**College of Education and Affiliated Programs**
**Biennial Assessment Report – Fall 2014**
*Student Development in Higher Education*

*Note: this report presents and analyzes data from Summer 2012 through Spring 2014.*

## 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. Tables 2-6 present data on student enrollment and progress as well as faculty headcount.

**Table 1**

*Program Student Learning Outcomes 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 advising and referral plan 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 (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) |
| **National Standards** | 5b.2 | 5b.3 | 5a, 5b.1, 5b.2, 5b.3, | 5b.4, 5.c | 5b.5 |
| **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 |

**Table 2**

*Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

|  | 2012-2013 | | | 2013-2014 | | |
|---|---|---|---|---|---|---|
|  | **Applied** | **Accepted** | **Matriculated** | **Applied** | **Accepted** | **Matriculated** |
| **Total:** | 90 | 37 | 26 | 118 | 38 | 30 |

**Table 3**

*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

|  | **2012-2013** | **2013-2014** |
|---|---|---|
| **Thesis (698)[1]** | 9 | 8 |
| **Comps[2]** | 18 | 33 |

**Table 4**

*Comprehensive Exam Results, 2012-2014*

|  | **2012-2013** | **2013-2014** |
|---|---|---|
| **Passed** | 11 | 22 |
| **Failed** | 3 | 8 |
| **Total[3]** | 14 | 30 |

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[1] This is data on all students who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually "crossed into" this transition point prior to Fall 2012 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 from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

[3] 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 from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-13 may be accounted for twice.

**Table 5**

*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

|  | **2012-2013** | **2013-2014** |
|---|---|---|
| **Degree** | 22 | 27 |

**Table 6**

*Faculty Profile 2012-2014[4]*

| **Status** | **2012-2013** | **2013-2014** |
|---|---|---|
| Full-time TT/Lecturer | 6 | 6 |
| Part-time Lecturer | 4 | 5 |
| **Total:** | 10 | 11 |

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.**

   Five of six full-time faculty and one part-time faculty member attended the half-day, Beyond Compliance, workshop in Fall 2014. We engaged in prolonged discussion about the SLO data tables, survey data, and personal reflections over the last year. The program coordinator also consulted with the Assessment Office via email and in person meetings after the workshop. Notes from the meeting accompany this report.

## Data

3. **Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

   The Student Development in Higher Education program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

   - **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.

   - **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes.

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[4] 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.

Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). The data for these signature assignments are included in Appendix A of this report.

- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.

Additional information, including each program's assessment plan and signature assignments, can be found at: http://www.ced.csulb.edu/assessment.

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).**

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A.

**Figure 1**

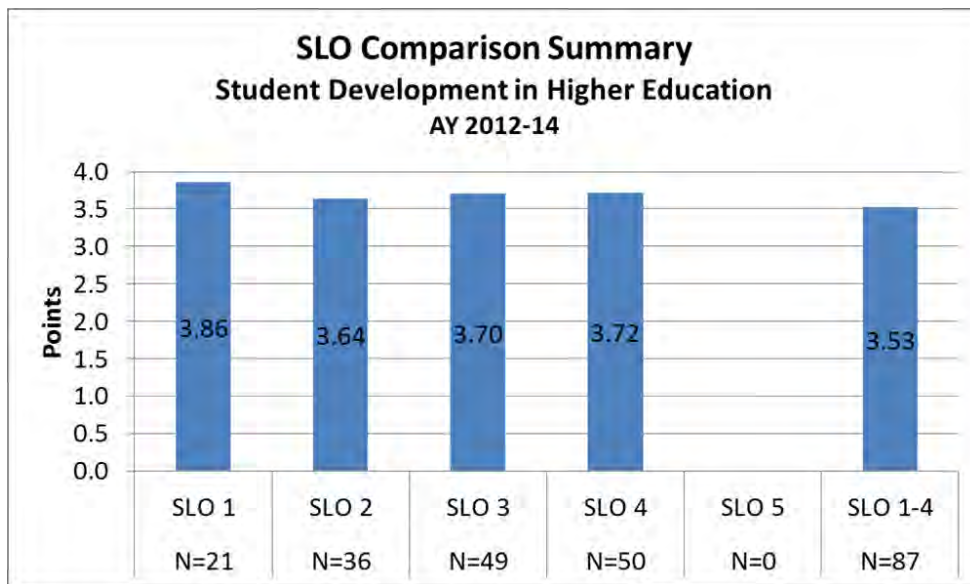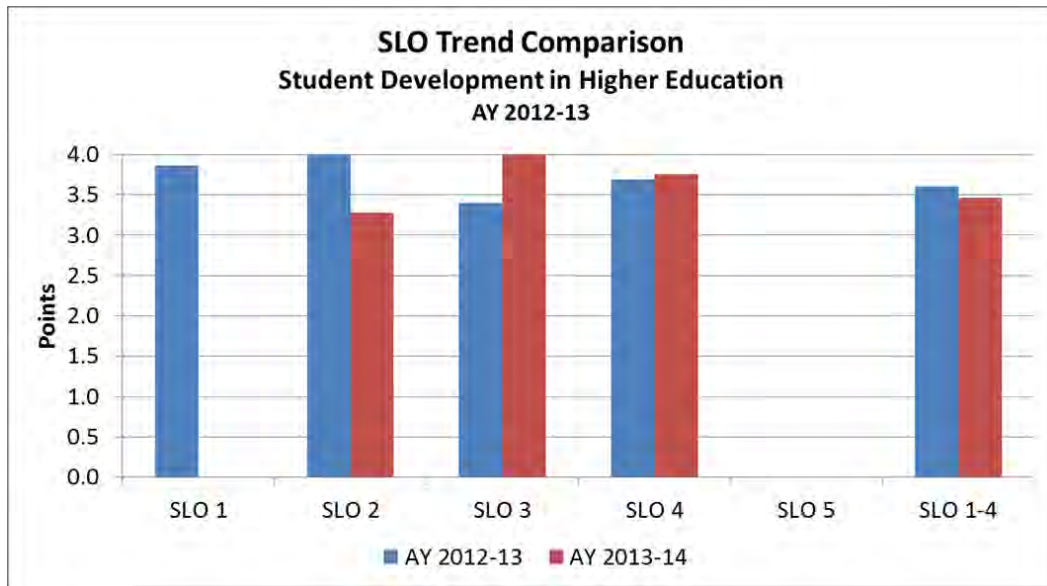*Figure 1 shows aggregate data by SLO for a two-year period based on points earned.*

