

**College of Education and Affiliated Programs
Annual Assessment Report – Spring 2009
Student Development in Higher Education**

Note: this report presents and analyzes data from the 2007-08 academic year. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Student Development in Higher Education 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.

Graduates of this program 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.

This is the first SDHE annual report and changes did occur during the 2008-09 academic year.

The five student learning outcomes (SLOs) that represent the learning goals for SDHE graduates are outlined in Table 1 and 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 students populations.

Table 1
Program Student Learning Outcomes and Relevant Standards

| | | | | | |
|--------------------------------|--|--|---|--|--|
| SLOs | 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. |
| Signature Assignment(s) | Final paper | Dialog partner project | Theory-to-practice project | Frames paper | Student affairs research project |
| National Standards | 5b.2 | 5b.3 | 5a, 5b.1, 5b.2, 5b.3, | 5b.4, 5.c | 5b.5 |
| State Standards | NA | NA | NA | NA | NA |
| Conceptual Framework | Values Diversity, Prepares Leaders | Promotes Growth | Promotes Growth | School Improvement, Service and Collaboration | Research and Evaluation |
| NCATE Elements | NA | NA | NA | NA | NA |

During the 2008-09 academic year, 27 student matriculated in to the program. As of May 2009, one student withdrew for medical reasons and another had plans to transfer to another counseling option within the College of Education. Admissions for 2009-10 academic year indicate that the size of the incoming class will remain stable at 26.

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

| | Transition Point 1 | | |
|-------|----------------------|----------|--------------|
| | Admission to Program | | |
| | Applied | Accepted | Matriculated |
| | # | # | # |
| TOTAL | 107 | 33 | 27 |

During the 2008-09 academic year, 4 students continued work on their thesis and 17 out of 19 students successfully passed the comprehensive exam (see Table 3). During the Spring 2009 graduation we anticipate that approximately 20 students will graduate from the SDHE program (See Table 4).

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

| | Transition Point 2 |
|---------------------------|---------------------------------------|
| | Advancement to Culminating Experience |
| | # |
| Thesis (698) ¹ | 4 |
| Comps ² | 20 |

¹ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 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 Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

| | Transition Point 3 |
|---------------|---------------------------|
| | Exit |
| | # |
| Degree | 21 |

Two new faculty joined SDHE. Dr. Don Haviland in Spring 2008 and Dr. Angela Locks in Fall 2008. The faculty also successfully concluded a search for a full-time lecturer (See Table 5). Additional changes include the beginning of work to create assessment criteria and revamping assessment criteria and processes for the SDHE fieldwork courses.

Table 5
Faculty Profile 2007-08

| Status | Number |
|-----------------------|---------------|
| Full-time TT/Lecturer | 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.

During the 2008-09 academic year 5 full-time faculty were affiliated with both of the higher education programs within the College of Education, the SDHE program and the EdD program. All 5 faculty and one individual who is both a part-time lecturer and an advisory board member participated in data discussions regarding the assessment of the SDHE program. During the 2008-09 academic year one out of three part-time lecturers participated in data discussions. The primary focus of such discussions were further development of data collection processes and a significant amount of time was spent on refining the assessment of the SDHE fieldwork course, Counseling 643b/644b, as it is a capstone course where students must demonstrate competency in all five of the program SLOs.

Data

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

4.

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 overall, across the 5 program SLOs.

