



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2012**  
*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*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
<b>SLOs</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.	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.
<b>Signature Assignment(s) and course(s)</b>	Final paper (SCAE 560/561/562); 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)
<b>National Standards</b>	5b.2	5b.3	5a, 5b.1, 5b.2, 5b.3,	5b.4, 5.c	5b.5
<b>Conceptual Framework</b>	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
<b>CSULB Learning Outcomes</b>	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

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	106	34	25

**Table 3**

*Program Specific Candidate Information, 2011-2012 – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Thesis (698)<sup>1</sup></b>	10
<b>Comps<sup>2</sup></b>	30

**Table 4**

*Comprehensive Exam Results, 2011-2012*

	<b>Number</b>
<b>Passed</b>	30
<b>Failed</b>	0
<b>Total<sup>3</sup></b>	30

**Table 5**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Degree</b>	26

<sup>1</sup> This is data on students who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually “crossed into” this transition point prior to Fall 2011 and were still making progress on their theses at this time.

<sup>2</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011, or Spring 2012. The data include students who may not have taken or passed the examination(s).

<sup>3</sup> The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

**Table 6**

*Faculty Profile 2011-12<sup>4</sup>*

<b>Status</b>	<b>Number</b>
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.

All full time faculty participated in the data discussion on November 1, 2012. There were no part time faculty at the meeting since they were not teaching in Fall semester.

## **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.

Table 7 below identifies the direct evidence of the SLOs, course and signature assignments, as well as the description of the assignments for assessing our graduate candidates during Spring 2012 and Fall 2011.

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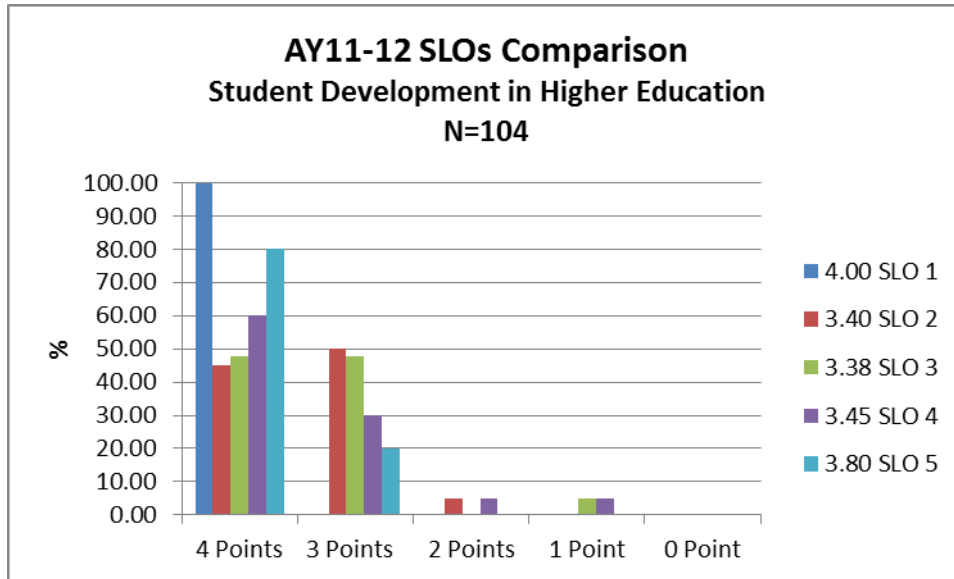
<sup>4</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

**Table 7***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcomes</b>	<b>Signature Assignments</b>	<b>Description of the Assignment</b>
SLO 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.	SCAE 560/561/562 (Final Paper)	Candidates are expected to complete a final paper in one of three courses as a means of assessing this SLO.
SLO 2: Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences	COUN 516	Candidates counsel a class partner during the course of the semester. Following multiple sessions, they record a DVD of them counseling this partner during one session. The DVD is then reviewed with the candidate and evaluated for demonstration of counseling skills and application of adult development theories.
SLO 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.	COUN 547	Candidates work in teams to design a program to address student needs/learning in higher education. The program design is based on clear identification of a problem/need, application and integration of student development theory, and an appreciation of the institutional context in which the program is to be offered.
SLO 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.	COUN 549	Candidates are expected to complete a 5-8 page memo in which they apply Bolman 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.
SLO 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	COUN 548	Students will prepare a group comprehensive research report on a specific demographic of college students. This report will include extensive analyses and syntheses of the extant literature, results from an original qualitative study, implications for research, and recommendations for practice.