**Figure 2**

*Figure 2 shows trends in SLO data across two years based on points earned.*



SLO Trend Comparison
Student Development in Higher Education
AY 2012-13

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.**

The APE program has reviewed and interpreted data from the following survey. Relevant data related to specific survey items and can be found in Appendix B.

| <u>Survey</u> | <u>Items</u> |
|---|---|
| 2014 Exit Survey | Assessment & Research |

4. <u>**OPTIONAL**</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. **Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)**

**Table 7**

*Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement*

| # | Topic | Data Sources (i.e., Signature Assignments and/or surveys) | Strengths | Areas for Improvement (Please address action taken or planned in Q6 below) | Changes from past findings *and why* |
|---|-------|------------------------------------------------------------|-----------|------------------------------------------------------------------------------|---------------------------------------|
| 1 | Positive trend observed in 547 | PTP project | Students are improving in the theory to practice criterion | n/a | Instructors in 547 and 549 intentionally collaborated on content to support students understanding of theory to practice |
| 2 | Positive trend observed in 549 overall; but low criterion score on proposed solutions continues | Frames memo | Students can identify and analyze an organizational problem | Continue to help them identify practical solutions | Remain concerned about low score on proposed solution criterion |
| 3 | Decrease in the overall mean for 516 (SLO 2) | Signature assignment | n/a | Align the SLO (2) and what students do in the assignment | New instructors; two sections; rubric not aligned with SLO 2. |
| 4 | Assessment & Research | Exit survey 2014 | n/a | Data show that recent grads not confident in their ability to conduct assessment | n/a |

6.  **Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.**

**Table 9**

*Program Action Items*

| Topic # | Action to Address Areas for Improvement | By Whom? | By When? | Update on Actions (If Applicable) |
|---|---|---|---|---|
| 2 | Faculty discussion to identify strategies for practical solutions | SDHE Faculty | Spring 2015 | n/a |
| 3 | Change the rubric for SLO2 | Signature assignment for SDHE 516 | Fall 2015 | n/a |
| 4 | In courses with assignments to interview professionals (i.e., 593, 693) include a question on how student learning is assessed in the program and institution. | Program faculty teaching courses with "interview a professional" assignment. | Spring 2015 | n/a |

7.  **Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?**

    **[X]**  Yes (see below)

    ❑  No (no further action is required)

**Table 8**

*Proposed Changes to Program Documents*

| Course # | Signature Assignment Name | Nature of Changes (BRIEF) | Reasons for Changes (BRIEF) |
|---|---|---|---|
| SDHE 516 | Dialogue Synthesis Paper (SLO 2) | • The <u>paper</u> will now be the artifact collected and evaluated as the signature assignment and <u>not</u> the video.<br>• The phrase "treatment plan" in the SLO will be changed to "advising and referral plan" to reflect the non-clinical, student development focus of the course. | The video cannot be archived as an exemplar for reasons of confidentiality and practical issues of storage. |

**Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.**

Change in assignment for 547 and 549. PTP assignment was limited to 547. Now it is split between both classes. In the first year, the rubric was not aligned with the actual assignments. In second year the rubric, student directions, faculty collaboration were each aligned. Now, successive tasks in both classes build student's competency (SDHE 549) and theoretical understanding (SDHE 547) over the semester.

SDHE SLO #2 should be changed from:
**Outcome 2:** Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.
To the following:
**Outcome 2:** Apply fundamental counseling skills, theoretical orientations, and advising and referral plan to dialogue partner and fieldwork experiences.
We believe that the phrase "treatment plan" should be changed to "advising and referral plan" to reflect the non-clinical, student development focus of the course. The addition of "dialogue partner" reflects that the video recorded sessions with the dialogue partner and the final synthesis paper provide opportunities to assess each of the three criteria in the SLO.

Exit survey 2014
Assessment and research was a weak area.
This content is part of the three research courses (EDP 400, 520, 596). It is also covered in SDHE 549. We recommend that courses with assignments to interview one or more professionals (i.e., 593, 693) include a question on how student learning is assessed in the program and institution.

# APPENDIX A:

# Candidate Performance Data

# Student Development and Higher Education
# Signature Assignment Data Report
# AY 2012-14

<u>Figure Description:</u>

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a two-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across two years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across two years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a two-year period based on the average percentage of points earned.