Table 6
2007-08 Comparison of SLO Data

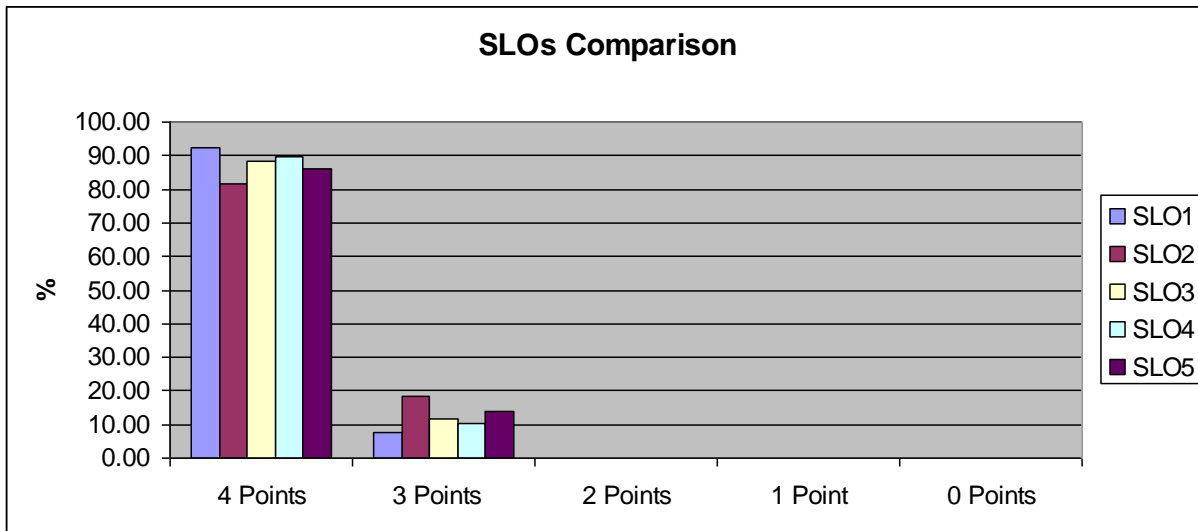
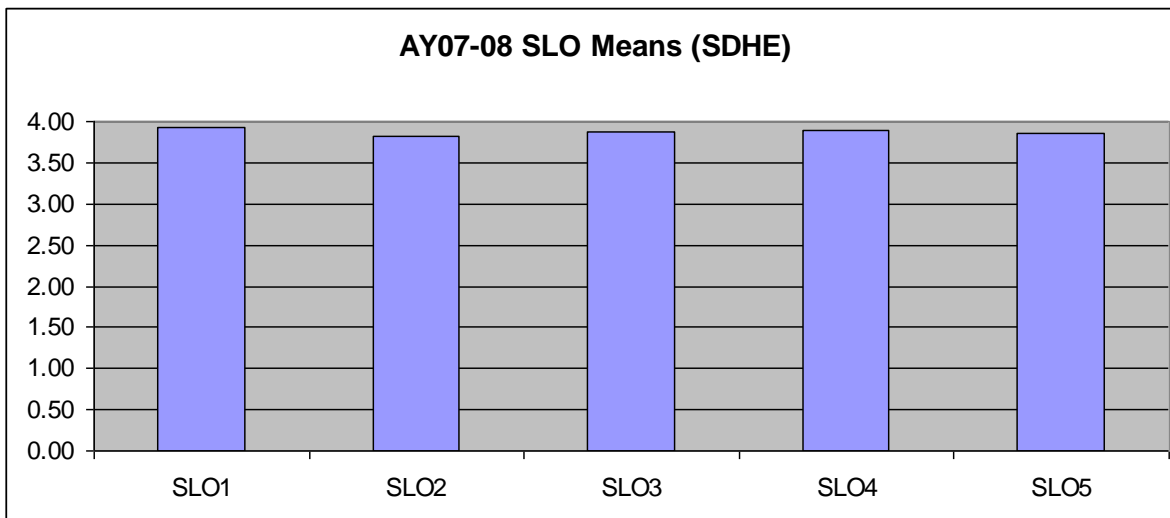
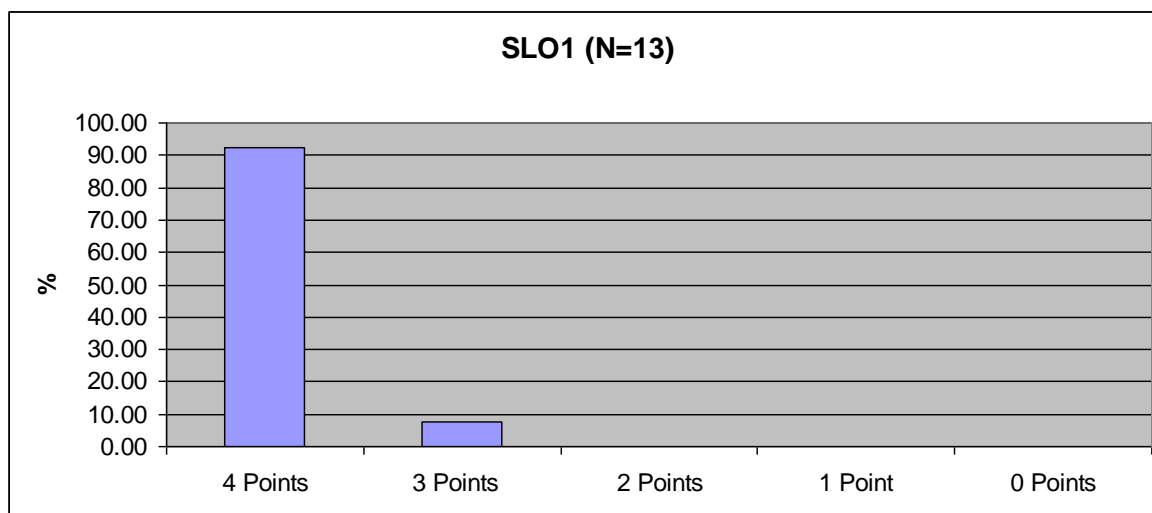


