and oral ) 3. Thesis completion in by July 31<sup>st</sup> (5950)</p> <p><b>HECC</b> Assessed in CHE 5505 (Research methods in CSA) which was taught in summer 2020</p>																				



<p>What are the expectations for the students?</p>	<p><b>CSA</b>  Students are expected to</p> <ol style="list-style-type: none"> <li>1. meet obtain a grade of B or higher on team research project report and presentation (Sp. 2022) (Year 1)</li> <li>2. successfully present their thesis proposal to a committee fall 2021 (year 2)</li> <li>3. complete their thesis with a grade of CR in 5950 by July 31<sup>st</sup> (year 2)</li> </ol> <p><b>HECC</b></p> <ol style="list-style-type: none"> <li>1. Assessed in CHE 5505 (Research methods in CSA) which was taught in summer 2020</li> <li>2. Assessed in their performance on the capstone projects across two courses. This is a guided experience. Course title may vary but were <ol style="list-style-type: none"> <li>a. 5491(FA21)</li> <li>b. 5400B (SP22).</li> </ol> </li> </ol>																				
<p>What are the expectations for the program?</p>	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. 100% of student will get a grade of B or higher on the team research project report and presentation (Sp. 2022) (Year 1)</li> <li>2. 100% of students will propose their thesis project successfully to a committee by fall 2021</li> <li>3. 100% of students will complete their thesis with a grade of CR by July 31<sup>st</sup> of their 2<sup>nd</sup> year</li> </ol> <p><b>HECC</b></p> <ol style="list-style-type: none"> <li>1. Assessed in CHE 5505 (Research methods in CSA) which was taught in summer 2020</li> <li>2. 100% of students will meet or exceed expectations on the capstone projects.</li> </ol>																				
<p>What were the results?</p>	<p><b>CSA</b></p> <table border="1" data-bbox="737 995 1871 1162"> <thead> <tr> <th>Measure/Indicator</th> <th>N</th> <th>% DNM</th> <th>% M</th> <th>% EX</th> </tr> </thead> <tbody> <tr> <td>1. Final Team Research Project Report and presentation</td> <td>10</td> <td></td> <td>30</td> <td>70</td> </tr> <tr> <td>2. Presentation of proposal to committee by fall 2021 (Year 1)</td> <td>13</td> <td>**</td> <td>**</td> <td>**</td> </tr> <tr> <td>3. Complete their thesis project in 5950 by fall 2021 (year 2)</td> <td>13</td> <td>4*</td> <td>9</td> <td></td> </tr> </tbody> </table> <p>*9 (70 %) of students completed their thesis by July 31<sup>st</sup> with one completing in August; three (23%) have not yet completed the thesis as of the writing of this report.  ** data incomplete, course taught across multiple faculties, data not collected from all faculty.</p> <p><b>HECC</b></p>	Measure/Indicator	N	% DNM	% M	% EX	1. Final Team Research Project Report and presentation	10		30	70	2. Presentation of proposal to committee by fall 2021 (Year 1)	13	**	**	**	3. Complete their thesis project in 5950 by fall 2021 (year 2)	13	4*	9	
Measure/Indicator	N	% DNM	% M	% EX																	
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	1. All students met or exceeded expectations on the capstone projects in 5491 and 5400.
How are the results shared? How will these results be used?	<p><b>CSA and HECC</b></p> <p>The assessment report will be shared with all faculty during a monthly faculty meeting. Discussions have already included moving away from a thesis required to a thesis optional program, since the thesis continues to be the largest reason for degree non-completion (CSA). The department faculty will consider moving to a named course in HECC for the capstone to reduce confusion, and to increase tracking performance across cohorts.</p>

<b>CGS Learning Goal #5: Ethics and Professional Responsibility</b>	<p>Program Learning Goal(s):</p> <p><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></p> <p><i>Candidates will display evidence of maintaining professional dispositions. (CHE PLG# 3)</i></p>
How are learners assessed?	<ol style="list-style-type: none"> <li>1. Student Review Rubric during the fall and spring semesters (CSA and HECC faculty meets for student review in the fall and spring semesters); <b>CSA and HECC</b></li> <li>2. 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</li> <li>3. CITI training certificate</li> <li>4. IRB for 5506</li> <li>5. IRB for thesis research</li> <li>6. Ethical paper in 5760</li> </ol>
What are the expectations for the students?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Students are expected to earn the CITI certificate with an 80% or above</li> </ol>

