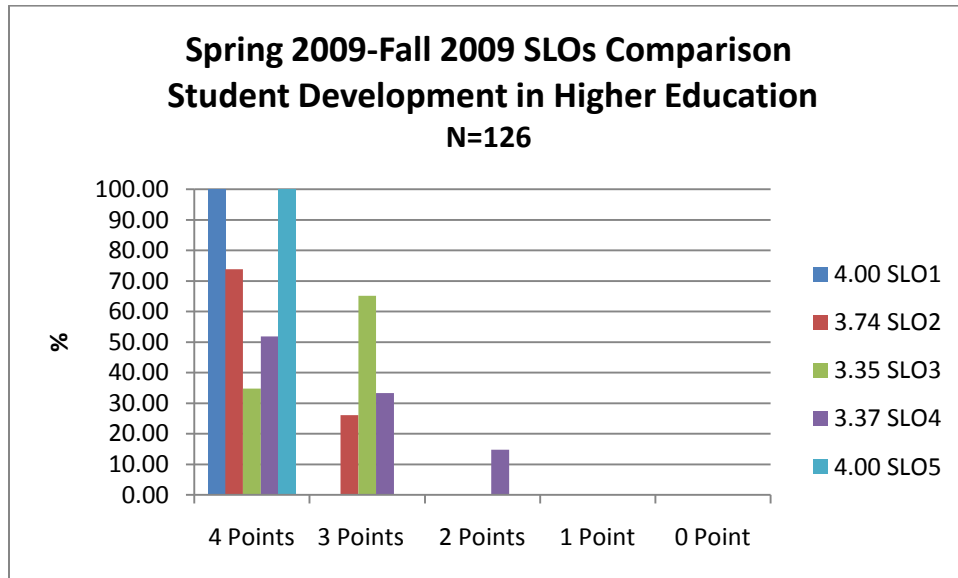
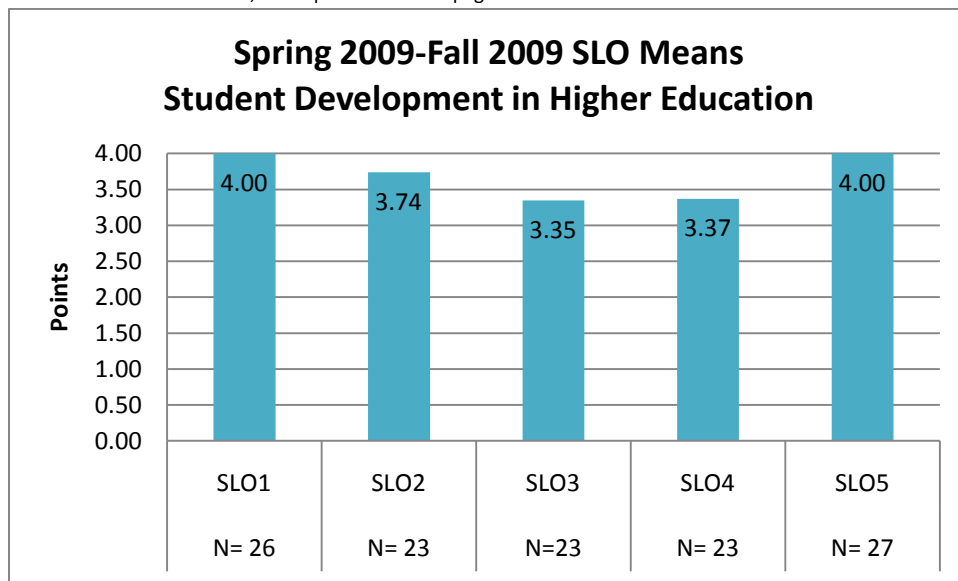


