

Program Prioritization
College of Education and Allied Professions
AY 10-11

Identify the program/concentration that this report represents.

ELF

Department Name

M.Ed in College Student Personnel

Program Name

College Student Personnel Program

Concentration or Emphasis

Dr. Cheryl Joy Daly

Contact Name

General Guidelines:

In an attempt to standardize the prioritization process, please follow the following guidelines when completing reports.

- Each department head will be responsible for submitting separate reports for each program/concentration/emphasis identified in the Master Program Prioritization List provided by the Dean's Office.
- Input from all faculty and other key individuals identified by the program is paramount in completing this report.
- Quantitative and qualitative data where appropriate should be used to support the report.
- Due to the large number of reports we are asking programs to use the following template to respond to each of the 10 criterion for each report. *A prescribed amount of space (textbox) will be designated for each criterion.*
- Supporting documentation may be attached via email when sending the report, but should be kept at a minimum.
- The department head will submit all reports by 5:00 p.m., January 21, 2011. Each report shall be submitted in written and electronic format.
- Each department will be responsible for setting their own internal deadlines in order to comply with the January 21 deadline.
- Reports may be turned in early and will be available for viewing January 4, 2011.
- If a new program is being proposed the report should respond to all criteria measures that are relevant. The rating system for new programs will use only the weighted values for essentiality (not those for resource allocation). The prioritization reports for new programs does not have to be turned in until February 11, 2011.

Begin with the first criterion on the next page.

A. History, development, and expectations of the program

*In the space provided below, write a brief narrative. You may find the suggestions below helpful, but **you are not** expected to address each sub-topic. Limit: One Page*

- a. Why was the program established?
- b. What are its academic antecedents?
- c. How has the program evolved over the years?
- d. Is the program approved as distance or resident by GA? (Originally and currently)
- e. What were the institution's original expectations?
 - i. How does this program support/serve or interrelate to other programs?
 - ii. How does this program relate to outside partners (i.e. public schools, licensure)?
 - iii. What are the expectations about the future?
- f. What were the origins of initial support?
- g. How have those expectations changed over time?
- h. What is the degree to which the program has adapted to meet change?

The Master of Education in College Student Personnel program at Western has been in existence since 2003. Dr. Robert Caruso, Vice Chancellor for Student Students, was the first coordinator for the program. The 48-credit hour program was designed in accordance with the guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). Within those 48 credit hours, 39 units of credit are in core courses which include 6 that are linked to internships and 3 units of credit in research methods. The remaining 9 units of credit are in a range of complementary electives. Provisions are made for students to elect to complete the program as part of a two-year full-time cohort or as a member of a part-time cohort that completes the program within three-four years. The curriculum is designed to integrate theory and practice, blending courses in student development theory, organizational behavior, student affairs administration, counseling, and higher education with hands-on experience in student affairs and academic affairs offices at Western or at neighboring regional institutions. The sequence of courses in the CSP program has remained relatively consistent over the past seven years. In 2008, two core courses was dropped from the required curriculum – *The Two Year College*, and *Community College*

Administration, which now serve as elective courses. These courses were replaced by a foundations course, CSP 615: History of Higher Education, and by CSP: 625: Teaching and Learning Environments, which focuses on the collaborative learning relationships between student affairs and academic affairs to promote student success (such collaborations are a critical emerging issue within the field of student affairs).

By Fall 2006, enrollment in the program grew with the help of graduate assistantships, created and funded through the Graduate School and the Student Affairs budgets. Data from the banner system shows, enrollment increases it did not keep pace with the number of students graduating from the program (Table 1). A full-time tenure-track faculty member, Dr. Cheryl Daly, was hired in Fall 2007 to coordinate and teach in the program. Dr. Daly developed and implemented a new recruitment and retention plan, which has generated sizeable enrollment gains, and will soon yield the largest number of graduates in the program's history (in May 2012).