Table 7
2007-08 SLO Means



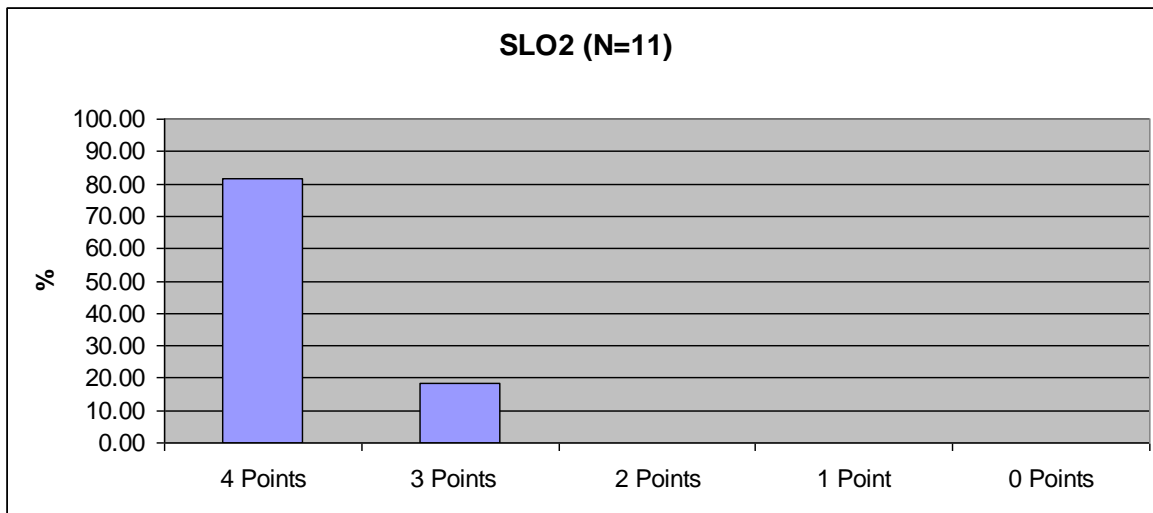
SLO 1 is measured in EDP 576, Education and Diversity: Historical and Contemporary Perspectives, and the focus is on students understanding themselves, diverse others and educational structures and institutions that promote educational access and success for all students, with a focus on underrepresented 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.

Table 8
Performance Data for SLO 1



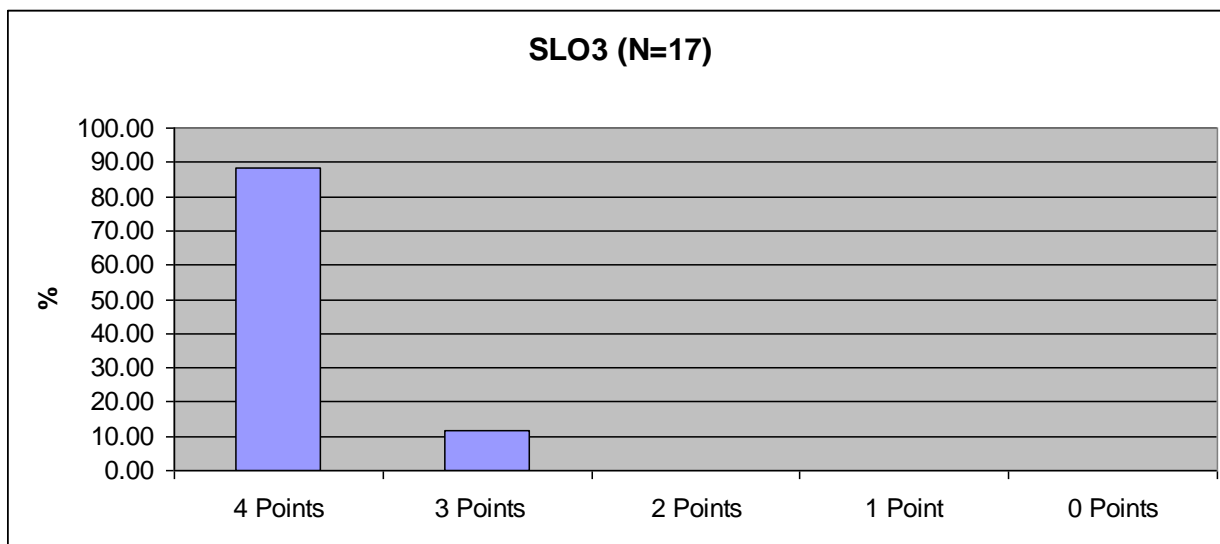
SLO 2 is measured in Counseling 516, Counseling the Adult, where students are asked to apply their counseling skills, theory and treatment plans. This is accomplished through a dialogue project and peer relationship allowing student to process and practice what they learn in class with someone who may 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.

