

College of Education and Affiliated Programs
Annual Assessment Report – Spring 2010
Student Development in Higher Education

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Student Development in Higher Education (SDHE) counseling option prepares individuals for postsecondary education career opportunities, both in and outside of the classroom, to be reflective scholar practitioners. The profession is focused on student centered learning, drawing upon research and theories of human development and principles of community. Through coursework and community activities, students develop the following: (a) an awareness of the multiple needs of college students; (b) the interaction of the learners with the college environment; (c) college student learning styles; and (d) diversity and multicultural issues in higher education environments; (e) program development; (f) the use of developmental and counseling theory in assisting students; (g) the role of the student development educator in collaborative relationships with faculty and others to support the holistic development of students and (h) assessment and evaluation.

SDHE graduates enter the profession able to apply theory to practice and to integrate research using the tenets of counseling, student development, administration, leadership, and multicultural issues in education. Our graduates assume positions in two and four year colleges and related institutions. Typical offices of employment include: leadership, financial aid, career counseling, student activities, residential life, educational opportunity, mentoring, academic advising, orientation, and learning communities.

Table 1 outlines the five student learning outcomes (SLOs) that represent the program learning goals for SDHE graduates as well as the courses and associated signature assignments. These SLOs are indicative of the wide-range of skills and knowledge student affairs professionals and counselors must possess to provide the highest levels of service and support to diverse college student populations.

Table 1*Program Student Learning Outcomes, Signature Assignments, and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.	Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/fieldwork experiences.	Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.	Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and fieldwork experiences.	Demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research as well as in the design and implementation of formative evaluations and research projects.
Signature Assignment(s) and course(s)	Final paper (EDP 576); Fieldwork supervisor evaluation (COUN 644)	Dialog partner project (COUN 516); Fieldwork supervisor evaluation (COUN 644)	Theory-to-practice project (COUN 547); Fieldwork supervisor evaluation (COUN 644)	Frames paper (COUN 549); Fieldwork supervisor evaluation (COUN 644)	Student affairs research project (COUN 548)
National Standards	5b.2	5b.3	5a, 5b.1, 5b.2, 5b.3,	5b.4, 5.c	5b.5
Conceptual Framework	Values Diversity, Prepares Leaders	Promotes Growth	Promotes Growth	School Improvement, Service and Collaboration	Research and Evaluation

During the 2009-10 academic year, 25 students matriculated into the program. Table 2 displays data indicating the number of applicants and the yield as of Fall 2009.

Table 2

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	110	27	25

During the 2009-10 academic year, 3 students continued work on their thesis and 18 students successfully passed the comprehensive exam (see Table 3). During the Spring 2010 graduation 18 students graduated from the SDHE program (See Table 4).

Table 3

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)

Thesis (698)¹	3
Comps²	18

Table 4

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)

	Transition Point 3
	Exit
	#
Degree	18

¹ This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually “crossed into” this transition point prior to Fall 2008 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Summer 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).

Table 5 shows the distribution of faculty for the program in 2008-09. In Fall 2009, Dr. Jonathan O'Brien joined SDHE as a full-time lecturer after a search conducted in Spring 2009. Dr. Locks and Dr. O'Brien shared coordination duties during the 2009-2010 year.

Table 5

Faculty Profile 2008-09

Status	Number
Full-time TT/Lect	5
Part-time Lecturer	3
Total:	8

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

In March 2010, five faculty participated in a data discussion regarding the SDHE program. The discussion focused on SLO 4 because the SLO Means Data for Spring 2009-Fall 2009 indicated that students scored low on this SLO (SLO 3 was actually the lowest score). Also, this SLO was one of the two out of all five SLOs that had well formed, criterion-level data.

The meeting notes are in the appendix. In general, three insights and a project emerged from this meeting. The first insight was that it is necessary to capture criterion-level data for all five of the program's SLOs. The second insight is that the Frames Paper is not the best assignment for measuring dispositions. The third insight was that we must be careful not to over-structure our assignments so that we need rubrics for everything. Faculty collaborated on a possible solution to the disposition problem. COUN 549 might now feature a workshop in which a panel of SDHE advisory board members and other practitioners would come to class and provide expert help to students who must solve a leadership problem they identify in their papers.

Data

3. Question 3 is in two parts focused on primary data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

SDHE students do extremely well across the program's five SLOs (Figure 1). Within each SLO, the vast majority of students score 3 or 4 on a 4 point scale (Figure 2).

