College of Education and Affiliated Programs
Annual Assessment Report – Fall 2011
Student Development in Higher Education

Note: this report presents and analyzes data from the 2010-2011 academic year.

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

Table 2

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	105	38	23

Table 3

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 2 (Advancement to Culminating Experience)

Thesis (698)[1]	7
Comps[2]	17

Table 4

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 3 (Exit)

	Transition Point 3
	Exit
	#
Degree	17

Table 5

Faculty Profile 2010-11

Status	Number
Full-time TT/Lect	6
Part-time Lecturer	2
Total:	8

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[1] This is data on students who were enrolled in thesis work during Fall 2010 and Spring 2011. This figure may include students who actually "crossed into" this transition point prior to Fall 2010 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 2010, Fall 2010, or Spring 2011. The data include students who may not have taken or passed the examination(s).

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.

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 6 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 2010 and Fall 2011.

Table 6

Program Student Learning Outcomes and Signature Assignments

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
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 560/561/662	Varies
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.

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
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'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.
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

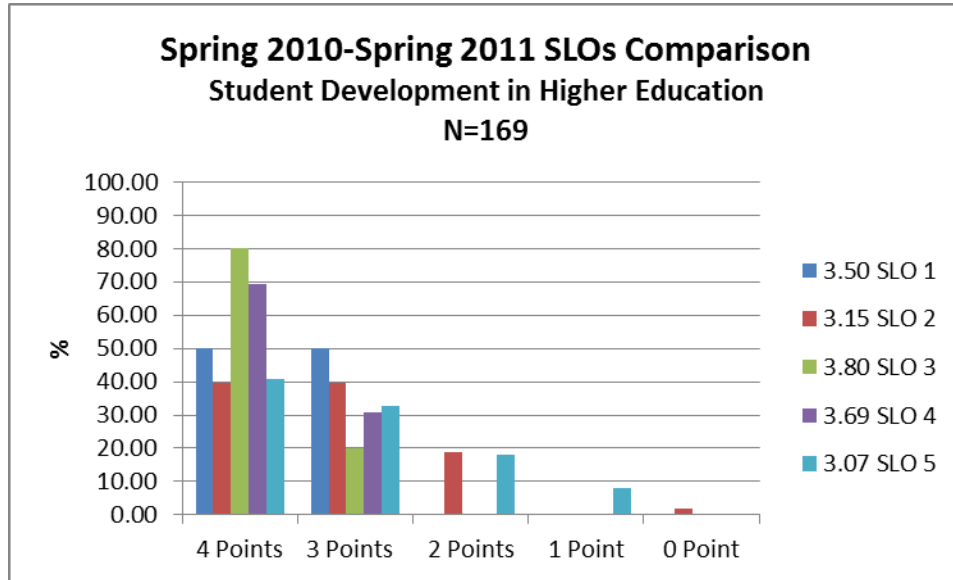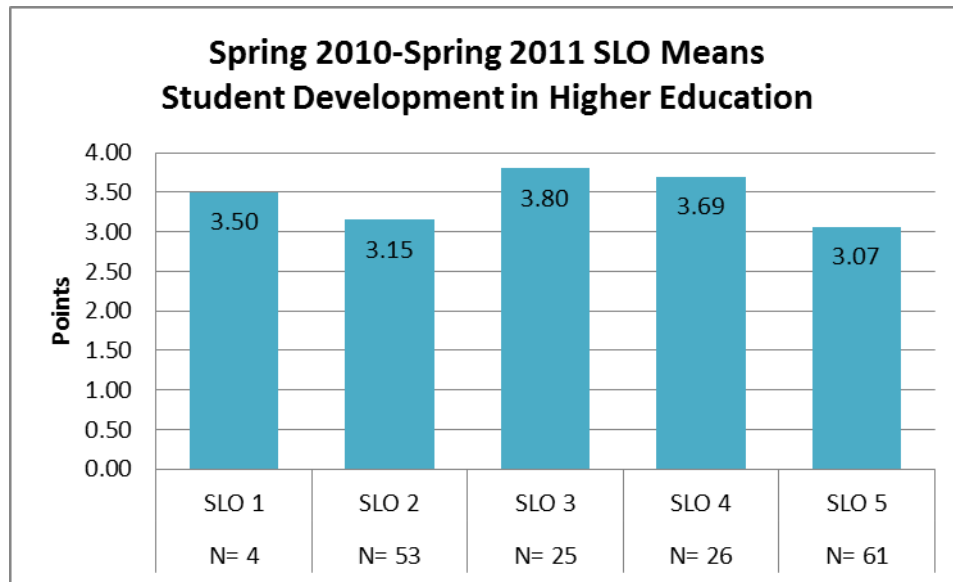*Student Development in Higher Education AY10-11 SLO Comparison*
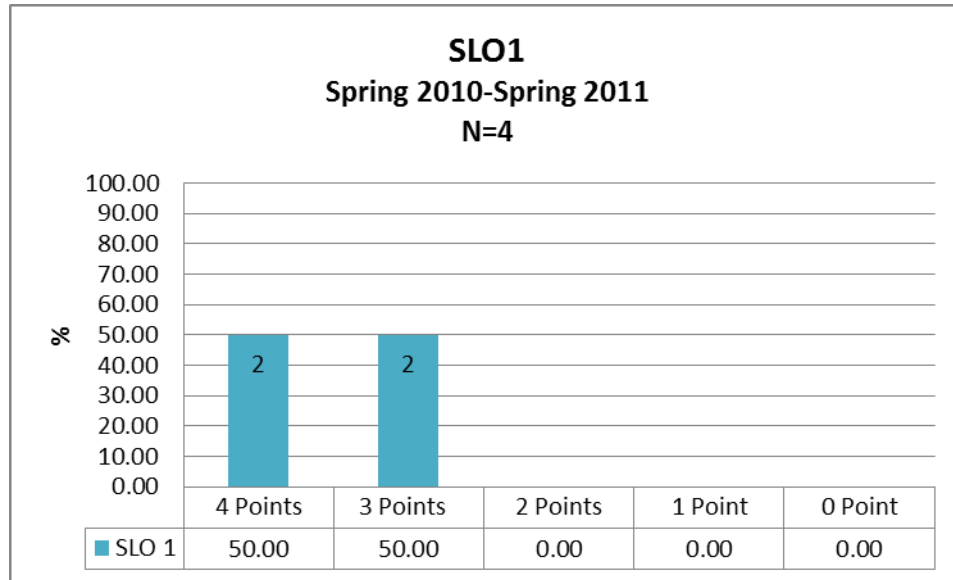

