# Commission on Teacher Credentialing
# Biennial Report
# Academic Years 07-08 and 08-09

**Institution:** California State University, Long Beach

**Date report is submitted:** Fall 2009          **Date of last Site Visit:** Spring 2007

**Program documented in this report:** School Counseling

**Name of Program:** School Counseling

**Credential awarded:** Pupil Personnel Services / School Counseling

**Is this program offered at more than one site?** No

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**The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs** are designed to prepare counselors to work in elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's (ASCA) National Standards for K-12 School Counseling Programs and their National Model, our programs further support a balanced, holistic approach that considers the academic, career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students.

Table 1 provides an overview of our School Counseling program student learning outcomes and signature assignments. In addition, their alignment with our College of Education Conceptual Framework as well as NCATE, CCTC, and CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards is highlighted.

**Table 1**
**Program Student Learning Outcomes and Relevant Standards**

| SLOs | Outcome 1 Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them. | Outcome 2 Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others). | Outcome 3 Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs. | Outcome 4 Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics. | Outcome 5 Employs counseling skills for effective individual counseling. | Outcome 6 Use technological tools for college and career exploration and relevant counselor resource websites. | Outcome 7 Critically interpret and evaluate school counseling related literature. | Outcome 8 Demonstrate effective written skills. | Outcome 9 Demonstrate effective oral communication skills. | Outcome 10 Articulate their personal philosophy of school counseling. | Outcome 11 Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Signature Assignment(s)** | Facilitated discussion (695C) | Comp exam question 2 | Presentation (644A) | Ethical dilemma present. (695C) | Counseling skills eval (607) | Topics-higher ed planning present (507) | Literature critique (695C) | Final paper (695C) | Ethical dilemma present. (695C) | Final paper (695C) | Presentation (644A) |
| **National Standards** | Counseling, prevention, intervention; Diversity & advocacy | Foundations; Diversity & advocacy | Foundations; Assessment; Collaboration & Consultation | Foundations | Counseling, prevention, intervention | | Research & evaluation | | | Foundations | Foundations; Academic development; Leadership |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| **State Standards** | 19 Academic development; 20 Career development; 21 Personal/ social development | 18 Professionalism; 22 Leadership; 23 Advocacy | 17 Foundations; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 27 Collaboration, coordination, team building; 28 Organizational systems & program development; 29 Prevention education & training | 18 Professionalism | 25 Individual counseling; 26 Group counseling | 20 Program evaluation and technology | 20 Program evaluation and technology | | | 18 Professionalism | 17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social development |
| **Conceptual Framework** | Values Diversity, School Improvement, Prepares Leaders | Prepares Leaders, Values Diversity | Prepares Leaders, School Improvement, Values Diversity, Service and Collaboration, Research and Evaluation | Prepares Leaders, Values Diversity | Prepares Leaders, Promotes Growth | Promotes Growth, Values Diversity | Research and Evaluation | Promotes Growth | Prepares Leaders, School Improvement | Prepares Leaders, Promotes Growth, Values Diversity, Service and Collaboration | Values Diversity, School Improvement, Prepares Leaders |
| **NCATE Elements** | Student Learning | Knowledge & Skills - Other | Knowledge & Skills - Other | Professional Dispositions | Knowledge & Skills - Other | Knowledge & Skills - Other | Knowledge & Skills - Other | Knowledge & Skills - Other | Knowledge & Skills - Other | Professional Dispositions | Knowledge and & - Other |

The CSULB School Counseling program is a high-demand program with a long-term, steady history of a progressively larger applicant pool with each academic year. Typically, a cohort of 25 students is admitted annually. Twenty-six (26) students were initially admitted from an applicant pool of 144 in the 07/08 school year. Of these, 25 matriculated. One additional student was admitted from the waiting list. For the 08/09 school year, the applicant pool numbered 189. Twenty-seven (27) students were initially admitted. Ten (10) of those students had personal issues that precipitated either their not accepting an offer of admission or withdrawal of their acceptance prior to the beginning of the academic year. As a result, the 10 students on the waiting list were admitted. (See Table 2 for summative data.)

**Table 2**
**Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)**

| | Transition Point 1<br>Admission to Program | | | | | |
|---|---|---|---|---|---|---|
| | **2007-2008** | | | **2008-2009** | | |
| | **Applied** | **Accepted** | **Matriculated** | **Applied** | **Accepted** | **Matriculated** |
| TOTAL | 144 | 27 | 26 | 189 | 37 | 22 |

**Table 3**
**Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)**

| | Transition Point 2<br>Advancement to Culminating Experience | |
|---|---|---|
| | **2007-08[1]** | **2008-09[2]** |
| Thesis (698)[3] | 1 | 2 |
| Comps[4] | 21 | 27 |
| Project (695)[5] | | |
| Other (Advanced Credential Programs Only) | | |

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[1] Data are reported for Fall 2007 and Spring 2008.

[2] Data are reported for Summer 2008 through Spring 2009.

[3] These are data on students who were enrolled in thesis work during Fall 2007 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to either 2007-08 or 2008-09 and were still making progress on their theses at this time.

[4] These are data on the number of students who *applied* to take the comprehensive examination in Fall 2007 through Spring 2009. The data include students who may not have taken or passed the examination(s).

[5] These are data on students who were conducting culminating projects during Fall 2007 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to either the 2007-08 or 2008-09 academic year and were still making progress on their theses at the time.

**Table 4**
**Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)**

| | Transition Point 3 Exit | |
|---|---|---|
| | **2007-2008** | **2008-2009** |
| **Degree** | 19 | 28 |
| **Credential[6]** | 22 | 20 |

**Table 5**
**Faculty Profile 2007-2009**

| Status | 2007-2008 | 2008-2009 |
|---|---|---|
| Full-time TT/Lecturer | 2 | 2 |
| Part-time Lecturer | 3 | 4 |
| Total: | 5 | 6 |

For the 07/08 school year, there were two full-time faculty members and three part-time lecturers. For the 08/09 school year, there were two full-time faculty members and four part-time lecturers. (See Table 5.)

**II.  Candidate Assessment/Performance and**
**Program Effectiveness Information          No Minimum or Maximum Page Limit**

The program submits information on how candidate and program completer performance are assessed and a summary of the data.  The length of this section depends on the size of the program and how data is reported.  The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

**a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?**  What **key assessments** are used to make critical decisions about candidate competence prior to being recommended for a credential?  Because this section is focused on candidate assessments while the candidate is enrolled in the program or who have completed your program, please do not include admissions data.