Figure 1
SLO Means

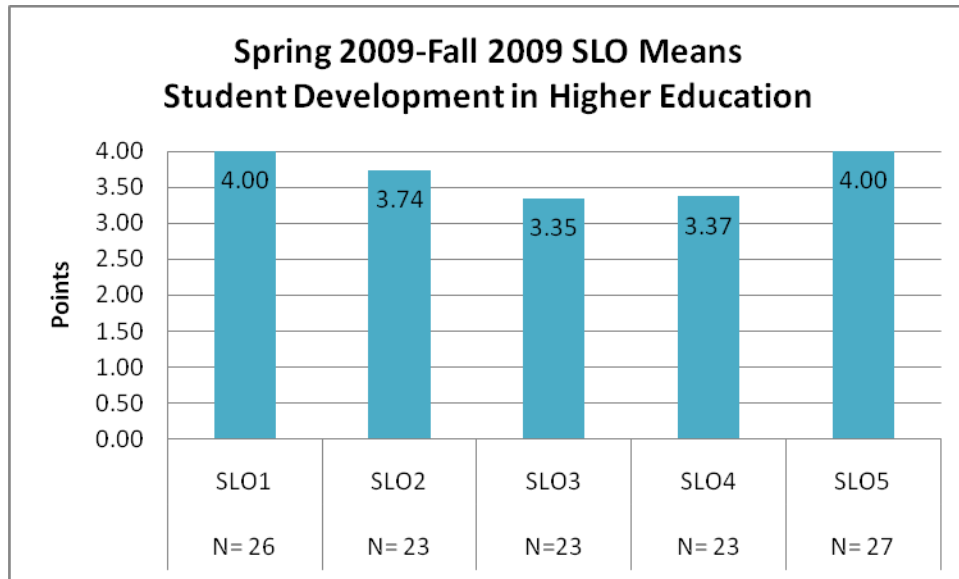
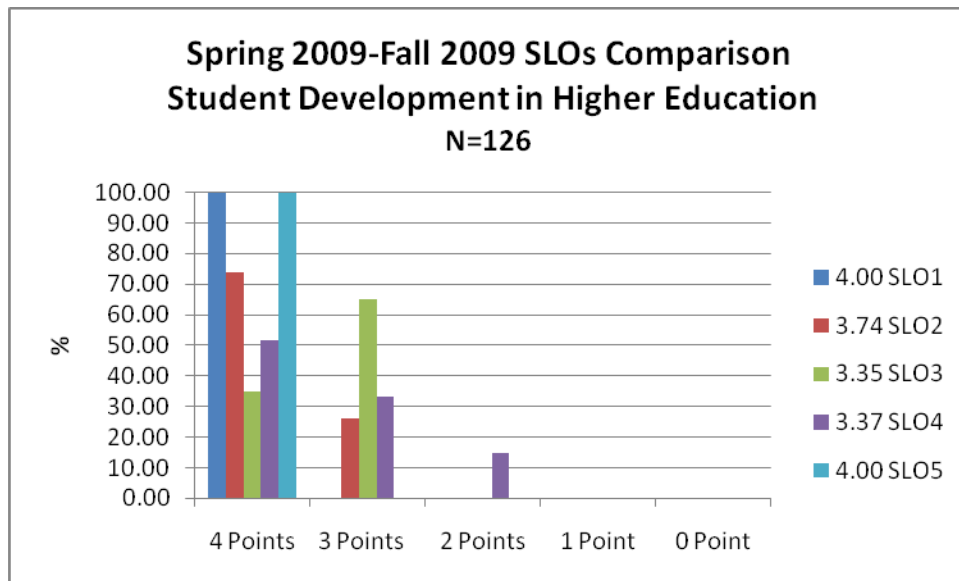


Figure 2
Comparison of SLO Data



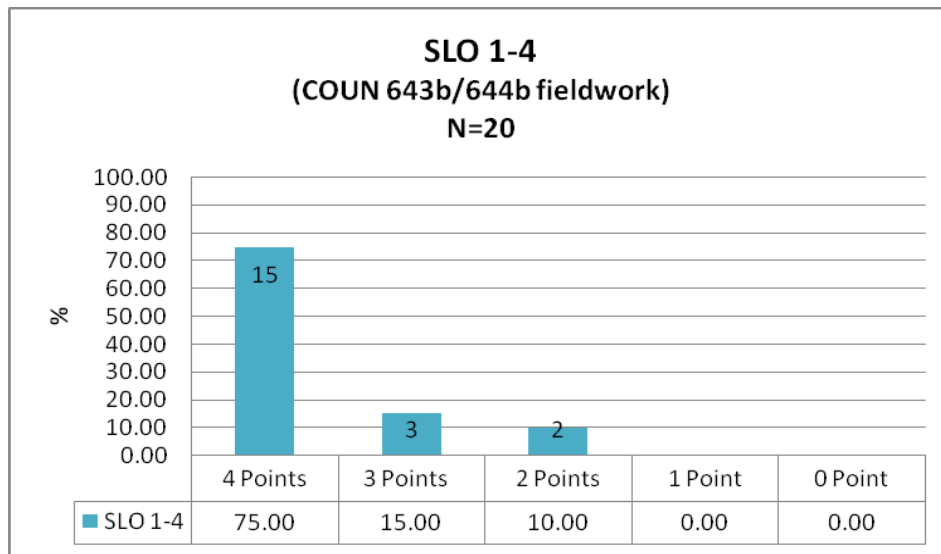
*number excludes fieldwork.

