

REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. **Name of Institution:** Illinois State University
2. **Title of Proposed Program:** College Student Personnel Administration
3. **Contact Person:** Phyllis McCluskey-Titus Patricia Klass
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4. **Level of Proposed Unit**

<input type="checkbox"/> Undergraduate Certificate (1-2 years)	<input type="checkbox"/> Post-Baccalaureate Certificate
<input type="checkbox"/> Undergraduate Certificate (2-4 years)	<input type="checkbox"/> Post-Master's Certificate
<input type="checkbox"/> Associate	<input type="checkbox"/> First Professional Certificate
<input type="checkbox"/> Baccalaureate	
<input checked="" type="checkbox"/> Masters	
<input type="checkbox"/> First Professional	
<input type="checkbox"/> Doctorate ^[1]	
5. **Requested CIP Code** (6-digits) 13.1199
6. **Proposed Date for Enrollment of First Class:** August, 2006
7. **Location Offered** ^[2] **On-Campus X**
Off-Campus : Region Number(s) _____ or Statewide _____

MISSION, OBJECTIVES AND PRIORITIES

8. Mission

8.1. Tie to Mission:

Educating Illinois is the strategic planning document that identifies Illinois State University's mission and priorities to achieve excellence in a variety of areas. The document expresses these in the form of seven Goals:

1. University of choice
2. Known for excellence
3. Foster creativity and growth
4. Affordable
5. Diverse
6. Employability
7. Partner engaged in outreach

The College Student Personnel Administration Program advances these goals in the following ways:

- A separate degree, distinctly identifying graduate study in College Student Personnel Administration, will enhance the visibility of the program, leading to more competitive pools of applicants [Goal 1, Goal 2] and distinct opportunities for potential donors [Goal 4]
- Provides additional staff through graduate assistants in a variety of offices in the Division of Student Affairs [Goal 4]
- Extends the university's commitment to support student growth and development by delivering outstanding programs and services [Goal 3, Goal 5]
- Excellent model of inter-unit and inter-institutional partnership to meet shared goals of student success [Goal 7]
- Alumni secure employment nationally, enhancing the reputation of the university and serving a significant recruiting function [Goal 6, Goal 5]
- Hosting regional conferences for professional associations in student affairs, bringing visibility to the institution [Goal 1, Goal 2]
- Our concentration graduates are employed in 22 states and 3 different countries. [Goal 6]

8.2. Regional and State Needs.

The field of College Student Personnel Administration is an essential component for the holistic development of students enrolled in Colleges and Universities. College Student Personnel Administrators fulfill a host of duties related to co-curricular programming, students' housing and academic issues, and other administrative functions necessary to the effective function of the organization. The state's needs and priorities, as they should be met by institutions of higher education, are articulated in *The Illinois Commitment*, summarized in six goals.

1. Economic Development
2. Partnerships with P-12 Education
3. Affordability
4. Access and Diversity
5. Academic Quality and Assessment
6. Productivity and Cost Effectiveness

As noted in section 8.4, data from the IL Dept. of Employment Security project a 12% increase in the number of postsecondary administrators needed by 2010. It is projected that the number of administrators in Illinois will increase from 4,770 to 5,327. Student affairs professionals will comprise a portion of these needed positions.

- Candidates who graduate with a master's degree in College Student Personnel Administration are highly prepared to assume entry- and mid-level positions in various domains of student affairs. The program, as it has existed as a concentration, has established a noteworthy record of job placement and sustained employment in the field. This means that graduates are highly likely to be employed, at sustainable incomes, which enables them to be productive members of the community and economy [Goal 1].
- Student Affairs is an essential complement to strong academic programs to support the success of students in higher education. Well-prepared Student Affairs professionals increase the retention and achievement of college students, ultimately increasing the number of college graduates [Goal 4] and contributing indirectly to the overall economic development of the State and region [Goal 1].
- Graduates will have successfully demonstrated competencies in needs assessments and program review in the areas of student services, meaning that they will be able to contribute to their institutions efforts to be more productive [Goal 6] and to meet students' academic needs [Goal 5].
- The program has functioned effectively for nearly a decade and the creation of a separate degree will require no new resources, nor any reallocation of existing resources. Thus it is cost-effective. The increased visibility of the

new degree program will enhance the productivity of the EAF Department [Goal 6].

