

ASSESSMENT REPORT FOR

CSDA

(Instructional Degree Program)

June 2008- December 2009

(Assessment Period Covered)

Master of Arts

(Degree Level)

December 2010

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

CSDA students will have an understanding of the diversity of students enrolled in higher education and their development on intellectual, ethical, and personal levels.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success: Seventy percent of the students taking CSDA 613: The Higher Education Student, CSDA 550: Student Development Theory, and CSDA 551 Multicultural Issues will receive an A for each course.

a. Summary of Assessment Data Collected:

CSDA 613 was offered in fall 2009. 18 students completed the course. There was 1 incomplete at the time of report. This person has been removed from the data. 72.2% received an A and 27.8% received a B.

CSDA 550 was offered in spring 2008. 18 students completed the course. There was 1 incomplete at the time of report. This person has been removed from the data. 76.2% received an A and 14.3% received a B, and 9.5% received a C.

CSDA 551 was not offered during the reporting period. It will be offered in spring 2010.

a. Use of Results to Improve Instructional Program: We set the goal of 70% A's in CSDA 613 and CSDA 550 and both exceeded this goal. Some would purport that a course grade is not always an accurate reflection of student knowledge in a given course, however CSDA Master's course often have a comprehensive project or paper which is often a large percentage of the grade and these projects are not merely a regurgitation of facts but rather an intentional application of the content. Nationally C's are rare in graduate programs. These scores provide no longitudinal information as CSDA 613 is only offered every other fall. Beginning spring 2010 both CSDA 550 and CSDA 551 will be offered every spring. When we have more data we may explore students entering characteristics (undergraduate GPA, GRE/MAT scores, etc.) with success in a given course. We would like to see increase to 80% but not at the expense of grade inflation to meet assessment goals.

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success: CSDA students will take written comprehensive exam during their last semester in the CSDA program. Eighty percent of students completing exam will have earned a rating of at least 3.25 (5 pt. scale).

b. Summary of Assessment Data Collected: The comprehensive exam is administered in the fall and spring of every semester that a student is eligible to graduate. Data submitted comes from administrations of spring 2009 and fall 2009. No students were eligible to graduate in fall 2008 so the exam was not administered. 13 students sat for the exam in spring or fall 2009. 92.3% received a 3.25 or higher on their comprehensive exam. 7.7% received between a 3.0-3.24. All students passed the exam. Minimum passing score is an average 3.0.

b. Use of Results to Improve Instructional Program: This results help support the application of knowledge gained in the CSDA program from multiple courses. In the future we may want to look at specific scores on specific questions as they related to various subjects. The particular scores and areas were students consistently score lower allow us to place further instructional emphasis on these areas.