Student Development in Higher Education
Spring 2009-Fall 2009



*number excludes fieldwork, see separate chart on page 2



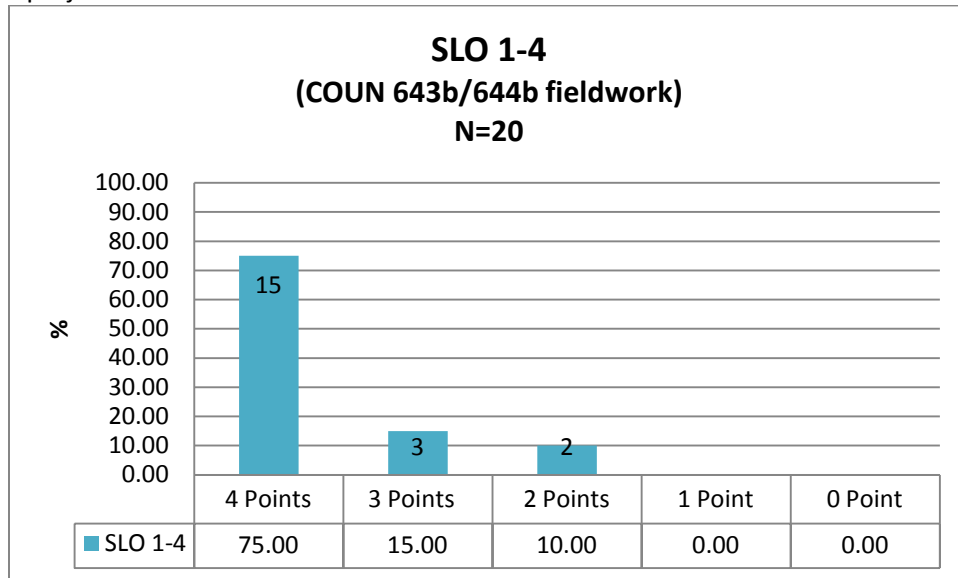
Outcome 1: Draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.

Outcome 2: Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.

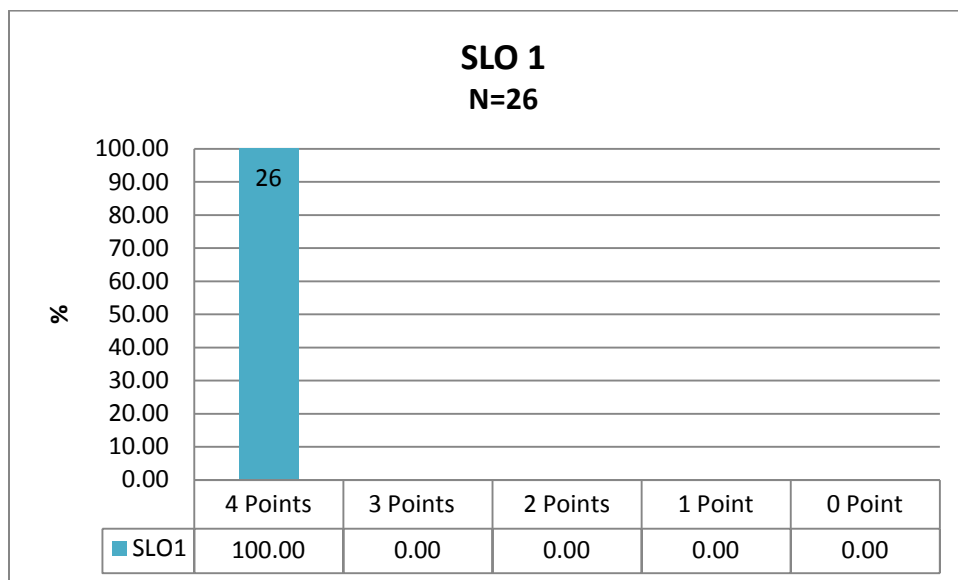
Outcome 3: Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.

Outcome 4: 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.