The SDHE fieldwork courses 643B and 644B are an opportunity for students to demonstrate their learning across the curriculum. Figure 3 reflects the ratings of students by their fieldwork supervisors on multiple dimensions.

The diversity of roles that students fill at their fieldwork sites led the faculty to create a new rubric for measuring student learning and growth in fieldwork. In December 2009, a new supervisor evaluation was implemented that is tailored to the specific student’s learning contract. Subsequently, in May 2010, fieldwork instructors implemented a new rubric developed to assess student growth and development through the holistic portfolio assignment. These innovations will lead to richer and more useful data in next year’s report.

Figure 3

Performance Data for Fieldwork (SLO 1-4)



SLO 1 expects students will “draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.” Figures 4 and 5 present data on student performance for SLO 1 overall and at the criteria level.

The 2008-09 academic year is the final year that SLO 1 was measured in EDP 576, Education and Diversity: Historical and Contemporary Perspectives. The focus for this class was on students understanding themselves, diverse others and educational structures and institutions that promote educational access and success for all students, with a focus on underrepresented populations. The signature assignment required students to write an eight page paper that 1) identified his/her future or current role as an educator- describing context and functions of that role; 2) provided an overview of the themes outlined in class and how the themes interface or effect this role; 3) articulated what literature students would consult to assist them in formulating a response to the salient themes identified specific to your role; 4) discuss critical events, learning moments that occurred for him/her in the course that helped shape your current perspective on education and educational practice and policies; 5) how they learned from the narrative process; and, 6) how he/she will apply what they have learned to being responsive to all students in the educational pipeline. Students were asked to consider both curricular and programmatic issues and to comment specifically on they will be a change agent for equality and access in education.

EDP 576 was phased out by the department in Fall 2009. Beginning Fall 2010, three courses will be offered by Social Cultural Analysis of Education (SCAE) throughout the year, SCAE 560, 561, or 562. In preparation for the transition, SDHE faculty consulted with SCAE faculty to create rubrics for the assignments in these courses that will become signature assignments.

Figure 4

Performance Data for SLO 1

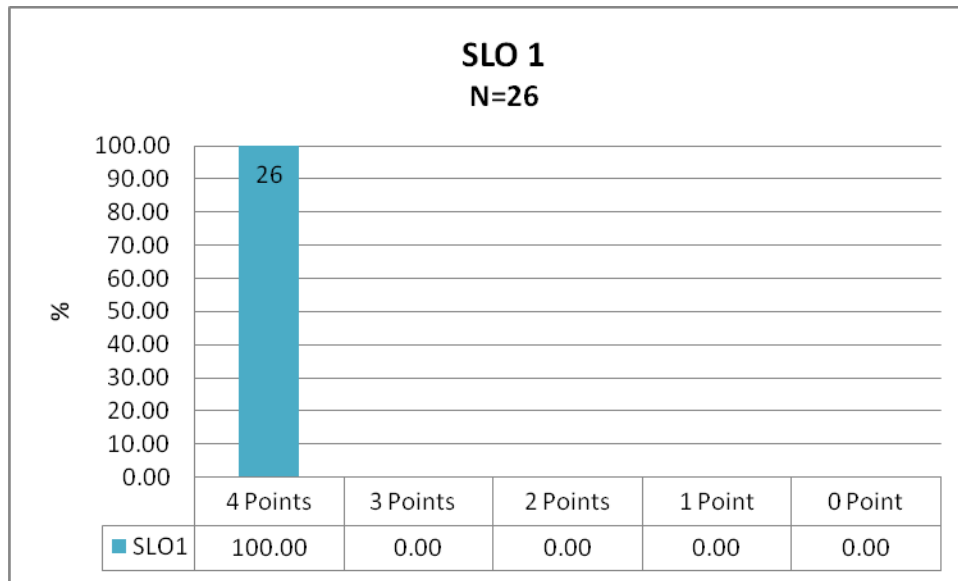
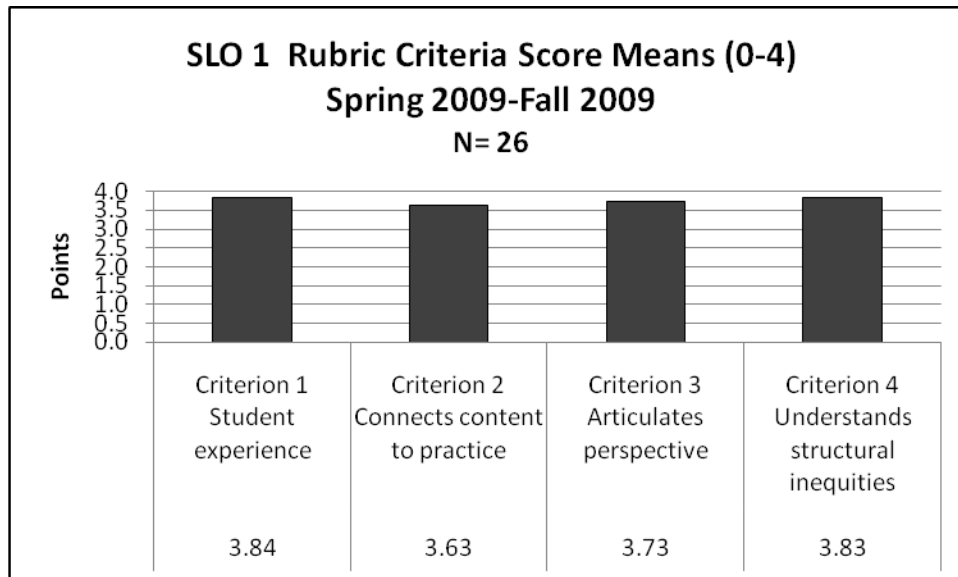