Educating Illinois is the document that drives Illinois State University's efforts to support *The Illinois Commitment*. Implementation of *Educating Illinois* operationally defines how Illinois State University advances our mission and *The Illinois Commitment*. The proposed degree in College Student Personnel Administration advances the goals expressed in both documents.

8.3. Similar Programs:

Currently, there are five other such master's degree programs in the state of Illinois (Western Illinois University, Eastern Illinois University, Southern Illinois University, Loyola University of Chicago, and beginning this fall, 2004, Northern Illinois University). Only one other institution, Eastern Illinois University, provides as a distinct degree in College Student Personnel Administration. The others are concentrations under a broader category of Master of Science in Education (M. S. Ed.). Each offers a unique type of program and draws students from different backgrounds and regions of the country. As Illinois State has offered this "program" since 1994, officially adding it as a separate degree should positively impact our ability to recruit students, retain, and graduate students even with the number of other similar programs offered in Illinois. Indeed, a degree specifically in College Student Personnel Administration would enhance our recruitment efforts significantly as it is unique compared to other programs and is a more attractive degree offering compared with the general degree in Educational Administration and Foundations.

Below is a "comparison" table of the current CSPA concentration at Illinois State University and other programs across the state and some national benchmark programs. The curriculum proposed in section 9 of this document reflects the request for increased credit hour requirements in the transition from the current concentration to a separate Master's degree program.

Comparison of Current ISU CSPA requirements and those of other state and national programs.

CSPA Required Courses	ISU	WIU	EIU	SIU	Iowa State*	Ball	Miami U*
	39 hr	48 hr	48 hr	48 hr	39-41	30 hr	48 hr
Culminating Experience			exam	thesis		thesis	exam
Enrollment: Number of Students	60	44	28	22	79	37	39
Student development theory	R	R/2	R	R	R/2	R	R
Organization/administration of student affairs programs	R	R	R	R	R	R	R
American college student	R	R		R	R	R	
Foundations of student affairs practice	R		R				
Practicum	R/2	R		R	R	R	R
Research methods	R	R	R	R	R		R
Counseling techniques/interventions	R	R	R	R	R		R
Community college	R		R			R	
Continuing education and public service	R						
Student affairs law	R	R	R				
Organizational behavior	R			R			R
Capstone/professional development seminar	R	R			R	R	R
History of higher education			R	R	R	R	R
Group dynamics		R		R			
Higher education administration				R			
Student affairs program administration				R			
Introduction to CSPA		R			R	R	R
Student cultures/environments					R		R
Program evaluation/assessment							R
Special topics							R
Internship			R	R			
Governance and finance of higher education			R				
Technology in student affairs				R			
College teaching			R			R	
College curriculum						R	

R = required R/2 course is required to be taken twice *=nationally recognized programs

8.4. Future employment opportunities for graduates:

Data from the IL Dept. of Employment Security project a 12% increase in the number of postsecondary administrators needed by 2010. It is projected that the number of administrators in Illinois alone will increase from 4,770 to 5,327. Student affairs professionals comprise a portion of these needed positions. In Illinois, approximately 80 total students graduate each year from the five institutions with existing programs (including 20 per year from Illinois State University). With the addition of Northern Illinois' program this fall, perhaps 90 total students will graduate from Illinois institutions with degrees in college student personnel administration. Currently, Illinois State has an 87% employment rate for graduates in this program since 1998. Our concentration graduates are employed in 22 states and 3 different countries.

9. Program Description

- **9.1.** Program description and Catalog description:

Mission

The CSPA program at Illinois State University provides students with the theoretical and practical knowledge and skills necessary to enable them to perform the roles of administrator, advisor, programmer, and educator in student affairs offices. After completing the program, graduates will have the opportunity to first serve as entry- to mid-level staff members in various student affairs units, and as coordinators or advisors within academic units who provide support services to students. Graduates will also have a strong foundation for sustainable long-term professional careers and will be prepared to take leadership roles that better the future of the student affairs profession. Currently the CSPA program exists as a concentration in the EAF Master's degree program. There are two general outcomes:

1. A master's graduate will have acquired skills, knowledge, values, and commitment necessary to succeed at entry-level educational leadership positions.
2. A master's graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, and values within the respective administrative, policy, instructional, and research roles identified for educational leadership.