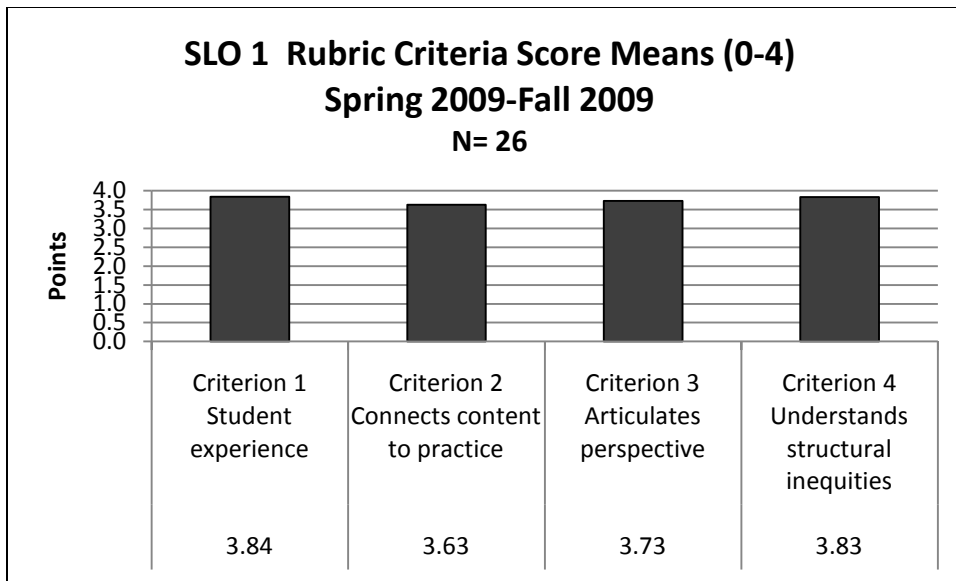
Outcome 5: Demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research as well as in the design and implementation of formative evaluations and research projects.



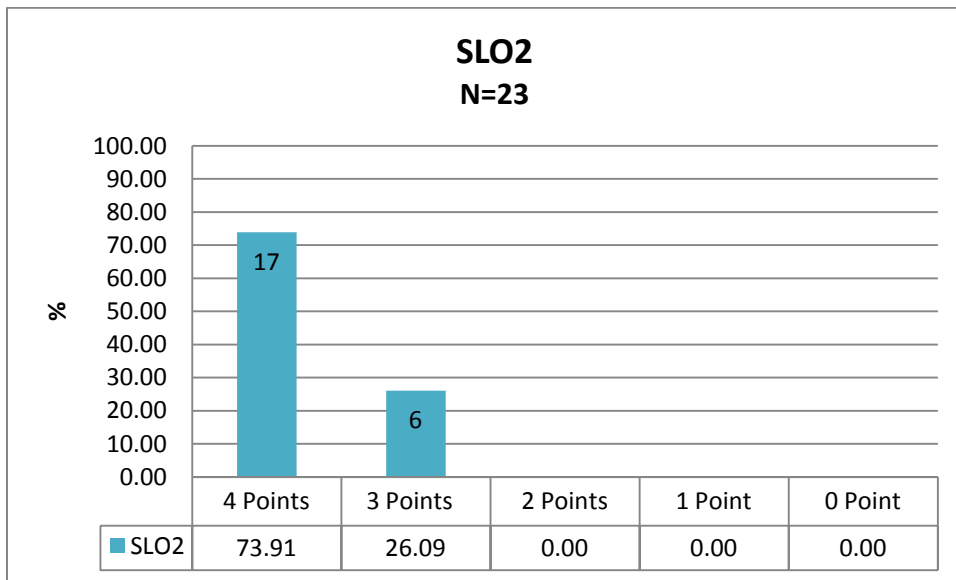
Outcome 1: Draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.



All overall SLO score distribution charts reflect Spring 2009-Fall 2009 data aggregated across both semesters as appropriate.