Spring 2010-Spring 2011 SLOs Comparison
Student Development in Higher Education
N=169

Legend:
- 3.50 SLO 1
- 3.15 SLO 2
- 3.80 SLO 3
- 3.69 SLO 4
- 3.07 SLO 5

Figure 2

Student Development in Higher Education AY10-11 SLO Means

Spring 2010-Spring 2011 SLO Means
Student Development in Higher Education

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Points	3.50	3.15	3.80	3.69	3.07
N=	4	53	25	26	61

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 Spring10-11 Score Distribution-SLO 1

SLO1
Spring 2010-Spring 2011
N=4

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	50.00	50.00	0.00	0.00	0.00

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 Spring 10-11 Score Distribution-SLO 2
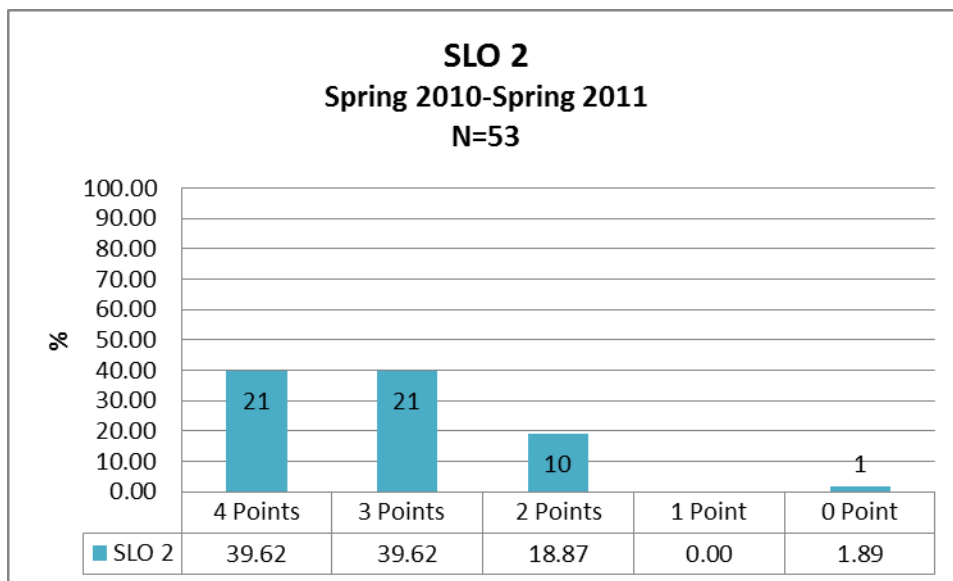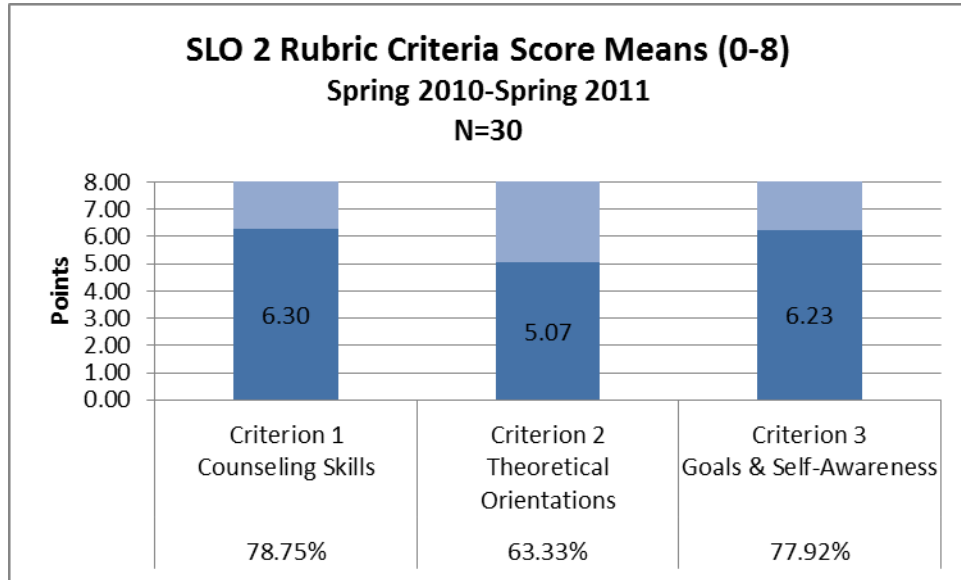

SLO 2
Spring 2010-Spring 2011
N=53

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	39.62	39.62	18.87	0.00	1.89

