

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

Figure Description:

- **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.

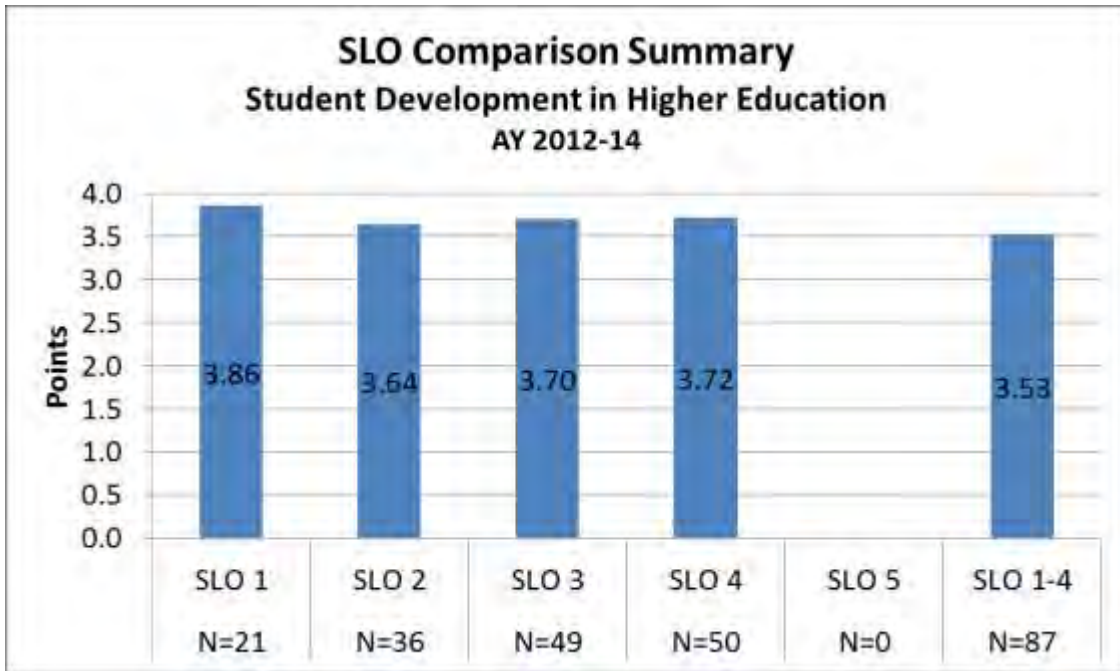
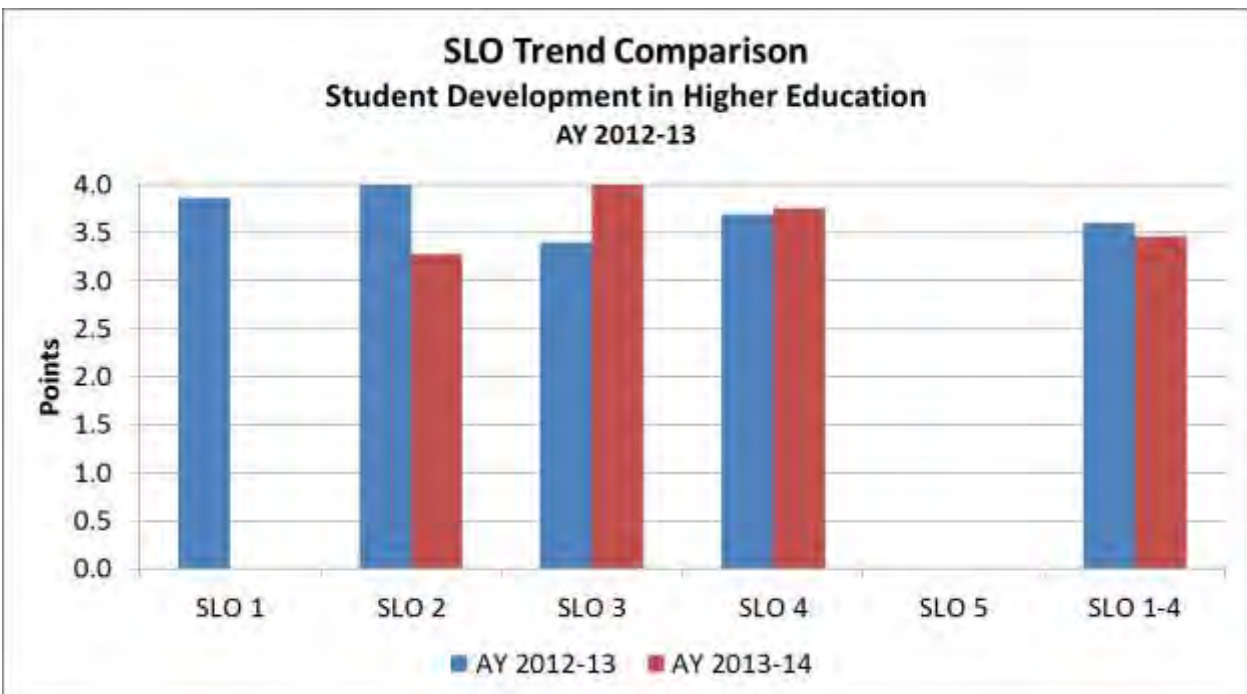