Please identify specific tool(s) used to assess candidates and program completers.  Describe the various type of data collected (e.g., TPA, portfolios, observations, other) and the data collection process.  Then please provide a summary of data (aggregated) for 4-6 key assessments.  After July

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[6] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs.  Data are reported for Summer 2007 through Spring 2009.

1, 2008, for all Multiple Subject and Single Subject programs please include data related to the TPA as one of the 4-6 key assessments.  Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.  It is not necessary to include data submitted to the Commission for Title II purposes except for RICA (for applicable credentials) data which may be included.  Note:  Candidate level data is not required; please submit aggregated data.

During AY 07-08, data were collected to assess the following SLOs:

SLO 5: Employs counseling skills for effective individual counseling.
SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.
SLO 9: Demonstrate effective oral communication skills.
SLO 10:  Articulate their personal philosophy of school counseling.

During AY 08-09, the program continued to collect data for all SLOs assessed in AY 07-08 and began to collect data to assess the following SLOs:

SLO 1:  Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.
SLO 4:  Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.
SLO 7:  Critically interpret and evaluate school counseling related literature.
SLO 8:  Demonstrate effective written skills.

The signature assignments that were reviewed for AY 07-08 were the Counseling Skills evaluation assignment from COUN 607 related to SLO 5, the Higher Education planning presentation from COUN 507 related to SLO 6, the Ethical Dilemma presentation from COUN 695C related to SLO 9, and the Final Paper from COUN 695C related to SLO 10. Data regarding these SLOs are presented for both AY 07-08 and AY 08-09. The signature assignments that were reviewed fpr AY 08-09 were the Student-facilitated Discussion from COUN 695C related to SLO 1, the Ethical Dilemma Presentation from COUN 695C related to SLO 4, the Literature Critique from COUN 695C related to SLO 7, and the Final Paper from COUN 695C related to SLO 8. Data regarding these SLOs are presented for AY 08-09.

All signature assignments were class assignments completed by all students in each section of the class. Scores presented in the tables that follow reflect standardized grades (on a 0-4 point scale) for each signature assignment as well as mean scores for each assignment. The anchors for the point values are: 0 = cannot score; 1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations; 4 = exceeds expectations.

SLO 5 Assignment: Each student worked with a child/adolescent under supervision in the CSULB Educational Psychology Clinic, applying theoretical counseling approaches involving academic, career, personal, and/or social foci. (See Table 6 for 07/08 data; Table 7 for 08/09 data.)

**Table 6**
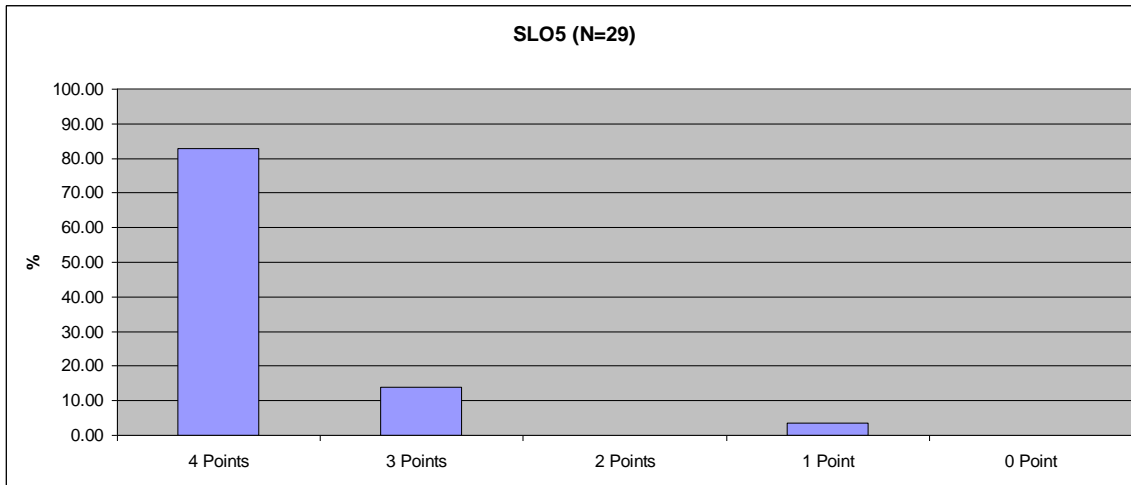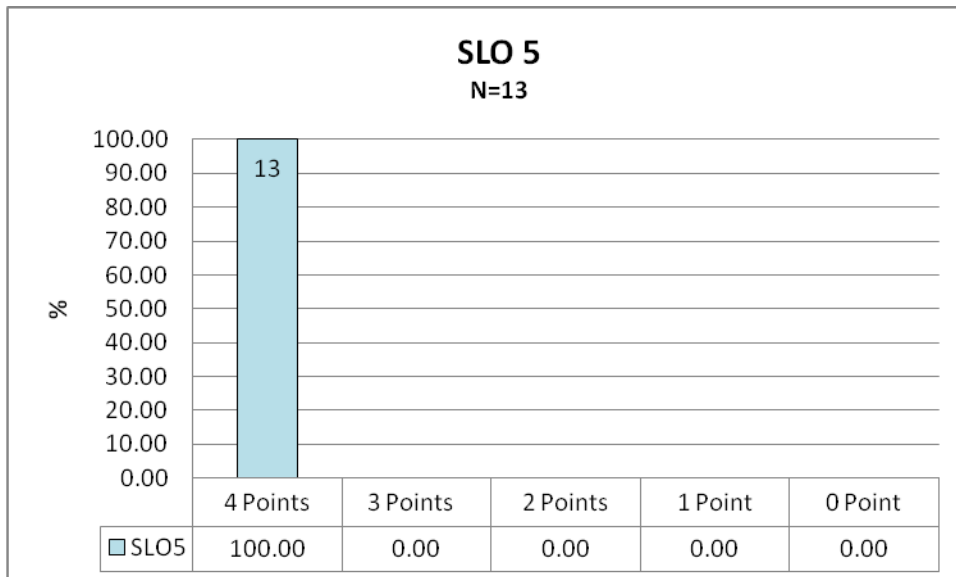**SLO 5: Standardized Score Bar Graph (2007-08)**



SLO5 (N=29)

**Table 7**
**SLO 5: Standardized Score Bar Graph (2008-09)**



SLO 5
N=13

| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO5 | 100.00 | 0.00 | 0.00 | 0.00 | 0.00 |

