



California State University, Long Beach  
College of Education  
**Candidate Assessment Plan Template**  
**SDHE Program**  
Advanced Degree

Candidate Learning Outcomes								
	<b>Outcome 1:</b> 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.	<b>Outcome 2:</b> Apply fundamental counseling skills, theoretical orientations, and advising and referral plan to dialogue partner and fieldwork experiences.	<b>Outcome 3:</b> 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.	<b>Outcome 4:</b> 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.	<b>Outcome 5:</b> 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.		<b>Measure(s)/ Evidence</b>	<b>When Collected</b>
<b>Transition Point 1: Admission</b>							GPA	Annually
							Letters of Rec	Annually
							Resume	Annually
							Personal Statement	Annually
							Panel Interview	Annually
<b>Transition Pt. 2: Qualification for Culminating Experience</b>	Entrance Self-Assessment Survey						Entrance Self-Assessment Survey	Annually
	Program Progress Interview						GPA, Dispositions, Instructor Feedback on 538 & 548	Annually
	SCAE 560/561/562						Final Paper scored via rubric	Annually
			SDHE 547				Theory-to-Practice Project scored via rubric	Annually
				SDHE 549			Frames Paper scored via rubric	Annually
		SDHE 516					Dialog Partner Project scored via rubric	Annually
<b>Transition Pt. 3: Exit</b>	Exit Self-Assessment Survey						Exit Self-Assessment Survey	Annually
	SDHE 643b						Supervisor's Eval	Annually
	SDHE 644b						Supervisor's Eval	Annually
	Thesis						Thesis reviewed by committee	Annually
	Comprehensive Exam						Exam scored via rubric	Annually



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Ongoing Follow-up	SDHE Advisory Board					Focus Group	Biannually
National Standards	5b.2	5b.3	5a, 5b.1, 5b.2, 5b.3,	5b.4, 5.c	5b.5		
State Standards	Not Applicable						
Conceptual Framework	Evidence-based Practices; Collaboration; Innovation; Advocacy	Collaboration; Advocacy	Effective Pedagogy; Evidence-based Practices; Innovation; Advocacy	Evidence-based Practices; Leadership; Innovation; Advocacy	Evidence-based Practices; Innovation; Scholarship		
CSULB Learning Outcomes	Well-prepared; Engaged in global and local issues; Knowledge and respect for diversity; Integrating liberal education	Well-prepared; Integrating liberal education	Well-prepared; Engaged in global and local issues; Integrating liberal education	Well-prepared; Engaged in global and local issues; Integrating liberal education; Collaborative problem solving	Well-prepared; Integrating liberal education		
NCATE Elements	Not Applicable						

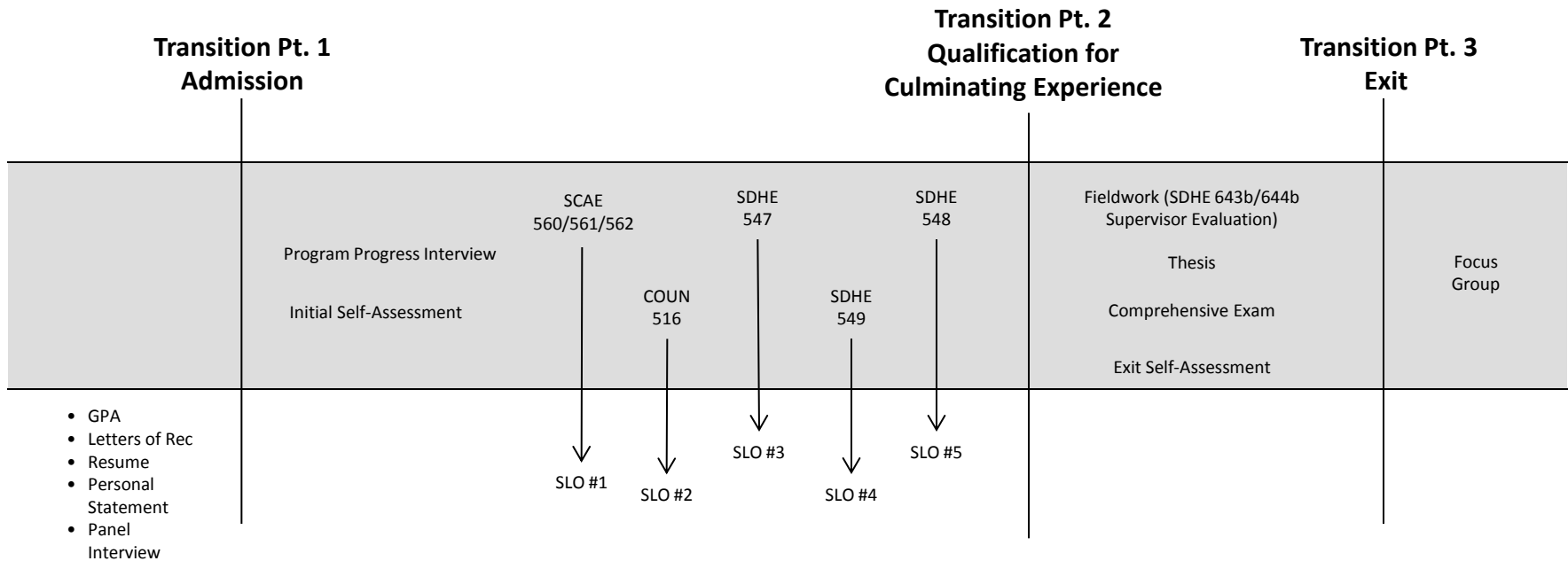


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Candidate Performance Assessment System



Adapted from Eastern Michigan University Performance and Disposition Assessment.