**Student Learning Outcomes**

**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.

**Figure 1**

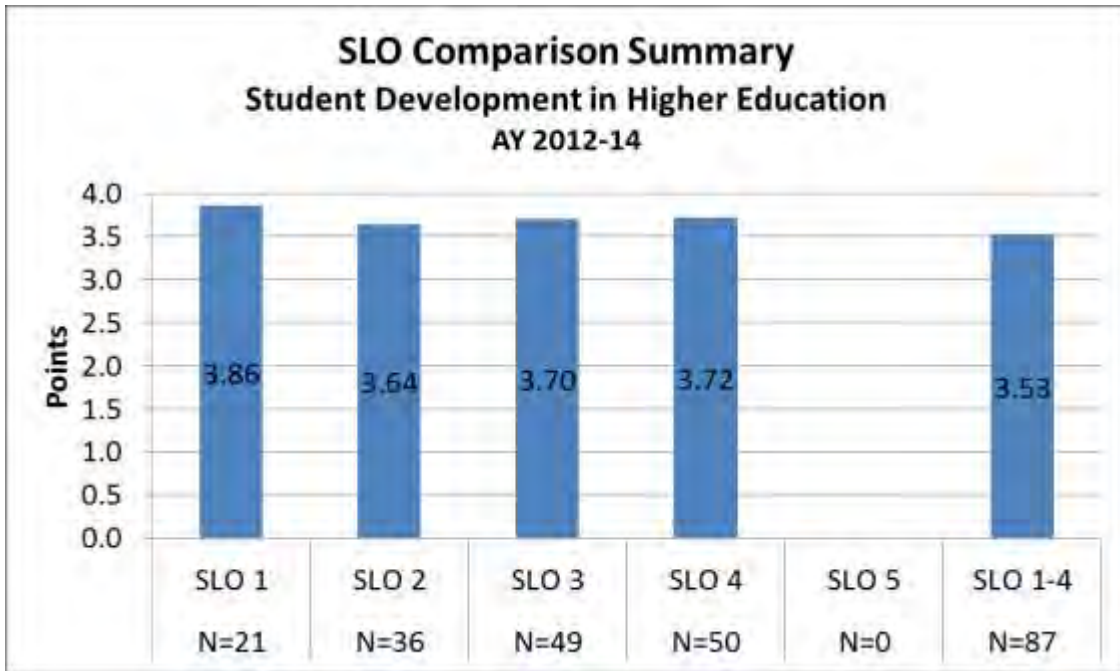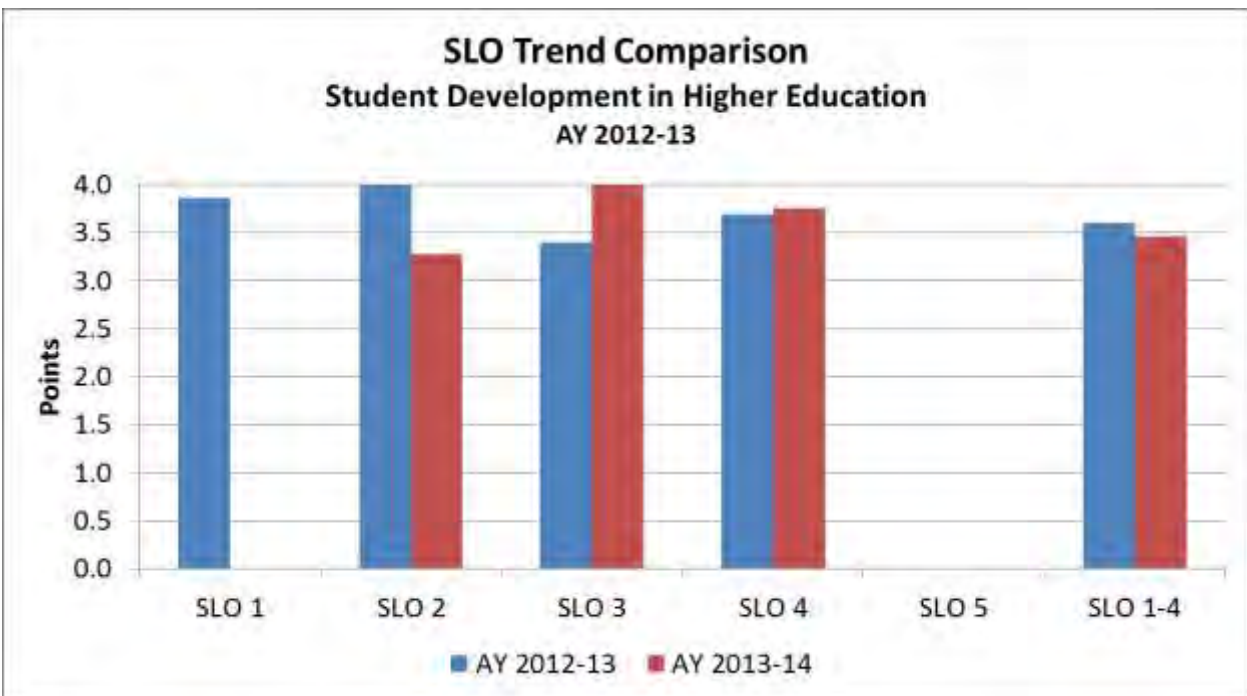Figure 1 shows aggregate data by SLO for a two-year period based on points earned.



**Figure 2**

Figure 2 shows trends in SLO data across two years based on points earned.