As a separate degree, a CSPA master's degree graduate will have both the theoretical and practical knowledge and skills necessary to:

1. Be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services. [EAF 428.01, 461, 462, 463, 464, 466, 473, 482.01, 484, PSY 464]
2. Be committed to the continual education, growth, and understanding of all college students. [EAF 463, 464, 473, 484, PSY 464]
3. Facilitate the success of college students and staff through effective management of personnel, resources, and facilities. [EAF 462, 464, 474, 482.01]
4. Work successfully in student services settings at 2- and 4-year colleges and universities. [EAF 461, 462, 464, 473, 482.01, graduate assistantships]
5. Fulfill the obligation to educate himself/herself in order to become a more informed consumer of research in student affairs and higher education. [EAF 410, 428.01, 461, 463, 473, 484]
6. Assess, evaluate, and improve student services in 2- and 4-year colleges and universities. [EAF 410, 462, 464, 473, 482.01]

The curriculum is sequential with a purposeful, prescribed progression through the program. Each course builds on subsequent classes with foundational courses taken first, to provide knowledge, skills, and abilities necessary for success. The prerequisites listed for courses in the catalog explain and support the concept that knowledge and learning in this degree program is cumulative.

Catalog description

Below are the relevant sections for the University Catalog. Please see separate file (Appendix) for all catalog copy changes due to the creation of a separate master's degree program in College Student Personnel Administration. The current Department catalog combines the CPSA and K-12 concentrations. The section below only reflects the CSPA portion. The Appendix reflects both programs.

College Student Personnel Administration (M.S.)

This program is appropriate for individuals with full-time experience or student leadership experience who wish to perform the role of administrator, advisor, programmer, or educator in student affairs or higher education administration.

Admission requirements:

To be admitted to the CSPA Master's program, a student must have either a 3.0 GPA (on a scale in which A equals 4.0) for the last 60 hours of undergraduate work; or if less than a 3.0 GPA, provide scores from the General Tests of the Graduate Record Examination (GRE). Students must either demonstrate leadership in campus life or related full-time work experience to be admitted in to this degree program. All applicants must submit two letters of reference (one from a professor and one from someone familiar with the

student's activities and involvement or related work), a current resume, a three page essay addressing motivation and qualifications to pursue the degree, and a credential supplement sheet. An interview may be required for admission. Full-time students are admitted during the fall semester only.

University requirements for admission to this degree are listed elsewhere in the catalog.

Program requirements:

The Master of Science degree requires 42 credit hours of course work with a capstone seminar, or 36 credit hours of course work plus a comprehensive examination, or 36 credit hours plus a thesis.

All students must complete EAF 428.01, 461, 462, 463, 464*, 466, 473, 484, PSY 464 and either EAF 482.01, a comprehensive examination, or write a thesis. [*Students must enroll in EAF 464 twice.] In addition, students will complete EAF 410 and 0-6 hours of electives depending on the option (capstone, comprehensive, or thesis) selected.

CSPA Course descriptions:

[Note: Changes in titles, descriptions, and prerequisites will be handled as editorial to current catalog copy. See Appendix. The content remains substantively the same, but reflects changes in current language and practice]

**428.01 SELECTED TOPICS IN FOUNDATIONS OF EDUCATIONAL POLICY: STUDENT AFFAIRS WORK
3 sem. hrs.**

Introduction to student affairs administration through historical, philosophical, and professional bases; context for student affairs administration, issues, and trends. Prerequisite: Admissions to CSPA graduate program or consent of instructor.

**EAF 461 STUDENT DEVELOPMENT THEORY IN HIGHER EDUCATION
3 sem. hrs.**

An introduction to the relevant developmental theories and how they are applied in student affairs settings on college campuses. Prerequisite: Regular admission to the CSPA graduate program.

**462 ORGANIZATION AND ADMINISTRATION OF STUDENT AFFAIRS FUNCTIONS IN HIGHER
EDUCATION
3 sem. hrs.**

An introduction to the services, programs, staffing and policies offered in student affairs areas on college campuses. Prerequisite: EAF 461

**463 COLLEGE STUDENTS AND THEIR CULTURES
3 sem. hrs.**

Overview of different campus cultures from a developmental, historical, and philosophical perspective, and the types of students within them. Prerequisite: EAF 461 or consent of instructor.

**464 PRACTICUM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION
3-8 sem. hrs.**

Supervised work experience in a campus student services office/department, or related area in a higher education setting. Prerequisite: EAF 462. May be repeated.