Figure 5

Student Development in Higher Education Spring 10-11 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 Spring 10-11 Score Distribution-SLO 3
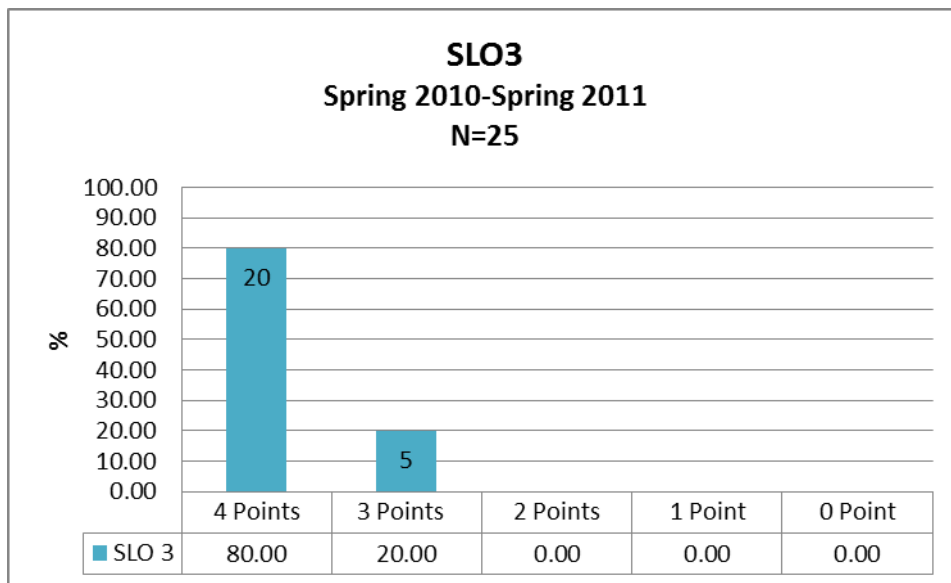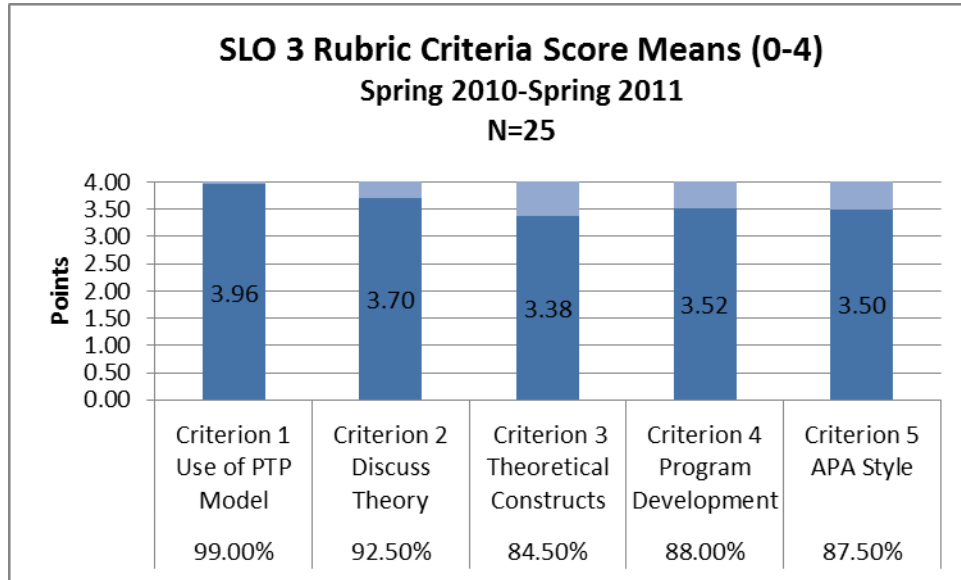
Figure 7

Student Development in Higher Education Spring 10-11 Criteria Score Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
Spring 2010-Spring 2011
N=25

Points	Criterion 1 Use of PTP Model	Criterion 2 Discuss Theory	Criterion 3 Theoretical Constructs	Criterion 4 Program Development	Criterion 5 APA Style
Mean	3.96	3.70	3.38	3.52	3.50
	99.00%	92.50%	84.50%	88.00%	87.50%

