

College Student Personnel Administration

PROGRAM GOALS AND INTENDED STUDENT OUTCOMES

MISSION

Employing a curriculum that connects theory to practice, the CSPA program at Illinois State University prepares new entrants for the college student personnel profession, as well as those already working in the field, to meet the challenges of student affairs work as colleges and universities educate diverse student populations and strive to promote student success. In addition, the program lays the foundation for continued learning necessary for sustained career success over time and for advancement into leadership positions within student affairs offices.

PROGRAM GOALS

The College Student Personnel Administration (CSPA) master's degree program:

- a. provides students with the theoretical knowledge necessary to perform varying roles within the college student personnel profession including (but not limited to) administration, advising, and programming;
- b. equips students with the practical competencies necessary to succeed at entry- to mid-level student affairs positions in public and private colleges and universities;
- c. introduces and fosters the values and dispositions needed for ethical practice and career success;
- d. leads students to an understanding of how increased diversity among college students (in terms of race, ethnicity, sexual orientation, gender, socioeconomic status, and age) affects higher education generally and influences student affairs practice in particular;
- e. helps students understand how college student personnel professionals in colleges and universities foster student success and influence student persistence; and
- f. prepares college student personnel professionals to respond and adapt to changes in professional practice, students, and in higher education.

STUDENT OUTCOMES

Program graduates will have the knowledge and skills necessary to:

- a. apply student development and organizational theory to analyses of the factors that impede and enhance student persistence and success, as well as to other challenges commonly faced by college student personnel professionals;
- b. trace the historical roots and philosophical basis of college student personnel practice, drawing implications for how the profession may change in the future;
- c. perform work successfully in graduate assistantships, work settings, and practica at 2- and 4-year colleges and universities, as evidenced by the effective management of personnel, resources, and facilities;
- d. articulate their own personal code of ethical practice that guides their professional behavior;
- e. demonstrate the capacity to critically appraise their own assumptions about people from diverse backgrounds and experiences;
- f. assess and address the unique needs of diverse individuals who utilize college student personnel services on college and university campuses;
- g. develop a plan of action for keeping current with changing trends in college students and college student personnel administration;
- h. critically evaluate and utilize current research in college student personnel administration and higher education; and
- i. assess, evaluate, and improve college student personnel services in colleges and universities.

CSPA PROGRAM ASSESSMENT METHODS

To assess outcomes, the CSPA program has developed a system to evaluate student learning in the program that include both quantitative and qualitative methodology. The following methods are used to assess the program:

1. A pre- and post- assessment of student knowledge and skills related to the program goals (that is administered in one of the early classes, EAF 461 Introduction to Student Development Theory and the final class EAF 482.01 Capstone Seminar);
2. Formative assessment meeting between the practicum supervisor, course instructor, and student to discuss student's strengths and weaknesses, as well as his or her potential for success as a professional;
3. Summative final evaluation of students, conducted by practicum supervisors, that assesses students' skills and readiness to be employed in the profession;
4. An exit interview conducted by the program advisor to obtain feedback about the program, courses, assignments, and activities in the courses, and to collect ideas about what students learned, what they would have wanted to learn, and what sets our program apart from others;
5. An alumni assessment administered by the University Assessment Office elicits graduate perceptions of how well the program prepared the students to meet the program's goals and student outcomes.
6. Longitudinal SoTL research (going since 2005) about student learning through a civic engagement project involving CSPA students and first-year students enrolled in the LinC course;
7. Discussions of program concerns at monthly higher education group meetings (since fall 1999)
8. Organizational analysis conducted by a student including a partial CAS assessment (reviewing mission and curriculum) (spring 2010)
- 9.

USE OF ASSESSMENT DATA

1. Assessment data are reviewed annually by the program coordinator and program advisor. The data are provided to the CSPA faculty at an annual planning and assessment retreat (implemented summer 2002) as well as annually to the CSPA Program Advisory Board (implemented fall 2006) for their review, interpretation and assistance with improvements based on student and alumni feedback. Minutes for the advisory board meetings are available since fall 2006.
2. In recent years assessment data have been used to:
 - a. Provide rationale and evidence for a separate degree program for CSPA students (implemented fall 2007)
 - b. Broadly conceptualize the curriculum and course sequencing (since 1999 and annually reviewed and updated)
 - c. Update and revise individual required courses (EAF 428.01, 461, 462, 463, 464, 467, 473, 482.01, 484)
 - d. Revise program admissions process to include a personal interview (implemented spring 2010)
 - e. Change degree requirements to include 42 credit hours and two electives in order to meet national assessment (CAS) criteria (implemented fall 2006)
 - f. Develop a new course to meet professional preparation standards (EAF 467 implemented fall 2007)
 - g. Review and update marketing strategies to recruit more diverse students into the program (annually)
 - h. Begin discussion about a separate program for part-time CSPA students (fall 2009)