**466 COLLEGE STUDENTS AND THE LAW
3 sem. hrs.**

Legal concepts, issues, and court decisions affecting college students and implications for student affairs administrators in higher education.

**473 Organization and Administration of Community Colleges.
3 sem. hrs.**

Community colleges in relation to other post-secondary education institutions. Examines impact of organizational structure, policies, and finance on student outcomes.

**482.01 ADMINISTRATION SEMINAR: COLLEGE STUDENT PERSONNEL CAPSTONE
3 sem. hrs.**

A synthesis course that utilizes all information covered in the master's degree program to bring theory and practice together. Prerequisite: Final semester in the program or consent of instructor.

484 Administration of Continuing Education and Public Service

3 sem. hrs.

Examines impact of organizational structure, policy, and finance on capacities of higher education to serve adult students.

- **9.2** What students are expected to know and do:

A graduate with a Master's in College Student Personnel Administration will:

1. be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services. [EAF 428.01, 461, 462, 463, 464, 466, 473, 482.01, 484, PSY 464]
2. be committed to the continual education, growth, and understanding of all college students and better relate to and understand diverse students and diverse student perspectives. [EAF 428.01, 461, 463, 464, 473, 484. PSY 464]
3. facilitate the success of college students and staff through effective management of personnel, resources, and facilities. [EAF 462, 464, 473, 482.01]
4. work successfully in student services settings at 2- and 4-year colleges and universities. [EAF 461, 462, 464, 473, 482.01, graduate assistantships]
5. fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education. [EAF 410, 428.01, 461, 463, 473, 484]
6. assess, evaluate, and improve student services in 2- and 4-year colleges and universities. [EAF 410, 462, 464, 473, 482.01]

- **9.3** Strategies to promote student learning.

Student learning is one of the hallmarks of student development (ACPA, Student Learning Imperative, 1994; Learning Reconsidered, 2004). As such, the CSPA degree will provide significant opportunities for learning to occur both in class and out of class through the following activities and programs:

- Active learning methods employed and implemented in the classroom for all CSPA core courses
- Use of web-based technology to supplement traditional classroom instruction in appropriate core courses
- Development of lifelong readers of and contributors to professional literature in the field through an introduction in core courses
- Two (3 credit hour) rigorous practicum experiences that demonstrate the students' ability to apply theory in practice and will indicate success in future employment
- Positive recommendation(s) from a graduate assistantship or practicum supervisor in a student affairs/services related office
- Involvement in professional associations related to the intended career area in student affairs/services

RESOURCES

10. Complete Table I to show student enrollment projections for the program.

Table 1. Student Enrollment Projections for the New CSPA Degree Program

	1st year	2nd year	3rd year	4th year	5th year
Number of program majors	50	50-60	50-60	50-60	50-60
Annual full-time equivalent majors	32	40-45	40-45	40-45	40-45
Annual credit hours in existing courses	805	850-900	850-900	850-900	850-900
Annual credit hours in new courses	0	0	0	0	0
Annual number of degrees awarded	20	20	20	20	20

11. Table II:

Since the College Student Personnel Administration program already exists as an established concentration in the Department, resources allocations are in place to support the needs of the program fully, including FTE, support staff, library resources, and equipment. Table II reports these allocations as a breakdown of existing resources.

There are no significant projected increments in total resource requirements. The only increases reflected in the budget projection represent modest estimates of cost-of-living increases, contractually required salary raises, and inflation.

Table II**TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT**

		Current	Budget	2 nd	3 rd	4 th
		Year	Year	Year	Year	Year
1	Total Resource Requirements					
2	Resources Available from Federal Sources	0	0	0	0	0
3	Resources Available from Other Non-State Sources [3] [4]	21,600	22,248	22,915	23,602	24,310
4	Existing State Resources [5]	38428	39616	40840	42108	43413
	Breakdown					
5	FTE Staff [6]	2.25 FTE 13,585	13,993	14,412	14,845	15,290
6	Personal Services [7]	.5 AP 18,074	18,616	19,174	19,750	20,342
7	Equipment and Instructional Needs [8]	4,000	4,100	4,202	4,308	4,415
8	Library	0	0	0	0	0
9	Other Support Services [9]	1/10 th CSE 2,769	2,907	3,052	3,205	3,366
10	Resources Available through Internal Reallocation	N/A	N/A	N/A	N/A	N/a
11	New State Resources Required	0	0	0	0	0

12. Institutional resources available:

As has been stated, this program has operated virtually as a separate program for the better part of 10 years. Only 2 courses of the 13 currently required for graduation are taken with other master's degree students. Adequate resources have been available to support and promote a high quality academic program.