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

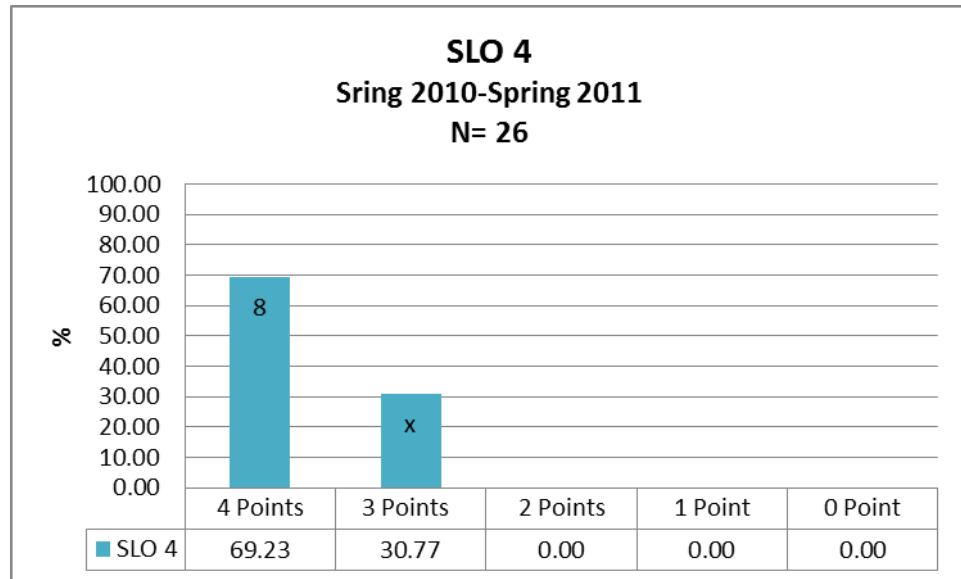*Student Development in Higher Education Spring 10-11 Score Distribution-SLO 4*
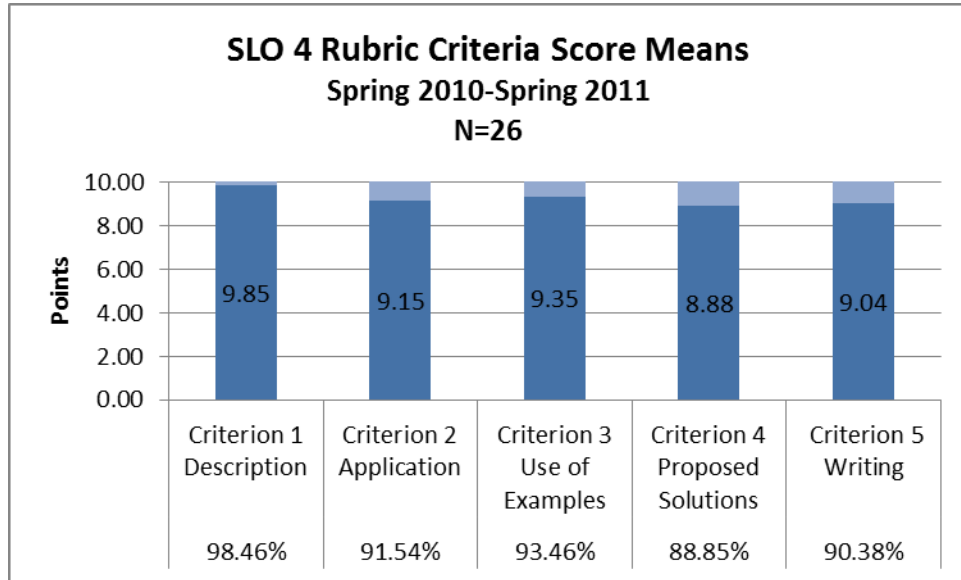
SLO 4
Sring 2010-Spring 2011
N= 26

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 4	69.23	30.77	0.00	0.00	0.00

Figure 9

Student Development in Higher Education Spring 10-11 Criteria Score Means-SLO 4

SLO 4 Rubric Criteria Score Means
Spring 2010-Spring 2011
N=26

	Criterion 1 Description	Criterion 2 Application	Criterion 3 Use of Examples	Criterion 4 Proposed Solutions	Criterion 5 Writing
Points	9.85	9.15	9.35	8.88	9.04
	98.46%	91.54%	93.46%	88.85%	90.38%