Figure 5

Rubric Criteria Score Means for SLO 1

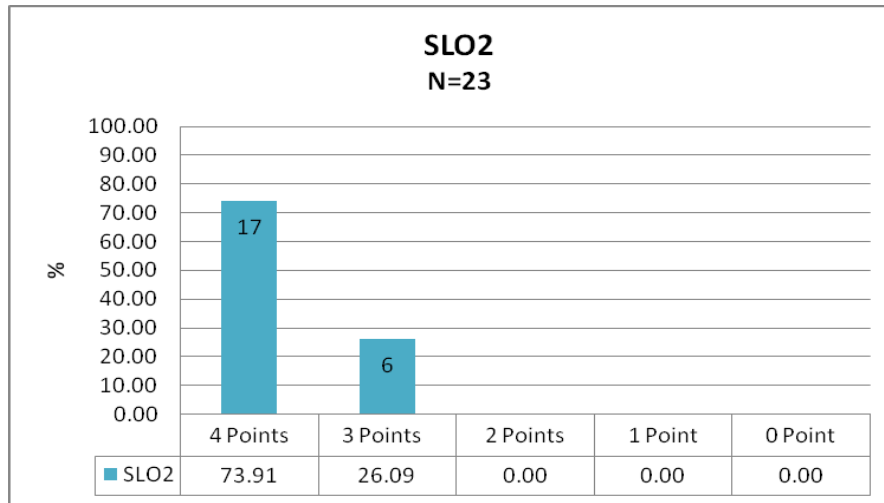


SLO 2 expects students will “apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.” Figure 6 presents student performance data for SLO 2 at the overall level. No criteria level data were submitted for SLO 2 in 2008-2009.

This outcome is measured in COUN 516, Counseling the Adult, where students are asked to apply their counseling skills, theory, and treatment plans. This is accomplished through a dialogue project and peer relationship allowing student to process and practice what they learn in class with someone who may have had similar experiences. The peer relationship develops along the lines of respectful communicator and counselor in training. This signature assignment is assessed through evaluating papers and a video recording of the dialogue relationship.

Figure 6

Performance Data for SLO 2



In Spring 2010 a new signature assignment rubric was created to assess each student’s DVD/video of her/his counseling session. This will be reflected in next year’s data. The new rubric has contributed to associated revisions to the syllabus and in class assignments that prepare the student for producing the recorded session. Another plan is to develop a means for the students and the instructor to use the rubric for pre- and post-assessment to augment their learning and measure achievement of this SLO.

SLO 3 expects students will “Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.” Figures 7 and 8 present data on student performance for SLO 3 overall and at the criteria level.

SLO 3 is measured in Counseling 547, Student Development Theory in Higher Education, with the students’ Theory to Practice project. In this project students are expected to follow an 11-step program development model that requires assessment of students and institutions, the evaluation and use of appropriate student development theories to develop interventions to address a pertinent problem in higher education. The end result is a report that includes an assessment of the educational problem from student and institutional perspectives, outlines the developmental need for the programmatic intervention, describes the intervention in detail so as to reproduce the intervention in a practical setting, identifies program evaluation and student learning outcome assessment strategies and provides the personnel and budgetary requirements for the program.

