Degree Program Assessment Plan

Degree Program - COE - DE - Higher Education (MED)

Student Learning Outcome: Effective Communication and Collaboration Skills

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

Outcome Status: Active
Start Date: 09/01/2016

Assessment Methods

Course Level Assessment - Assessment of this learning outcome occurs in EDHE-6310 - Higher Education Research Seminar and EDHE-5001 - Master's Capstone.

The Literature Review and Research Proposal is the apply and evaluate assignment 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 remediation needs prior to moving to Phase 2 courses.

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

End of Semester Student/Course Evaluation triggers an early alert if remediation 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.

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 remediation is triggered from this assessment.

Criterion: Student remediation is triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining remediation needs and timelines for remediation completion (green, yellow, or red light letter). Remediation 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: Apply Knowledge and Skills

Students will demonstrate the knowledge and skills to effectively manage and administer programs in higher education.
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Outcome Status: Active
Start Date: 09/01/2016

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).

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 remediation is triggered from this assessment. (Active)

**Criterion:** Student remediation is triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining remediation needs and timelines for remediation completion (green, yellow, or red light letter). Remediation 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:** Assess, Evaluate, and Develop Solutions

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

Outcome Status: Active
Start Date: 09/01/2016

Assessment Methods

**Capstone Assignment/Project** - Assessment for this learning outcome occurs through end of phase apply and evaluate project in the master's capstone course.

This project is focused on conducting an assessment of a program or service identified by an external higher education partner. 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 on 5-pt. Likert-scale rubric of 80% 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 remediation is triggered from this assessment. (Active)
Degree Program - COE - DE - Higher Education (MED)

Criterion: Student remediation is triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining remediation needs and timelines for remediation completion (green, yellow, or red light letter). Remediation 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.