

M.S. in Counseling and Student Development
Specialization: College Student Personnel Work
Assessment of Student Learning Plan
Kansas State University

FEB 28 2005

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Education
Department: Counseling and Educational Psychology
Date: September 21, 2004

B. Contact Person(s) for the Assessment Plans

Dr. Doris Wright Carroll, Associate Professor
Dr. Adrienne Leslie-Toogood, Assistant Professor

C. Degree Program

M.S. in Counseling and Student Development: College Student Personnel Work

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the nine learning outcomes prescribed by the Council for the Advancement of Standards (CAS) in Higher Education, our department will focus on the following learning outcomes in our three-year assessment plan.

1. Students must apply philosophical foundations of the profession to current student affairs practice.
2. Students must apply a code of ethics or ethical principles sanctioned by a recognized professional organization to their professional practice:
COMPONENTS: Research
Assessment
Evaluation
3. Students must apply theory to support student learning and development.
4. Students must comprehend human learning theory.
5. Students must exhibit skill in working with students.

Special rationale for selecting these learning outcomes (optional):

The combination of outcomes addresses several CAS standards and all aspects of University-wide SLOs.

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Apply philosophical foundations of the profession to current student affairs practice.	X			
2. Apply a code of ethics or ethical principles sanctioned by a recognized professional organization to their professional practice			X	
3. Apply theory to support student development.	X			
4. Comprehend human learning theory.	X			
5. Exhibit skill in working with students.		X		

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
Apply philosophical foundations of the profession to current student affairs practice.	1. Master's comprehensive exams 2. Final written exam (2 questions.) 3. Research paper that traces philosophical foundations of current issue.	4. Weekly response papers about how philosophy applies to their work.		1. All students who take comprehensive exams 2. Students enrolled in EDCEP 812 3. EDCEP 812 4. EDCEP 812
Apply a code of ethics or ethical principles sanctioned by a recognized professional organization to their professional practice	1. Objective tests, written projects 2. Written response to case study in master's comps	3. Student self-reflective journal entries		1. Students enrolled in EDCEP 816 2. All students taking comprehensive exams 3. Students enrolled in EDCEP 761
Apply theory to support, student development.	1. Student-developed case studies 2. Written paper 3. Objective test items on final exam	4. Student personal theory paper		1. Students enrolled in EDCEP 838 2. EDCEP 818 3. EDCEP 818 4. EDCEP 838
Comprehend human learning theory.	1. Assessment/intervention simulation 2. Portfolio of learning approach assessed by student affairs practitioners	3. Written paper about personal theory		1. Students enrolled in EDCEP 829 2. EDCEP 829 3. EDCEP 829
Exhibit skill in working with students.	1. Supervisor evaluation of intern form	2. Student self-assessment of intern form		1. Students enrolled in EDCEP 885 2. EDCEP 885

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Apply philosophical foundations of the profession to current student affairs practice.	EDCEP 812 Comprehensive exams	EDCEP 812 Comprehensive exams	EDCEP 812 Comprehensive exams	3-year baseline data created after spring 2007 semester
Apply a code of ethics or ethical principles sanctioned by a recognized professional organization to their professional practice	EDCEP 816 EDCEP 761 Comprehensive exams	EDCEP 816 EDCEP 761 Comprehensive exams	EDCEP 816 EDCEP 761 Comprehensive exams	3-year baseline data created after spring 2007 semester
Apply theory to support student development.	EDCEP 818 EDCEP 838	EDCEP 818 EDCEP 838	EDCEP 818 EDCEP 838	3-year baseline data created after spring 2007 semester
Comprehend human learning theory.	EDCEP 829	EDCEP 829	EDCEP 829	3-year baseline data created after spring 2007 semester
Exhibit skill in working with students.	EDCEP 885	EDCEP 885	EDCEP 885	3-year baseline data created after spring 2007 semester

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement plan
Apply philosophical foundations of the profession to current student affairs practice.	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Apply a code of ethics or ethical principles sanctioned by a recognized professional organization to their professional practice	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Apply theory to understand, support, and advocate for student learning and development	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Comprehend human learning theory.	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.
Exhibit skill in working with students.	Students' performance will be compiled over a three-year period. Faculty will discuss any needed changes in curriculum if weaknesses are discovered. Future assessments will be compared to the 3-year baseline to monitor improvement and stability in students' performance.