



## **Student Development in Higher Education Program** *Signature Assignment for SDHE 643B/644B-Fieldwork* **Student Portfolio**

### **Student Learning Outcome(s) Assessed**

Demonstrate professional competencies across program learning outcomes, as specified below.

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.

### **Description of the Signature Assignment**

Students will prepare a final portfolio, including the following elements:

- The final learning contract;
- The final paper;
- Executive Memo;
- A copy of the site supervisor's letter of recommendation;
- The completed final evaluation form.

### **Directions for Students**

The portfolio provides evidence of reflection on and compile evidence of their learning and professional growth during fieldwork into a single document that highlights A collection of documents and artifacts that serve as the culmination of learning and project development and as a signature assignment for purposes of assessment.

### ***Final Learning Contract***

Students develop a Learning Contract with their site supervisor under the guidance of their fieldwork instructor. This contract includes both learning and project goals for the learning contract.

***Final Paper***

Students develop a final paper organized around their intended learning as outlined in the goals of the learning contract. The contents of the final paper include: (a) summary of fieldwork activities; (b) comparison and contrast of the learning goals as outlined in the learning contract; (c) evaluation of learning goals; (d) summary of a critical incident addressed, (e) identification of unintended learning outcomes and any shifts or new perceptions relative to professional identity; and (f) discussion of the areas for future growth and professional development.

***Executive Memo***

Students identify a critical incident (broadly defined) within their fieldwork site (campus wide or unit specific) that provides an opportunity to apply one or more counseling or student development theories to everyday practice. Written as a professional memorandum, students provide a brief description of the incident, identification of appropriate theory, and recommendation for programming or intervention

***Supervisor's Letter of Recommendation***

Site supervisors prepare a letter of recommendation and review it with the students.

***Supervisor's Completed Evaluation Form***

Site supervisors complete an evaluation of the student's performance, including specific goals outlined in the learning contract, and review it with the students.

***OPTIONAL: Relevant Supporting Project Goal Materials***

Students may choose to supplement their portfolio with artifacts or exhibits that illustrate the results of their project goal. Some examples of materials include PowerPoint slides or notes from a workshop; a program brochure, flyer or newsletter; or screenshots from a website. The materials must be able to fit within the confines of the portfolio.

### Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<p style="text-align: center;"><b>Final Learning Contract</b></p>	<p>The learning contract is comprehensive and includes a well-written and clear description of the field site, students to be served and supervision available. A detailed outline of the competencies, skills and knowledge that the student brings to the site is provided. A complete list of learning and project goals are provided, as well as appropriate evaluation methods for each goal. The learning goals are well-matched and consistent with the site needs.</p>	<p>The learning contract is mostly comprehensive and most sections are well-written, with a mostly clear description of the field site, students to be served and supervision available. A somewhat detailed outline of the competencies, skills and knowledge that the student brings to the site. A mostly complete list of learning and project goals are provided, as well as a mostly appropriate evaluation methods for each goal. The learning goals are somewhat well-matched and consistent with the site needs.</p>	<p>The learning contract is partially complete, well written in only some sections with a vague description of the field site, students to be served and supervision available. The outline of the competencies, skills and knowledge that the student brings to the site is partially complete. A partially complete list of learning and project goals are provided; the evaluation methods for each goal are somewhat appropriate. The learning goals are only a partial match for the site and partially consistent with the site needs.</p>	<p>The learning contract is partially complete and not well written in several sections with an inadequate description of the field site, students to be served and supervision available. The outline of the competencies, skills and knowledge that the student brings to the site is incomplete. The list of learning and project goals is incomplete; the evaluation methods for each goal are inappropriate. The learning goals are not a partial match for the site and inconsistent with the site needs.</p>	<p>The learning contract is not complete.</p>	

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<b>Executive Memo</b>	<p>The student identified an appropriate critical incident (broadly defined) at the fieldwork site (campus wide or unit specific). The student excelled at applying one or more counseling or student development theories to an everyday practice and fully explained practice to theory connections. The student wrote a maximum of 2 pages, single spaced. The student provided a well-written, professional memorandum and includes each of the following elements:</p> <ul style="list-style-type: none"> <li>• a brief description of the incident</li> <li>• identification of appropriate theory</li> <li>• practical, relevant, and insightful recommendation for programming or intervention.</li> </ul>	<p>The student identified a mostly appropriate critical incident (broadly defined) at the fieldwork site (campus wide or unit specific). The student appropriately applied one or more counseling or student development theories to an everyday practice, mostly explaining practice to theory connections. The student wrote a maximum of 2 pages, single spaced. The student provided a mostly well-written, professional memorandum and includes each of the following elements:</p> <ul style="list-style-type: none"> <li>• a brief description of the incident</li> <li>• identification of appropriate theory</li> <li>• recommendation for programming or intervention.</li> </ul>	<p>The student identified a somewhat appropriate critical incident (broadly defined) at the fieldwork site (campus wide or unit specific). The student only partially applied one or more counseling or student development theories to an everyday practice and did not fully explain the practice to theory connections. The student wrote more than 2 pages, single spaced. The student provided a somewhat well-written, professional memorandum and includes two of three of the following elements:</p> <ul style="list-style-type: none"> <li>• a brief description of the incident</li> <li>• identification of appropriate theory</li> <li>• recommendation for programming or intervention.</li> </ul>	<p>The student identified an inappropriate critical incident (broadly defined) not clearly connected to their fieldwork site (campus wide or unit specific). The student has not successfully applied one or more counseling or student development theories to an everyday practice and did not explain the practice to theory connections. The student wrote more than 2 pages, single spaced. The student provided a poorly written memorandum and includes one of three of the following elements:</p> <ul style="list-style-type: none"> <li>• a brief description of the incident</li> <li>• identification of appropriate theory</li> <li>• recommendation for programming or intervention.</li> </ul>	The memo is not complete.	

