Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College   Management and Human Service

Department   Educational Leadership, Adult and Higher Education

Degree Program M.S. in Adult and Higher Education

Contact Person for the Assessment Plan: Emily McRobbie, Assistant Professor

Current Date: May 28, 2020

List the date of the most recent academic 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 program was undertaken by two students as part of their HRD 667 action research course.

We engage in annual program review using student feedback from the end of program comprehensive essays/exit interviews, course evaluations, institutional data, and input from part-time instructors, students, and other stakeholders. As a result, the program has recently undertaken a curriculum review and revision process to make changes to course blueprints and other program documents with advice and consent of the School of Education and Human Development Curriculum Committee. We have also made changes to our advising and admissions processes in the past year based on student and college recommendations.

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **___Yes**   **X No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does <u>not</u> have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

<u>Mission Statement:</u>

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

   The online Adult and Higher Education program believes that change is best accomplished through education. Our mission is, first and foremost, to address our student's individual learning needs and provide them opportunities to become the best adult educators they can.

   We also prepare our students – the professionals who work as corporate trainers, academic advisors, student affairs professionals, public adult education directors, non-profit managers, and designers of educational programs for other adult learners – to be leaders for organizational and societal change.

   This program is a practitioner-oriented master's degree for mid-career professionals in adult and higher education, community adult education, public school adult education workplace learning, health services, and human resource development.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

   The Adult and Higher Education program prepares professionals to be leaders for organizational and societal change in careers related to adult learning in the State of Maine and beyond. We provide "high-quality, accessible, affordable" graduate education and "educate future leaders" in a wide variety of career settings. Our faculty are committed to fostering critical inquiry, diversity, contributions to the adult learning community, and support individual learning goals and needs. Learners engage in meaningful and creative projects that support positive change in adult and higher education. This online learner-centered program expands access to a Master's degree and certificate for entry and mid-career professionals who desire real world learning and a supportive learning community.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, <u>briefly</u> describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Attention to diversity, equity, and inclusion are woven throughout several courses and the program. Because we encourage student choice, regular critical reflection, and current topics to enter course content through discussions, student-led presentations, reflective essays, and student-designed projects in seminar courses, many of our specific course outcomes are broad yet often result in inclusion of diversity, equity, and inclusion topics. We are in the process of reviewing and revising all HRD course blueprints to reflect USM Core Commitments, identifying specific learning activities and assessment directly related to democracy, civility and caring, equity and diversity, social justice, and ethical practice.

Some specific examples of specific course outcomes and assessments that relate specifically to diversity, equity, and inclusion follow:

HRD 500 College Mental Health
#4 - increase awareness of diversity and multicultural issues in student mental health
This course outcome is assessed through online discussions, case studies, and reflective essays.

HRD 550 Using Technology in Adult Learning
3 – critically examine issues of accessibility and principles of universal design.
This course outcome is assessed through online discussions and practice exercises with accessibility and universal design principles.

HRD 555 Introduction to Student Affairs in Higher Education
#5 - examine moral, ethical, and legal issues involved in supporting and encouraging diversity in colleges and universities.
This course is course is infused throughout with issues on diversity, moral and ethic theories, and social justice. This particular outcome is assessed through online discussions, learning activities, and a final project that analyses current issues and trends in higher education.

HRD 600 History and Philosophy of Adult Education
#4 – examine gender, race, age, class, and other diversity issues in adult education.
This course outcome is assessed through online discussions, written learning journal summaries, and student field study projects.

HRD 630 Facilitating Adult Learning
#6 - evaluate the role of learner differences and facilitation styles in various adult learning settings.
This course outcome is assessed through online discussions about various readings that explore effective adult learning facilitation in diverse environments and critically reflective teaching. Learners design and

practice facilitations that model various approaches in democratic education and honor inclusion and diversity. Learners participate in peer feedback and write critically reflective essays.

Additionally, HRD 685 CAS Adult Learning Completion Project, HRD 687 Internship, HRD 698 Directed Study, HRD 699 Independent Study, and HRD 649 Capstone Seminar in Adult and Higher Education involve students identifying individual projects, internships, and research papers that often include topics around diversity, equity, and inclusion.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

We do not have a URL link to our program-level student learning outcomes. We are in the process of reviewing and updating this information.