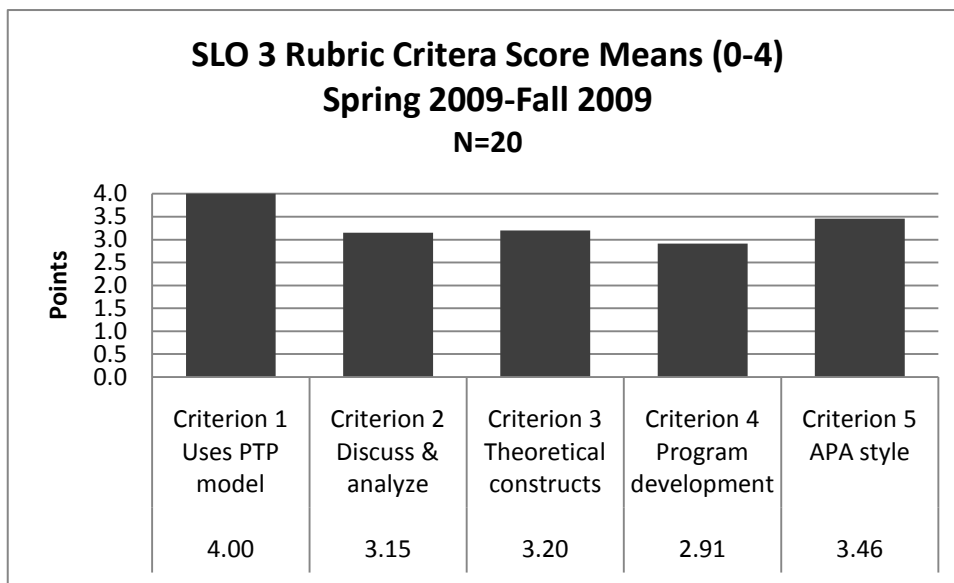
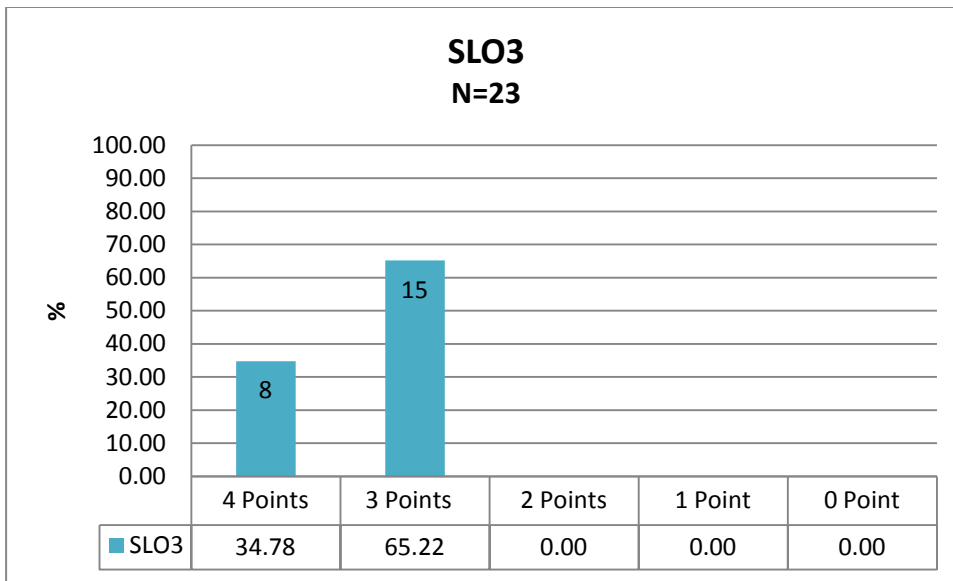


Outcome 2: Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.