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<b>Final Paper</b>	The student summary of the following is comprehensive, well-written and thoughtful and includes each of following sections: (a) summary of fieldwork activities; (b) comparison and contrast of the learning goals as outlined in the learning contract; (c) evaluation of learning goals; (d) summary of a critical incident addressed, (e) identification of unintended learning outcomes and any shifts or new perceptions relative to professional identity; and (f) discussion of the areas for future growth and professional development. In each of the above sections, the student incorporated theory-to-practice and practice-to-theory connections and was explicit about areas where he/she may grow professionally. Student used appropriate examples from momentous interactions, experiences, and their feelings and insights, in all 6 sections their paper.	The student summary of the following is mostly comprehensive, mostly well-written and mostly thoughtful. The student included 5 out of 6 following sections: (a) summary of fieldwork activities; (b) comparison and contrast of the learning goals as outlined in the learning contract; (c) evaluation of learning goals; (d) summary of a critical incident addressed, (e) identification of unintended learning outcomes and any shifts or new perceptions relative to professional identity; and (f) discussion of the areas for future growth and professional development. In the above sections, the student incorporated some theory-to-practice and practice-to-theory connections and was mostly explicit about areas where he/she may grow professionally. Student used mostly appropriate examples from momentous interactions, experiences, and their feelings and insights in 5 out of 6 sections of their paper.	The student summary of the following is partially complete, somewhat well-written and only partially thoughtful. The student included 4 out of 6 following sections: : (a) summary of fieldwork activities; (b) comparison and contrast of the learning goals as outlined in the learning contract; (c) evaluation of learning goals; (d) summary of a critical incident addressed, (e) identification of unintended learning outcomes and any shifts or new perceptions relative to professional identity; and (f) discussion of the areas for future growth and professional development. In the above sections, student incorporated minimal theory-to-practice and practice-to-theory connections and did not fully explore areas where he/she may grow professionally. Student used somewhat appropriate examples from momentous interactions, experiences, and their feelings and insights in 4 out of 6 sections of their paper.	The student summary of the following is not complete, not well-written or thoughtful. The student included 3 out of 6 following sections: (a) summary of fieldwork activities; (b) comparison and contrast of the learning goals as outlined in the learning contract; (c) evaluation of learning goals; (d) summary of a critical incident addressed, (e) identification of unintended learning outcomes and any shifts or new perceptions relative to professional identity; and (f) discussion of the areas for future growth and professional development. Student did not incorporate theory-to-practice and practice-to-theory connections and have not explored areas where he/she may grow professionally. Student did not use appropriate examples from momentous interactions, experiences, and their feelings and insights in 3 out of 6 sections of their paper.	The paper is not complete.	

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<b>Supervisor's Letter of Recommendation</b>	The student receives the highest possible recommendation. Overall, the letter indicates that the student excelled in all areas at the placement and the tone of the letter indicated the student is welcome in the work environment on a permanent basis. There are only one or two minor weaknesses or areas for growth mentioned.	The student receives a strong recommendation. Overall, the letter indicates that the student excelled in most areas at the placement and the tone of the letter indicated the student would likely be welcome in the work environment on a permanent basis. There are a few minor weaknesses or areas for growth mentioned.	The student receives a somewhat modest recommendation. Overall, the letter indicates that the student met minimum expectations in some areas at the placement and the tone of the letter indicated the student would likely not be welcome in the work environment on a permanent basis. There are a few major weaknesses or areas for growth mentioned.	The student receives a weak, unsupportive recommendation. Overall, the letter indicates that the student did not meet minimum expectations in many areas at the placement and the tone of the letter indicated the student would not be welcome in the work environment on a permanent basis. There are several major weaknesses or areas for growth mentioned.	The student receives a weak and/or negative recommendation. Overall, the letter indicated the student was not prepared to fulfill responsibilities as a professional, based on his/her performance in the placement.	
<b>Supervisor's Evaluation Form</b>	Student has performed at the highest professional levels at his/her fieldwork site, receiving mostly 5s, with very few 4s.	Student has performed at a high professional level at his/her fieldwork site, receiving mostly 4s and very few 5s.	Student has performed at a professional level at his/her fieldwork site, but has several areas that need attention receiving mostly 3s, with a few 4s.	Student has not performed at a professional level at his/her fieldwork site, receiving mostly 2s, with a few 3s.	Student has performed at the lowest professional level at his/her fieldwork site, receiving mostly 1s and 2s.	
<b>Total</b>						

## Legend

Total Points	Transcript Designation
9-20	Pass
0-8	Fail

Mean Rubric Points	College of Education Assessment Scale Equivalent
4.0	4 (Exceeds Expectations)
3.0 – 3.99	3 (Meets Expectations)
2.0 – 2.99	2 (Meets Some Expectations)
1.0 – 1.99	1 (Does Not Meet Expectations)
Below 1.0	0 (Can't Score)