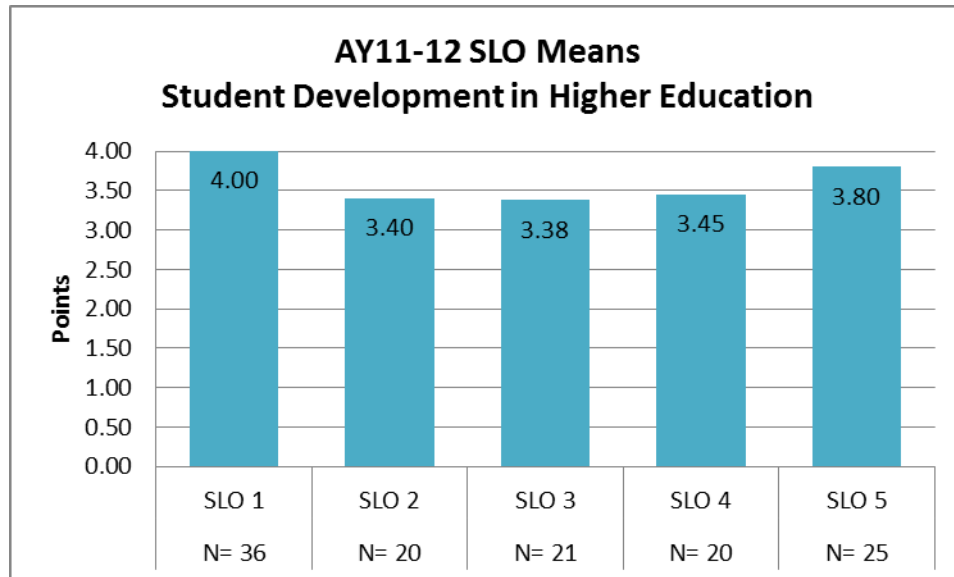
**Figure 1**

*Student Development in Higher Education AY11-12 SLO Comparison*



**Figure 2**

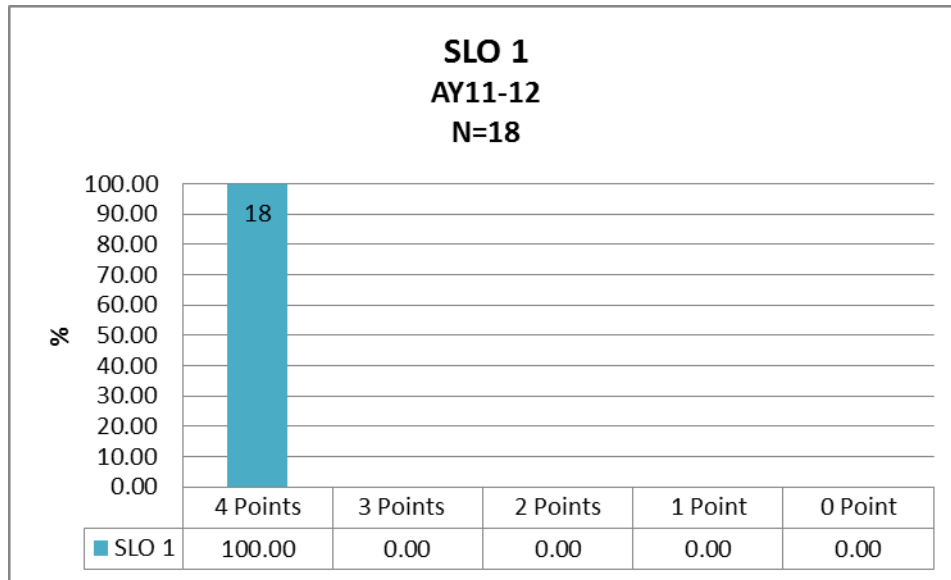
*Student Development in Higher Education AY11-12 SLO Means*