**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**



SLO 1 Score Distribution
Student Development and Higher Education
SCAE 560, 561, 562
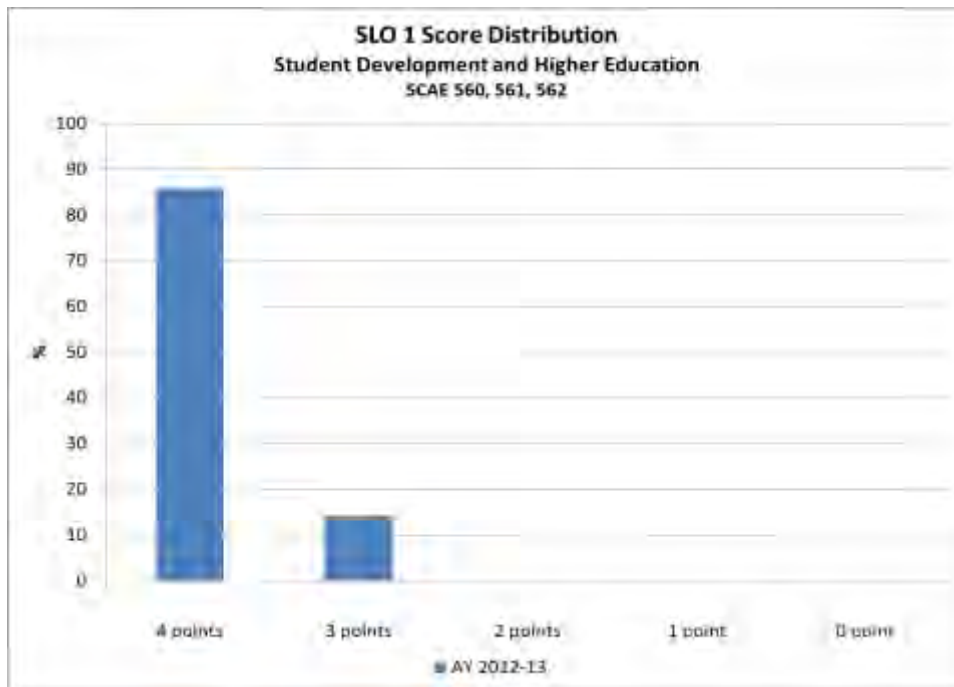
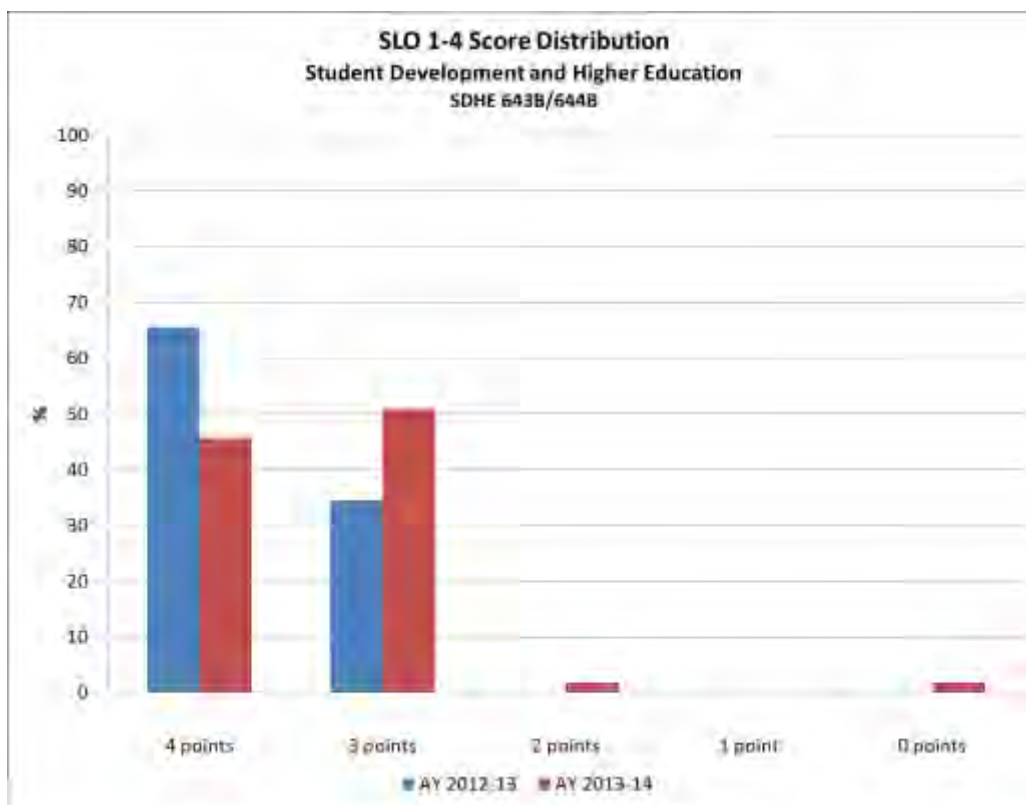| AY | N | Mean | SD |
|---|---|---|---|
| **AY 2012-13** | 21 | 3.86 | 0.35 |

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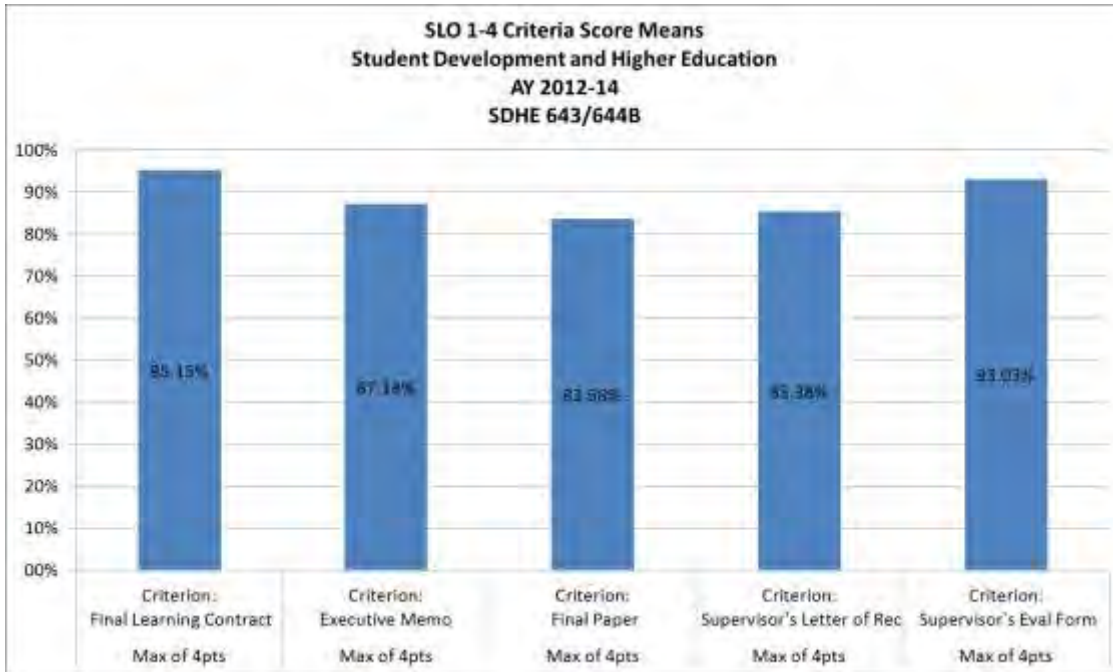
**Outcome 4:** Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum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