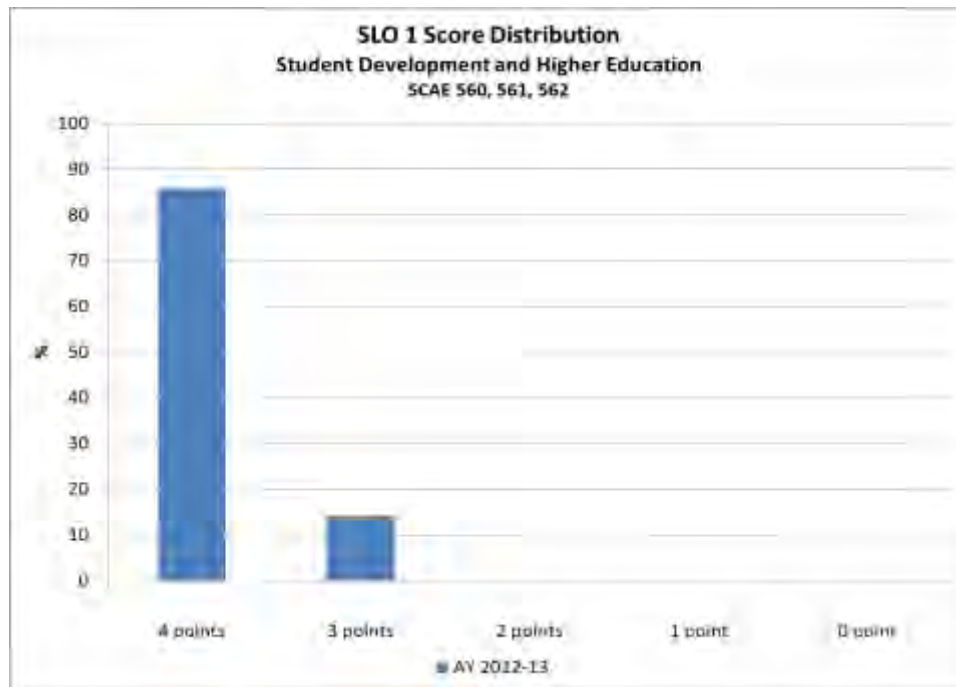
Figure 2

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



AY	N	Mean	SD
AY 2012-13	21	3.86	0.35

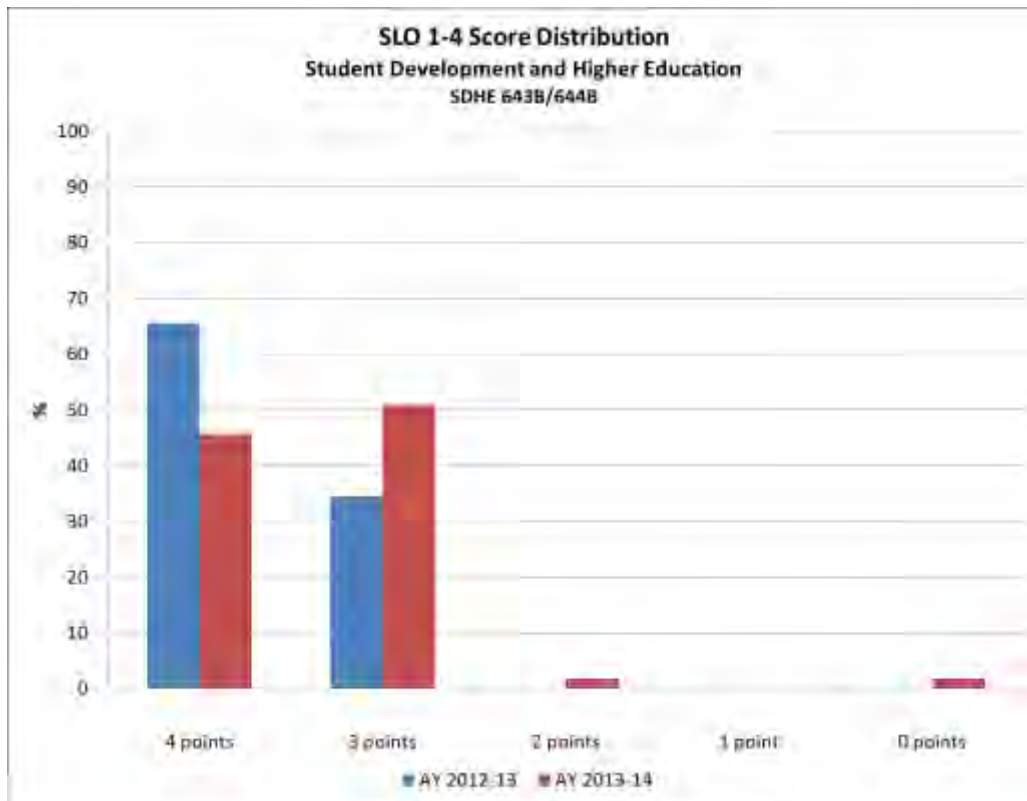
Outcome 1: Draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.