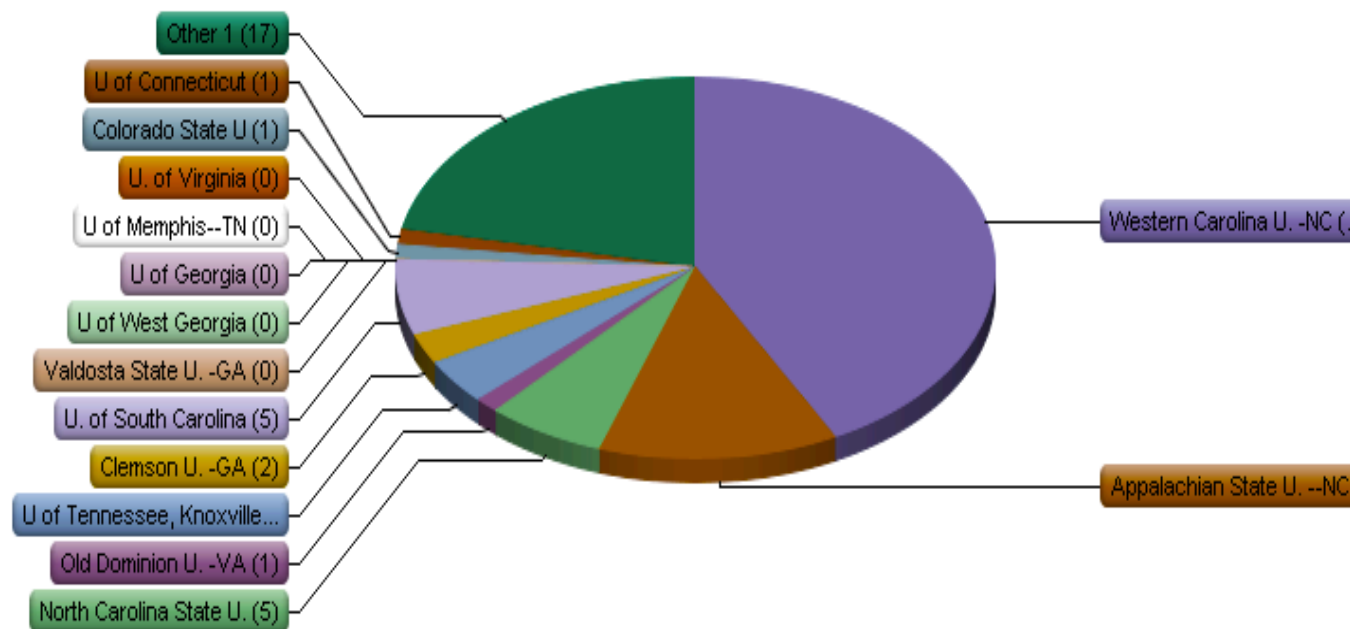
B. External demand for the program

In the space provided write a brief narrative that responds to items a-d. Limit: One Page

- a. What external indicators show the need for and attractiveness of the program?
This might include national demand statistics to include current employment trends and future employment projections. Consider trends over time (5 years in the past and future).
- b. What state mandates, if any, drive program demand?
- c. What other colleges/universities in the region offer this program?
- d. Prospect data: Provide evidence on program interest and when possible furnish a general profile description of the population and geographic location.
Information may be gathered from the Graduate AY system, Admissions, Distance Ed, and TRACS. (If a table can better present the information, you may attach it to your email when you send the report. Please label document appropriately. Also, please indicate that there is an attachment in the written textbox.

Currently there are only two other programs that provide graduates at the master's level in student services in North Carolina: the University of North Carolina at Greensboro and Appalachian State University. Data indicate that the CSP program at Western is serving the regional student population. Students who attend the CSP program at Western also applied to Appalachian State, as well as other regional universities. Thus, the CSP program at Western is competing successfully with other regional universities. Moreover, multiple regional competitors do not saturate the market for graduate programs in student services, and the size of the market is sufficiently large to ensure sustainable growth for the CSP program at Western in the future.

Table 1
Other Masters of College Student Personnel Programs guided by CAS standards
that current CSP students have applied for admissions



C. Internal demand for the program

For classes offered last academic year (Fall 09, Spring 10, Summer 10).