**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.

**Figure 3**

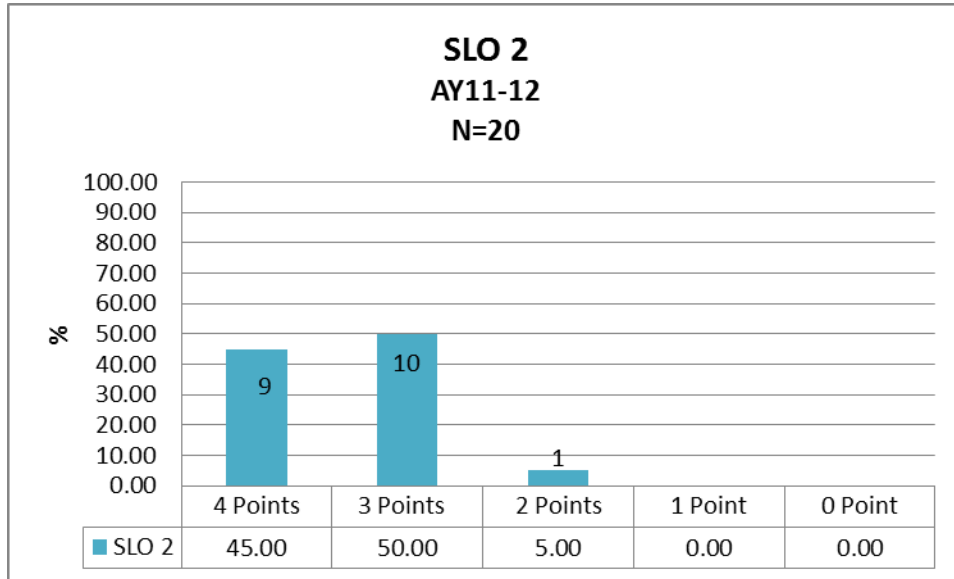
*Student Development in Higher Education AY11-12 Score Distribution-SLO 1*



