

# Assessment: Assessment Plan

## Degree Program - COE - Higher Education Administration (MED)

**CIP Code:** 13.0601.00

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**Program Purpose Statement:** Understanding the importance of equity and social justice, graduates of the Masters in Higher Education program use applied theories and practical research as tools of collaborative change in their leadership positions.

**Assessment Coordinator:** Kara Page

**Modality:** Fully Online (86-99% Online), Face-to-Face

### Student Learning Outcome: Demonstrate Effective Communication and Collaboration Skills

Students will employ effective communication (written and oral) and collaborative skills.

**Outcome Status:** Active

**Outcome Type:** Student Learning

**Start Date:** 09/01/2014

#### Assessment Methods

**Course Level Assessment** - Assessment of this learning outcome occurs in EDHE-6310 - Higher Education Research Seminar.

The Literature Review and Research Proposal is the end of course assessment for EDHE-6310. Students select a topic relative to a problem of practice in a higher education organization and produce a 10-15 page comprehensive literature review on the topic. The students will then develop a Research Proposal based on an analysis of the literature review. The purpose of this assignment is to assess students' foundational knowledge of higher education and their ability to write at the graduate level. The overall outcome of this assessment is to identify student writing skills and knowledge level research methods understanding in the first semester to be able to address development needs prior to moving to second semester courses.

(Active)

**Criterion:** Score on the 5-pt. Likert-scale rubric of 80% or better.

End of Semester Student/Course Evaluation triggers an early alert if development needs are identified or a positive progress report. If curriculum, faculty development, or pedagogical needs are identified then the program faculty will address prior to the course being taught again and assessed at the end of the course.

**Related Documents:**

[HIED MED Assessment Processes](#)

[HIED MED Assessment Plan](#)

**Faculty Assessment** - A holistic End of Semester Student/Course Evaluation is conducted on each MEd student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own

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performance. Student development is triggered from this assessment. (Active)

**Criterion:** Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

**Schedule:** Each semester.

**Related Documents:**

[faculty\\_student\\_assessment\\_survey.pdf](#)

## Student Learning Outcome: Demonstrate Knowledge and Skills of Higher Education Administration

Students will demonstrate the knowledge and skills to effectively manage and administer programs in higher education.

**Outcome Status:** Active

**Outcome Type:** Student Learning

**Start Date:** 09/01/2014

### Assessment Methods

**Course Level Assessment** - Assessment occurs through apply and evaluate projects that are conducted in laboratories of practice projects (laboratories of practice are the students' higher education environment of employment or which they have access to).

This project occurs in EDHE-5341 - Program Assessment and Evaluation in Higher Education. These projects will vary depending on identified issues presented by external higher education partners. Faculty teaching any of the courses administer a program approved apply and evaluate assignment for the specific course that supports the learning objectives of the course. The faculty member teaching the course is responsible for summative assessment. (Active)

**Criterion:** Score of 70% or higher on 5-pt. Likert-scale rubric.

**Schedule:** Current course sequence.

**Faculty Assessment** - A holistic End of Semester Student/Course Evaluation is conducted on each MEd student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

**Criterion:** Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

**Schedule:** Each semester.

## Student Learning Outcome: Develop Innovative Solutions for Higher

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## Education Practice

Student will execute the knowledge and skills needed to assess, evaluate and develop innovative solutions to problems in practice.

**Outcome Status:** Active

**Outcome Type:** Student Learning

**Start Date:** 09/01/2014

### Assessment Methods

**Exam** - Assessment for this learning outcome occurs through the comprehensive examination, which is embedded in the EDHE-5001 Master's Capstone course.

The project that is assessed for comprehensive examinations is focused on conducting an assessment of a program or service identified by an external higher education partner (it is the second part of a 2-course sequence - first course is EDHE-5341 described in the second learning objective). (Active)

**Criterion:** Score on 5-pt. Likert-scale rubric of 70% or higher.

**Schedule:** Each spring semester.

**Faculty Assessment** - A holistic End of Semester Student/Course Evaluation is conducted on each MEd student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

**Criterion:** Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

**Schedule:** Each semester.