SLO 6 Assignment: In groups of three or four, students explored a designated topic in higher education planning and prepared a two-part presentation using on-line resources and materials to deliver the information to both students/counselors. (See Table 8 for 07/08 data; Table 9 for 08/09 data.)
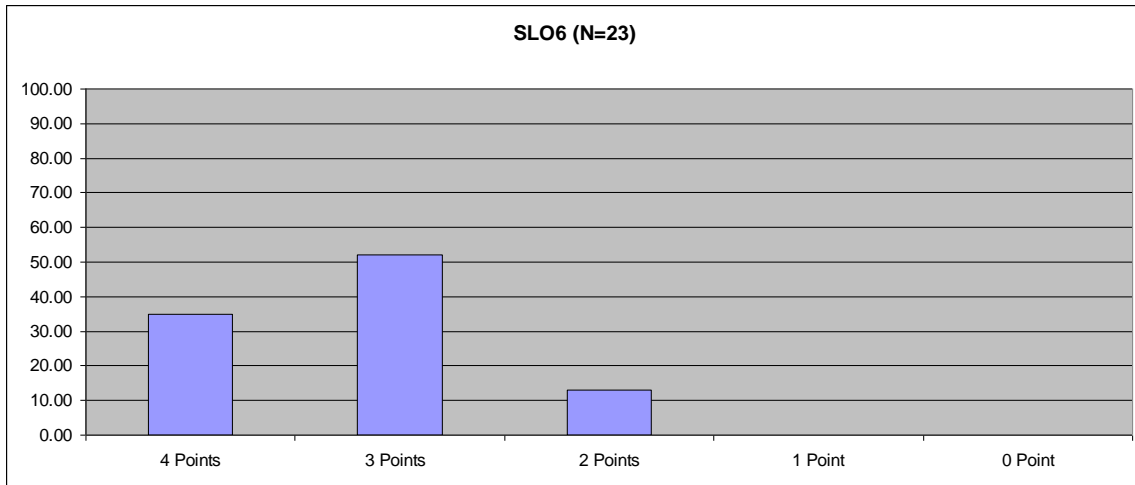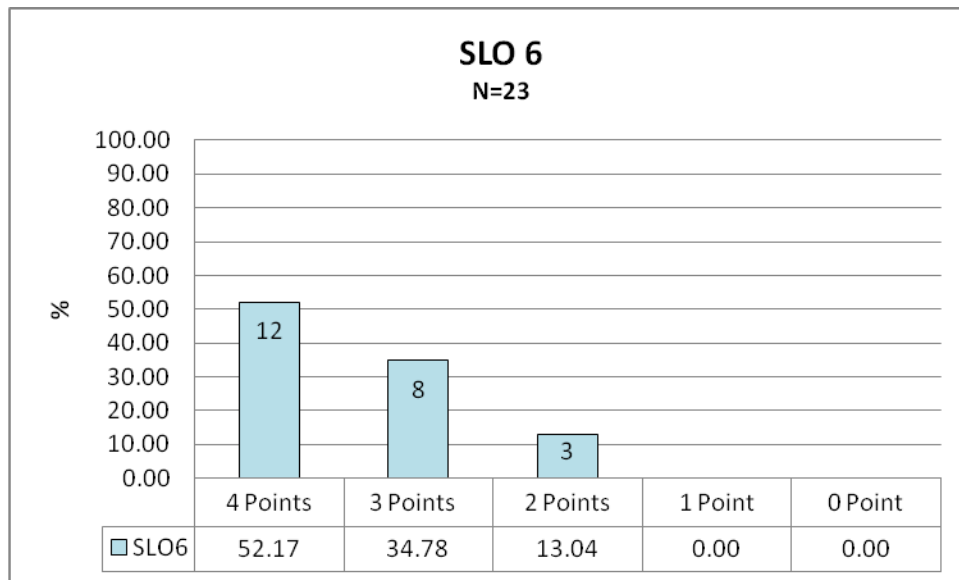
**Table 8**
**SLO 6: Standardized Score Bar Graph (2007-08)**



**Table 9**
**SLO 6: Standardized Score Bar Graph (2008-09)**



| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO6 | 52.17 | 34.78 | 13.04 | 0.00 | 0.00 |

SLO 9 Assignment: Either individually, in pairs, or in groups of three or four (depending on size of class), students prepared and delivered a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending on size of class) school-based ethical dilemmas that were distributed in class several weeks before. (See Table 10 for 07/08 data; Table 11 for 08/09 data.)
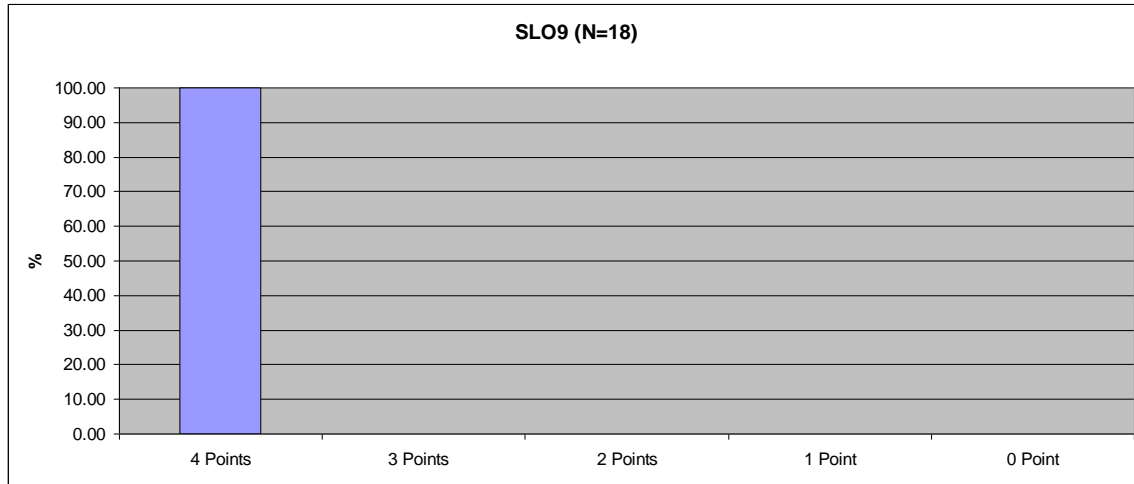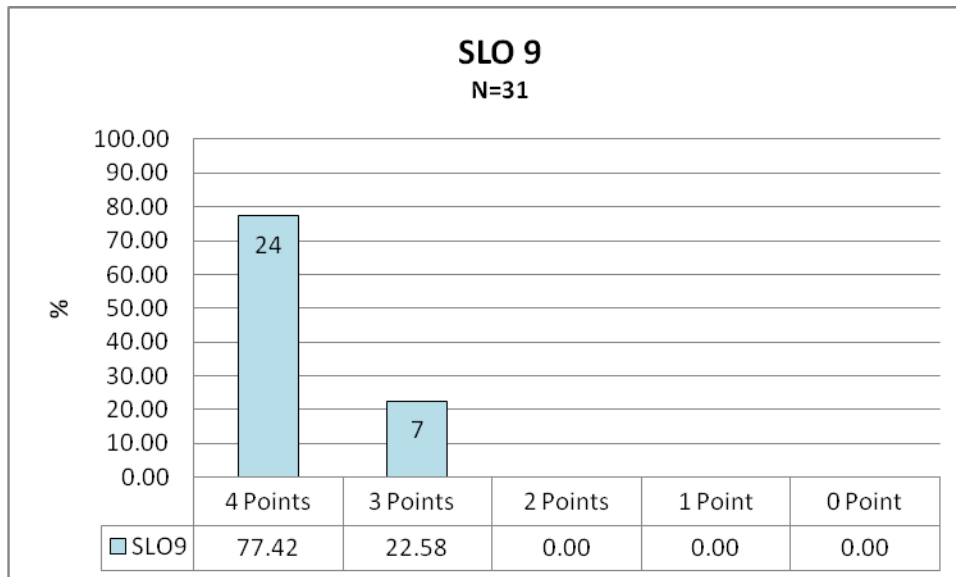
**Table 10**
**SLO 9: Standardized Score Bar Graph (2007-08)**