Student Enrollment: Head Count Data Collected from Banner			
Program	Fall 09	Spring 10	Summer 10
CSP	32	32	28

The CSP program had an enrollment of 32 students in Fall 2009. This represents a sizeable enrollment gain from Fall 2005, for example, when enrollment was 15 students, and from Fall 2006 when enrollment was 24 students. Furthermore, enrollment for Fall 2010 was 42 students. Given the CSP program's recruitment and retention plan, the program can expect to sustain current enrollment levels.

In the space provided write a brief narrative that responds to items a-d. Limit: One Page

- Describe the interdependency of the program. How does this program serve or is served by other programs within and outside the college?
- What institutional mandates drive program demand?
- What would the impact be on other programs if this program/concentration/minor was altered or discontinued? In other words, what other programs make an indirect claim on this program's resources?
- What are the internal trends and how might these trends suggest more or less of an internal need for this program/concentration/minor?

The program is served by other programs within and outside the college to provide elective classes for the student's special interest. However, there are three core course which require resources from outside the department: Educational Leadership and Foundation (ELF): COUN 600 Individual Helping Skills, and within the department of Educational Leadership and Foundation: EDHE 630: Program Development and EDRC 602: Research Methods

D. Quality of program inputs and processes

Using data from Fall 2009 thru Summer 2010 complete the following tables, providing appropriate narrative when needed.

There is a worksheet provided as a separate attachment to help with this table. You do not have to turn the worksheet in.

Rules for FTE allocation:

These rules are for a 3 credit hour class or you may divide accordingly for other credit hours.

- Adjunct = .25
- Fixed term = .25
- Tenure/Tenure track = .33

Staffing
Use the 12 cell grid

	FTE Fall 2009		FTE Spring 10		FTE Summer 10
	Produced	Allocated	Produced	Allocated	Produced
Ten/TT faculty	1.66	1.49	1.44	1.32	.26
Fixed term faculty					
Part-time faculty	.82	.75	1.1	.75	

Comments (if appropriate):

The CSP program requires 48 credit hours of which 3 core courses have in-service courses:

EHHE 650: Program Dev. & Eval; EDRS 602: Research Methods, and COUN 600: Helping

indiv and group. The FTE generated in service courses to the program is required for EDRS 602:

Research Methods.

Ratings of Course Instruction
Average from Fall 09 through Summer 10

Faculty	Average SAI score of courses in program by faculty*	Range (lowest-highest) of average SAI score*
Tenure/Tenure Track	3.53	3.1-4.0
Fixed Term		
Part Time	3.74	3.6-4.0

*To be completed by department head only when group data can be reported without identifying an individual faculty member.

Comments (if appropriate):

Modality (Fall 09 through Summer 10)

Ex: If you have 50 courses it is a percentage of those courses

	% of Program Delivery
Face to Face (Main Campus)	67%
Face to Face (Asheville Campus)	8%
Remote Delivery through TV classroom	
On-line	25%
Hybrid (as coded by Banner)	

Comments (if appropriate):

The on-line category of 25% represents 3 courses: EHDE 630: Program Development & Evaluation (core course) taught by the Community College Admin (CCA) On-line/Distance Program; CSP 384: Internship II, was offered on-line to accommodate students participating in an summer internships within the region or across the US; Finally, EHDE 693: Special Topics in Student Services, was taught by the CSP director/faculty for the CCA program, which CSP students also attended. This course section is counted toward the CCA program and CSP FTE allocated/generated for that section is in the CCA report.

How is program curriculum reviewed by program faculty for appropriateness to the breadth, depth, level of discipline, and student learning styles?

The M.Ed. in College Student Personnel is designed to meet the guidelines set forth by the Council for the Advancement of Standards in Student Services/Development (CAS) programs. The CSP Advisory Committee consists of adjunct faculty members employed in senior-level administration positions in Student Affairs within the Western Carolina University region. This committee and members of the community college faculty are consulted when reviewing program modifications.