WAYS ASSESSMENT WILL GUIDE FUTURE PROGRAM DEVELOPMENT

1. Recommend changes to course content, sequencing, or the addition of other elective courses.
2. Review and revise the current "comprehensive exam" option to make the learning more relevant and beneficial to students who choose it.
3. Be more responsive to changes in the student personnel profession through increased contact with practitioners who supervise our interns and/or hire our graduates.

Student Outcome	Course	Evidence
a. apply student development and organizational theory to the challenges and problems of increasing student persistence and success commonly faced by college student personnel professionals	410	Throughout the semester students practice evaluating the use and presentation of research methodologies through a variety of means. Among other things, they begin work on a critical review of the empirical literature on a problem related to best practice, curriculum, improving the instructional process, or another area related to improving student learning, student development and professional growth. Students develop a research proposal that would employ either a qualitative or quantitative research design.
	415	Students develop and conduct an exploratory study on a topic of their choice (related to student learning and development), and incorporating a multi-method, qualitative approach to answering their research questions. They conduct the study, write a report, present their results to the class, and participate in discussions of the reports of their peers.
	461	<p>This course focuses on understanding student development theory and applying it in practice. Class sessions are spent using different teaching/learning methods to understand the theory and apply it in real life situations that students share with the class. This course will use a developmental approach in the introduction to the theoretical foundation of the student affairs profession. Following the successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. articulate, apply and critique the major student development theories in the following categories: environmental, life-span, psychosocial, multicultural identity, cognitive-structural, and leadership. 2. develop questions and conduct an informative interview with a colleague. 3. evaluate how theory is or could be used in a specific student services office. 4. develop their own moral/ethical code of conduct based on principles involved in the student affairs profession. 5. explore student growth in enough depth to create their own developmental theory for a specific group of students. 6. discuss current issues and challenges facing student affairs professionals.
	462	This course focuses on understanding and using organizational theory in practice. Each week practicing professionals share information about various student services offices and the organizational structure and process used within the office. This course will use a topical/survey

		<p>approach to discuss the organization and administration of student affairs offices at a variety of different types of campuses. Following the successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. describe and apply various organizational and leadership theories/models to student affairs offices. 2. analyze and apply case studies based on current organizational problems to better understand student affairs practice and individual office functions. 3. apply organizational/structural concepts to everyday practice in student affairs. 4. use CAS standards and benchmarking strategies as research/evaluation tools in student affairs offices. 5. explain how different student services offices are organized, staffed, and the various services each provides. 6. conduct in-depth research about a specific student affairs office, describing national trends and organizational practices. 7. describe the organization of student affairs divisions at different types of institutions. 8. design effective selection, training, and evaluation processes. 9. recognize the diversity and identify a wide variety of student affairs practicing professionals through networking and personal contacts.
	463	<p>This course focuses on college students and application of student development theory in understanding students and their campus subcultures.</p> <p>Students conduct an environmental research project where they create a display showing a campus environment important to students through photographs and applying environmental and student development theories.</p>
	482.01	<p>This course allows students to reflect on and pull together concepts learned within the entire graduate program in order to conceptualize the “ideal” student affairs office. The office is presented to the class in a 45 minute conference-quality multi-method oral presentation.</p>
b. trace the historical roots and philosophical basis of college student personnel practice as a way to understand future trends	428.01	<p>Following the successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Examine the historical, philosophical, missions, political, & socio-cultural development of student affairs practice in higher