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

We do not have a URL link to our curriculum assessment map. We are in the process of reviewing and updating this information. However, we do have a link to program requirements and course descriptions:

https://usm.maine.edu/adult-education/ms-adult-and-higher-education

https://usm.maine.edu/adult-education/course-descriptions

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

Creating program learning outcomes will take place during the 2020-2021 academic year as we continue our curriculum review and revision process. The Adult and Higher Education program does not have a specific accrediting body to guide this process and, therefore, we construct course and program learning outcomes based on our current curriculum process and feedback from students, alumni, community partners, and other stakeholders.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Creating program learning outcomes will take place during the 2020-2021 academic year as we continue our curriculum review and revision process. Specific course outcomes were assessed this year.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**
   Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
X Class assignments/Exams/Papers (completed in course)	**Fall**	**Spring**	**Summer**
X Capstone Project (written project, non-thesis paper)	**Fall**	**Spring**	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
X Exit Interview (individual or indiv self-reports of outcomes)	**Fall**	**Spring**	Summer
__Employer meetings/discussions on student outcomes	Fall	Spring	Summer
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
X Internship/Fieldwork (evaluations of performance)	**Fall**	**Spring**	Summer
__Oral Performance/conference presentation	Fall	Spring	Summer
X Portfolio of student work	**Fall**	**Spring**	Summer
X Reflection Essays (self-report of outcome achievement)	**Fall**	**Spring**	**Summer**
X Research Papers (used for course & program assessment)	**Fall**	**Spring**	Summer
__Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
X Student Survey information (student self-reports on outcomes)	**Fall**	**Spring**	**Summer**
__Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
__Other: please explain			

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Course level assessment of learning outcomes and student course evaluations are utilized each semester in every HRD course. In the MS program, students complete introductory core courses, three middle core options, four electives, and final core courses. Middle core courses focus on developing specific skills (e.g., adult learning facilitation, marketing, program planning, effective use of technology in adult learning, etc.). Elective courses are selected to focus studies on areas of specific interest. Each course has specific assessment components that measure student learning.

Students nearing graduation complete two final core courses, including one field work courses: HRD 687 Internship or HRD 698 Directed Study and HRD 649 Capstone Seminar in Adult and Higher Education. Each student submits a final portfolio of program work and reflection of program learning that takes the form of a comprehensive essay or exit interview. These courses are offered fall and spring semesters and capture program learning as well as suggestions for improvement.

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

Sources of data for program assessment and evaluation include:
Admission applications noting career goals and course interest
Advising sessions and other conversations with students
Course evaluations
Course level assessments to measure student learning related to course outcomes
End of program comprehensive essays or exit interviews
End of program portfolios
Program documents, including course blueprints, brochure, website, etc.
Input from part-time instructors and alumni
Institutional Data:
A) Individual Dept. Level Student Survey Reports from Graduates 2019
    Satisfaction Level: N= 14

	Satisfied	Dissatisfied
Availability of faculty in major	100% (14)	
Course sequencing and registration	86% (12)	14% (2)
Access to required classes in major	86% (12)	14% (2)
Faculty advising in program	93% (13)	7% (1)
Quality of teaching in program	100% (14)	

Career preparation and guidance	93% (13)	7% (1)
Availability of tutoring/academic support	93% (13)	7% (1)
Access to hands-on community-based or real-world experiences in program	93% (13)	7% (1)
Faculty concern for your academic progress in program	100% (14)	
Overall experience in program	100% (14)	

B) Student persistence and degrees awarded in program
   Fall 2018 MS Retention Rate = 91.67%
   2019 Degrees Awarded: 20 (19 MS and 1 CAS)
C) USM Commencement Survey: ADHE May 2019 Graduation Survey Results
   Overall Experience in major/program item: N=14
   86% (12) Very Satisfied and 14% Satisfied (2); no graduates identified dissatisfied or very dissatisfied

   Did you participate in internship, field experience or practicum item:
   21% (3) Yes and 79% (11) No *Interesting because all MS degree students are required to complete either HRD 687 Internship or HRD 698 Directed Study field-experience; there seems to be a misunderstanding around HRD 698.

   Did you participate in a capstone course item: 100% (14) Yes

   Did you work on a research project with a faculty member item:
   21% (3) Yes and 79% (11) No *Interesting because MS degree and CAS certificate both have a research component built into capstone courses; there seems to be a misunderstanding around research projects.

   Do you feel prepared to solve complex real world problems item: 57% (8) Very prepared and 43% (6) Somewhat prepared

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Based on evidence collected and a full review of program documents in 2019-2020, several areas of program work were identified and steps were taken to make appropriate changes. Some of these changes were structural or procedural to support

student success while other changes involved formal document changes or adjustment to individual courses. Additionally, positive student feedback is noted and supports continuation of effective instructional and advising practices. What we have learned and identified is outlined below.