**Table 11**
**SLO 9: Standardized Score Bar Graph (2008-09)**



| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO9 | 77.42 | 22.58 | 0.00 | 0.00 | 0.00 |

SLO 10 Assignment: In an 8-12 page paper, students described their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor. (See Table 12 for 07/08 data; Table 13 for 08/09 data.)

**Table 12**
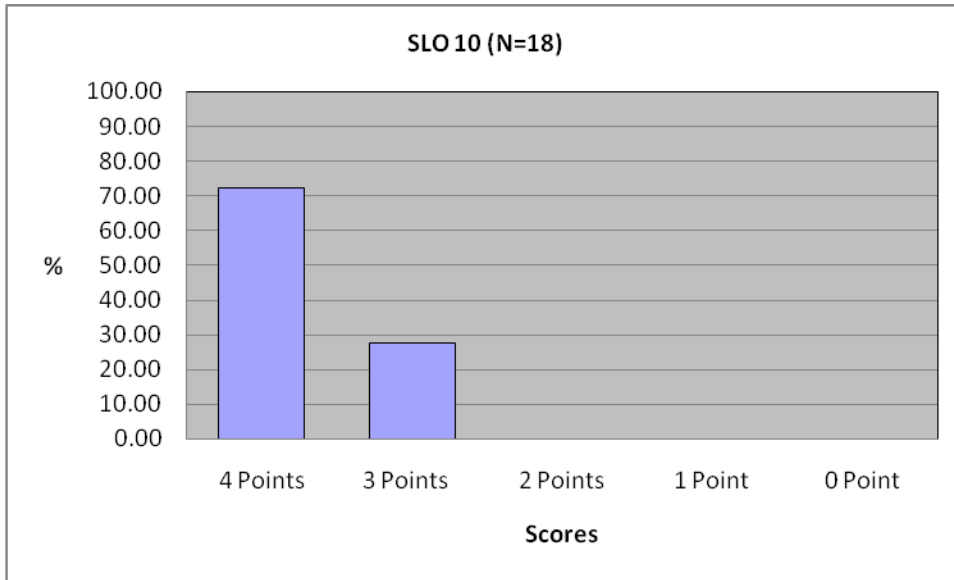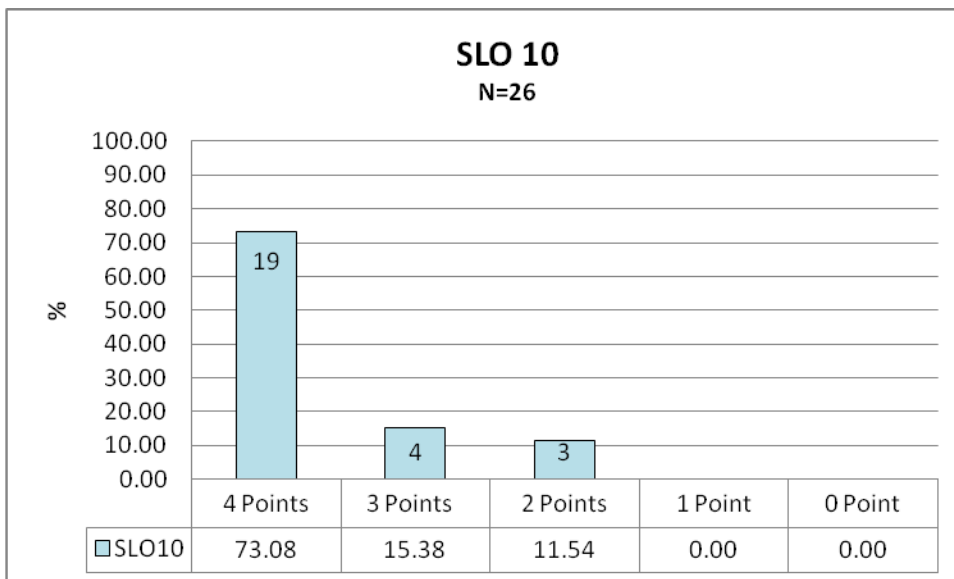**SLO 10: Standardized Score Bar Graph (2007-08)**



SLO 10 (N=18)

**Table 13**
**SLO 10: Standardized Score Bar Graph (2008-09)**



SLO 10
N=26

| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO10 | 73.08 | 15.38 | 11.54 | 0.00 | 0.00 |

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Comparison of SLOs: Percentages of students scoring 0-4 on SLOs 5, 6, 9, and 10 were initially assessed in 2007-2008 and reassessed in 2008-2009, when SLOs 1, 4, 7, and 8 were added. See Table 14 for 07/08 data; Table 15 for 08/09 data.