Table 9
Performance Data for SLO 2



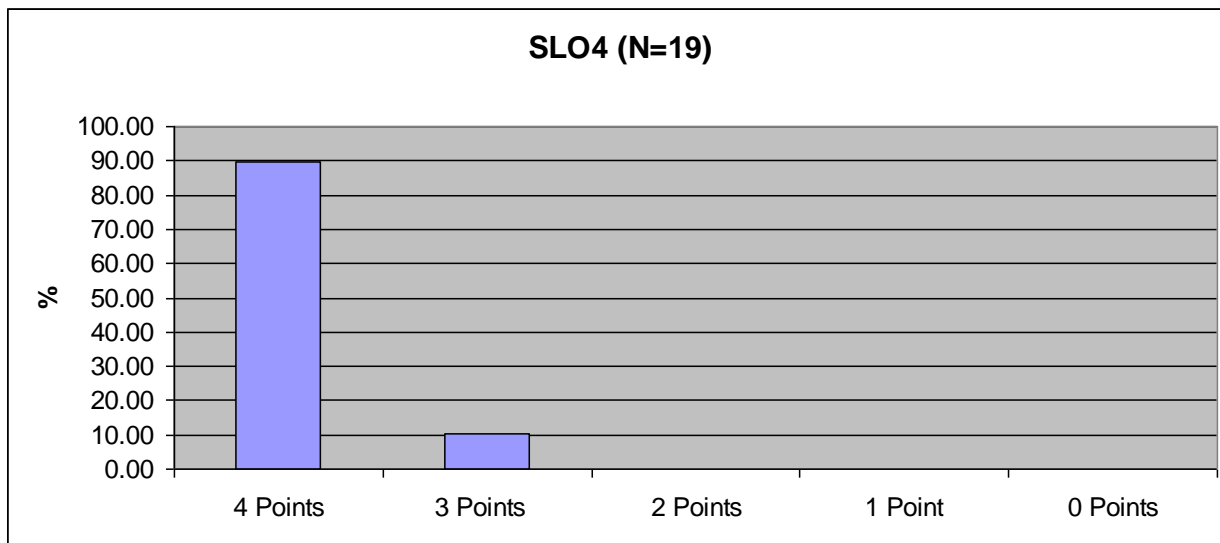
SLO #3 is measured in Counseling 547 by evaluating student Theory to Practice Projects. In this project students are expected to follow an 11-step program development model that requires assessment of students and institutions, the evaluation and use of appropriate student development theories to develop 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.