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

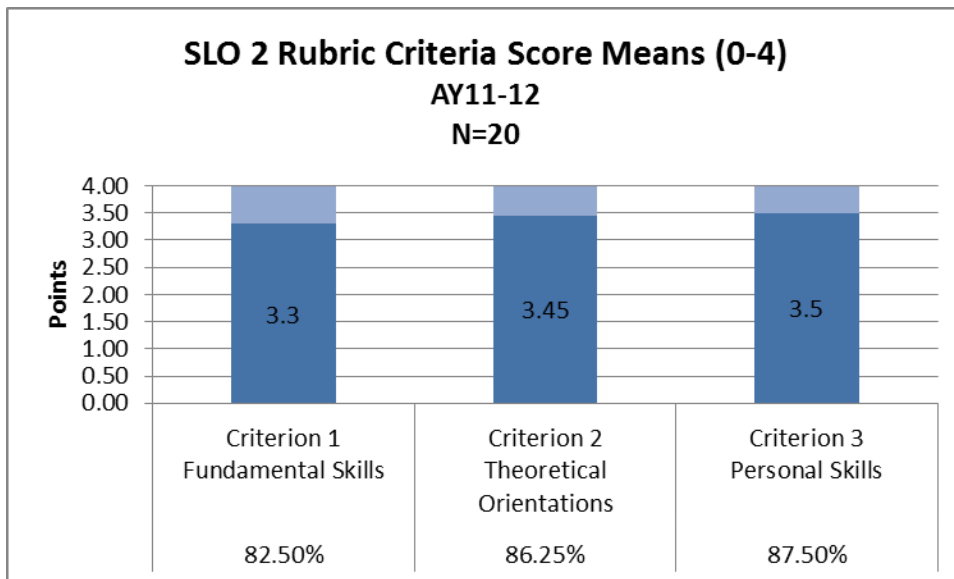
**Figure 4**

*Student Development in Higher Education AY11-12 Score Distribution-SLO 2*



**Figure 5**

*Student Development in Higher Education AY11-12 Criteria Score Means-SLO 2*

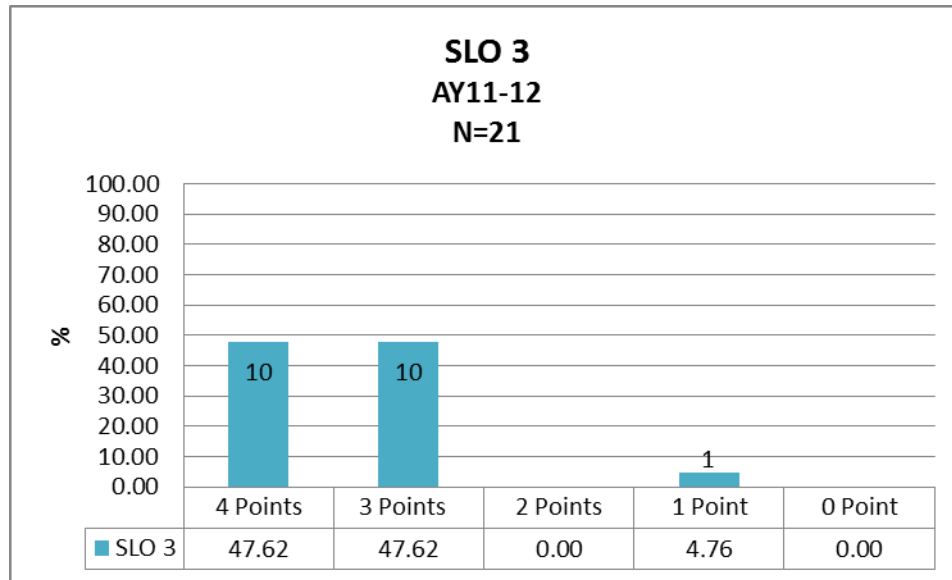




**Outcome 3:** Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote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