**Figure 4**



| AY | N | Mean | SD |
|---|---|---|---|
| AY 2012-13 | 29 | 3.60 | 0.45 |
| AY 2013-14 | 59 | 3.46 | 0.47 |

**Figure 5**



SLO 1-4 Criteria Score Means
Student Development and Higher Education
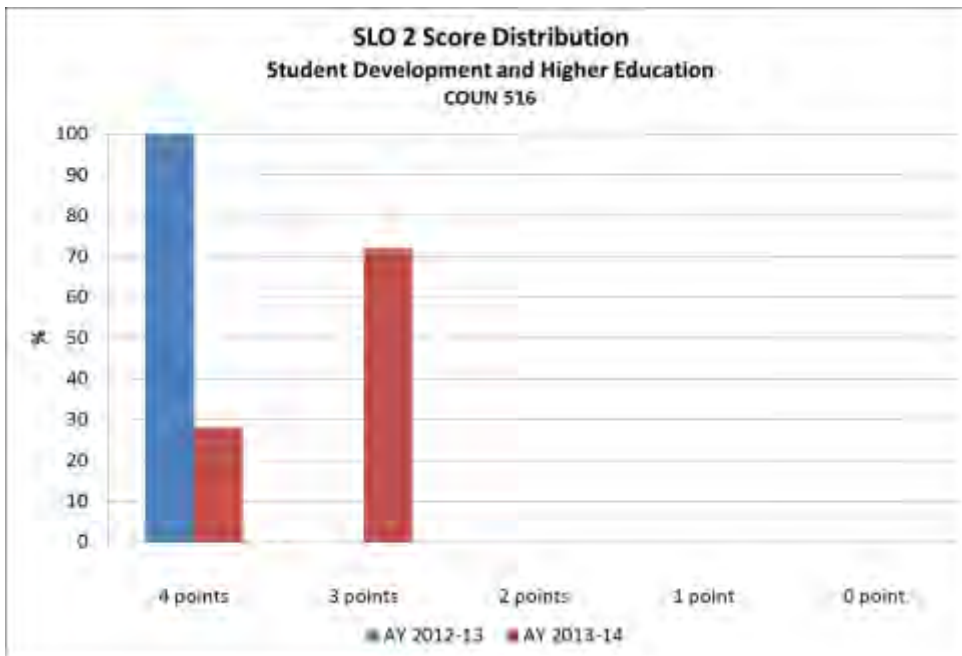AY 2012-14
SDHE 643/644B

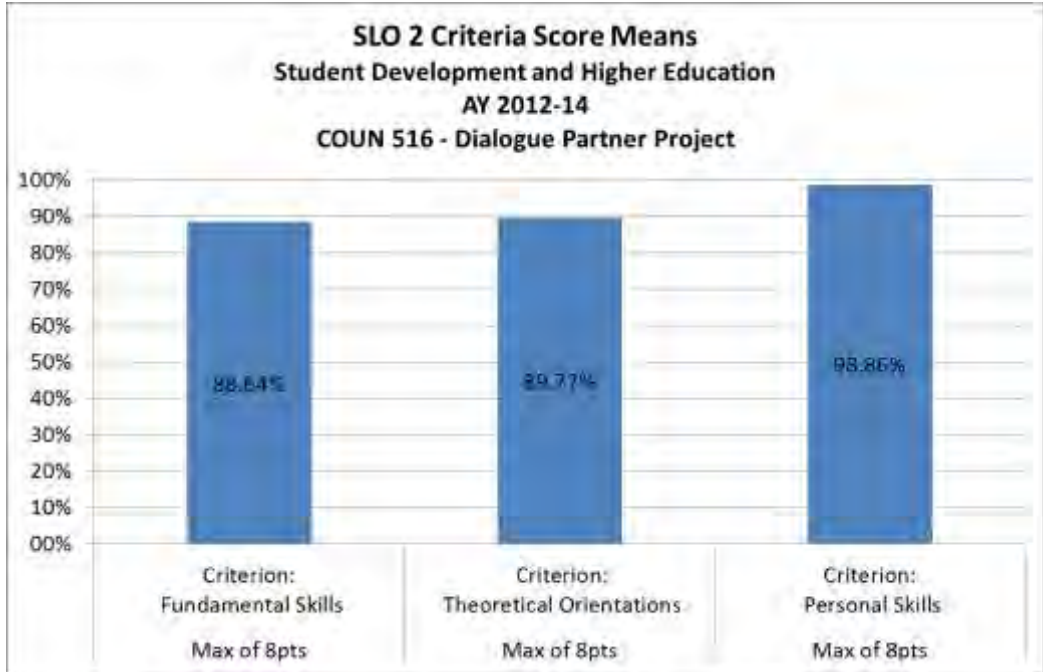| AY | Max N |
|---|---|
| AY 2012-13 | 29 |
| AY 2013-14 | 59 |