Table 10
Performance Data for SLO 3



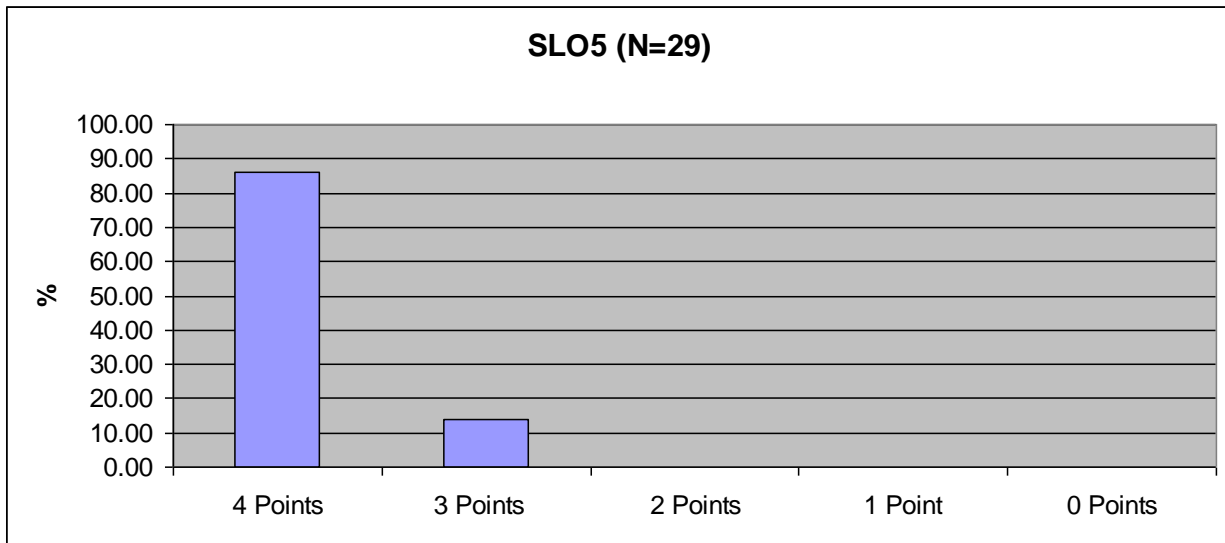
SLO 4 is measured in Counseling 549 by using a rubric to score a Frame paper/project. Students are expected to complete a 5-8 page memo in which they apply Bolman's and Deal's organizational frames to a particular problem in their organization. They are to identify the problem, analyze it through one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

Table 11
Performance Data for SLO 4



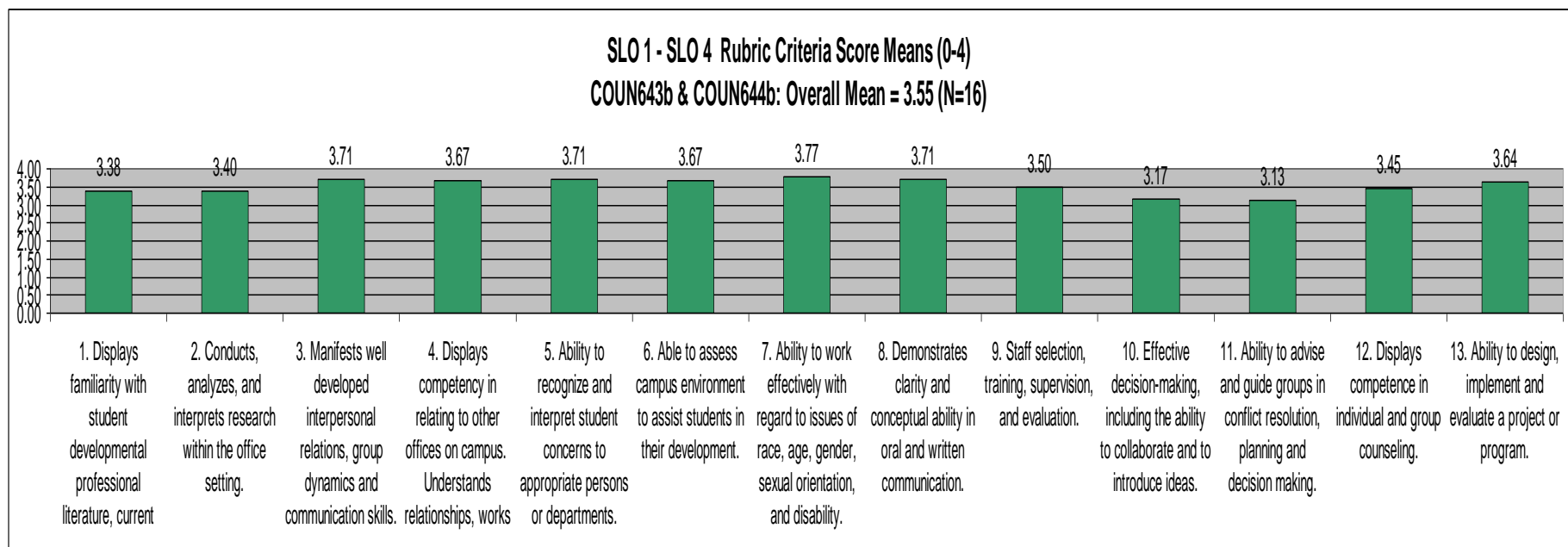
SLO 5 is measured in Counseling 548, The US College Student, by evaluating students' qualitative research projects, completed in small work-groups. The purpose of this assignment is for students to gain experience in conducting a qualitative research project and to gain a rich understanding of the experience 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.