	<ol style="list-style-type: none"> <li>3. Students are expected to work in teams to complete and submit an IRB proposal which receives approval from the IRB</li> <li>4. Students are expected to obtain IRB approval for their thesis project</li> <li>5. Students are expected to earn at least a B on their ethical paper in 5760</li> </ol>
What are the expectations for the program?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. 100% of students obtained positive review</li> <li>2. 100% of students earn the CITI certificate</li> <li>3. 100% of students should obtain team IRB in the spring in CHE 5506</li> <li>4. 100% of students completed, submitted and obtained IRB approval for their thesis by spring 2022.</li> <li>5. 100 % of students meet or exceed expectations on the ethical paper in CHE5760</li> </ol>
What were the results?	<p><b>CSA</b></p> <ol style="list-style-type: none"> <li>1. Fall 2021 -- 100% of students (n=23) were in good standing; Spring 2022--100% of students (n=23) were in good standing</li> <li>2. 100% of students completed CITI training with an 80% and above, one student had to retake the CITI training to obtain the passing score</li> <li>3. 100% of students (working in teams) obtained IRB approval for their research project</li> <li>4. 69 % of students received IRB approval for their thesis proposal by spring 2022</li> <li>5. 100% (n=13) students exceeded expectations on the ethical paper in 5760</li> </ol> <p>In addition, one student received a thesis of the year nomination, and one received a Hamand Award (CSA)</p>
How are the results shared? How will these results be used?	<p><b>CSA and HECC</b></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 2022 retreat due to change in leadership. This will be done at the next regularly scheduled faculty meeting. However, moving forward, the results can be incorporated more intentionally based on the completion or administration of the specific measures; for instance, after the completion of the ethics paper, faculty will be encouraged to evaluate student performance for areas of concern and to devise a plan for remediation.</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.

\*\*There has been new leadership in the department since the last report, with the transition occurring in August 2022. As a result, many discussions around assessment considered the changing leadership.

1. In last year's response it was suggested that the department consider "using some key class assignments to assess student learning, as well as internship evaluations, aside from just G.P.A., as it does not indicate meeting expectations for individual learning goals." Based on this, the CSA and some HECC faculty identified courses course assignments that they believed would serve as good measures of the learning goals. For example, *CGS Learning Goal #5: Ethics and Professional Responsibility* which we mapped onto the department's goals of "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 )" and "Candidates will display evidence of maintaining professional dispositions. (CHE PLG# 3)" are being measured with CITI training certificate required for 5506, successful IRB proposal in 5506, student's IRB proposal for their thesis research, and their performance on their ethical paper in 5760. The use of more targeted measures, we believe increases the validity of the assessment for the learning goals. We will revisit the both the Graduate School's learning goals and the department's learning goal to further develop this further for each program.
2. Though we continue to use GPA as a measure of depth of knowledge with regard to student's preparation for graduate work, and evidence of maintaining graduate level readiness, we have also added final grade on all courses, to increase specificity.
3. Regarding the securing of an internship as a measure of depth of content knowledge and "*Overall candidates will perceive program is helping them prepare for professional practice. (PLG#7)*" we created an internship supervisor survey using Qualtrics (October 2022) in which we asked the supervisor to rate how prepared the student to do the work required for the position, the student's ability to perform their duties in an ethical, responsible, and effective manner, how likely they were to hire the student if they were to apply for a position at their institution, and the student's critical thinking and problem solving skills. In addition, we added a space for qualitative data where the supervisor has an opportunity to provide additional information regarding the internship experience with the student.