Figure 7

Performance Data for SLO 3

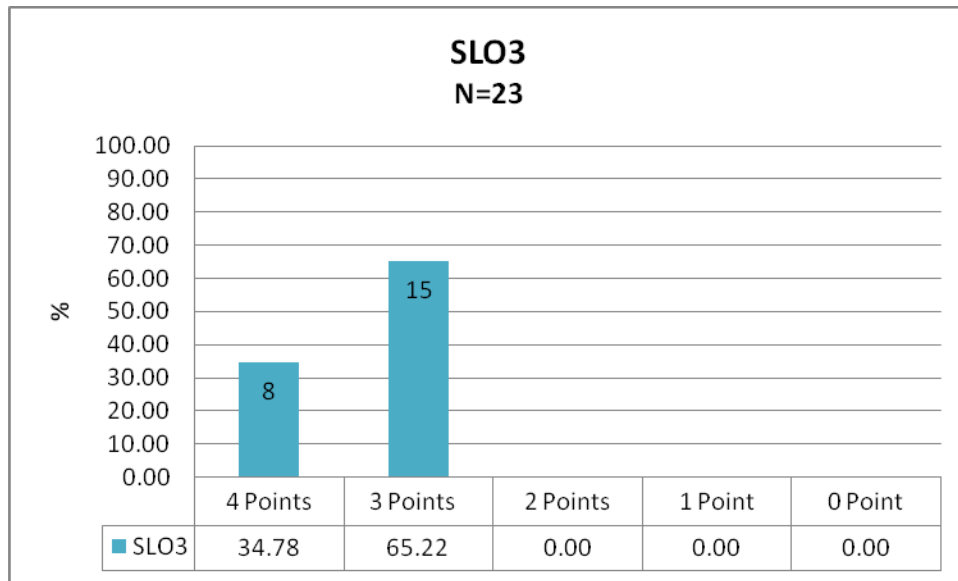
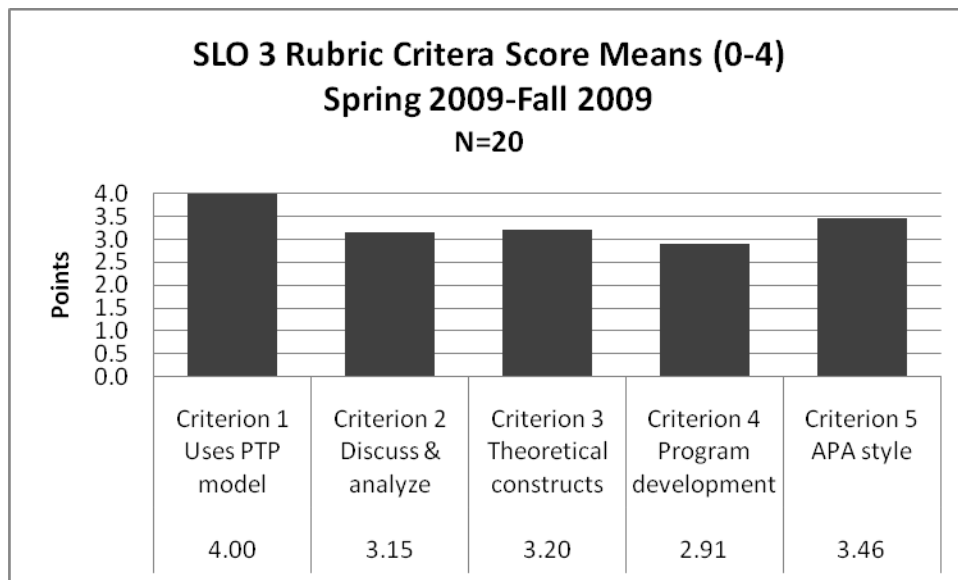


Figure 8

Rubric Criteria Score Means for SLO 3



SLO 4 expects students will “Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and fieldwork experiences.” Figures 9 and 10 present data on student performance for SLO 4 overall and at the criteria level.

SLO 4 is measured in Counseling 549 by using a rubric to score a Frame paper/project. Students are expected to complete a 5-8 page memo in which they apply Bolman’s and Deal’s organizational frames to a particular problem in their organization. They are to identify the problem, analyze it through one of the frames and propose solutions, then analyze it through additional frames and propose additional solutions. The assignment takes the form of a memo to the student’s vice-president.

Figure 9

Performance Data for SLO 4

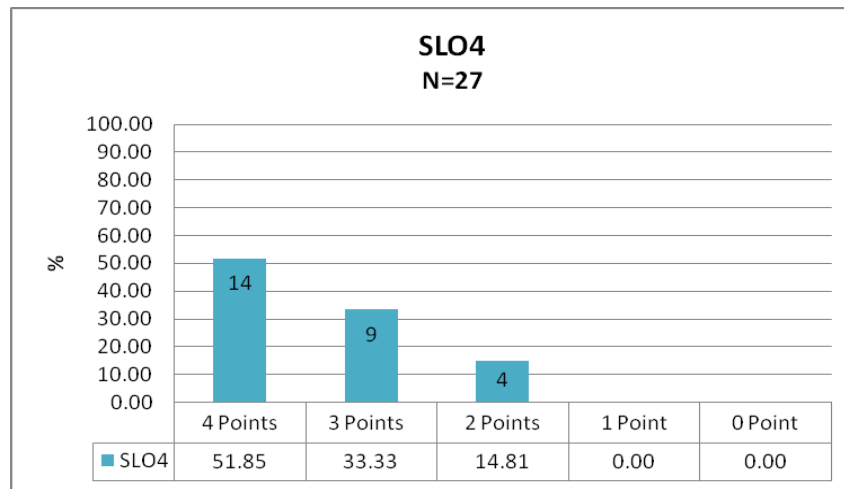
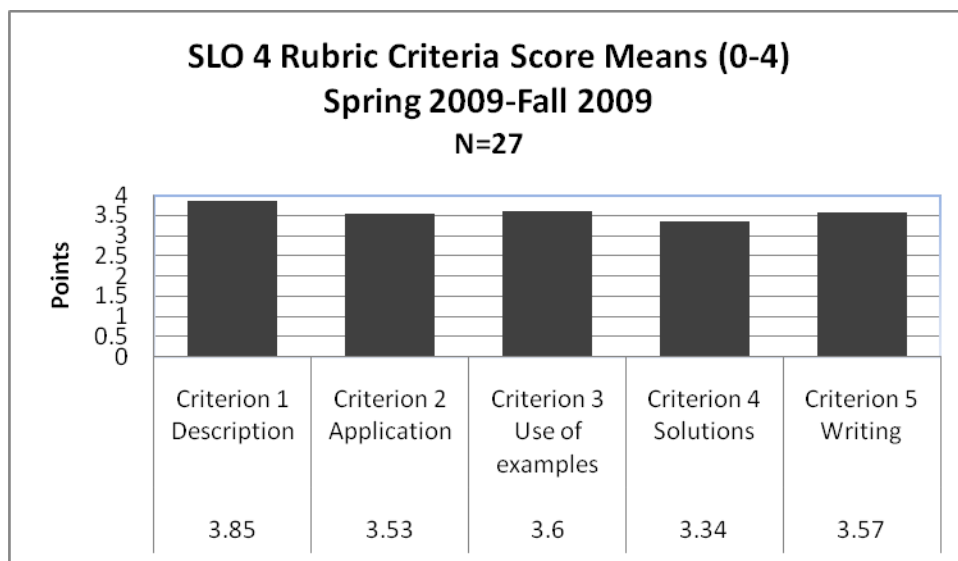