**Table 14**
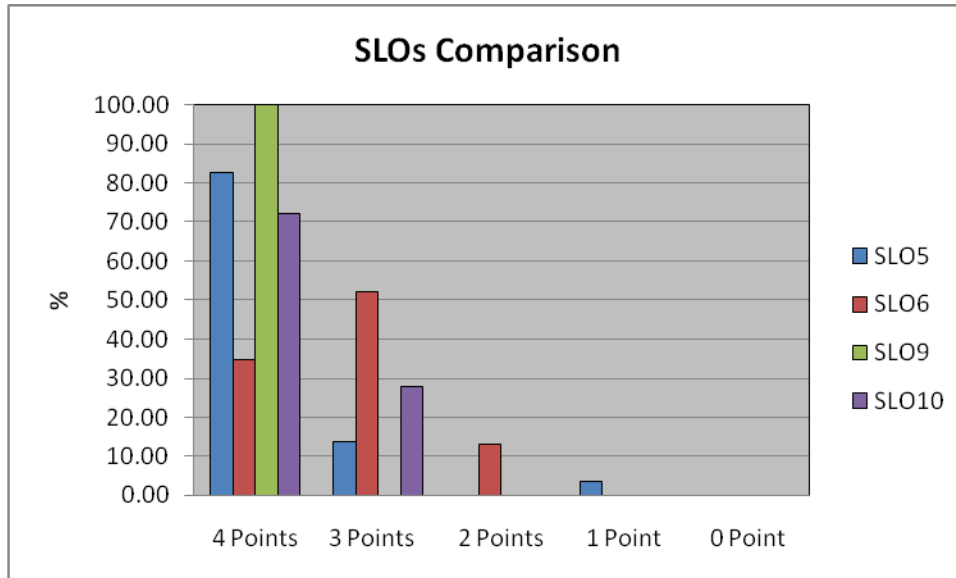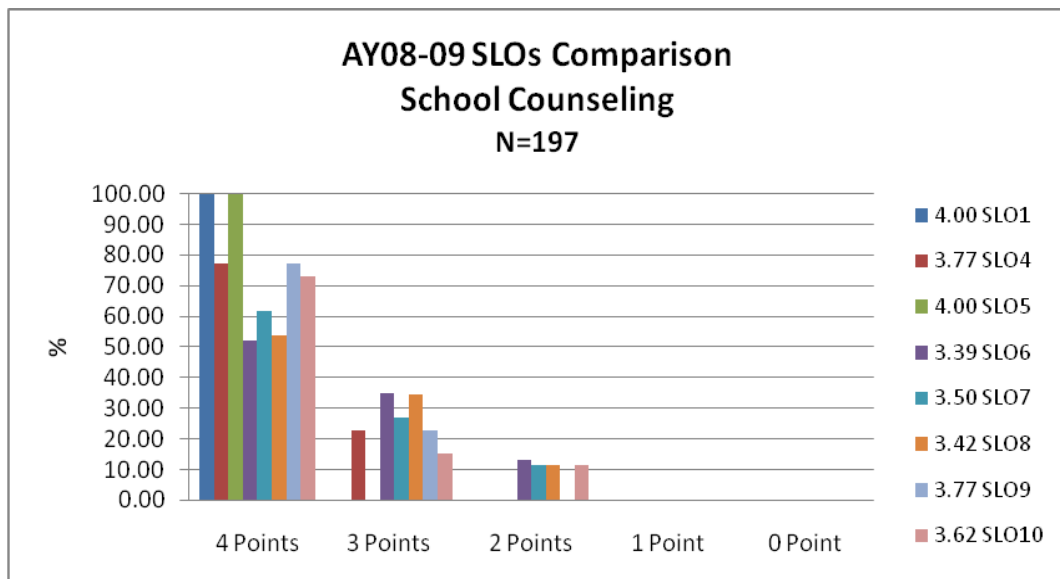**SLOs Comparison by Student Standardized Scores (2007-08)**



**Table 15**
**SLOs Comparison by Student Standardized Scores (2008-09)**

Comparison of SLOs: Mean scores for SLOs 5, 6, 9, and 10 were initially assessed in 2007-2008 and reassessed in 2008-2009, when SLOs 1, 4, 7, and 8 were added. See Table 16 for 07/08 data; Table 17 for 08/09 data.