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

**Figure 6**



SLO 2 Score Distribution
Student Development and Higher Education
COUN 516

| AY | N | Mean | SD |
|---|---|---|---|
| AY 2012-13 | 11 | 4.00 | 0.00 |
| AY 2013-14 | 25 | 3.28 | 0.45 |

**Figure 7**



SLO 2 Criteria Score Means
Student Development and Higher Education
AY 2012-14
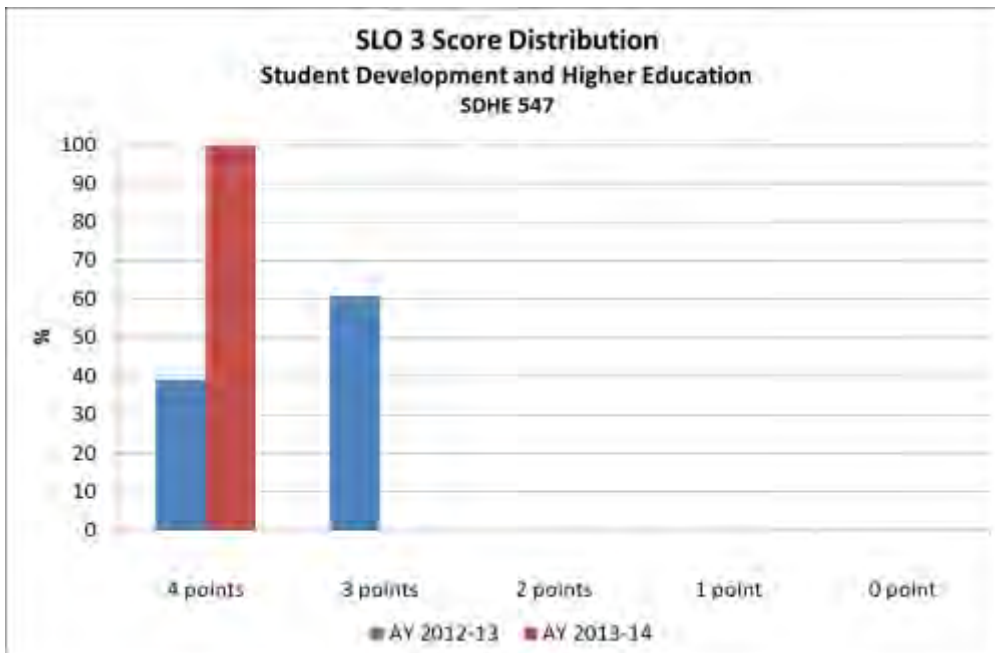COUN 516 - Dialogue Partner Project

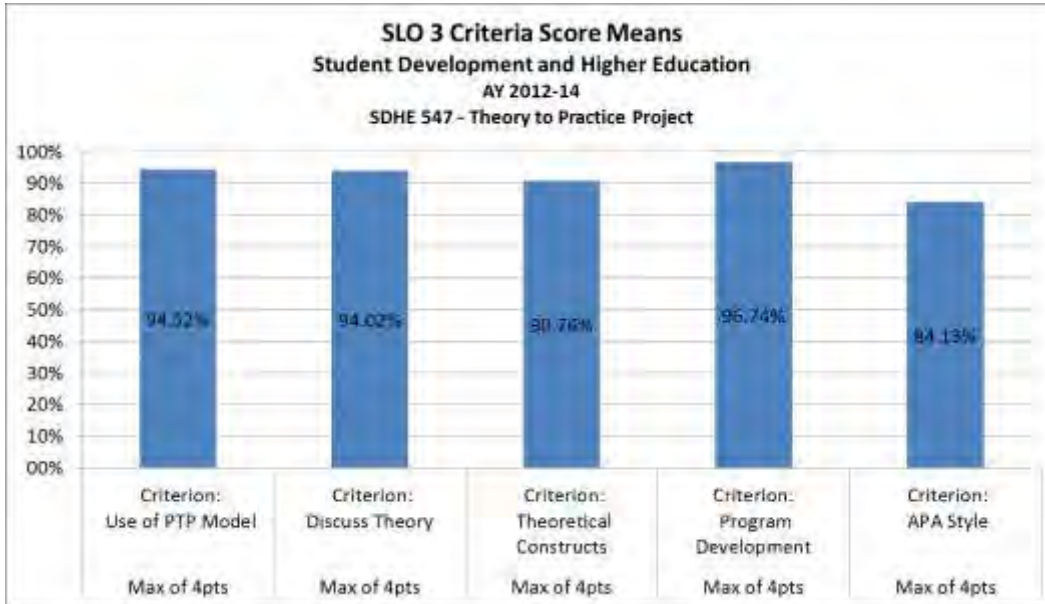| AY | Max N |
|---|---|
| AY 2012-13 | 11 |
| AY 2013-14 | 25 |

**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 8**



SLO 3 Score Distribution
Student Development and Higher Education
SDHE 547

| AY | N | Mean | SD |
|---|---|---|---|
| AY 2012-13 | 23 | 3.39 | 0.49 |
| AY 2013-14 | 26 | 4.00 | 0.00 |