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.

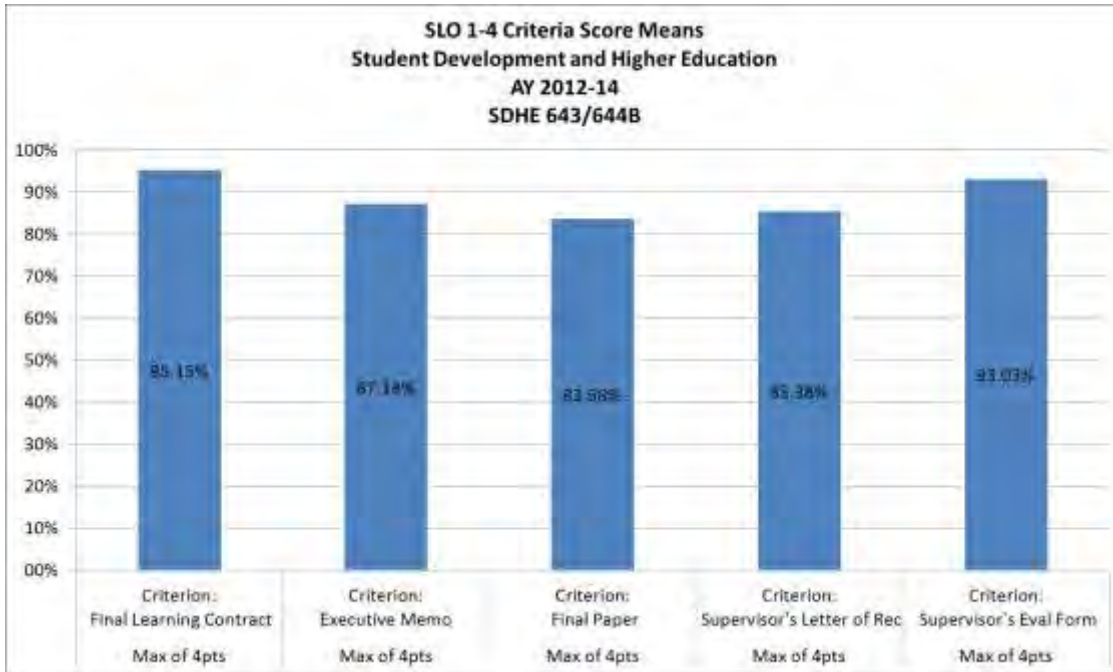
Outcome 4: Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and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