**Table 16**
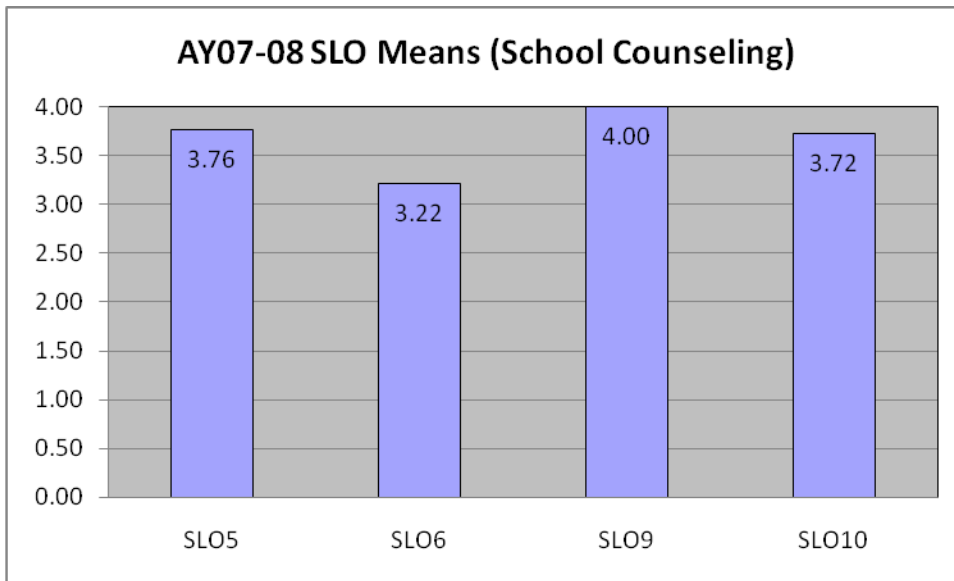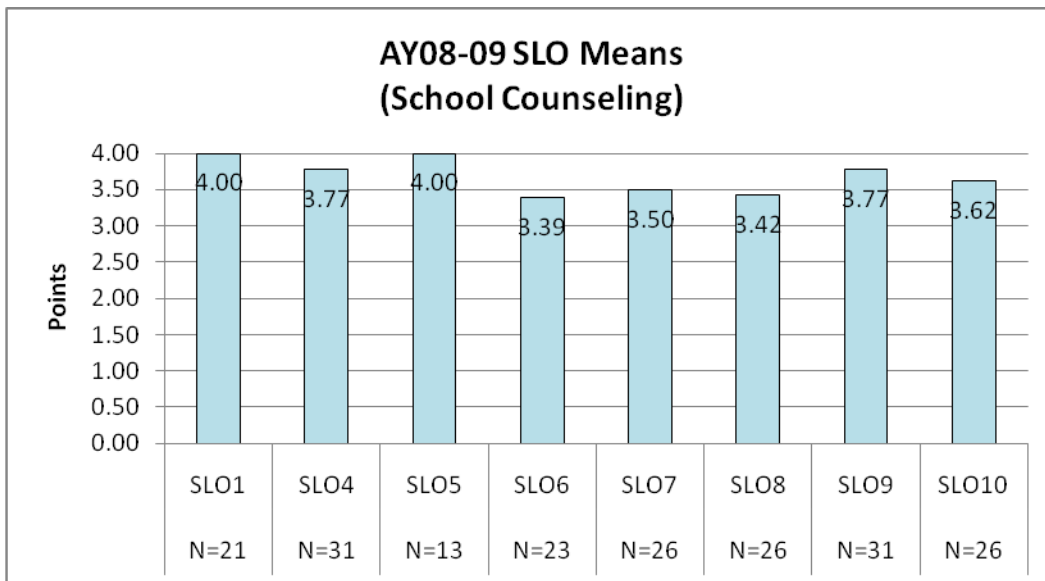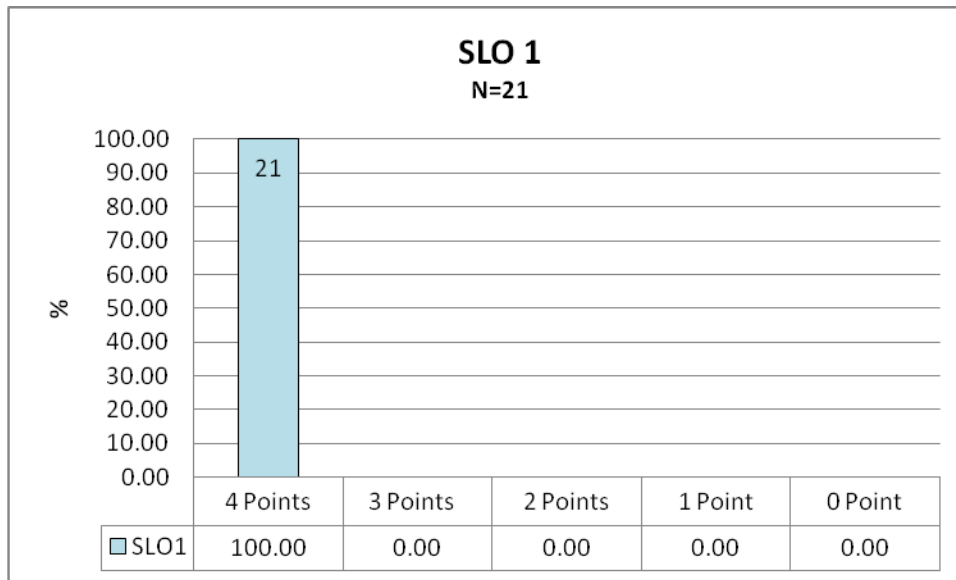 **SLOs Comparison by Mean Scores (2007-08)**



**Table 17**
**SLOs Comparison by Mean Scores (2008-09)**

Following a description of the signature assignments for SLOs 1, 4, 7, and 8, Tables 18, 19, 20, and 21 present scores that reflect standardized grades (on a 0-4 point scale) for each signature assignment.
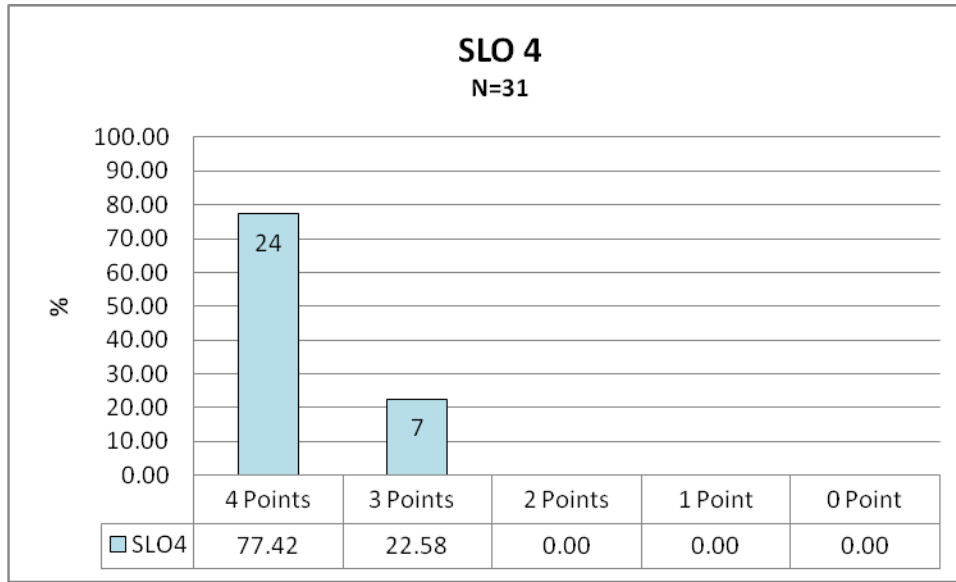
SLO 1 Assignment: Either individually, in pairs, or in groups of three or four (depending upon the size of class), students facilitate a 50-60 minute class discussion on one of several possible selected topics such as school violence, child abuse, racism in the schools, working with LGBTQ students, alcohol and other drug abuse, gender issues in the schools, students with eating disorders/other body image issues, working with students with disabilities, suicide, self-mutilation/other forms of self harm, etc. (See Table 18 for 08/09 data.)