Faculty

Currently one full-time faculty member coordinates the program concentration and teaches 5 of the required courses. Three other faculty in the higher education concentration provide support and teach between 1 and 2 required courses in the CSPA concentration. A senior-level administrator at Illinois State is an adjunct faculty member who teaches one required course each semester at no cost to the department. These five faculty/staff (2.25 FTE) provide instruction and academic support for all 11 required courses in the current program concentration and would continue to do so in the new separate degree program.

Library

Over the past ten years, and particularly in the last five years, the library has worked to enhance collections that support students in the college student personnel administration concentration. Also, with the four other programs located in the state, resources are readily available through the ILC SO Libraries on-line system. With the number of electronic resources available through the Web, students have easy access to books, journals, and other necessary materials.

Support services

1. A significant resource that supports the CSPA program concentration is the student affairs staff at Illinois State University, as well as Illinois Wesleyan University, Heartland Community College, and Lincoln College-Normal student affairs staff. These professionals in the field provide graduate assistantships, graduate practica, as well as mentoring and supervision, and occasional classroom instruction for students in this concentration. This support has been outstanding and is on-going.
2. Support staff (1/10th civil service load) in the EAF office have worked with admissions applications, comprehensive exam administration and notification, and related correspondence between CSPA program concentration students and the EAF department. This support will also be on-going.
3. The EAF department currently supports a part-time academic advisor (.5 AP) for the CSPA program concentration, a position that will also be on-going.
4. The EAF department annually supports at least one full-time graduate assistantship for a CSPA student.
5. Students in this program do not need additional equipment or supplies that are not already provided by the department or the university.

Faculty qualifications, evaluation, and reward structure:

Requirements for full-time faculty in all three areas are already established in the University and Department ASPT documents. Qualification requirements include terminal degree in an appropriate field, ability to support the mission of the department and college, abilities to teach effectively and conduct scholarly work. Faculty are evaluated annually regarding the quality of their performance in teaching, research, and service. Allocation of raises is based on that performance, along with considerations of equity. The Department's ASPT document and annual personnel reports are on file in the Department. No changes in current practice are anticipated with the approval of the new degree.

Demonstration of teaching/scholarship effectiveness and course evaluation

Faculty and courses are evaluated annually by the Department Faculty Status Committee (DFSC) as stipulated in the ASPT document. The course evaluation instrument is authorized by the College of Education Council and used throughout the College. Current ASPT policy [get EAF language]. In addition, curriculum and program review is a regular function of the faculty in the department.

[10]

QUALITY ASSURANCE**13. Program/Student Learning Outcomes Assessment****13.1. Assessment plan:**

The Council for the Advancement of Standards (CAS), a national program of self-assessment for student affairs offices and graduate preparation programs, recommends a framework for comprehensive program assessment: The program at Illinois State University has undergone a self-study in 2001, along with Illinois State University's Division of Student Affairs. The program was fully compliant with standards set

forth by CAS. The next opportunity for self-study will be in 2006 when we will again participate in partnership with the Division in the assessment process.

The following domains are addressed in the framework [\[11\]](#):

Mission & Objectives

Recruitment & Admission

Curriculum Policies

Pedagogy

The Curriculum (Foundation Studies, Professional Studies, Student Development Theory, Student Characteristics and Effects of College on Students, Individual & Group Interventions, Organization & Administration of Student Affairs, Assessment, Evaluation, & Research; Supervised Practice)

Equity & Access

Academic & Student Support (Faculty & Staff Members, Resource Materials, Advising, Career Services, Student Financial Support, Facilities and Funding Resources)

Professional Ethics & Legal Responsibilities

Program Evaluation

The CSPA program at Illinois State University provides students with the theoretical and practical knowledge and skills necessary to enable them to perform the roles of administrator, advisor, programmer, and educator in student affairs offices. After completing the program, graduates will have the opportunity to serve as entry to mid-level staff members in various student affairs units, and as coordinators or advisors within academic units who provide support services to students. Graduates will also have a foundation for long-term professional careers and will be prepared to take leading roles the future of the student affairs profession.