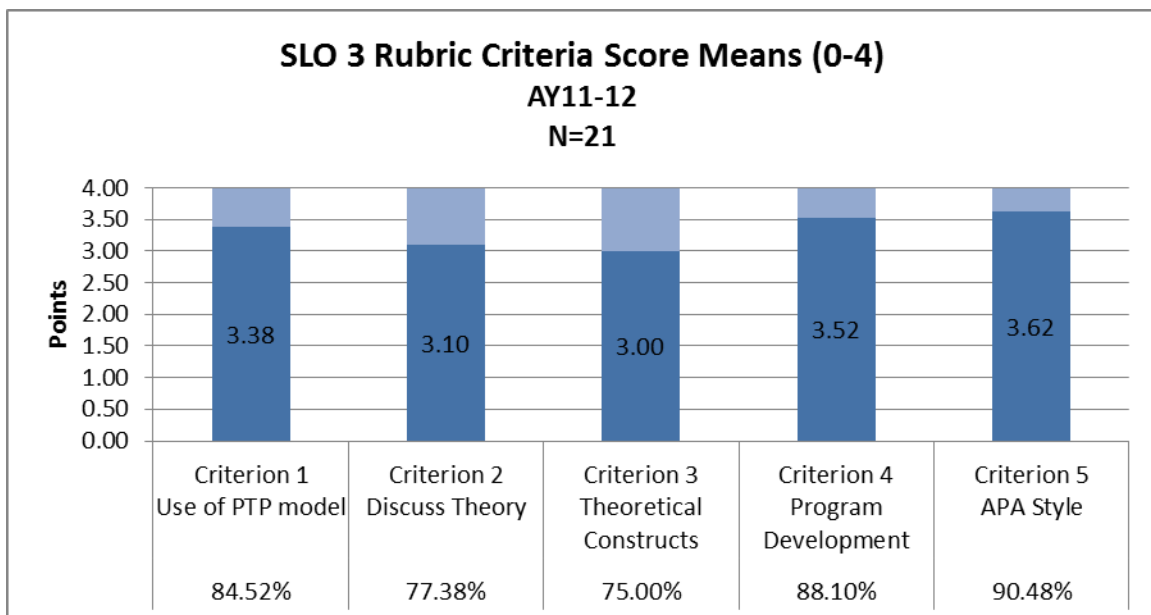
**Figure 6**

*Student Development in Higher Education AY11-12 Score Distribution-SLO 3*



**Figure 7**

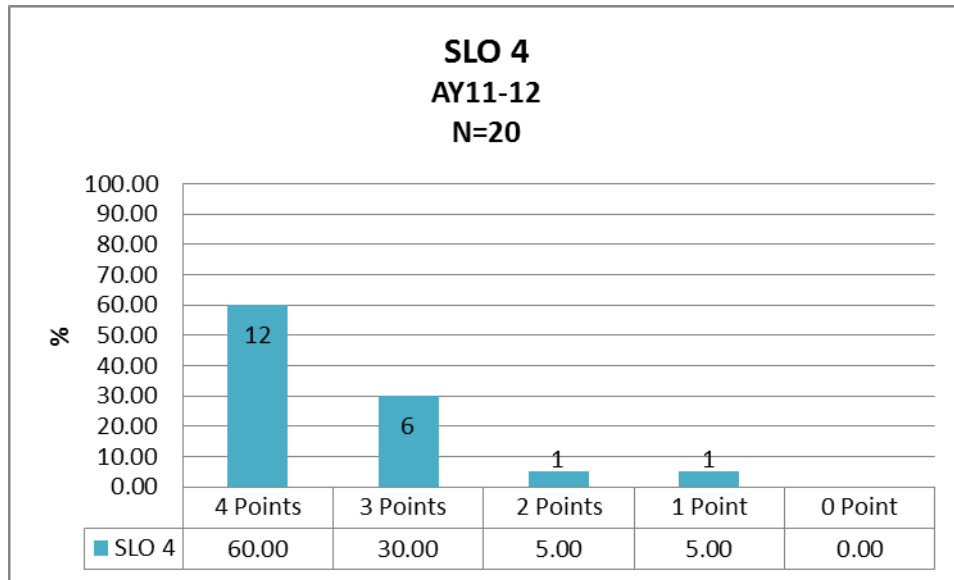
*Student Development in Higher Education AY11-12 Criteria Score Means-SLO 3*