**Table 18**
**SLO 1: Standardized Score Bar Graph (2008-09)**



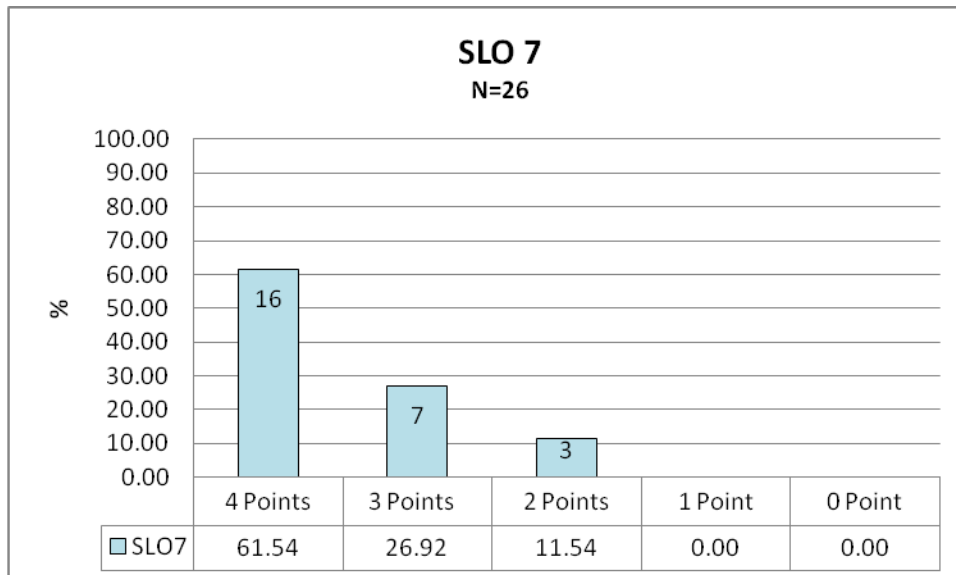| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO1 | 100.00 | 0.00 | 0.00 | 0.00 | 0.00 |

SLO 1
N=21

SLO 4 Assignment: Either individually, in pairs, or in groups of three or four (depending upon size of class), students prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class), school-based ethical dilemmas that will be distributed in class. (See Table 19 for 08/09 data.)

**Table 19**
**SLO 4: Standardized Score Bar Graph (2008-09)**

**SLO 4**
**N=31**

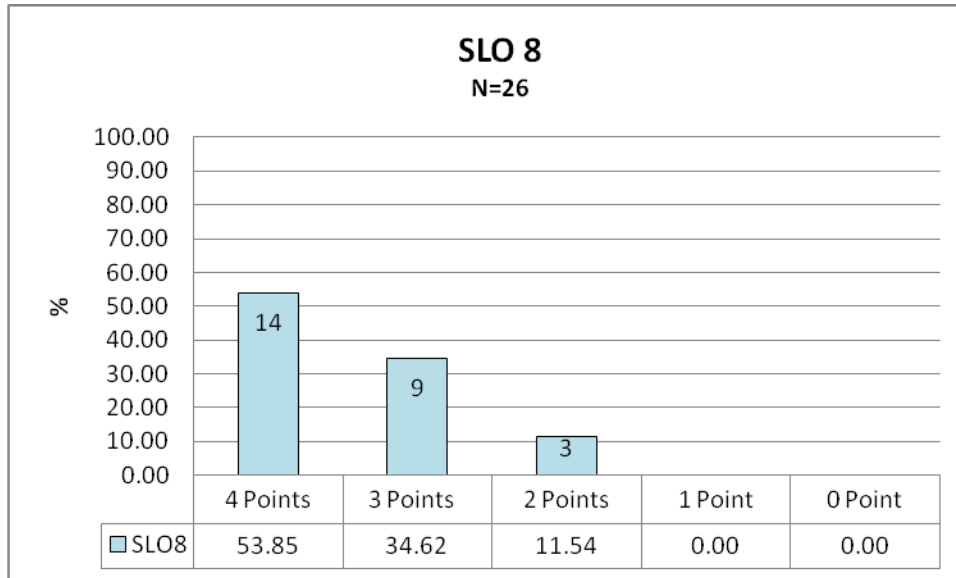| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO4 | 77.42 | 22.58 | 0.00 | 0.00 | 0.00 |

SLO 7 Assignment: During class, students write a critique of a brief research article that will be assigned reading for that date. They are aware (per course syllabus) that they will be asked to write this literature critique on the date specified in the course outline. (See Table 20 for 08/09 data.)

**Table 20**
**SLO 7: Standardized Score Bar Graph (2008-09)**

**SLO 7**
**N=26**

| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| SLO7 | 61.54 | 26.92 | 11.54 | 0.00 | 0.00 |

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SLO 8 Assignment: In an 8-12 page paper, students describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor. (See Table 21 for 08/09 data.)

**Table 21**
**SLO 8: Standardized Score Bar Graph (2008-09)**



| | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
|---|---|---|---|---|---|
| □ SLO8 | 53.85 | 34.62 | 11.54 | 0.00 | 0.00 |

**III.    Analysis of Candidate Assessment Data**

   **A.    Admissions**

      Each applicant's GPA, letters of recommendation, and personal statement are carefully evaluated by the program coordinator with assistance from the only other full-time school counseling faculty member. A standardized rating form is utilized. Inter-rater reliability is assessed.

      Frequently, the program coordinator has been the only full-time school counseling program faculty member on the School Counseling Program Admissions Committee. When this has been the case, a part-time school counseling faculty member serves in place of a full-time faculty member.

      The initial pool is narrowed to approximately half of the original applicants. In groups of six to eight, each of these applicants is then evaluated on her/his participation in a one-hour standardized small group interview process. A current school counseling graduate student typically assists with the admissions process and also serves as a student representative on the Admissions Committee. The student representative is present for all of the interviews and is an active participant in the discussions that follow. The student representative is not responsible for review of applicant GPA, letters of recommendation, or personal statement.

1. **Strengths**

A major strength of the CSULB School Counseling Program is its large and impressive applicant pool of highly qualified and diverse candidates. The program maintains its stellar reputation as well as its manageability of current students by consistently admitting fewer than 20% of its applicants, and by selecting those admitted based upon a highly developed and successful admissions process.

2. **Area for Improvement**

The admissions process is by far the most time-consuming aspect of the School Counseling Program. This problem has been exacerbated by considerable turnover of full-time faculty other than the program coordinator, as well as by ongoing uncertainty regarding availability of funding for graduate support for the admissions process.

B. **Advancement to Culminating Experience**

Signature assignments discussed in this report reflect student work in:

- COUN 507: Career and Academic Counseling in K-12 Settings (1 SLO)
- COUN 607: School Counseling Practicum (1 SLO)
- COUN 695C: Integrative Seminar in Professional School Counseling
      (6 SLOs)

Completion of each of these assignments constitutes student progress toward readiness for the program's culminating experience. Student performance on these assignments is discussed in the brief sections that follow. The data are examined according to the course containing the specific signature assignment(s) more so than according to academic year, for reasons explained below.

