

Assessment of Student Learning Plan: **Adult & Higher Education**

- A. College: **Management and Human Service**
Department: **Counseling, Adult and Higher Education**
Program: **Adult and Higher Education**
- B. Program Coordinator: **E. Michael Brady**
- C. Degree: **Master of Science in Adult and Higher Education**
- D. Assessment of Student Learning

There are four key student learning outcomes in this program. Each outcome is stated in italics below followed by the way faculty assess outcomes:

1. *Demonstrate knowledge about adult learning principles and practices.*

Assessments = End-of-program portfolio; comprehensive essay

2. *Show evidence of critical reflective practice.*

Assessments = Journal summaries written in selected courses; learning synthesis reports; personal essays

3. *Articulate knowledge of oneself as a learner.*

Assessments = "The Meaning of Adult Education" essay written in HRD 600; Learning autobiography written in HRD 631 (Note: both HRD 600 and 631 are core courses in this program).

4. *Demonstrate competency in three professional skill areas.*

Assessments = There are six middle-core courses in the M.S. in Adult and Higher Education Program and each student must take a minimum of three. Each of these middle-core courses stresses skills development.

HRD 601 (Marketing Adult Education) - Students design and implement a marketing plan for one organization/agency

HRD 630 (Facilitating Adult Learning) - This is the only hybrid (blended) course in the 36 credit hour program. Students have in-class experiences both lecturing and facilitating group discussions. These facilitations are recorded and students receive peer feedback. The recordings and reflection essays written after the experience are evidence of competency and professional growth.

HRD 633 (Management of Adult Education Programs) - Students interview an educational leader and write a paper describing their philosophy of management

HRD 636 (Planning Programs for Adult Learners) - Students create a plan for an educational program for adult learners

HRD 653 (Consulting: Fundamentals and Practice) - Students interview practicing consultants and also create a consulting project proposal

HRD 667 (Action Research) – Students design an action research study, undergo an IRB review, and upon approval collect and analyze data and write a final action research report.

These assessments have been built into this program for many years and are continually exercised. Detailed feedback, both written and verbal, is provided to students in each of the courses listed above as well as at the end of the program when major synthesizing activities such as the portfolio and comprehensive essay are submitted and reviewed.

Based on communication which has taken place in the process of providing these assessments of student learning and other feedback mechanisms built into the program, over the years numerous changes have

been made in the M.S. Adult and Higher Education curriculum. These include the removal of a formal proctored comprehensive examination (the portfolio and comprehensive essay replaced the traditional exam), the elimination of selected courses, the addition of others, and other substantive changes.