4. Data suggests that we were selecting individuals who demonstrate ethical and professional dispositions based on their successful runs for positions at the institutional level, as well as 0 incident reports.
5. Though assessment data indicate that we are meeting most of our course objectives, some of the measures, and one course objective is methodologically problematic and needs to be improved. For example, we recognize that PG#7. *Overall candidates will perceive program is helping them prepare for professional practice which we currently have mapped to CSG#1 ( A depth of content knowledge)* is not giving us the information that we have hoped. While there is value to incorporating perception as part of an overall assessment plan, after feedback from the College of Education's Associate Dean, we will be changing the PLG 7 to state:

*Overall candidates will perceive themselves to be prepared for professional practice*

We believe that this shift on the emphasis on the program is helping to them feeling prepared would make this a more valid measure of learning outcome, and will include the totality of the students' experiences including some challenges that they may have encountered which ultimately led to large shifts in learning.

6. Data suggests that we are preparing our students well based on the level of job placements and the competitiveness of our students at the institutional level.

### **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. Given the changing leadership, the revision of the assessment plan is ongoing through the 2022-203 academic year. The following was initiated during the fall 2022 faculty retreat:
  - a. New program mission statement
  - b. Program SWOT analysis: This identified the strengths, weaknesses opportunities and threats for the CSA and HECC programs
  - c. There were some deficiencies in HECC option. Therefore, the revision of the assessment plan includes mapping specific course assignments in HECC to the department and CGS learning goals. Currently this is being created in a shared data base which will clearly link all objectives to at least one course assignment in a named semester or year. For instance, when students are completing their capstone course (third year, spring semester), to decrease confusion as to what is expected

during an evaluation period. This is particularly important given that the HECC program goes across three years (SU1, FA1, SP1, SU2, FA2, SP2, SU3, FA3, SP3).

2. We have learned that our assessment measures can be improved to be closer aligned to the Graduate School's learning goals as well as the department's. We will be moving away from measures of students' agreement, since self-report measures are notoriously unreliable and can be impacted by instructor factors (e.g. likeability) as opposed to a measure of actual students learning. This coupled with the poor response rate on the exit survey administered in spring 2022, led to the decision to go back to the drawing board and examine assessment through current context of dwindling enrollment -- Fall 2021(14) and Fall 2022 (6) for the on-campus option and summer 2022 (14) for the HECC option. Non-response bias is compounded when the starting pool or target population is small. In addition, data collection for the HECC program can be greatly improved. We have also discussed that preparation for professional practice is more accurately measured when students are in the field. Based on this the following changes have already been implemented or will be in the current academic year:

<b>Old Measure/Metric</b>	<b>New Metric</b>	<b>Implementation Date</b>	<b>Rationale</b>
Internship Placement as a measure of disposition.	Internship Supervisor Feedback	October 17 <sup>th</sup> 2022	Previously, students in internship presented on a reflection on their internship experiences, and invited CSA faculty, GA supervisors and first year CSA students; Moving forward this would also include data collected from internship supervisors about students' performance.
Admissions rubric (HECC)	Holistic admissions rubric	Fall 2022	Needs a rubric that is comparable to the CSA rubric.
No data collected from hiring agents about their processes for hiring (rubric) for the GA position	Rubric or description of processes for selecting and offering GA	Fall 2022	It's important to have documentation of processes for admission

3. Though there was past agreement to utilize and align course objectives with professional standards (ACPA and NASPA), it is not universally done across all courses. That will be addressed this academic year.
4. The department will resume collecting GPA data for students during the admission/recruitment processes as was done below:

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Average of those invited to CSA Days Only	3.24	3.24	3.33	3.30		3.22		
Range of those invited to CSA Days Only	2.58- 3.88	2.8- 3.81	2.77- 3.97	2.76- 3.89		2.77- 3.67		
Average of those attending Housing Days	NA	3.45		3.29	3.34	3.37		
Range of those attending Housing Days	NA	2.74- 4.0			2.7- 3.94	2.97- 3.9		
Overall Average of applicants submitting transcripts	NA	3.32	3.22	3.25		3.26		
Range of all applicants submitting transcripts	NA	2.28- 4.0	2.1- 3.97	2.58- 3.89		2.77- 3.9		

5. Data suggests that the thesis option (CSA) is a barrier to student degree completion. Discussions have already included moving away from a thesis required to a thesis optional program.