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

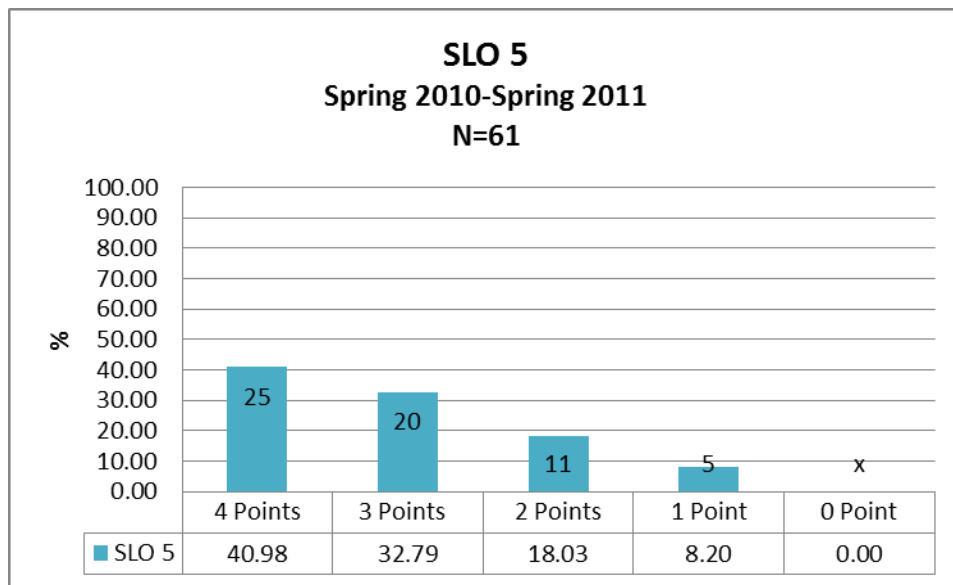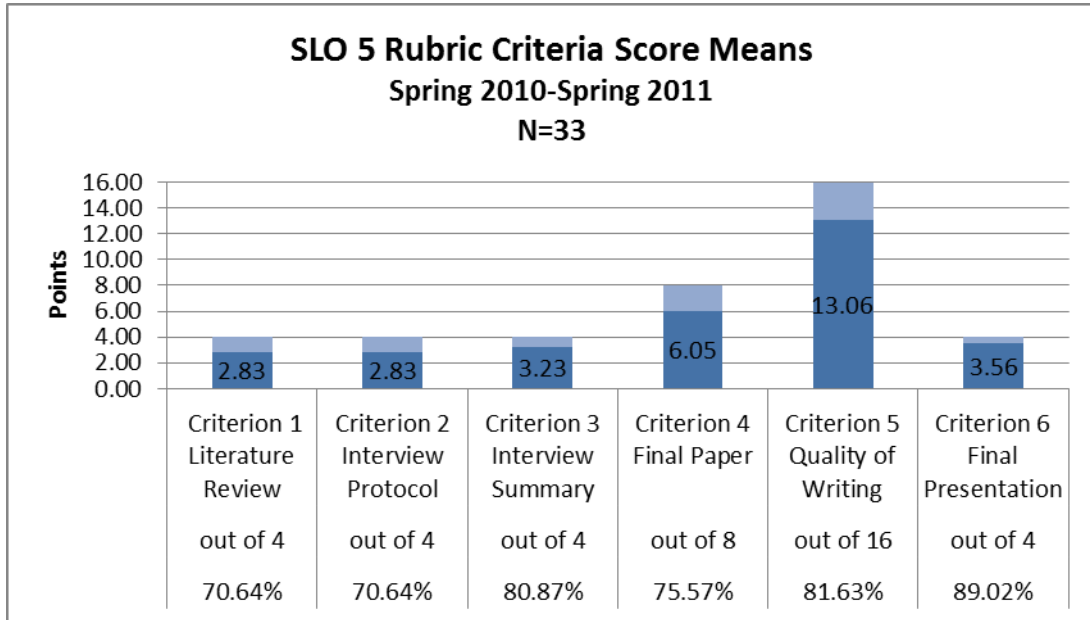*Student Development in Higher Education Spring 10-11 Score Distribution-SLO 5*

SLO 5
Spring 2010-Spring 2011
N=61

	4 Points	3 Points	2 Points	1 Point	0 Point
(count)	25	20	11	5	x
SLO 5	40.98	32.79	18.03	8.20	0.00

Figure 11

Student Development in Higher Education Spring 10-11 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Means
Spring 2010-Spring 2011
N=33