The faculty in the Program will collaborate to review curricular issues informed by multiple points of evidence, including student work from identified activities within the program, and feedback from key sources, including practicum supervisors, offices offering assistantships, employers, students' self-assessment, and the CSPA Advisory Board. In addition, program review will include attention to emerging critical issues in the field as revealed by student and faculty active participation in professional associations.

Mission:

The CSPA program at Illinois State University provides students with the theoretical and practical knowledge and skills necessary to enable them to perform the roles of administrator, advisor, programmer, and educator in student affairs offices. After completing the program, graduates will have the opportunity to serve as entry to mid-level staff members in various student affairs units, and as coordinators or advisors within academic units who provide support services to students. Graduates will also have a strong foundation for sustainable long-term professional careers and will be prepared to take leadership roles that better the future of the student affairs profession.

Objectives & Measures

A master's degree graduate awarded the CSPA degree will have both the theoretical and practical knowledge and skills necessary to:

1. Be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services.

Measured by:

a. pre- and post-test assessment of program participants at entry and at graduation

b. alumni survey administered 1 and 5 years after graduation

c. supervisor evaluation form from practicum experiences (EAF 464)

d. assessment activities in EAF 428.01, 461, 462, 463, 464, 466, 473, 482.01, 484, PSY 464

2. Be committed to the continual education, growth, and understanding of all college students and better relate to and understand diverse students and diverse student perspectives.

Measured by:

a. assessment activities in EAF 461, 463, 464, 473, 484, PSY 464

b. supervisor evaluation form from practicum experiences (EAF 464)

c. supervisor evaluations in graduate assistantship or work settings

3. Facilitate the success of college students and staff through effective management of personnel, resources, and

facilities.

Measured by:

- a. alumni survey administered 1 and 5 years after graduation
- b. supervisor evaluations of practicum experiences (EAF 464)
- c. assessment activities in EAF 462, 464, 473, 482.01

4. Work successfully in student services settings at 2- and 4-year colleges and universities.

Measured by:

- a. alumni survey administered 1 and 5 years after graduation
- b. assessment activities in EAF 461, 462, 464, 473, 482.01
- c. supervisor evaluations in graduate assistantships

5. Fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education.

Measured by:

- a. assessment activities in EAF 410, 428.01, 461, 463, 473, 484

6. Assess, evaluate, and improve student services in 2- and 4-year colleges and universities.

Measured by:

- a. alumni survey administered 1 and 5 years after graduation
- b. assessment activities in EAF 410, 462, 464, 473, 482.01

· **End of program assessment**

- a. Post-test survey will be administered to all students completing EAF 482.01 and all students successfully passing comprehensive exams or defending a thesis.
- b. Capstone course (EAF 482.01) will have multiple evaluators for the final course project.
- c. Successful completion of 2 practicum experiences at a 2 or 4 year college or university setting as evidenced by above average supervisor evaluations of the student's work at the site.

· **Performance measures**

- a. There are no standardized measures of performance nor is there a certification awarded for this particular degree program, however, the following matrix details the assessment activities to be used in assessing student learning in core courses offered throughout the program:

objective	428.01	461	462	463	PSY 464	464*	466	473	482.01	484
1	Literature; Historical pioneer project; Poster project; Case studies; Web based	Article reviews; Shadow study; Applied mid-term	Organizational analysis; Site visits; Applied project on selection, training, evaluation	Literature circles; Cultural audit	Applied project	On site Work	Project, Final Exam, Case Study	Literature; Site visit; Policy analysis paper; Final exam on issue; Case study	Design an office; Grant application;	Presentation; On-line presentation; Final exam; Papers; Web based
2	Case studies		Case studies	Student panels	Applied project	Supervisor evaluation		Final exam		Final exam
3			Final presentation			Practical experience			Final presentation	
4		Shadow study				Practical experience			Design project	

5	Web based information search	Developmental interview	Organizational analysis	Environmental research project		Benchmarking projects		Data and literature searches		Data and literature searches
6						Assessment plan		Case study	Assessment project	Case study

* graduate assistantships outside of coursework also provide practical experience for approximately 75% of the students enrolled in this degree program.

- **Feedback**

a. Feedback about the program will be solicited through: course evaluations, the CSPA advisory board, the alumni survey at 1 and 5 years post graduation, employer assessment, and on-going departmental meetings devoted to assessment of program outcomes and review

- **Feedback/improvement mechanism**

a. The development of a CSPA advisory board that includes alumni, current faculty, and practitioners from 2 and 4 year colleges will be used to solicit feedback from current students, make recommendations regarding curriculum changes and policy matters, and review the assessment evidence and discuss program/curricular improvement.