		<p>education.</p> <ol style="list-style-type: none"> 2. Identify the early leaders and pioneers who influenced the student affairs profession 3. Explain and discuss the various philosophies that have shaped the practice of student affairs 4. Examine and discuss the impact of the civil right movement on student affairs/higher education 5. Openly discuss both in class or online value-laden materials and respectfully disagree with classmates and the instructor on their interpretation and meaning 6. Reflect in class/online and in writing on a regular basis about course material while challenging themselves to find connections between what they read, what they know (or think they know), and what they do or have done. 7. Think critically about the practice of student affairs and their work with college students
	468	Students gain an understanding of how the institutional-student relationship has evolved over time.
<p>c. perform work successfully in graduate assistantships, work settings and practica at 2- and 4-year colleges and universities including effective management of personnel, resources, and facilities;</p>	464	<p>This is a practical, applied course where students participate actively in a supervised professional experience. The purpose of the seminar portion of the course is to process, discuss, and share experiences gained during the practical internship and to integrate these experiences with student development theory and assigned readings. Following the successful completion of this course and work experience, students will be able to:</p> <ol style="list-style-type: none"> 1. better integrate theory with elements of effective practice in student affairs. 2. identify, understand, and practice core functions in a student services office. 3. discuss how student services offices can be administered in an effective and efficient manner. 4. demonstrate skills necessary to accomplish goals in student services. 5. articulate a particular institutional mission and discuss how student affairs is practiced and relates to that mission. 6. discuss best practices in staff supervision.

		<p>7. develop and complete projects that meet student needs.</p> <p>8. evaluate the work experience in relation to personal and professional goals.</p> <p>9. learn or further enhance web development skills.</p> <p>10. demonstrate the ability to reflect on what was learned, orally and in writing, considering what you have learned in the program thus far.</p> <p>These outcomes are assessed through: development of goals and intended outcomes statements for their practicum experience, reflective papers, a final project, and evaluations from supervisors.</p>
d. articulate their own personal code of ethical practice that guides their professional behavior;	428.01	Students write papers about philosophical and ethical orientation which guides their professional behavior of working with diverse students.
	461	Students discuss professional ethics in a class session about moral and ethical development theory. Students use the NASPA and ACPA professional standards in this course as a way to align their practice with ethically acceptable behaviors.
	464	Students conduct an interview with a supervisor of new professionals and reflect on what they learned about professionalism and ethical behavior and how they will act when in that supervisory role in a paper.
	466	Guided classroom instruction and assessment through use of hypotheticals and/or legal cases where instructor assesses individual student knowledge and the ability to apply that knowledge to a practical situation.
e. demonstrate the capacity to critically appraise their own assumptions about people from diverse backgrounds and experiences;	461	<p>Students interview each other and transcribe the interviews in order to learn more about a classmate's background and experience and see how different people are from each other.</p> <p>Students write their own family story using a framework (<i>Where I am From</i> by Borrego & Manning) in order to think critically about why they are as they are and where their values and beliefs came from.</p> <p>Students discuss difficult topics weekly in class that challenge their beliefs and values, particularly in areas of diversity.</p>
f. assess and address the unique needs of diverse individuals who utilize college student personnel services on college and university campuses;	462	Students evaluate case study situations and provide a written essay explaining their resolution of a realistic situation. Often these cases involve managing problems involving diverse circumstances and people from around the campus. "Experts" from colleges and universities across the country weigh in on these cases and provide examples of how they would resolve the case if it happened on their campus.
	463	Students conduct a service learning project with first year college students

		<p>in order to learn more about themselves, the first year students, and needs in the community.</p> <p>Students discuss difficult topics weekly in class that challenge their beliefs and values, particularly in areas of diversity.</p>
g. assess and address the unique needs of diverse individuals who utilize college student personnel services on college and university campuses;	461	<p>Students read and discuss theories related to racial, gender, ethnicity, sexual orientation, and spiritual identity development. In class activities allow them to apply these theories in current practice.</p> <p>Students conduct research that allows them to write their own student development theory related to a specific student group in a final research paper.</p>
	462	<p>Students conduct an organizational research project where they evaluate a student affairs office using CAS standards, benchmarking, and information from professional associations, interviews, and campus visits.</p>
	463	<p>Students spend a semester immersed in a student subculture that is unfamiliar to them and provide an ethnographic research project or paper discussing the needs and experiences of student members of the subculture at the conclusion of the semester.</p> <p>Students develop panel presentations for the class with students from different campus cultures in order to better understand their experiences as a member of that culture.</p>
	466	<p>Guided classroom instruction and assessment through use of hypotheticals and/or legal cases where instructor assesses individual student knowledge and the ability to apply that knowledge to a practical situation.</p>
	468	<p>Students gain an understanding of how American colleges have absorbed and dealt with new student populations from the colonial era to the present.</p>
	469	<p>Students discuss and examine international dimensions of students from a variety of domestic and international perspectives.</p> <p>Students assess the impact of international trends and developments of the student affairs profession from global perspectives by serving as a consultant to the ministry of higher education.</p>
	473	<p>Students gain an understanding of how open-access community colleges seek to assure the persistence of students with wide-ranging academic backgrounds and abilities.</p>
	484	<p>Students learn about the compensating factors that allow adult students to succeed in college despite minimal or no campus involvement (in the traditional sense).</p>