Briefly describe the use of & access to technology, materials, and other necessary resources required to support the quality of this program/concentration.

CSP faculty members require the use of a technology-enhanced classroom with multimedia presentation capabilities to enhance classroom instruction and student learning. It also models how students can use technology in their professional practices in Student Affairs.

Describe your admissions criteria for student admission and provide general description of students admitted to your program, i.e., diversity, GPA, acceptance test scores, gender, etc.

1. 48 hours required with 36 hours in core courses, 6 of which are linked to internships and 3 hours of which are in research methods; and 8 hours in electives.
2. All required courses in the program are open only to graduate students.
3. An average grade of B (3.0) GPA is required for this graduate degree. Grades received in all graduate courses will be included in the cumulative average.
4. Up to six semester hours of graduate credit with grades of B or better may be transferred from other regionally accredited graduate schools. Work to be applied to the program must have been completed within six years immediately preceding the completion of the requirements for the degree. No graduate degree credit may be obtained through correspondence courses, and no graduate credit is granted for the life experiences of students.
5. The program is planned around a two-year full-time cohort, and a 3-4 year part-time cohort. All program requirements must be completed within six years of the initial semester of enrollment.

The cohort of newly admitted students for academic year 2009-2010 represents the largest class in the history of the program. Admissions statistics show increases in verbal scores and quantitative scores on the GRE. Furthermore, data indicate increases in the undergraduate GPAs

of admitted students. Thus, the CSP program at Western has been able to increase enrollments and simultaneously strengthen the academic qualifications of admitted students. Also, according to a recent survey, the majority of CSP students enter the program within three months after graduating from their undergraduate institutions.

Newly Admitted Graduate Enrollment Trends F09						
College Student Personnel Program						
Program Code	Cohort	# of Students	Mean UG GPA	Mean GRE Verbal	Mean GRE Quantitative	Mean GRE Analytical Writing
GSMED CSP	2006-2007	11	2.93	385.00	415.00	4.08
	2007-2008	13	2.89	417.69	449.23	3.50
	2008-2009	7	3.01	382.00	496.00	3.90
	2009-2010	23	3.50	421.58	493.16	4.05

Awards Received (Program, Faculty, Student) for the last three years
Recipient and name of award

- 1. Dr. Cheryl Daly, (Faculty), The Dean's "Over and Above Award", CEAP 2010*
- 2. Brendan Braaten, Alpha Kappa Psi Scholarship, and Outstanding Community Service Award, Center for Service Learning, WCU 2010.*
- 3. Alicia Cameron, Graduate Student Recruitment Grant 2009, & Chancellor's Fellowship, Graduate School 2010-2011*
- 4. Jennifer Wilson, Outstanding Graduate Student of the Year in Leadership, WCU 2010.*
- 5. William Andrews, Program of the Year Award, Safe Zones Programs, 2008, and Teaching & Learning Award, CPS Program, WCU 2009.*
- 6. Richard Gamble, Academic Achievement Award, CSP Program, WCU, 2009, & Program of the Year Award, Residential Living WCU, 2009.*
- 7. Zachery Pope, Voted Most Valued Cohort Member Award, CSP Program, WCU, 2009.*

8. *Matthew Bringer, Citizenship Award, CSP Program, WCU 2009*
9. *Devon Sanchez-Ossorio, Program of the Year: Stay at Western Weekend, WCU, 2010.*
10. *Carolyn Worley, 2009-2010 Helen West Scholarship, United Methodist Church.*
11. *Jennifer Pierce, Case Studies Award , National Greek Life Conference, 2010*

Faculty Grants for the last three years
Recipient, name and amount of grant
None

Accreditations/plans for seeking accreditation

The program is designed to meet all of the curriculum guidelines set forth in the “Preparation Standards and Guidelines at the Masters Level for Student Affairs Professionals in Higher Education” issued by the Council for the Advancement of Standards in Student Services/Development Programs. Minor curriculum changes in the program do not represent a substantive change according to SACS guidelines.