	Criterion 1 Literature Review	Criterion 2 Interview Protocol	Criterion 3 Interview Summary	Criterion 4 Final Paper	Criterion 5 Quality of Writing	Criterion 6 Final Presentation
Points	2.83	2.83	3.23	6.05	13.06	3.56
	out of 4	out of 4	out of 4	out of 8	out of 16	out of 4
	70.64%	70.64%	80.87%	75.57%	81.63%	89.02%

Outcome 1-4 *(numbers not included in aggregate analysis on first page)*

Figure 12

Student Development in Higher Education Spring 10-11 Score Distribution-SLOs 1-4

SLO 1-4
Spring 2010-Spring 2011
N=67 (Coun 643/644b)

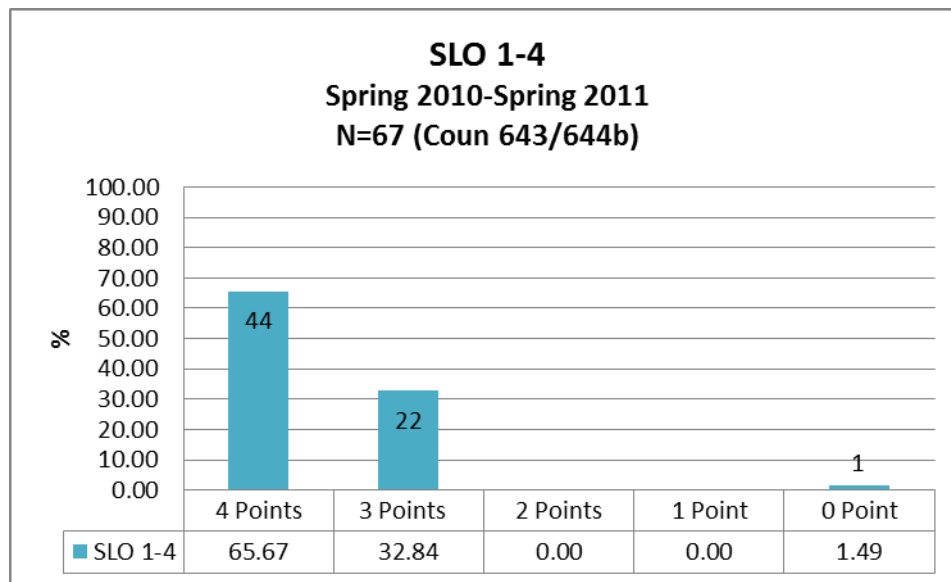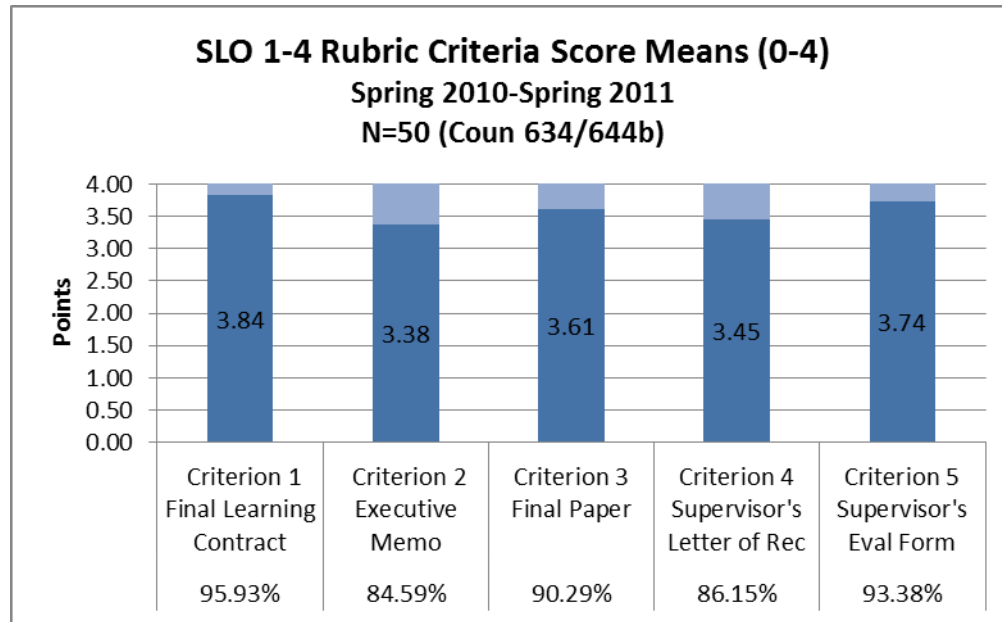|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1-4	65.67	32.84	0.00	0.00	1.49

Figure 13

Student Development in Higher Education Spring 10-11 Criteria Score Means-SLOs 1-4

b. <u>Program Effectiveness Data</u>: 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.

