Assessment of Student Learning Plan (ASLP): **<u>Adult & Higher Education Program</u>**

<u>2018-19 Ac*a*demic Year</u>

University of Southern Maine

A. **College, Department, Date**

College **Management and Human Service**
Department **Educational Leadership, Adult and Higher Education**
Date **June 6, 2019**

B. **Contact Person for the Assessment Plan**
Name and title **E. Michael Brady**

C. **Degree Program**
Name of Degree Program **M.S. in Adult and Higher Education**

D. <u>**Assessment of Student Learning: Program Assessment**</u>

<u>*Step 1: Identify the Student Learning Outcomes*</u> *(SLO's)*

a. *Do you have your student learning outcomes published on your department's website?* **No - see "b" below**
   If yes, please indicate the url: _____
   i. *If no, please* <u>*list 3-5*</u> *of the most important student learning outcomes for your program.* What will students know by the end of your program?
b. **We have a great deal of information on our AHE program web site although not a list of student learning outcomes per se. Our web site is:**

http://usm.maine.edu/adult-education

Here are key program learning outcomes:

1. **Students will describe the important theories that describe how adults learn.**
2. **Students will articulate historical and philosophical foundations of adult education**
3. **Learners will be able to critically read and understand an educational research article**

4. Learners will attain skills in three of six practice areas in adult and higher education: marketing, management, facilitation of learning, action research, program planning, and uses of technology
5. Students will facilitate an online learning module
6. Learners will write an article suitable for publication in a professional magazine or journal

    c. Please identify which of your student learning outcome(s) were assessed this past academic year.   (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All of these learning outcomes are continually assessed within the context of the courses in which they are learned and at the end of the student's master's program.

    d. Do you have a matrix or curriculum map showing when your student learning outcomes are assessed and in which courses?   **No – see ii below**

        i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

        ii. Assessment Resources link, scroll down to the assessment information list to see examples on "Curriculum Map templates, Curriculum Map SLO's example, and Curriculum Map Embedded Assignments"
https://usm.maine.edu/assessment/assessment-resources

We have course schedules and other maps available to students but not a specific map or matrix showing learning outcomes.

Step 2: Assessment Methods Selected and Implemented

    a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

E. Students will describe the important theories that describe how adults learn.
- **Assessed via continuous Blackboard discussion posts**
- **Assessed via personal essays and summative end-of-term papers**
- **Assessed via a major learning autobiography project**

- Students are expected to write clearly about learning theories in their end-of-program comprehensive essay and portfolio

F. Students will articulate historical and philosophical foundations of adult education
- Assessed via personal essays
- Assessed via continuous writing and posting in Blackboard discussions
- Assessed in comprehensive essay and portfolio

G. Learners will be able to critically read and understand an educational research article
- Assessed in one core research course (EDU 600) via discussions, exams, and a major course paper

H. Learners will attain skills in three of six practice areas in adult and higher education: marketing, management, facilitation of learning, action research, program planning, and uses of technology
- Students choose three of six "middle core" courses in which they learn about and apply the aforementioned skills. Skills are assessed through actual practice (e.g., facilitation, marketing, uses of technology, action research, etc.) and/or papers/projects directly related to these areas of practice. Students also have the choice of taking one or more additional middle core courses, that is beyond the required three, as electives which means that they will have four or more such courses in their 36 credit hour (= 12 courses) master's program.

I. Students will facilitate an online learning module
- The required "capstone seminar" (HRD 649) provides an opportunity for online module facilitation. Learners received feedback from the instructor and their peers. It is also important to understand that there are other opportunities for students in the AHE program to facilitate educational modules in middle core and elective courses. But the final capstone seminar highlights this as a key experience in which students receive feedback from both the professor and classmates.

J. Learners will write an article suitable for publication in a professional magazine or journal
- Each student in HRD 649 (final capstone seminar) writes a paper of publishable quality. A number of these individuals go on to publish their papers in the professional literature.

a. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Student learning is assessed throughout fall, spring, and summer sessions (as part of the experience of taking our graduate courses) and at the end of the program (i.e., portfolio and comprehensive essay).

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
Much feedback is attained through the advising process. Advisor-advisee conversations take place via email, telephone, *Zoom* video-conferencing, and when geographically accessible face-to-face. The end-of-program portfolio and comprehensive essay also provides feedback to the program about what is working well and what isn't, what students are learning and areas where they struggle, etc.

b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*
Based on recent feedback about the overall program we have created two new courses, one a skill-based course on using technology in adult and higher education and the other a course on foundations of academic advising. Feedback received from students has also inspired changes to longstanding courses in the program including Program Management (HRD 633) and Facilitating Adult Learning (HRD 630).

In fact, over the history of this program many changes have been made to the AHE program based on student feedback. These have included the creation of new courses, for example "Spirituality in Adult and Higher Education" and "The Older Learner." Also, results from program assessments has influenced specific strategies undertaken within selected

courses such as the critical use of peer feedback on modules facilitated by capstone students.

c. *Date of most recent program review/self-study?*

A comprehensive program review was undertaken in 2011-12. In 2015-16 a more specific review examining issues related to enhancing community within the AHE program was undertaken by two students as part of their HRD 667 action research course.

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level… (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities?   If so, please state the outcome.

b. Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major.

Community Engagement Activity	*Included*	*Required/Optional*	
Student Research (related to a community-based problem)	**YES – R**	R	O
Student-Faculty Community Research Project	**YES - O**	R	O
Internship, or a Field Experience	**YES – R**	R	O
Independent Study (community-related project)	**YES - O**	R	O
Capstone Course (community-related project)	**YES - R**	R	O
Service-Learning (course-based)	**YES - O**	R	O
Study Abroad, or an International Program	**NO**	R	O
Interdisciplinary Collaborative Project (community related)	**YES- O**	R	O
Student Leadership Activities (related to a team project)	**Not sure what this means**		
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	**YES - O**	R	O

Other Activities (not mentioned above): **We encourage students to disseminate selected research and other course products via conference presentations and community-based workshops. This is an excellent way to share with other adult and higher education practitioners the knowledge and skills that graduate students are developing in this program.**

c. *Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

Entry-level courses: **HRD 600**
Mid-level courses: **HRD 601, HRD 636, HRD 667**
Upper-level courses: **HRD 687, HRD 698**