E. Quality of program outcomes

In the space provided respond only to those items that are applicable to your program/concentration. Provide narrative/data where appropriate.

Limit two pages

- a. What examples of exemplary performance has the program produced? (research awards or other faculty productivity measures)
- b. Student scores on state/national tests
- c. Evidence of congruence between intended and actual learning outcomes (Post-Graduate program evaluation survey data [*submit as attachment*])
- d. Postgraduate outcomes (awards, recognitions, etc.)
- e. Student research
- f. QEP contributions
- g. Internship evaluations
- h. Media recognition
- i. External relationships that provide benefits (schools, community colleges, corporate liaisons, economic development relationships, joint ventures)

F. Productivity Measures

All full-time students who entered the CSP program in 2007 or 2008 and graduated in 2009 or 2010, received an offer for full-time, benefit eligible, employment in a college or university. Thus, 100% of CSP program graduates were able to obtain employment in their professional field.

Student Post Graduate Awards

1. William Andrews (2009), Diversity and Social Justice Award, St. Louis University, 2010
2. Richard Gamble (2009), Program of the Year Award, Georgia Southern University, 2010
3. Matthew Bringer (2009), Resident Director of the Year, Georgia Southern U., 2010.

Internship Evaluations

Internship supervisors are required to complete a Summative Evaluation Form for the intern's work performance. Data from 24 internship sites (on and off campus) for the period Fall 2009,

Spring 2010, and Summer 2010 indicates that 75% of the supervisors rated the intern's overall performance of as Outstanding, and 25% reported overall performance as being very satisfactory. Ninety percent of the intern supervisors recommended the intern for a position in the field of Student Affairs.

G. Size, scope, and productivity of the program

Student Matriculation (as identified by Banner)

Semester	# of Active Students	Degrees Conferred	Certificates Awarded	Licensure
Fall 2009	32	0	N/A	N/A
Spring 2010	32	4	N/A	N/A
Summer 2010	28	0	N/A	N/A

Research Production (Fall 09-Summer 10)

	<u>Articles Published or in press</u>	<u>Articles Under Review</u>	<u>Book Chapters</u>	<u>Books</u>	<u>Presentations</u>	<u>Other*</u>
Faculty	2	0	0	0	1	1
Students						

* Comment for Other, if needed

Based on faculty who turned in department worksheet.

H. Revenue and other resources generated by the program

(over and above state allocation based on SCH)

Category	Amount (Fall 2009- Summer 2010)
Research grants	0
Fundraising linked directly to the program	0
Equipment grants	0
Special fees	0
Summer school net revenue (summer 2010)	\$1,004
Other revenues	0

Optional: explanation of revenue sources:

CSP 684: Internship II represents the summer course.

External relationships that provide benefits (schools, community colleges, corporate liaisons, economic development relationships, joint ventures):

Graduate assistantships and internship opportunities provide a benefit to the student, as well as to the higher education institutions where students work, thus creating a win-win situation for everyone. Through these learning opportunities, students are able to gain valuable professional experience, and evaluate aspects of their career choices, first hand. In turn, institutions benefit from the work contribution of these graduate students. Internship supervisors have reported high levels of satisfaction with CSP interns and 80% would strongly agree that these students make contributes to the work environment. These learning opportunities can also translate into economic gains for the institution and the student alike. Generally, internships are unpaid positions; however, with the exception of paid summer internships in the high demand areas of orientation programs and summer housing conference services, when summer demand for student services are extremely intense and human resources are stretched. Summer stipends at institutions across the country range from \$2,500 to \$3,500 for an 8 week duration. Although the intern does not displace regular employees, he or she works under close supervision of existing staff with expertise. College and university departments/programs find the work of student interns/graduate assistant to be “priceless” to their operations. According to survey data, the top five internship sites were Academic Success Programs, Residential living and Conference Services, Center for Student Leadership, Orientation Programs, and Student Community Ethics/Judicial Affairs. Seventy five percent of student internships were located at Western and UNCA.