**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.

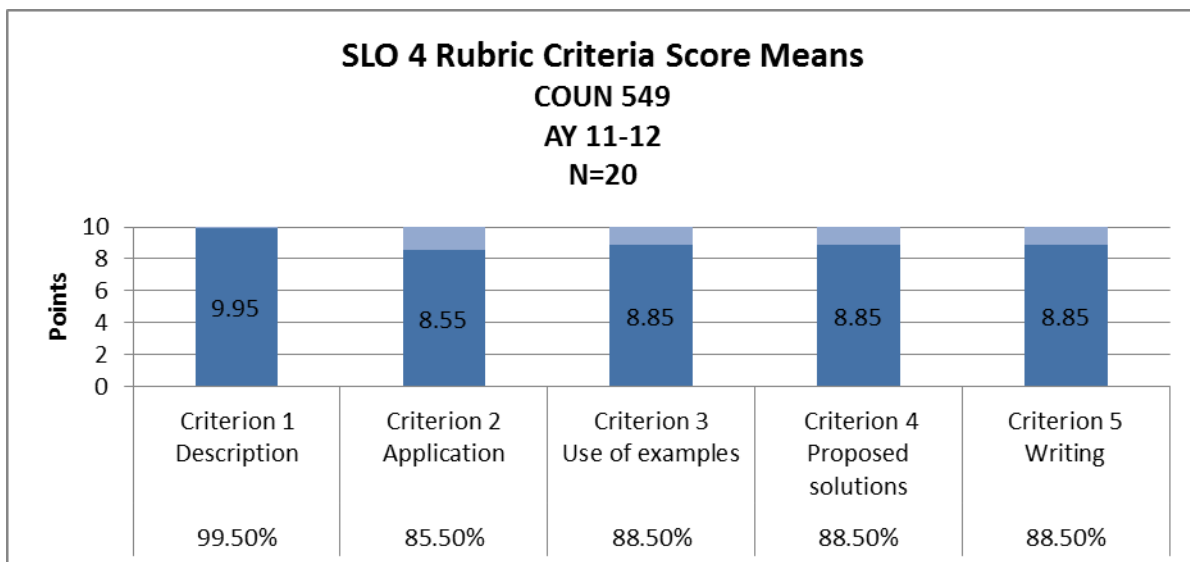
**Figure 8**

*Student Development in Higher Education AY11-12 Score Distribution-SLO 4*



**Figure 9**

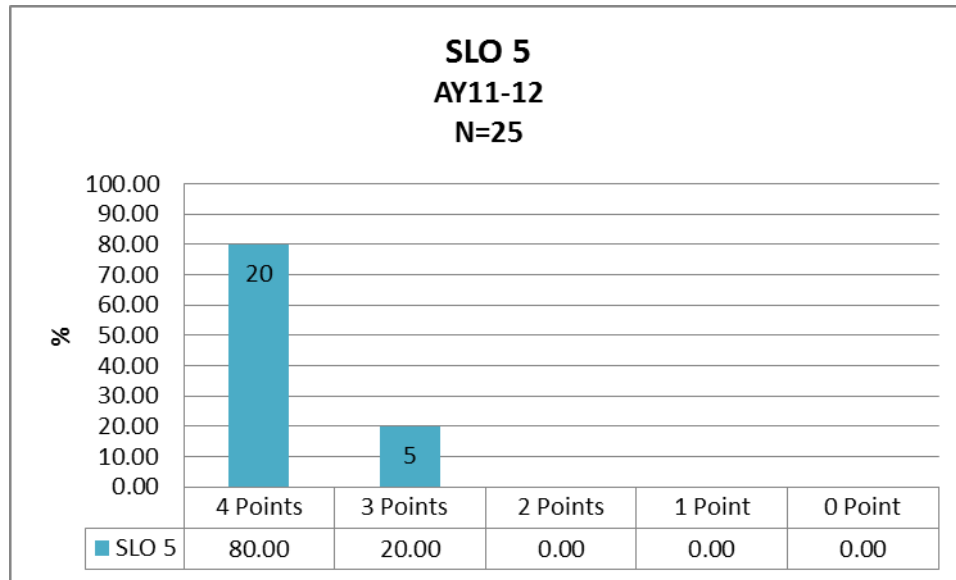
*Student Development in Higher Education AY11-12 Criteria Score Means-SLO 4*