Table 12
Performance Data for SLO 5



The SDHE fieldwork courses 643B and 644B are an opportunity for students to demonstrate their learning across the curriculum. Table 13 reflects the ratings of students by their fieldwork supervisors on multiple dimensions. Because of the complexity of fieldwork experiences and the wide array of placements and roles student fill at their fieldwork sites, the faculty are currently reviewing the current assessment tools and practices for measuring student learning and growth related to fieldwork. In Fall 2009, a new supervisor’s evaluation specific to each student’s placement will be used and the instructors will pilot the use of a new rubric to assess student growth and development during the fieldwork course and experience.

Table 13
Performance Data for Fieldwork Experience, SLOs 1-4



- 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 of 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.

SDHE hosts an advisory board meeting on an annual basis. During the April 2009 meeting, particular attention was given to review the SDHE assessment plan and SLOs. The advisory board expressed a desire to collect information from practitioners in our regional area and state about the necessary skills to adequately serve students and higher education institutions. This presented a unique challenge as the dynamic nature of higher education can often spur the need for short-term skills in addition to more stable skills needed in the profession.

While not included in our formal data collection, the annual Fieldwork Reception, held every April, is some of the best evidence of student learning. Student and their fieldwork supervisors are invited to participate. The event opens with the Program Coordinator offering a welcome, followed by the fieldwork instructors providing some background information about the purpose and goals of the fieldwork experience. During this event, each student introduces themselves, talks about their fieldwork experience and introduces their fieldwork supervisor. Next, each fieldwork supervisor comments on their 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.

5. **Complementary Data:**

SDHE students are highly sought after in the competitive student affairs employment market in Southern California. Our faculty often are told by practitioners in the area that, all other qualifications being equal, they prefer to hire SDHE graduate because they leave our program knowing how to do the work of the profession. The aforementioned fieldwork reception for students in their final year of the program is an occasion the faculty are considering videotaping and utilizing as an additional source of concrete information by which to assess student learning and outcomes.

Analysis and Actions

6. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas in need of improvement.

Admission

One of the highlights of the beginning of the SDHE program is the Annual Retreat. The first-year retreat consists of a nearly 30-hour experience where faculty facilitate intentional discussions on such topics as: (a) the transitions to graduate school; (b) role and stress management; (c) professional development in student affairs; and (d) academic planning. To date, this event has not been evaluated or assessed.

Advancement to Candidacy

Between students completing their first year, but before beginning their second year, they meet one-on-one with their advisor and a program coordinator to discuss their progress in the program, their strengths and area in which they need to improve. Summer 2009 is the first time such meetings will be formalized

with record-keeping by the program. As such, data on students' progress in this area is not available at this time but will be evaluated and discussed in future assessment reports. Additional data, such as that related to student performance on signature assignments, reveal no cause for concern; students are able to demonstrate successful performance on all learning outcomes.

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. See question 7 for plans to more effectively assess this capstone experience.

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

This is the first SDHE Assessment Report. However, the majority of data indicate students are achieving learning goals established by the faculty. In this way, the data matches the anecdotal information offered by practitioners and hiring managers when interacting with faculty. This anecdotal data indicates that SDHE graduates are prepared to enter the workforce in students affairs upon program completion. The strongest anecdotal evidence we have to offer is the consistent feedback received by SDHE faculty that SDHE graduates are preferential hires in the region.

8. 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 Q5 and prioritize the action items.

The SDHE Faculty have outlined the following priorities for the upcoming 2009-2010 academic year with regard to assessing the program and student learning. First, it is critical that the assessment of students' experiences and learning in fieldwork be more closely aligned with the student's learning contact they co-construct with site supervisors. Beginning Fall 2009, each site supervisor evaluation will include a series of common questions in addition to questions designed to assess a student's learning and performance based on the learning contact established at the beginning of their fieldwork experience.

| Priority | Action or Proposed Changes To Be Made | By Whom? | By When? |
|-----------------|--|--|-------------------------------------|
| 1 | Revamping fieldwork assessment | Angela Locks, in consultation with Dr. Jonathan O'Brien and Dr. John Hernandez (2009-10 Fieldwork instructors) | Pilot Fall 2009; Revise Spring 2010 |
| 2 | Creating Assessment Rubric for Signature Assignment in Counseling 516 – Counseling the Adult | Dr. John Karras (current Counseling 516 Instructor) in consultation with Dr. Angela Locks | Beginning of Spring 2010 |
| 3 | Reexamining Role of Counseling 510, Law and Ethics, in the SDHE Curriculum | Entire SDHE affiliated faculty | End of Spring 2010 |