SDHE Almuni Exit Survey

We discussed the results of our alumni survey (n=23). The majority (73%) of respondents were spring 2011 graduates. The remainder graduated in 2010.

SDHE faculty were pleased that 90% of respondents "strongly agreed" that SDHE "demonstrated sensitivity to diversity issues" and that 95% of alumni "strongly agreed" that they had "opportunities to learn about concepts and issues of diversity" while enrolled in the program.

Four (20%) respondents were not sure or disagreed with the statement that students had sufficient opportunities to learn about technology in the classroom. We will offer a workshop for faculty on infusing technology into teaching, especially innovative media to convey course content, such as YouTube and social networking. We will also suggest that the College of Education offer workshops for faculty and students on how to use the more established but less utilized tools, such as Access, Excel, and webinar tools.

Data collected in open-ended responses revealed substantial student concerns about the quality of academic advising. This finding was supported by survey data as well. Graduating students expressed dissatisfaction with the brief amount of time faculty were available to meet with them for individual advising appointments. There was also concern about the low level of familiarity with curriculum requirements that some faculty appeared to have.

Our discussion noted several ways that to be more responsive to these concerns, including:

- Be more proactive about reaching out to students. We should not wait for them to contact us; especially in the first year.

- Send out a reminder for major deadlines in October and March as well as for registration periods. We will remind students to visit their advisor if they have any questions.

- We will synthesize extant lists of student/advisor assignments into an on-going, multi-cohort database of all active cohort members. This master list will be kept in the shared dropbox file.\

4. <u>Optional Data</u>: 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.

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.

We reviewed our focus on SLO 4 from last year and noted that student performance in Criterion 4 (proposed solutions) improved. We attributed this to the recommendation to alter the signature assignment so that students would propose solutions to cases in their Frames Memo project.

After reviewing this year's data, we noted lower than expected aggregate scores on SLOs 2 and 5; thus, we chose to focus on these SLOs in this year's data discussion.

SLO 2 is measured in the signature assignment of Counseling the Adult (COUN 516). Students must apply counseling skills and theoretical perspectives in fieldwork settings and a signature assignment, the Dialog Partner project. A remarkable 20% of students earned an average of 2 points or less on the project. The average points awarded to the remainder of the class (80%) were split evenly: 40% of students earned 4 points and 40% earned 3 points. Drilling down into specific criteria for SLO 2, we noted that student performance was weakest in demonstrating knowledge of theoretical applications. We attribute some of the difference in point value to a new, part time lecturer for the class. This instructor is no longer teaching at the University. We will therefore monitor performance in the spring 2012 offerings and then follow-up as needed.

To measure SLO 5, students demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research and evaluations through the Student Affairs Research Project, a signature assignment in COUN 548. There was some concern about the quality of student's writing in the final project. There was also a formal IRB approval process in the course; however, the time involved in explaining and waiting for the IRB to be approved interfered with the ability to collect data and to produce the final project. These issues may have compromised the overall quality of the projects and affected the final grades.

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

These data have not evaluated in past reports.

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.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
High	We will pursue new options for the 548 assignment that will facilitate student learning about research and analysis.	Faculty	Spring 2012
High	Three experienced faculty are collaborating to teach the sections of 516. They will focus on drawing connections between theory and practice in course material.	Faculty	Spring 2012
High	Advising will be a topic of discussion at faculty meetings, especially immediately prior to biannual program deadlines. Also, email deadline reminders will be distributed to students on each semester.	Faculty	Spring 2012
	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