Measures to assess learning, curriculum, instruction

- **Doctoral program enrollment**

a. Students who complete the CSPA degree will tracked by both the Alumni Services office with a special coding of CSPA students, as well as by the CSPA program advisor following graduation. Students enrolled in doctoral programs will be tracked. [Currently there are 5 alumni working toward doctoral degrees, and 1 toward a law degree.]

- **% employed in student affairs**

a. Student employment of graduates will be tracked by the CSPA program coordinator using a data base. Information will be solicited and updated using an e-mail listserv as well as an electronic alumni newsletter. [Currently 76 of the 93 graduates since 2000 (82%) are still employed in student affairs positions at 2 or 4 year colleges.]

- **Career advancement**

a. Graduates of the program and their career advancement will be tracked by the CSPA program coordinator. Information will be solicited and updated using an e-mail listserv as well as an electronic alumni newsletter [Currently 23 of the 93 students (25%) who graduated in the year 2000 or later are in their second or third position following graduation from the program.]

- **Graduate/employer satisfaction with program**

a. An employer satisfaction assessment instrument will be developed and sent annually to supervisors of recent graduates.

b. Evaluations submitted by supervisors of program participants during the students' practicum experiences will be reviewed and tracked each semester by the program coordinator and the program advisor.

- **Retention/graduation/time to degree**

- a. Retention and graduation rates of CSPA program participants will be tracked by the CSPA program advisor. [Currently the program has an 88% graduation rate]

- **% involved in faculty research**

- a. Independent studies?
 - b. Program presentations?
 - c. Faculty research?
 - d. Teaching assistants?
 - e. Research assistants?
 - f. Practicum students?

- **% presenting/publishing**

- a. Graduates of the program and their presentations at national/regional meetings and their publications will be tracked by the CSPA program coordinator. Information will be solicited and updated using an e-mail listserv as well as an electronic alumni newsletter.

OFF-CAMPUS PROGRAMS ONLY

- 14.** In addition to responding to the above questions, if all or part of the proposed program is to be delivered off-campus and/or via the Internet, provide the following:

Section 14 not applicable.

Notice of Intent

Illinois State University

M.S. in College Student Personnel Administration Region 5

Illinois State University has informed the Illinois Board of Higher Education of its intent to offer the M.S. in College Student Personnel Administration in Region 5.

The program is designed to provide students with the theoretical and practical knowledge and skills necessary to enable them to perform the roles of administrator, advisor, programmer, and educator in student affairs offices. After completing the program, graduates will be prepared to serve as entry- to mid-level staff members in various student affairs units. The program requires 42-semester hours of coursework or 36 hours with a thesis or comprehensive examination. Courses include organizational and student development theory; historical, legal and political foundations of higher education; and program administration and evaluation.

The program is designed to serve aspiring student affairs professionals who have completed a baccalaureate degree. Students may be enrolled full- or part-time and they may currently work in the field of student affairs, either as salaried employees or graduate assistants. The classes will be delivered primarily in the evenings.

The University estimates that, annually, approximately 20 students will enroll in the degree program and expects 18-20 students to graduate annually.

Requests for additional information about the proposed program should be directed to Dr. Jan Shane, Associate Provost, Campus Box 4000, Illinois State University, Normal, IL 61790-4000. E-Mail: jshane@ilstu.edu, Telephone: 309-438-7018.

[1] To assist staff in specialized areas of instruction, IBHE will retain two outside consultants to review all new doctoral program proposals.

[2] Institutions may request approval to offer a program, simultaneously, on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that "on-campus" approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside the institution's region require approval.

[3] These figures represent resources allocated by other Universities and Colleges to support graduate assistantships at remote sites.

[4] Assumes a 3% cost-of-living increase

[5] Although we are reporting in the recommended format of future projection, resource calculation is based on current practice with the existing CSPA concentration.

[6] Assumes a 3% cost-of-living increase

[7] Assumes a 3% cost-of-living increase

[8] Assumes an inflation rate of 2.5%

[9] Assumes a 5% cost-of-living increase, per existing contract.

[10] Quality assurance processes are those ongoing reviews that maintain program and instructional standards.

[11] A full copy of the CAS self-assessment guide is included as an appendix.