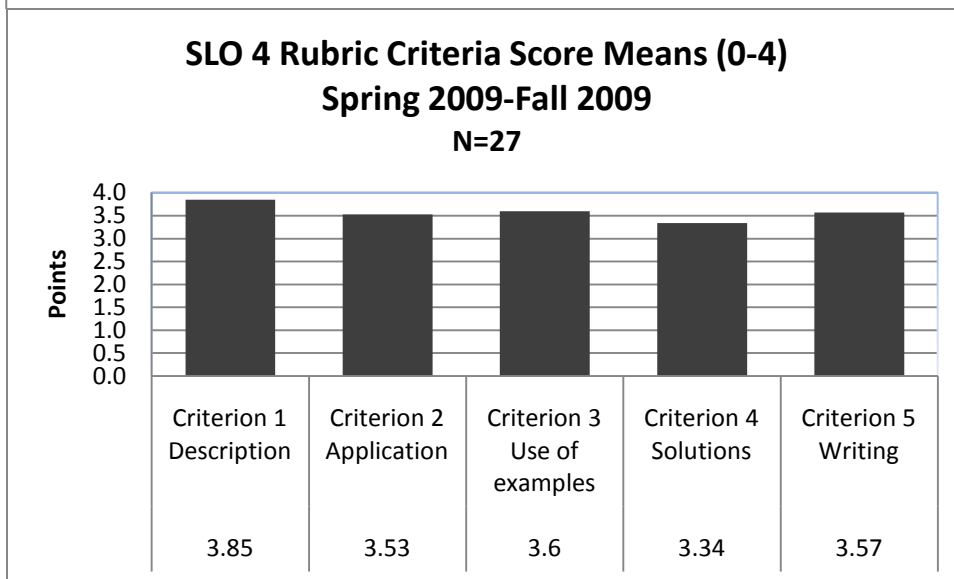
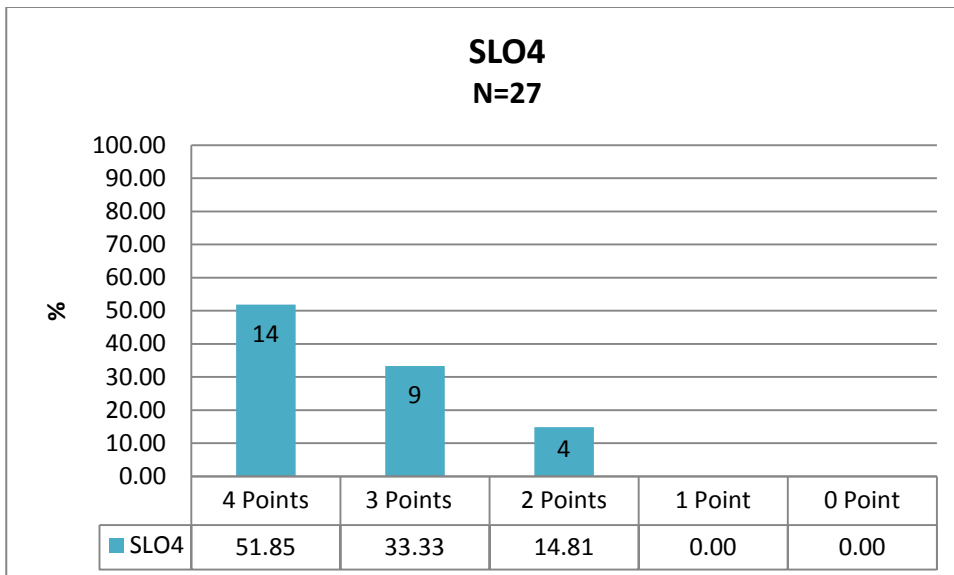
Outcome 3: Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.

All overall SLO score distribution charts reflect Spring 2009-Fall 2009 data aggregated across both semesters as appropriate.