Figure 4



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

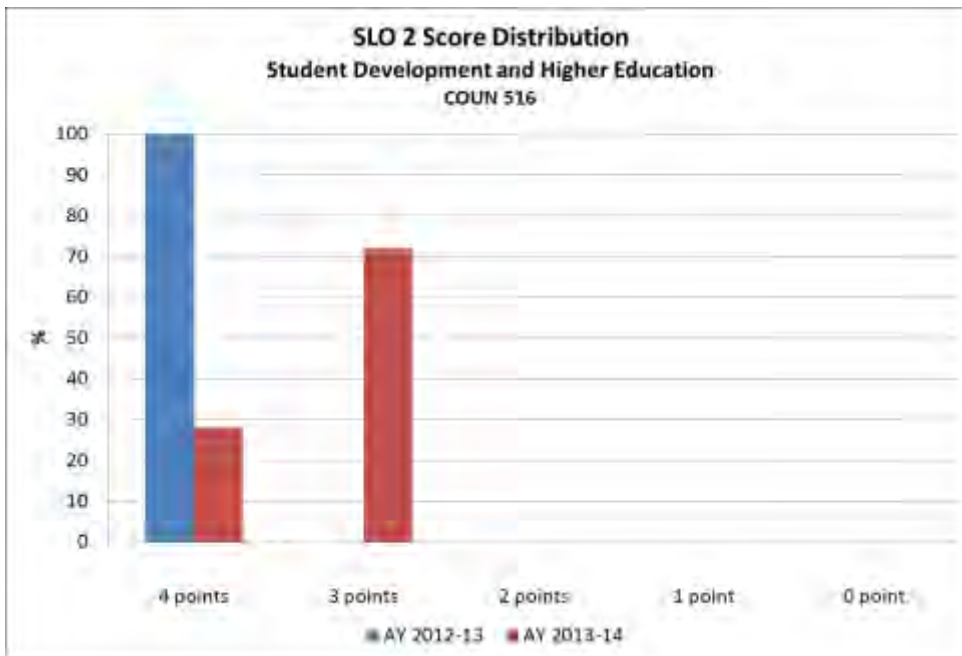
Figure 5



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

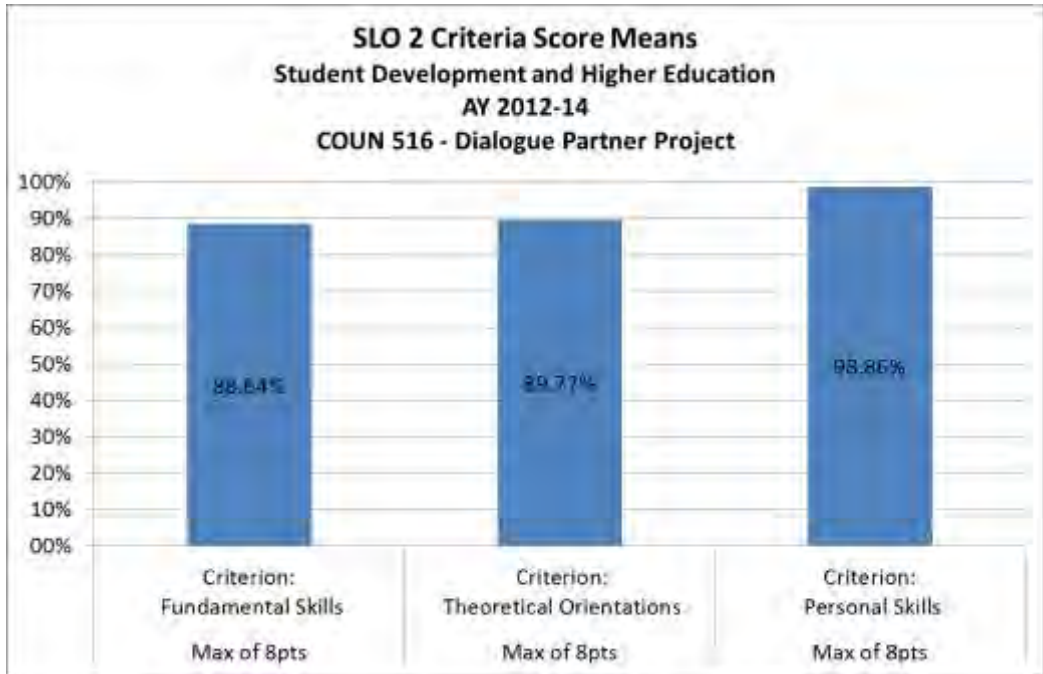
Outcome 2: Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/ fieldwork experiences.