Individual course evaluations in HRD courses are very strong. A review of Summer 2019 and Fall 2019 (Spring 2020 reports were not yet available at the time of this report) HRD course evaluations revealed:

- 93% students felt course objectives were "very clear" or "clear"
- 92% students believed that ideas and theories presented were "very clear" or "clear"
- 98.7% students felt they were encouraged to think for themselves
- 98.7% students felt they were required to apply concepts to demonstrate understanding
- 93% students felt the instructor was open to other viewpoints
- 97% students rated their professors as "excellent" or "very good"
- 93% students rated these courses overall as "excellent" or "very good"

Although all individual items were similarly strong in this report, a few areas that could be examined in more detail and improved include pacing, prompt grading and return of assignments, textbook selection, intellectual discipline, and development of significant skills in the field. These are topics for future exploration.

Examples of specific course level adjustments in response to student assessment results and course evaluations include:

- HRD 600 History and Philosophy of Adult Education: Course learning outcomes were embedded in online modules and assessment rubrics were added for learning journal summaries and the final essay.
- HRD 630 Facilitating Adult Learning: Course learning outcomes were embedded in online modules, new readings were added, and the course, assessment rubrics were added to assignments. This course was transitioned from a hybrid (on campus) model to a remote/online hybrid format using Zoom for group meetings to include students living at a distance.
- HRD 633 Leadership in Adult and Higher Education: Course learning outcomes were embedded in online modules, new readings were added, a new requirement for students to lead an online module discussion was included, and assessment rubrics were added to assignments.
- Other HRD courses have undergone similar changes in response to student assessment results and course evaluations in the past year.

It was determined that a full review of curriculum was needed to identify curricular revisions and consider courses that could be retired or new courses that address

student interest and career goals. This work began in the 2019-2020 academic year and will continue. As noted elsewhere in this document: five course blueprints were updated, one new course was created, and several courses no longer offered were formally retired. This program curricular review is expected to produce a formal assessment matrix as well as specific program learning outcomes.

Utilizing end of program student feedback (comprehensive essays and exit interviews) and analyzing program completion data, we determined a program change was needed to move the comprehensive essay and portfolio requirements for graduation into HRD 649 Capstone Seminar in Adult and Higher Education. This decision was made to provide greater support for students and allow all students to be prepared for graduation during their final semester of coursework. This change also resulted in updating the HRD 649 Capstone Seminar in Adult and Higher Education course blueprint during the Spring 2020 semester. During this transition year, the SEHD Curriculum Committee recommended exit interviews in place of comprehensive essays.

Highlighted in exit interviews, conducted with each graduating student, were strengths of the program as well as suggestions for improvement. One strength noted was the presence of student choice among middle core and elective coursework and within course projects. Graduating students noted that the ability to make choices, pursue topics of interest, and select internships or directed studies that matched career goals made the coursework and the program more meaningful and strengthened their resumes. Other strengths noted included a deeper and broader understanding of adult learning theories than initially expected and strengthened professional writing skills; graduates reported that they felt they had a solid foundation that they could apply in a wide variety of careers. Additionally, graduates highlighted a high degree of perceived support and encouragement from instructors and advisors as well as a strong sense of connection to others despite the online and distance learning format of the program. They also appreciated the three-year schedule provided on our website to help plan their coursework. Suggestions included adding a journal requirement for students completing summer internships and perhaps connecting these students in an informal summer support group, adding more courses and topics specific to skill development in higher education career settings, considering a cohort model/option, examining potential content overlap in some courses (HRD 600 and HRD 631), and additional opportunities to connect via Zoom.

As noted in exit interviews and the graduate survey, program graduates reported that the program met their expected goals and they believed that they had learned valuable knowledge and skills to support career goals. They also felt supported by and had access

to faculty, noted quality teaching in the program, and were generally satisfied or very satisfied with their program experience. Interestingly, there was a perception among many that they had not completed a field-based experience and did not engage in a research project with a faculty even though all graduates must complete final coursework (HRD 685 CAS Capstone Project or HRD 687 Internship or HRD 698 Directed Study and HRD 649 Seminar in Adult and Higher Education) that includes these learning experiences. This information helps us consider how we can better communicate the learning experiences in final coursework.