Figure 10

Rubric Criteria Score Means for SLO 4



SLO 5 expects students will “Demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research as well as in the design and implementation of formative evaluations and research projects.” Figures 11 and 12 present data on student performance for SLO 5 overall and at the criteria level.

The signature assignment for SLO 5 is the evaluation of students’ qualitative research projects, completed in small work-groups, in COUN 548, The US College Student. The purpose of this assignment is for students to gain experience in conducting a qualitative research project and to gain a rich understanding of the experience of at least one demographic subgroup of college students. Working in groups, students complete a comprehensive research project addressing one demographic group of college students.

Figure 11

Performance Data for SLO 5

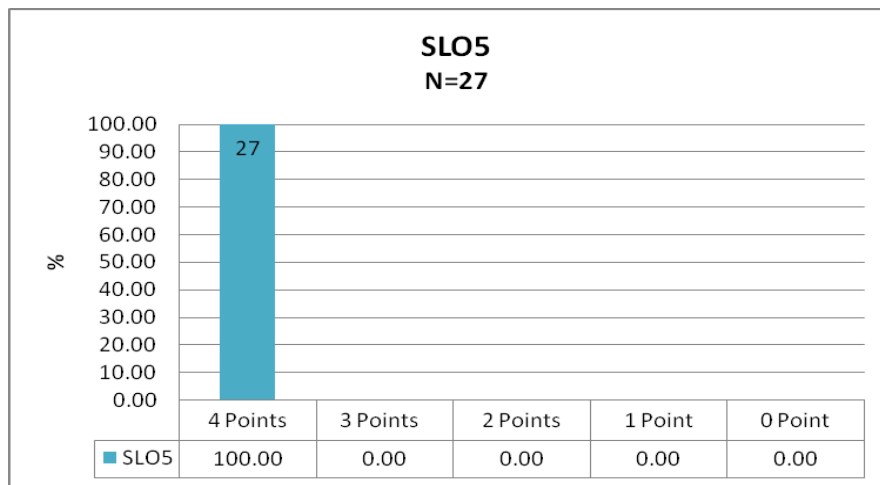
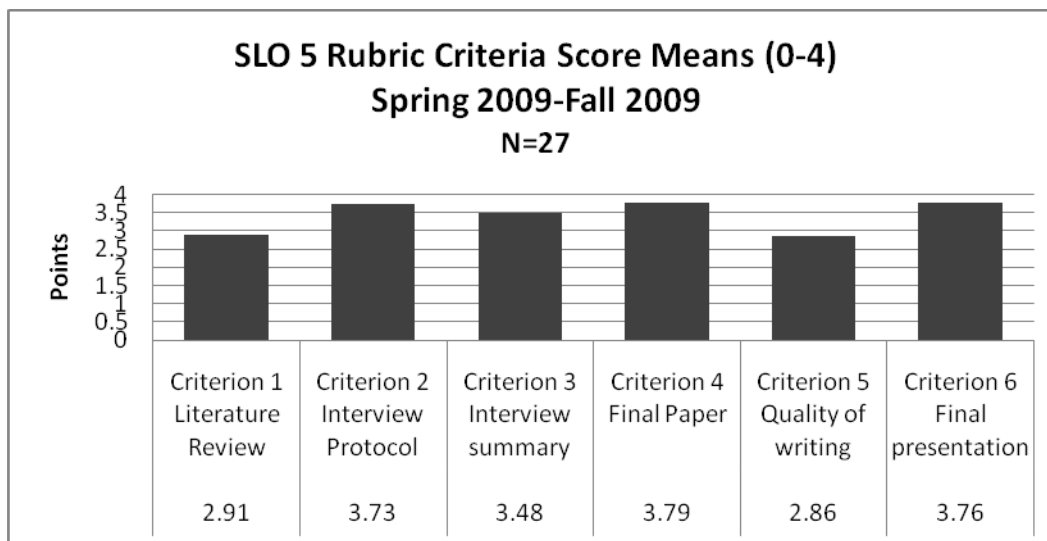