It is important to know that the vast majority of our School Counseling students are full-time, with most striving to take four courses per semester (although this may become less workable with recent budget cuts). Thus, because COUN 607 is offered every semester and COUN 507 is offered fall-only, students typically take COUN 607 in Spring of their first year and COUN 507 in Fall of their second year (507 is not a prerequisite to 607). All students must complete both COUN 507 and COUN 607 prior to enrollment on COUN 695C.

Although COUN 607 and COUN 695C would not be taken during the same academic year, COUN 507 and COUN 695C would be, and typically are, taken during the same year, by students taking four courses per semester. Thus, student data will be considered by academic year as well as by signature assignment(s) for these courses. Additional observations are noted and possible contributing factors are identified.

1. **COUN 507: Career and Academic Counseling in K-12 Settings**

SLO 6 Assignment: In groups of three or four, students explored a designated topic in higher education planning and prepared a two-part presentation using on-line resources

and materials to deliver the information to both students/counselors. (See Table 8 for 07/08 data; Table 9 for 08/09 data.)

The data were very consistent from Fall 2007 to Fall 2008, with 87% of the students meeting or exceeding expectations each year and 13% meeting some expectations. This may be due in part to having the same course instructor for both semesters, a part-time faculty member who also is a graduate of the CSULB School Counseling Program.

**2.      COUN 607: School Counseling Practicum**

SLO 5 Assignment: Each student worked with a child/adolescent under supervision in the CSULB Educational Psychology Clinic, applying theoretical counseling approaches involving academic, career, personal, and/or social foci. (See Table 6 for 07/08 data; Table 7 for 08/09 data.)

The data reflect an extremely high level of counseling skill development among our practicum students, with 83% exceeding expectations in AY 07-08 and 100% exceeding expectations in AY 08-09. (There was one outlier for AY 07-08 who did not meet expectations and was subsequently dismissed from the program due to failure to regain an eligible GPA.) The faculty for this course, both FT and PT, have been consistently quite effective and highly regarded.

**3.      COUN 695C: Integrative Seminar in Professional School Counseling**

- ◼ SLO 9 Assignment: Either individually, in pairs, or in groups of three or four (depending on size of class), students prepared and delivered a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending on size of class) school-based ethical dilemmas that were distributed in class several weeks before. (See Table 10 for 07/08 data; Table 11 for 08/09 data.)

Again, the data are strong, with 100% exceeding expectations in AY 07/08 and 83% exceeding expectations in AY 08/09 (100% met expectations).

- ◼ SLO 10 Assignment: In an 8-12 page paper, students described their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor. (See Table 12 for 07/08 data; Table 13 for 08/09 data.)

There was greater variability in students' scores on this assignment in AY 08/09 than in AY 07/08. Three of the 26 students enrolled in COUN 695C in 08/09 met only some expectations for this assignment whereas all students enrolled in the course met expectations for the assignment in 07/08.

SLO 1 Assignment: Either individually, in pairs, or in groups of three or four (depending upon the size of class), students facilitate a 50-60 minute class

discussion on one of several possible selected topics such as school violence, child abuse, racism in the schools, working with LGBTQ students, alcohol and other drug abuse, gender issues in the schools, students with eating disorders/other body image issues, working with students with disabilities, suicide, self-mutilation/other forms of self harm, etc. (See Table 18 for 08/09 data.)

Data were collected for this assignment for the first time in 08/09. All students exceeded expectations on the facilitated discussion.

SLO 4 Assignment: Either individually, in pairs, or in groups of three or four (depending upon size of class), students prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class), school-based ethical dilemmas that will be distributed in class. (See Table 19 for 08/09 data.)

Whereas this signature assignment was already being used as a tool to assess students' oral communication skills (SLO 9), it was included in AY 08/09 as a means to assess students' ability to demonstrate knowledge and application of Ethical Standards relevant to the profession. All students demonstrated proficiency, with 23% meeting and 77% exceeding expectations.

SLO 7 Assignment: During class, students write a critique of a brief research article that will be assigned reading for that date. They are aware (per course syllabus) that they will be asked to write this literature critique on the date specified in the course outline. (See Table 20 for 08/09 data.)

The skills required for this assignment are not likely to be as fully developed as others with which students have had more practice. Even so, 89% of the students met or exceeded expectations; 11% met only some expectations. Time will be well spent on careful selection of the articles as well as review of the process.

SLO 8 Assignment: In an 8-12 page paper, students describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor. (See Table 21 for 08/09 data.)

Although this signature assignment was already being used as a tool to assess students' ability to articulate their personal philosophy of school counseling (SLO 10), it was included in AY 08/09 as a means to assess the quality of students' writing, identifying specific sections of the rubric as pertinent to that focus. Eighty-nine percent (89%) of the students met or exceeded expectations; 11% met some expectations. This is identified as an area for further development, particularly for students who have had fewer opportunities to hone their skills in this area.

The instructor for COUN 695C is the School Counseling Program Coordinator, who seeks to provide consistency and stability for the students.

**C.      Exit**

According to the data presented in Table 4, in 2007-2008, 19 students completed their Master of Science in Counseling (School Option) degree; 22 students completed their PPS School Counseling Credential. We typically admit a few students each year who are applying only for the credential program because they already possess a master's degree in another area of counseling. (Our credential program coursework mirrors that of the master's degree program.)

Table 4 further indicates that, in 2008-2009, 28 students exited the program with a master's degree in school counseling while 20 students earned a credential. This discrepancy may be due to late filing and/or the backlog that the CSULB Credential Center experiences during the summer months.

**IV.      Use of Assessment Results to Improve Candidate and Program Performance**

A data discussion was held on Wednesday, October 28, 2009.

| Priority | Action or Proposed Changes To Be Made | By Whom? | By When? | Applicable Program or Common Standard(s) |
|---|---|---|---|---|
| 1 | Work closely with new FT SC colleague to determine program priorities to best serve students, relevant to SLOs | Program Coordinator | Spring 10 | Gn.Prog.St.1 |
| 2 | Identify and implement strategies to engage PT faculty in assessment process | FT SC Faculty | Spring 10 | Com. Std. 7 |
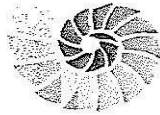
COLLEGE OF EDUCATION

# Data Discussion Guide

Please complete the following form and forward it to the Assessment Office with your final report. This will serve as a record of your workshop discussion.

**Date of Workshop Discussion:** 10/28/09

**Purpose:** Review SLO 6 data in preparation for collection of SLO 6 data in F 09

**Attendees:**

Rose Marie Hoffman

Carlos Hipolito-Delgado

Approved by the Assessment Committee 10/30/08                          1