h. develop a plan of action for keeping current with changing trends in college students and college student personnel practice;	428.01	Students produce a revised philosophy paper that uses multiple sources and experiences related to working with students as a student affairs professional.
	461	A panel of senior student affairs officers from different kinds of campuses (research, liberal arts, community college) engage students in a discussion about current issues in practice and how they respond to the student issues and concerns on each of their campuses.
	462	Class sessions are facilitated by practicing professionals who provide students with current information about different kinds of student affairs offices and the services and problems that arise on a daily basis when working with students.
	466	Guided classroom instruction and assessment through use of hypotheticals and/or legal cases where instructor assesses individual student knowledge and the ability to apply that knowledge to a practical situation.
	482.01	Students interview a new professional about their work and how it has changed or was different than what they expected and write a reflective paper about it. Students conduct a final research project where they develop their own student affairs office including mission, goals, programs & services, facility, staffing plan, fundraising plan, budget. This project can only be completed through discussion with experts, benchmarking research, assessment and evaluation of existing offices, and contact with practicing professionals.
i. critically evaluate and utilize current research in college student personnel and higher education; and	410	Throughout the semester students practice evaluating the use and presentation of research methodologies through a variety of means. Among other things, they begin work on a critical review of the empirical literature on a problem related to best practice, curriculum, improving the instructional process, or another area related to improving student learning, student development and professional growth. Students develop a research proposal that would employ either a qualitative or quantitative research design. Protecting Human Research Participants Certification. The planning for most research studies involves the writing of a proposal to be addressed by the Institutional Review Board (IRB), which addresses the participation and protection of individuals studied. In-depth training on ethical issues related to research participants will be achieved through successful completion of

		the CITI certification course (Collaborative Institutional Training Initiative) through Illinois State’s Office of Research and Sponsored Programs.
	415	Students critique 2 research articles, each with a specific focus (e.g., policy analysis, interpretive research, case study), and write a critical analysis of the methodology used.
	461	Students provide a weekly “theory critique” paper that shows they have read the research and thought critically about the theory that each author has developed.
	463	Students read a minimum of 4 recently published ethnographies to better understand college students and various campus sub-cultures. Students use a literature circle method to discuss and share information about the ethnographies that they have read with classmates.
	466	Guided classroom instruction and assessment through use of hypotheticals and/or legal cases where instructor assesses individual student knowledge and the ability to apply that knowledge to a practical situation.
	468	Students draw on published scholarship to develop arguments about the historical evolution of higher education practice.
	473	Students draw on published scholarship to develop arguments institutional approaches to working with remedial students.
	484	Students draw on published scholarship to develop arguments about institutional work with adult students.
j. assess, evaluate, and improve college student personnel services in colleges and universities.	411	<p>The students participate in the following: “Hot topic” Discussion. The world of educational assessment and accountability is full of history and mystery, good news and bad news. Students have an opportunity to impact people and processes at their institutions every day. To that end, we generate a list of “hot topics” important to you and the work you do, and match them with the proposed course topics. Each student leads a class discussion (including appropriate activities) on that topic, using a review of related literature and personal experiences.</p> <p>Assessment Plan Critique. Throughout the semester we practice evaluating program assessment processes through the examination and critique of plans from a number of institutions and disciplines. Students conduct a review and critical analysis of a comprehensive assessment plan, using a format developed in class.</p> <p>Phase I Assessment Plan Implementation. Many assessment activities can be conducted immediately, with existing data and/or data (evidence) that</p>

		<p>requires minimal effort. Students conduct a small-scale assessment of a program or process of their choice, write a brief report (including an action plan), present their findings to the class, and participate in discussions of the reports of their peers. This activity should first and foremost provide useful information for each student, as a leader and decision-maker at his/her institution.</p> <p>Comprehensive Assessment Plan. A critical skill in education is the ability to plan and implement a strategy for gathering and analyzing appropriate and relevant evidence to determine program effectiveness, and then to USE the results to make changes and improvements. The capstone experience involves the writing of a comprehensive assessment plan that can be implemented at their institution that incorporates a multi-method, multi-measure approach.</p>
	EAF 462	Students conduct an organizational research project where they evaluate a student affairs office using CAS standards, benchmarking, professional associations, interviews, and campus visits.
	EAF 466	Guided classroom instruction and assessment through use of hypotheticals and/or legal cases where instructor assesses individual student knowledge and the ability to apply that knowledge to a practical situation.