Although evidence suggests overall strong student satisfaction, we identified particular areas for improvement. Learners indicated that they both like the asynchronous format of online courses to fit their schedules and also seek opportunities for more personal connections. We have identified that using Zoom videoconferencing meetings is one way to provide opportunities for connection with instructors and other students. Several instructors in the program have started using Zoom introductory meetings in classes and we are designing new Zoom advising sessions to be offered in Summer 2020. Additionally, we recognize the need to update parts of our website and design a new student support area in the Brightspace LMS in the coming year.

Many incoming students have noted career interests in student affairs in higher education. Although our program is purposefully broad to include many different career paths (e.g. coursework that leads to Adult Education Director certification, non-profit and corporate training careers, various adult teaching and education director roles, and others), we have learned that a high percentage of our students seek employment in higher education. As a result, we have made adjustments to several courses to reflect this interest, updated the course blueprint for HRD 555 Introduction to Student Affairs in Higher Education, and offered HRD 500 College Mental Health course in Spring 2020, a highly requested course. Additionally, many incoming students hope to pursue leadership roles in their careers and we updated the course blueprint for HRD 633 Leadership in Adult and Higher Education to reflect current leadership content. A new course, HRD 540 Mindfulness in Adult Learning, was approved and will be offered for the first time in Summer 2020. This course has a strong higher education component. In the next year, we will look for ways to integrate additional higher education topics in courses.

The data we collect is useful to improve student learning and program development. We need to develop program learning outcomes and an assessment matrix to better capture how we are collecting and utilizing data. Additionally, it may be beneficial to explore focus groups with alumni and community partners, develop more formal and

specific advising pathways based on career interest, and consider a full program review in the near future.

Step 3: Using the Assessment results to Improve Student Learning

    a.   Who interpreted or analyzed the results that were collected this past year? (check all that apply)

        X Program instructors/faculty
        __Faculty committee
        __Ad hoc faculty group
        X Dept Chair/Program Director/Dean
        __Faculty advisor
        __Students (assistants, interns)
        __Other: please explain

    b.   How did they evaluate, analyze, or interpret those results? (check all that apply)

        __ Used a rubric or scoring guide(s) for an assignment, paper, etc.
        __ Scored exams/tests/quizzes
        X Used professional judgments (no rubric or scoring guide)
        X Compiled or reviewed survey results
        X Reviewed qualitative methods (interviews, focus groups, open-ended responses)
        __External organization scored/analyzed data (licensure, comp exams)
        __Other: please explain

    c.   Indicate how the program will use (or has used) the results (check all that apply):

        X Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)

        X Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

        X Course pedagogy changes (teaching)

        __Personnel or resource allocation changes

        X Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)

        __Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)

        X Student Advising experiences (advisor-advisee relationship, communication of

changes or expectations, etc.)

__Results indicated no action needed, students met expectations

__Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

Results have been used to inform our curriculum revision process, improve design and content in program courses, improve admissions and advising, and exit interviews and portfolios are used to collect and utilize evidence related to program learning outcomes and suggestions for improvement. Specific examples in the 2019-2020 academic year include:

1) A curriculum review and revision process was initiated in Summer 2019. Part-time faculty and student feedback from comprehensive essays, exit interviews, and course evaluations provided recommendations for adjustments.

   a. As a result, a program change was made to move the comprehensive essay and portfolio requirements for graduation into HRD 649 Capstone Seminar in Adult and Higher Education to provide greater support for students. This allows all students to be prepared for graduation during their final semester of coursework. This change also resulted in updating the HRD 649 Capstone Seminar in Adult and Higher Education course blueprint during the Spring 2020 semester.

   b. The following Adult and Higher Education course blueprints were updated to reflect content and USM core commitments:
      i.   HRD 555 Introduction to Student Affairs in Higher Education
      ii. HRD 600 History and Philosophy of Adult Education
      iii. HRD 630 Facilitating Adult Learning
      iv. HRD 633 Leadership in Adult and Higher Education (name change)
      v.   HRD 649 Capstone Seminar in Adult and Higher Education
      vi. HRD 685 CAS in Adult Learning Completion Project

   c. A new course, HRD 540 Mindfulness in Adult Learning, was created and the course blueprint approved. This course will be taught for the first time in Summer 2020.

   d. A number of HRD courses that are no longer reflected in program coursework were formally retired.

2) HRD 630 Facilitating Adult Learning had previously been taught in a hybrid format with in person Saturday meetings and online learning activities between sessions. Feedback from students living at a distance indicated that many would like to take this course as a middle core option although could not due to their location. As an online program, we determined that it was in the best interest of students to begin

offering this course in a hybrid format using Zoom videoconference Saturday meetings. This new format was piloted in Spring 2019 semester and student course evaluations were used to determine that the pilot was successful. We offered this course utilizing Zoom in Fall 2019 and intend to continue in future fall semesters.