Figure 12

Rubric Criteria Score Means for SLO 5



- b) Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Results of the SDHE Alumni Survey were distributed in September 2009. A substantial majority (92%) of the total respondents (n=13) graduated in Spring 2009. Generally, SDHE students reported their highest levels of satisfaction with the quality of advising, their program advisor’s knowledge of program requirements, and availability to meet. The program orientation was also rated high in satisfaction. Data also indicated that there is a “great deal” of alignment between what respondents felt was important in their professional practice post graduation and what the SDHE program contributed to their knowledge and skills. Community collaboration was the only area in which a majority of respondents (69%) indicated that the SDHE program “somewhat” prepared

them to collaborate with the community as alumni professionals. Respondents were least satisfied with information on the web sites maintained by the College and the SDHE program. Revisions of the website are planned for the coming year (see Q7 below); however, implementation is contingent on the university's deployment of a new web content management system.

Two sources of employer/supervisor feedback are employed in the SDHE program. The qualitative data are gathered via open ended, extemporaneous comments solicited at the annual advisory board and the fieldwork supervisor reception. Both events occurred on April 23, 2010 at CSULB. Advisory board data was captured through meeting notes taken during the meeting. The supervisor data was captured through video recording. Major themes are presented below.

SDHE Advisory Board.

A majority (n=16) of members attended, representing a variety of partners in public and private institutions and from administrative and faculty ranks. Members provided feedback on last year's priorities: (a) improving fieldwork assessment, (b) creating rubric for signature assignment in COUN 516, and (c) focusing COUN 510 content on SDHE issues. The revised syllabus for COUN 510, now tailored to law and ethics for postsecondary administration, was unanimously endorsed by those members present. There was also positive feedback for new assessment tools for fieldwork: (a) supervisor evaluation tailored to the individual student's learning goals and (b) holistic rubric for the final portfolio. The COUN 516 rubric was being revised at the time of the meeting but not available for display. After updates on the previous year's action items, the members provided updates from the field. The board suggested four current topics to be included in SDHE course content: (a) racially biased incidents and campus climate; (b) aggressive student behavior; (c) campus crisis management; and, (d) professional and career development. Faculty discussed where these content areas occur or if they are areas for further development.

Fieldwork Supervisor Reception.

The annual reception drew 16 supervisors and 18 students. The supervisors provided unsolicited and personally meaningful comments about fieldwork student performance and student learning. During the event, each student introduces him/herself and talks about his/her fieldwork experience. The student's fieldwork supervisor also provides comments on each SDHE student. The comments offered by supervisors indicate that SDHE students are professional and provide high quality services ranging from direct student contact via counseling, to the creation of assessment plans for colleges, to program design and implementation. At the time of this report the data have yet to be analyzed for specific themes.

4. Optional Data: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

n/a

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

The program's effectiveness will be enhanced with more complete data collection for next year's report. Rubrics are being developed for SCAE 560-62 (SLO 1) and COUN 516 (SLO 2).

Admission

As in past years, Fall 2009 admissions continued to be highly selective (24.5% acceptance rate). Consequently, cohort members are highly qualified and representative of the diversity of the state and region.

Evaluation of the SDHE Annual Retreat was discussed in last year's report but it was not an action item. The first-year retreat is an approximately 30-hour experience during which faculty facilitate intentional discussions on transition to graduate school, stress management, and academic planning. Anecdotally, the retreat is highly regarded by generations of SDHE alumni as a bonding event that is the foundation for the many personal and academic challenges to come.

At the Fall 2009 retreat, an activity and group processing session left mixed feelings among attendees that continued to affect the group dynamic for the remainder of the semester. Faculty led a processing session in COUN 538 to address students' need to air this concern and its impact on their relationships with others. The processing session in COUN 538 was not intentionally structured.

Since enrollment in COUN 538, Introduction to SDHE, is virtually restricted to the first year cohort, who also attends the retreat, it may be useful to conduct a formal assessment, post-retreat, to determine the degree to which the retreat has facilitated students' transition to the program. This is important because issues can be raised in the retreat that must be processed in order for the cohort to come together as a team.

Qualification for the Culminating Experience

The previous discussion of student performance on signature assignments reveals no substantial cause for concern about student success. Generally, SDHE students demonstrate highly successful performance on all learning outcomes. It may be useful to consider making at least one criterion standard across all five learning outcomes so that there is some basis for comparison; however, these findings would not be conclusive since there will always be some degree of variance among the raters of each signature assignment.

Advancement to Candidacy.