I. Costs and other expenses associated with the program (over and above salary)

a. Indirect costs

Category	Amount (Fall 2009- Summer 2010)
Program administration/directorship	0
Clerical & other supports	0
Overhead/facilities	0
Other indirect costs not covered above	0

Optional: explanation of indirect costs:

b. Direct costs related to program delivery

Category	Amount (Fall 2009- Summer 2010)
Materials, equipment, supplies	0
Travel (e.g., internship supervision)	0
Accreditation (includes fees, human resources devoted to preparing for and managing accreditation processes, etc.)	0
Other instructional costs not covered above	0

Optional: explanation of direct costs:

c. Are there demonstrable efficiencies associated with the program, relative to other programs?

There are many demonstrable efficiencies associated with the CSP program from both an institutional and student perspective. Western and institutions in the region have a nearby source/supply of an intelligent, innovative and competent entry-level work force to meet their student services exceptions. Successful recruitment and an increase in retention in the CSP program will equate to potential revenue gains for Western. For example, at the start of Spring 2011 term, the Vice Chancellor for Student Affairs at UNCA hired a full-time second year CSP student as interim coordinator of Orientation to fill the an unexpected position vacancy. Furthermore, the Student Affairs Division relied on the CSP graduate

assistant in the Women's Center to take the reins when the Women's Center director resigned.

From the student's perspective, in a recent survey, CSP students reported the primary reasons for attending Western's CSP program over other programs. These reasons focused on four primary areas: cost/benefit analysis, personalized attention in recruiting, family/kinship concerns, and the teaching and learning environment. 1) From an economic perspective, students report, *"I was accepted to out of state schools with similar programs but wanted in state tuition..."* Another student comments, *"Securing an internship was vital to me not only for financial reasons but because of the professional experience attained while working toward a degree."* and *"WCU's program was very convenient to attend, as it was close to where I lived so I could continue my present job until I received additional funding"*.

2) Personalized attention in recruiting, students commented that , *"I was contacted by the program director. She was persistent in getting to know my interests; and me and to help find me a graduate assistantship. At that point, I was ecstatic because I felt wanted and connected to the university already. Her persistence meant the difference between me attending Western and not."*

3) In light of family/kinship concerns, a student commented , *"Western's program is located near my spouse's job and our families. I was very impressed by the personal interactions with the director from the beginning and her assistance in making the transition work to my life situations."*

4) Within the context of the Teaching and learning environment, a student commented, , *"I initially chose to pursue a Master's Degree in CSP at Western Carolina University because*

I had just started working full-time at UNC Asheville and knew that I wanted a career in Higher Education. While convenience was the major factor contributing to my decision to pursue Western's CSP program, I also considered the CSP curriculum. The curriculum was an important factor since I had started graduate work at another NC institution a few years earlier and found it lacking in what I was looking for in a graduate program. I was drawn to how Western's CSP curriculum provides a strong foundation in theory and organizational makeup - both of which are the cornerstones of truly understanding college student development and creating the right environments to stimulate such development”.

J. Impact, justification, and overall essentiality of the program

The objective of this criterion is to allow the program/concentration to provide a summary narrative that explains why the program should be continued or strengthened. Please make reference to data provided elsewhere. Use items a-f to guide your response.

Limit: Two Pages

- a. What impact has the program had or does it promise to have?
- b. What are the benefits to the college and institution by offering this program?
- c. What are the benefits to the region by offering this program?
- d. What is the connecting relationship between the program and achievement of the college's and institution's mission?
 - i. QEP implementation
 - ii. Boyer model implementation
 - iii. Service learning implementation
 - iv. UNC Tomorrow
- e. How essential is this program to the college and institution?

Part of the WCU mission is to provide services for the region. There are only two Graduate programs offering a masters degree in College Student Personnel Program within a 150 miles radius of Western Carolina University: Appalachian State University, and the University of Tennessee, Knoxville. The CSP program plays an important role in Western's commitment to service and workforce development in the region. Our graduates, interns, and graduate assistants provide a variety of educational programs, academic support and retention services to

undergraduate students at Western and in the nearby community colleges and 4 year institutions. These efforts include: enrollment management, housing and dining, student activities, campus sustainability management, leadership development and civic engagement, counseling, advising and wellness related programs and other student services.