3) Changes to the Admission Process
    a. Using feedback from USM Advising and the Graduate Office, we were asked to consider requiring two letters of recommendation for the admission process rather than three letters to ease the admission application process for students. We agreed to this change and reduced the number of letters of recommendation to two.
    b. Although we maintain our three annual application deadlines and review cycles, we do make exceptions for students who demonstrate a need for a more rapid admission process.
    c. For students unable to attend an in person admissions interview, we offer Zoom and phone options. Although phone interviews have historically been an option, the introduction of Zoom this year has allowed an option for a different format that some students prefer.

4) Attention to Advising and Graduation
    a. Each semester an advising letter is sent to all matriculated students. This letter outlines courses that will be offered in the upcoming semester, enrollment dates, and other pertinent program information. Student feedback had indicated some confusion among students about the best timeline to prepare a proposal for HRD 685 CAS Completion Project or HRD 687 Internship or HRD 698 Directed Study. This information was added to the advising letter.
    b. During this unusual COVID-19 pandemic semester, extra care and effort was made to reach out to students for advising and course support. Individual emails were sent to each advisee, additional phone advising sessions were offered, and part-time instructors were encouraged to reach out to students more regularly and communicate pass/fail and other options to assist successful completion.
    c. During our transition year with HRD 649 Capstone Seminar in Adult and Higher Education, comprehensive exams were replaced with exit interviews. Advisors completed exit interviews to capture program learning and feedback with each graduate.
    d. Student correspondence in Spring 2020 courses indicated some disappointment among graduates about the inability to attend our annual graduation celebration and the in person USM commencement ceremony. In

lieu of these events, letters of congratulation were sent to each graduate. Additionally, graduate photographs and bios have been collected and added to our website to celebrate and honor graduates.

    e. The desire among students to connect more with one another and with professors in personal ways resulted in scheduling three Zoom student meetings in Summer 2020, one for new students, one for all students, and one for students preparing for their field-study course.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

1) Curriculum review and revision started in 2019-2020 and will continue for the next two years as we examine all HRD courses and determine other course blueprints that need to be updated to reflect content changes and USM core commitments. Part-time faculty who teach in the program will be consulted during this process.

2) HRD 540 Mindfulness in Adult Learning will be taught for the first time in Summer 2020.

3) HRD 649 Capstone Seminar in Adult and Higher Education and related graduation requirements will begin Fall 2020.

4) Changes to the admissions requirements has been completed.

5) The Adult and Higher Education website will be reviewed and updated in Summer 2020.

6) A Zoom advising/program orientation sessions are scheduled in June 2020. This timing allows students ample time to enroll in fall courses and prepare proposals.

7) Program learning goals and construction of an assessment matrix will take place in 2020-2021.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

Each HRD course has specific assessments specific to the learning outcomes defined in the course blueprints and there are natural overlaps that point to program learning outcomes. Examples include:

1) Students will describe the important theories that describe how adults learn.

- Assessed via continuous online discussion posts
- Assessed via personal essays and summative end-of-term papers
- Assessed in HRD 631 The Adult Learner via a learning autobiography project
- Assessed in HRD 550 Uses of Technology in Adult Learning, HRD 600 History and Philosophy of Adult Education, HRD 631 The Adult Learner, and HRD 630 Facilitating Adult Learning
- Practiced in multiple HRD courses

2) Students will articulate historical and philosophical foundations of adult education

- Assessed via personal essays
- Assessed via continuous online discussions
- Assessed in HRD 600 History and Philosophy of Adult Education

3) 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
- Practiced in multiple HRD courses

4) Students will facilitate an online learning module

- Assessed in HRD 649 Capstone Seminar in Adult and Higher Education
- Assessed in selected courses: HRD 551 Spirituality in Adult and Higher Education, HRD 555 Introduction to Student Affairs in Higher Education, HRD 633 Leadership in Adult and Higher Education, HRD 630 Facilitating Adult Learning

5)Learners will write an article suitable for publication in a professional magazine or journal

- Each student in HRD 649 Capstone Seminar in Adult and Higher Education writes a paper of publishable quality. A number of these individuals go on to publish their papers in the professional literature.
- Practice developing literature reviews and APA format in several HRD and EDU 600 courses

No assessment activities: If your program did <u>not</u> engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.