**Figure 9**



SLO 3 Criteria Score Means
Student Development and Higher Education
AY 2012-14
SDHE 547 – Theory to Practice Project

| AY | Max N |
|---|---|
| AY 2012-13 | 23 |
| AY 2013-14 | 26 |

**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 10**



SLO 4 Score Distribution
Student Development and Higher Education
SDHE 549
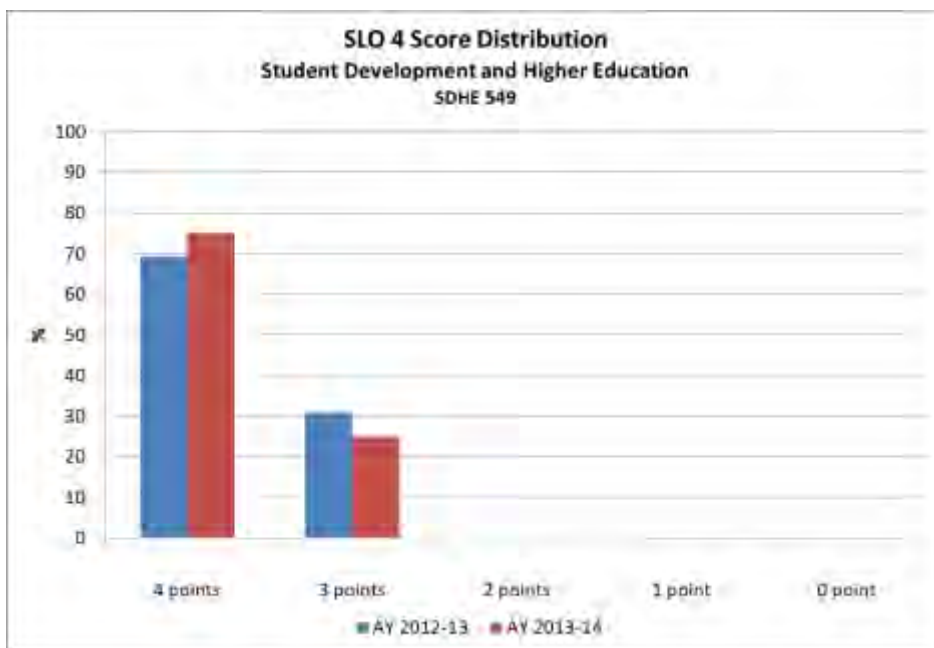
| AY | N | Mean | SD |
|---|---|---|---|
| AY 2012-13 | 26 | 3.69 | 0.46 |
| AY 2013-14 | 24 | 3.75 | 0.43 |

**Figure 11**



**SLO 4 Criteria Score Means**
**Student Development and Higher Education**
AY 2012-14
SDHE 549 - Frames Memo
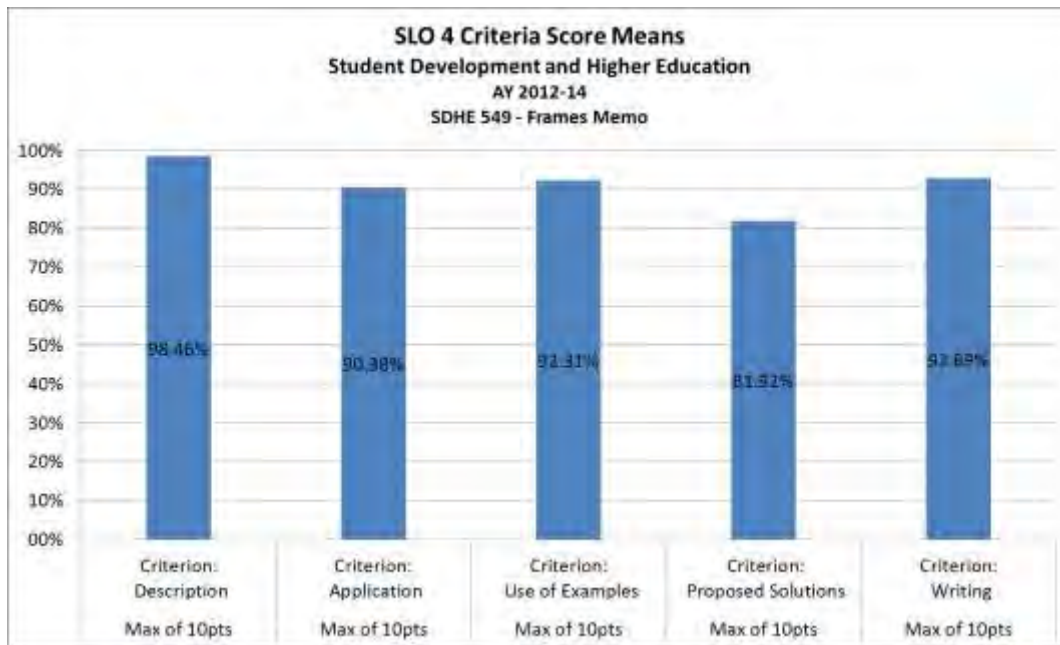
| AY | Max N |
|---|---|
| AY 2012-13 | 26 |
| AY 2013-14 | 24 |

**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.

*Note:* **SLO 5 data not submitted for AY 2012-2014**

# APPENDIX B:
# Program Effectiveness Data

# Student Development in Higher Education
## Exit Survey Response Summary
## Spring 2014

**Advising and College Services**

## 6. Please rate your level of agreement with the following statements about the academic environment and services.

| # | Question | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied | Total | Mean |
|---|----------|----------------|-----------|--------------|-------------------|-------|------|
| 1 | I had access to the support I needed to succeed academically. | 7 | 3 | 2 | 0 | 12 | 1.58 |
| 2 | My program advisors was helpful and supportive. | 6 | 4 | 2 | 0 | 12 | 1.67 |
| 3 | At least one college staff member took an interest in my development. | 4 | 2 | 6 | 0 | 12 | 2.17 |
| 4 | At least one faculty member took an interest in my development. | 7 | 4 | 1 | 0 | 12 | 1.50 |
| 5 | Staff in the college were helpful and supportive. | 5 | 4 | 3 | 0 | 12 | 1.83 |
| 6 | The physical classroom space was conducive to learning. | 4 | 7 | 1 | 0 | 12 | 1.75 |
| 7 | I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.) | 4 | 6 | 2 | 0 | 12 | 1.83 |
| 8 | The quality of service/advising provided by the Graduate Studies Office was high. | 4 | 5 | 3 | 0 | 12 | 1.92 |
| 9 | The information on the college web site was accurate and thorough. | 5 | 6 | 1 | 0 | 12 | 1.67 |