Figure 6



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

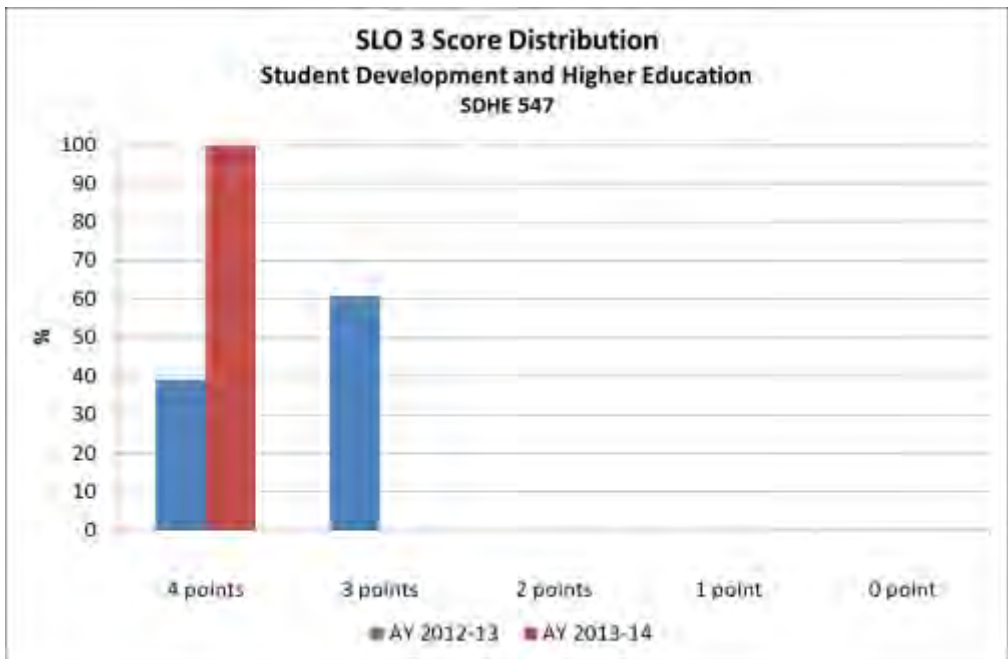
Figure 7



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

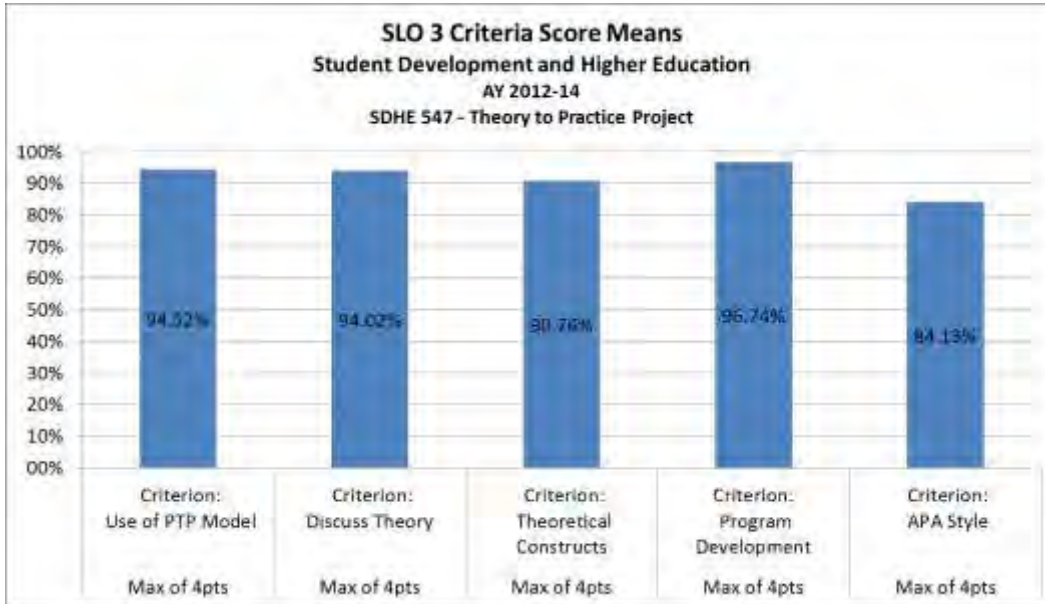
Outcome 3: Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student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

