Summary of Outcomes Assessment

The School of Leadership and Education Sciences has recently begun to formalize its process for assessing student learning in all of its degree programs: MA in Counseling, MA in Higher Education Leadership, MA in Leadership Studies, MA in Marital and Family Therapy, MA in Nonprofit Leadership and Management, MA in Teaching, Master of Education, MEd in TESOL Literacy and Culture, MEd in Curriculum and Instruction, MEd in Mathematics Science and Technology Education, MEd in Special Education, and PhD in Leadership Studies. Student learning outcomes have been established and programs have started to document curriculum changes based on assessment results, using an online electronic reporting form.

One example of curricular changes based on assessment results is the expansion of a legal issues course from a one unit course to a 2 unit course so that MA Nonprofit Leadership and Management students can learn more about human resources and risk management for nonprofit professionals. A second example comes from the MEd in Curriculum and Instruction Credential program, where a cohort model was fully adopted based on the differences in student learning success rates of cohort students and non-cohort students. A third example comes from the MA in Counseling program, where instructional materials have been modified based on student learning assessment results. These are but a few of the various changes that have been implemented based on utilizing student-learning- assessment results.

Our various accreditors are focusing more on the assessment of student learning and the utilization of findings. During our last NCATE Accreditation visit (2012) we were asked to improve in the areas of: assessing teacher candidates’ dispositions and employers, integrating assessment data into a data management system, and sharing assessment results with interested stakeholders. The summer 2014 semester is devoted to entering all student learning outcomes, assessment methods, benchmarks, and findings into a common database. Faculty and administrators will be able to generate reports at all levels so that data can be utilized for decision making and made available to all interested stakeholder groups.
Our MA in Counseling program is currently seeking accreditation for its specialization in Clinical Mental Health Counseling through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). An extensive section of the application is devoted to the assessment of student learning and will be heavily reviewed during the upcoming team visit in the fall 2014 semester.

Student learning assessment has been pushed to the forefront at our university. We continue to improve our processes for collecting, analyzing, utilizing, and reporting on student-learning-assessment data to enhance student learning and to increase our public accountability. We have three websites where we proudly display assessment data and pass rates.

- Pass rates for our learning and teaching programs are displayed at: [http://www.sandiego.edu/soles/academics/teacher-preparation.php](http://www.sandiego.edu/soles/academics/teacher-preparation.php)

- Program survey data are at: [http://www.sandiego.edu/soles/academics/assessment/](http://www.sandiego.edu/soles/academics/assessment/)

- Assessment resources are displayed at: [http://www.sandiego.edu/soles/gateways/faculty-and-staff/assessment-resources.php](http://www.sandiego.edu/soles/gateways/faculty-and-staff/assessment-resources.php)