CSP students have been successful in receiving highly competitive summer internships from major national associations, such as National Orientation Directors Association (NODA) and Association of College and University Housing Officers (ACUHO). Entry-level employment opportunities for individuals in student affairs are abundant, particularly if one is geographically mobile. Positions in residence life, student activities, Greek affairs, career planning and placement, admissions, financial aid, community affairs, disability support services, registration and records, and intercultural services can be found on almost all campuses in the country. Graduates of the program have been highly successful in obtaining employment at leading colleges and universities in the region and across the U.S. In fact, the employment placement rate for CSP program graduates has been 100%; all CSP program graduates have been able to find full-time professional employment in a college or university setting.

CSP students also play roles in contributing to the Western's Quality Enhancement Plan (QEP) designed to enhance the educational experience of undergraduate students at WCU. CSP second-year student interns and graduate assistants have co-taught in many of the first year transition courses such as leadership (LEAD 140/143), as well as EcoPEAKS, Band of Brothers, International Partners, and Leadership 101.

- a. How is this program related to the success of other programs?

When students/faculty from other programs within the College of ELF request special topics in College Student development, CSP faculty members are available to assist. This includes course materials and multi-media assistance.

K. Opportunity analysis of the program

The objective of this criterion is to allow programs to propose ideas for improvement, consolidation, growth or new directions. Use items a-c to guide your response.

Limit: Two Pages

- a. What external environmental factors affect the program and what opportunities are created? What opportunities exist for engagement?
- b. Would a change in program format be beneficial, such as new uses of technology? If yes, describe the changes and how they would be beneficial, and whom they would benefit.
- c. What investments are needed to bring this program up to the high level of quality?

Within the Western Carolina University region, there are a number of public and private two and four-year higher education institutions that require the employment of student services specialists. By ensuring a supply of highly trained practitioners in student services, the CSP program at Western can assist such regional organizations in meeting their employment needs. Furthermore, full-time CSP students can serve in paraprofessional roles on campus.

Marketing/Recruitment

Building on recent enrollment growth, the program will continue to recruit aggressively full-time and part-time students.. There are no undergraduate programs in college student personnel administration, although many institutions across the county have started offering College Student Personnel certificate programs. Individuals who enter the field of college student affairs typically come from a variety of undergraduate majors, and there are several undergraduate programs of study at Western Carolina University that directly relate to program career objectives. The CSP program is of potential interest, for example, to graduates in psychology, business education, sociology, social work, human environmental science, and parks and

recreation management. In addition, Counseling 141, Educational Leadership Development, is now being offered to undergraduate Resident Assistants, freshman leaders, orientation leaders, fraternity and sorority leaders, and club/organization leaders. The various sections of this course will serve as stimulators of graduate student interest. Current data on CSP students indicate that the largest number of students enrolled in the program are Western Carolina University graduates.

Future directions

Program assessments, especially those focused on outcomes, are important methods for understanding the success and impact our graduates are experiencing in the first three years of their professional employment experience. The CSP curriculum is designed as a competency-based program model, which has integrated outcomes assessment throughout the design and implementation of the curricular and educational process. Bi-monthly, virtual chats sessions with Cohort 2009 and 2008 alumnus in their workplace and a recent survey sent to these former students helps the CSP program stay informed with issues and concerns they may have in terms of their success in the workplace. These data are also used to inform us on the effectiveness of the current curriculum and relevance for meeting the challenges that college students face today. For example, recent graduates have expressed an interest in taking additional courses in cross cultural counseling issues, group dynamics, crisis management, interpersonal skill development, and professional and ethical issues in the helping professions. Feedback on these issues can help us build on recent curriculum improvements by adding new course offerings that pertain to college counseling services.

Furthermore, additional program growth would require an additional faculty member (clinical appointment) to teach CSP courses, especially during challenging budget times when adjunct instructor hiring is restricted.