The ratio of SDHE faculty advisor to student is approximately 4:1. This was a likely contributor to a 92.6% retention rate for the Fall 2009 cohort through its first year (to Spring 2010). Last year's report indicated that Summer 2009 would be the first time that a formalized process for gathering data about advancement to candidacy would occur. Since this formalized process was a pilot, data on students' progress in this area is not available at this time. However, future iterations of the process will yield data that will be useful in informing program improvement.

Since advancement to candidacy occurs at the end of the first year and before the second year, it might be useful to begin the process of preparing for this transition point in COUN 593, the Practicum course. A majority of first year students take this course, but not everyone. The course is required for advancement to candidacy; moreover, several assignments require students to reflect on their position as a scholar practitioner. Thus, this course may provide a suitable context to facilitate a robust process of reflection prior to the one-on-one meeting students have with their advisors and program coordinator to discuss their progress in the program.

Culminating Experience

The culminating experience in the SDHE program is composed of two fieldwork courses students enroll in during their last year in the program, where they complete 450 hours of practical experience in a higher education related setting. Since the new supervisor evaluation and holistic portfolio rubric were created this semester (Spring 2010) there are no curricular innovations planned for the coming year so that the efficacy of these assessment tools can be implemented and evaluated in the next year or two.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

(a) Students' achievement across learning outcomes and associated criteria continues to be strong. There is little significant change from last year.

(b) This is the first year that the SDHE Alumni Survey was reported in the Annual Assessment Report. In future years this data may reveal strengths and weaknesses in our graduates' satisfaction and goals.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q4.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
High	Incorporate the SDHE Alumni Survey in assessment discussions	SDHE Faculty	March 2011
High	Revise the SDHE program website	IT staff; SDHE Coordinator	TBD, requires installation of new software
High	Review Spring 2010 data from COUN 516 prior to implementation of Spring 2011 rubric	SDHE Faculty	December 2010
Med	Conduct session in COUN 538 to allow students to reflect on the first year retreat experience	Instructor and selected faculty	Fall 2010
Med	Formalize the Advancement to Candidacy process; consider a preparatory activity in COUN 593	Instructor and selected faculty	Spring 2011

Appendix

Faculty Assessment Discussion
March 16, 2010

Problem solving issues in “Frames Assignment”

Attending: Don Haviland, Angela Locks, Anna Ortiz, Jonathan O’Brien, Bill Vega

SLO 4 states: “Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management) to student affairs practice as reflected in case studies and in practicum and fieldwork experiences.” The initial decision to focus on SLO 4 was that the SLO Means Data for Spring 2009-Fall 2009 indicated that students scored low on this SLO (SLO 3 was actually the lowest score). Also, this SLO was one of two that had well formed, criterion-level data and the instructor (Don Haviland) has extensive experience with the unit assessment system. The signature assignment for SLO 4 is the Frames Paper, assigned in COUN 549. SLO 4 is also measured in the Fieldwork Supervisor Evaluation, collected at the conclusion of COUN 643b and 644b. Since fieldwork was discussed extensively at a previous assessment meeting, we decided to focus our discussion on the Frames Paper.

Faculty reviewed signature paper exemplars, the rubric, and the course syllabus. We also scrutinized the criteria supporting SLO 4 and then compared these criteria with criteria on the other SLOs, where this data was available.

The first insight was that it is necessary to capture criterion-level data for each SLO. SLO 2 did not have criterion-level data and SLO 1 was in transition to a new course so the rubric was not fully validated with the expectation that a new signature assignment would be implemented in 2010-2011. When we did review student achievement at the criterion level for SLOs 3, 4 and 5, we discovered that the only consistent criterion across all SLOs was related to writing. Moreover, students scored as well as or better on writing in SLO 4 than they did on writing in the other SLOs. Criterion-level analysis is important and we decided to ensure that all SLOs would have criterion-level rubrics developed for the next round of data collection.

The second insight is that the Frames Paper is not the best assignment for measuring dispositions. This discussion provided for a rich dialog among faculty about the nature of dispositions, our stated mission to “teach” them, and the challenges inherent in evaluating them and, if necessary, developing them in students where they are absent or underdeveloped.

Pursuant to the concern with dispositions, faculty worked together to craft a possible solution. COUN 549 could feature a workshop in which a panel of SDHE advisory board members and other practitioners would provide expert help to the students to solve the problems they identify in their papers. The solution focused discussion would address problems of organization and leadership. Small groups of 4-5 students would be paired with a mentor. Each student could send the mentor a description of his/her problem/context statement. When the mentor comes to class, s/he would facilitate a problem solving discussion that is grounded in practice. Further discussion focused on aligning other courses to support this effort, e.g., COUN 548 could offer a unit to prepare students for the practical solution panel in COUN 549.

The third insight was also an observation. We must be careful not to over-structure our assignments so that we need rubrics for everything. Increasingly, we observe that students need too much structure and this can be problematic in a world where there are no rubrics to guide leadership in crisis or emergency situations. Students want to be told what to do. Leaders need to know how to work with different types of personalities, some who are structured and some who are not.