**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.

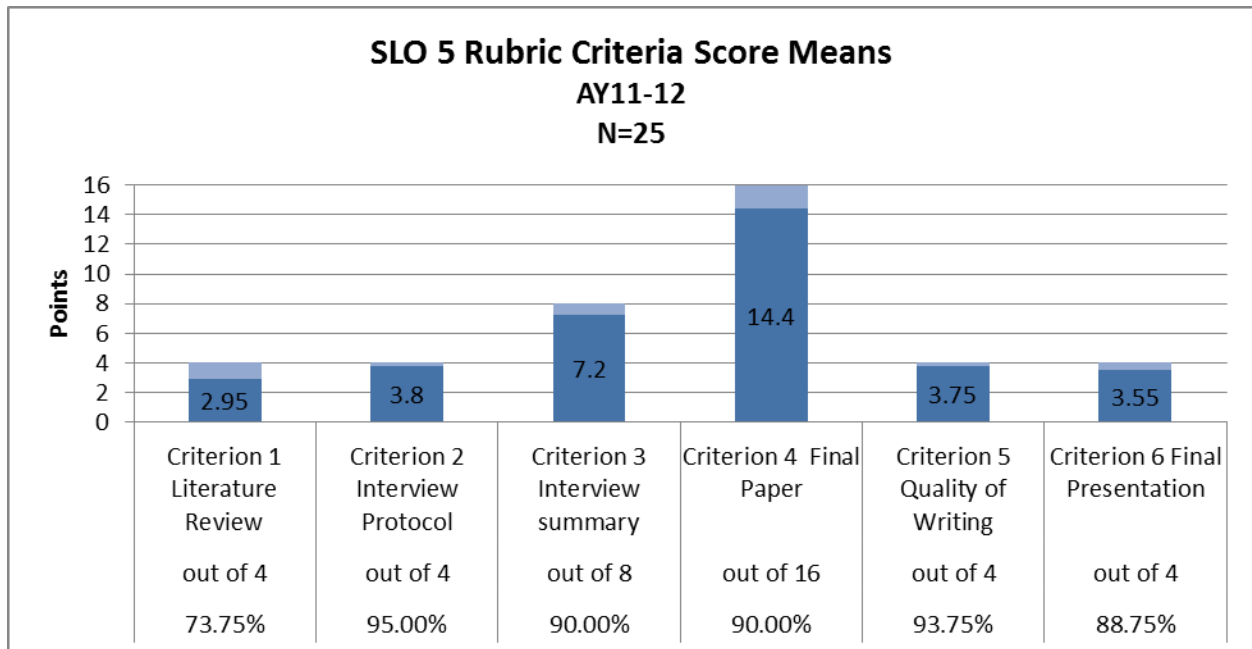
**Figure 10**

*Student Development in Higher Education AY11-12 Score Distribution-SLO 5*



**Figure 11**

*Student Development in Higher Education AY11-12 Criteria Score Means-SLO 5*



**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.

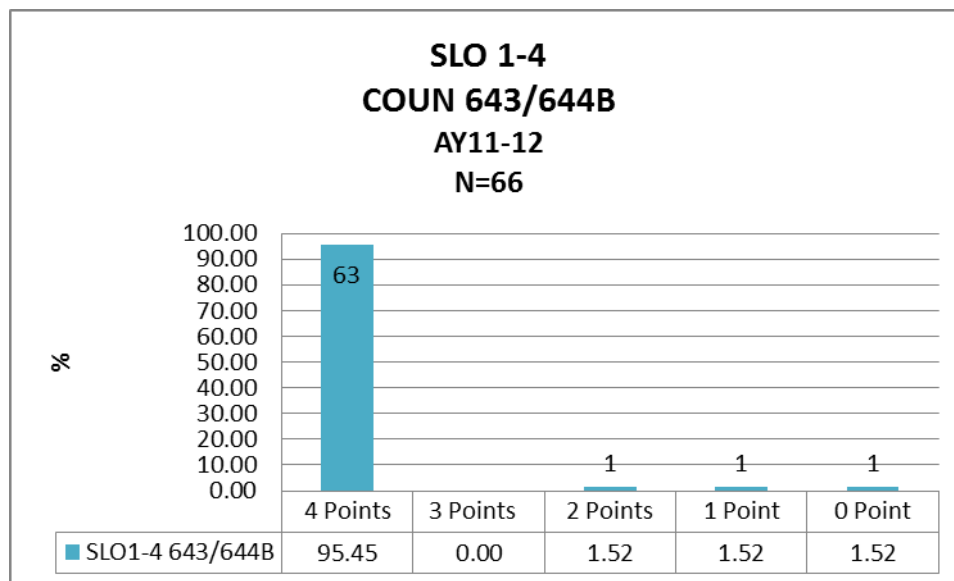
**Outcome 2:** Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.