Figure 8



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

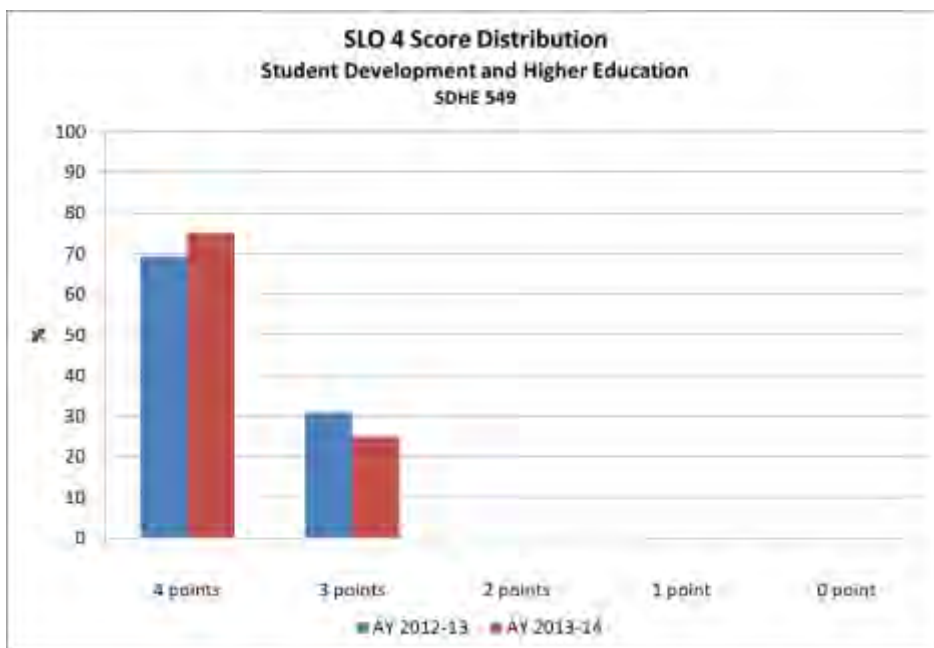
Figure 9



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

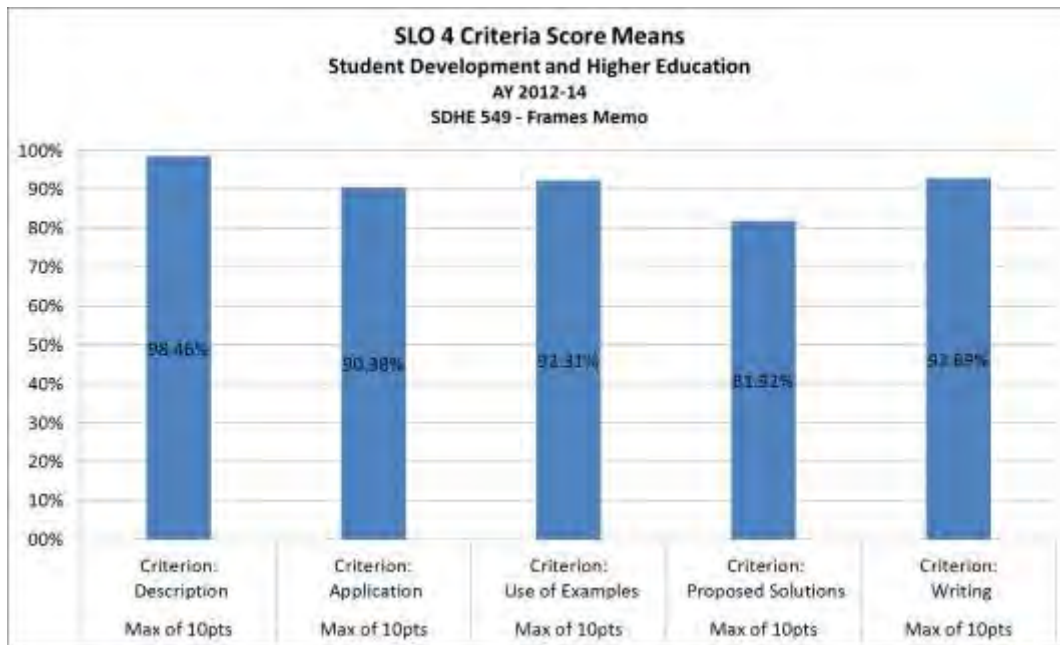
Outcome 4: Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and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

Figure 10



AY	N	Mean	SD
AY 2012-13	26	3.69	0.46
AY 2013-14	24	3.75	0.43

Figure 11



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