

FEB 28 2005

Ph.D. in Counseling and Student Development
Specialization: Student Affairs in Higher Education
Assessment of Student Learning Plan
Kansas State University

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

B. Degree Program

Ph.D. in Counseling and Development: Student Affairs in Higher Education

C. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 11 learning outcomes prescribed by the department, we will focus on the following 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 to their professional practice.
COMPONENTS:
Ethics sanctioned by a recognized professional organization
Applied to research, assessment, and evaluation.
3. Students must apply theory to understand, support, and advocate for student learning and development.
4. Students must demonstrate leadership that assists institutions in accomplishing their mission.
COMPONENTS:
Organizational practices
Management practices

5. Students must demonstrate skill in working with students.

COMPONENTS:

Individually

In groups

For program planning, implementation, or evaluation

For staff training, advising, or supervision

For administration functions or processes.

Special rationale for selecting these learning outcomes (optional):

The combination of outcomes addresses 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 to student affairs practice	X			
2. Apply code of ethics to professional practice			X	
3. Apply theory to support student learning and development	X			
4. Demonstrate leadership that assists institutions		X		
5. Demonstrate 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. Written exams 2. Preliminary exams			1. Students in EDCEP 812 2. All doctoral candidates
Apply a code of ethics to professional practice including research, assessment, and evaluation.	1. Objective & written tests 2. Preliminary exams	3. Supervisor evaluation of intern form		1. Students in EDCEP 816, 2. All doctoral candidates 3. EDCEP 991
Apply theory to understand, support, and advocate for student learning and development	1. Written exams 2. Preliminary exams			1. Students in EDCEP 948 2. All doctoral candidates
Demonstrate leadership, organizational, and management practices that assist institutions....		1. Supervisor evaluation of intern form 2. Student self-assessment of internship		1. Students in EDCEP 991 2. EDCEP 991
Skill in working with students, individually, in groups	1. Mock oral test interpretations	2. Supervisor evaluation of intern form 3. Student self-assessment of internship		1. Students in EDCEP 815 2. EDCEP 991 3. EDCEP 991

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 Preliminary exams	EDCEP 812 Preliminary exams	EDCEP 812 Preliminary exams	Baseline created after spring 2007 semester
Apply a code of ethics to professional practice including research, assessment, and evaluation	EDCEP 816 EDCEP 991	EDCEP 816 EDCEP 991	EDCEP 816 EDCEP 991	Baseline created after spring 2007 semester
Apply theory to understand, support, and advocate for student learning and development	EDCEP 948 Preliminary exams	EDCEP 948 Preliminary exams	EDCEP 948 Preliminary exams	Baseline created after spring 2007 semester
Demonstrate leadership, organizational, and management practices that assist institutions....	EDCEP 991	EDCEP 991	EDCEP 991	Baseline created after spring 2007 semester
Skill in working with students, individually, in groups	EDCEP 815 EDCEP 991	EDCEP 815 EDCEP 991	EDCEP 815 EDCEP 991	Baseline 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 to professional practice including research, assessment, and evaluation	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.
Demonstrate leadership, organizational, and management practices that assist institutions....	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.
Skill in working with students, individually, in groups	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.