## 7. Your comments and suggestions about academic environment and services:

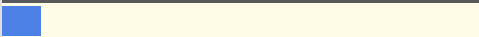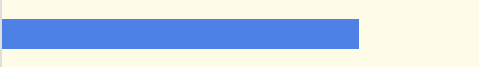| Text Response (N=4) |
| --- |
| Everyone was supportive, and embodied what our program was about. |
| The program is intended for working adults, however the class offerings were not conducive to working adults, because of time and the frequency at which courses were offered/relative to pre-requisites. |
| It would be helpful if classes were earlier so I could have utilized the child development center |
| SDHE classes should be in AS, but during the first year it was in the Science Hall which was a little inconvenient. |

## General Outcomes

**20.  Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:**

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total | Mean |
|---|----------|----------------|-------|----------|-------------------|-------|------|
| 1 | My program facilitated the development of my critical thinking skills. | 9 | 3 | 0 | 0 | 12 | 1.25 |
| 2 | My program facilitated the development of my problem-solving skills. | 8 | 4 | 0 | 0 | 12 | 1.33 |
| 3 | My program prepared me for professional practice. | 6 | 5 | 0 | 0 | 11 | 1.45 |
| 4 | My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients. | 7 | 5 | 0 | 0 | 12 | 1.42 |
| 5 | My program helped me develop the ability to link my lesson content to students' experiences and cultures. | 5 | 6 | 1 | 0 | 12 | 1.67 |
| 6 | My program prepared me to teach and engage all students, including English language learners and those with special needs. | 4 | 5 | 2 | 1 | 12 | 2.00 |
| 7 | My program prepared me to use technology and other innovative approaches to work collaboratively with others and to both receive and give feedback on practice during my coursework. | 5 | 6 | 1 | 0 | 12 | 1.67 |

## 21. To what degree has your program contributed to your ability to:

| # | Question | A Great Deal | Somewhat | Not At All | Total | Mean |
|---|----------|--------------|----------|------------|-------|------|
| 1 | Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work? | 10 | 2 | 0 | 12 | 1.17 |
| 2 | Read, understand, interpret and apply high quality research in your professional work? | 7 | 5 | 0 | 12 | 1.42 |
| 3 | Collaborate with colleagues and community organizations to support school/program improvement? | 7 | 4 | 1 | 12 | 1.50 |
| 4 | Act as a leader, whatever your role, to promote learning and success for all students/clients? | 10 | 2 | 0 | 12 | 1.17 |
| 5 | Act as a change agent to support innovative practices? | 7 | 5 | 0 | 12 | 1.42 |
| 6 | Engage in an ongoing process of inquiry to support and improve your practice? | 10 | 2 | 0 | 12 | 1.17 |
| 7 | Act as an advocate both for those you serve and yourself? | 10 | 2 | 0 | 12 | 1.17 |

## 22.  What did you choose as your culminating activity?

| # | Answer | | N | % |
|---|--------|---|---|---|
| 1 | Project | | 1 | 8% |
| 2 | Thesis | | 2 | 17% |
| 3 | Comprehensive Exam | | 9 | 75% |
| | Total | | 12 | 100% |

## 23.  Why did you choose this culminating activity?

**Text Response (N=7)**

I found a topic that I loved.  It was a challenge, but it was worth the time and effort. I am considering a doctorate degree as well.

I originally chose thesis but my chair was a very busy individual.  I didn't feel like I was getting enough support, and I had some extenuating family circumstances that occurred, and I felt that switching to the Comprehensive Exam would be my best option

I chose this comprehensive exam because with full-time work, I knew I would not have enough time to devote to a thesis.

To ensure more time was available to focus on professional development and fieldwork contributions.

Because I would not have the time commitment to do a thesis

I didn't want to spend the summer writing a thesis.

Because I have a passion for working with this population.

**32.  Using the scale below, choose the rating that best represents your judgment of the preparation you received at CSULB (including courses, practicum, fieldwork/internship, and other experiences). Select N/A if the competency is not relevant to your curriculum. ACPA Professional Competencies**

| # | Question | Excellent | Good | Marginal | Poor | N/A | Total | Mean |
|---|---|---|---|---|---|---|---|---|
| 1 | Advising and Helping | 9 | 3 | 0 | 0 | 0 | 12 | 1.25 |
| 2 | Assessment, Evaluation, and Research | 8 | 3 | 1 | 0 | 0 | 12 | 1.42 |
| 3 | Equity, Diversity, and Inclusion | 9 | 3 | 0 | 0 | 0 | 12 | 1.25 |
| 4 | Ethical Professional Practice | 8 | 3 | 0 | 0 | 0 | 11 | 1.27 |
| 5 | History, Philosophy, and Values | 9 | 2 | 0 | 0 | 1 | 12 | 1.50 |
| 6 | Human and Organizational Resources | 7 | 5 | 0 | 0 | 0 | 12 | 1.42 |
| 7 | Law, Policy, and Governance | 7 | 4 | 1 | 0 | 0 | 12 | 1.50 |
| 8 | Leadership | 10 | 2 | 0 | 0 | 0 | 12 | 1.17 |
| 9 | Personal Foundations | 8 | 3 | 0 | 0 | 1 | 12 | 1.58 |
| 10 | Student Learning and Development | 11 | 1 | 0 | 0 | 0 | 12 | 1.08 |