**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.

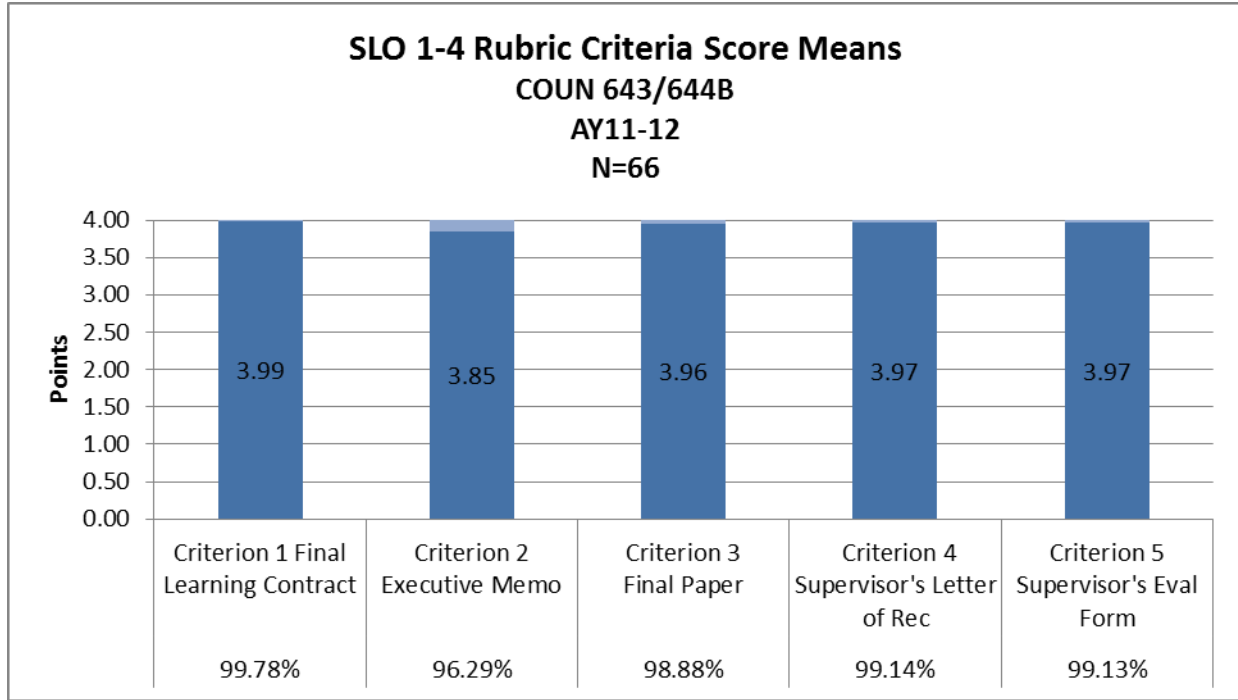
**Figure 12**

*Student Development in Higher Education AY11-12 Score Distribution-SLOs 1-4*



**Figure 13**

*Student Development in Higher Education AY11-12 Criteria Score Means-SLOs 1-4*



- b. Program Effectiveness Data: SDHE Exit survey data were collected to determine program effectiveness. This is indirect evidence of student learning, satisfaction, and other indicators or program effectiveness. Below are descriptive statistics of Question 14. Faculty discussed the first three items in our assessment data meeting on November 1, 2012.

14. Please rate your level of general satisfaction with each of the following:						
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Rating Average	Response Count
The ongoing advisement and program information I have received from my faculty/program advisor.	36.8% (7)	31.6% (6)	31.6% (6)	0.0% (0)	1.95	19
My advisor's knowledge of my program requirements.	36.8% (7)	57.9% (11)	5.3% (1)	0.0% (0)	1.68	19
My advisor's availability to meet at times that are convenient for me.	47.4% (9)	26.3% (5)	15.8% (3)	10.5% (2)	1.89	19
The quality of service/advising provided by the Graduate Office.	26.3% (5)	57.9% (11)	5.3% (1)	10.5% (2)	2.00	19
The accuracy and thoroughness of the information provided on the program web site.	21.1% (4)	63.2% (12)	15.8% (3)	0.0% (0)	1.95	19
The accuracy and thoroughness of the information provided on the college web site.	22.2% (4)	61.1% (11)	16.7% (3)	0.0% (0)	1.94	18
The orientation provided by the department/program.	26.3% (5)	57.9% (11)	5.3% (1)	10.5% (2)	2.00	19
The resources and services in the university library.	36.8% (7)	57.9% (11)	5.3% (1)	0.0% (0)	1.68	19
<b>answered question</b>						<b>19</b>
<b>skipped question</b>						<b>2</b>

## Analysis and Actions

4. 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 low average ratings and relatively wide distribution of responses indicates that recent graduates were not uniform in their satisfaction with the quality of advising provided by SDHE faculty. While these results do not provide reason for alarm, they do indicate an area for improved program effectiveness. We will be discussing faculty advising this year.

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

The Spring 2011 administration of the exit survey measured these questions with a 5-point Likert scale, rather than the 4-point scale in the 2012 administration. The results are consistent.

6. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 4 and 5? Please link proposed changes to data discussed in Q4.

Faculty will discuss advising duties across the new EDLD department. We will propose a new and more effective means of advising students. A specific issue will be to send reminder emails prior to the March and October application deadlines and also prior to registration times.

**Table 8**  
*Action Plan*

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
<b>High</b>	Discuss how to implement a curriculum alignment process in 2013-14.	Faculty	Spring 2013
<b>High</b>	Faculty advising will be addressed at the level of the new EDLD department. Also, email deadline reminders will be distributed to students on each semester.	Faculty	Spring 2012
<b>Medium</b>	We will discuss ways to integrate technology into our classes and suggest the college provide support and professional development in this area as well.	Faculty	Spring 2012