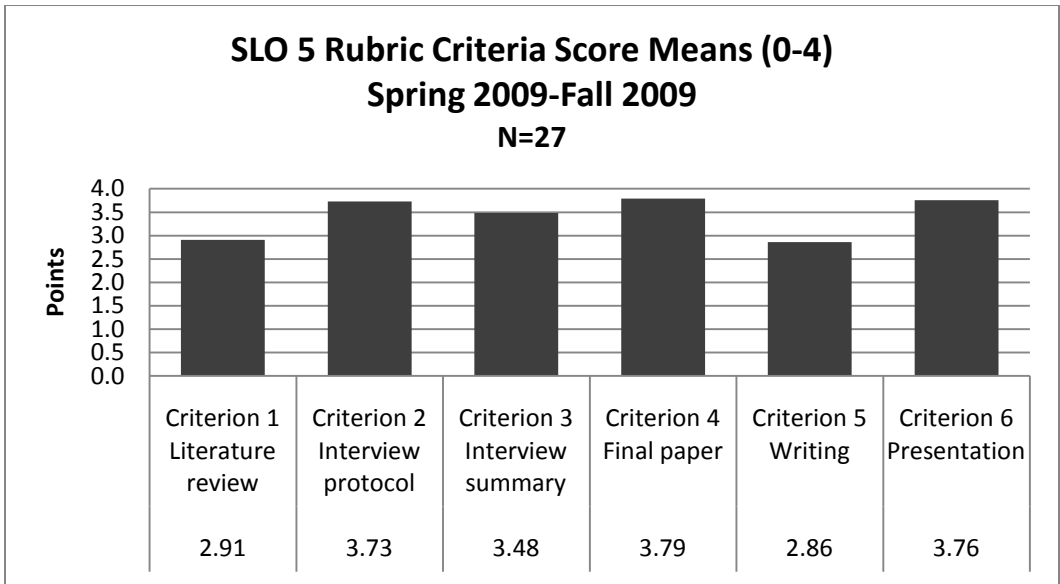
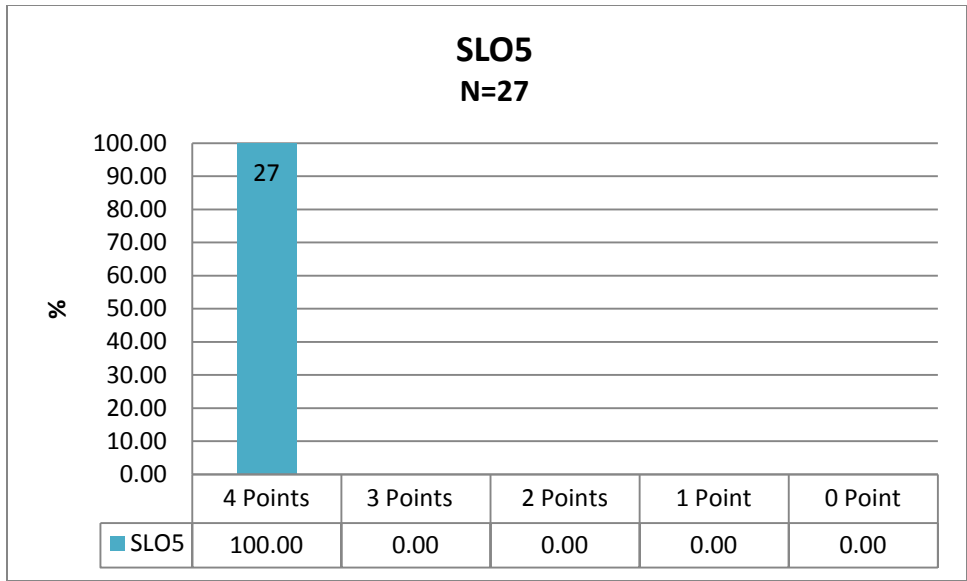
Outcome 4: Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and fieldwork experiences.

All overall SLO score distribution charts reflect Spring 2009-Fall 2009 data aggregated across both semesters as appropriate.



Outcome 5: 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.

All overall SLO score distribution charts reflect Spring 2009-Fall 2009 data aggregated across both semesters as appropriate.



All overall SLO score distribution charts reflect Spring 2009-Fall 2009 data aggregated across both semesters as appropriate.