Student Learning Outcomes Check Sheet

Degree Program Title: Higher Education Teaching
Degree Type: Master of Science
Banner/CIP Code: 13.0406.00

Responsible Program Coordinator/Chair completing this form: Rusty Waller

A. Program Mission Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Master of Science in Higher Education-College Teaching seeks to extend the knowledge and intellectual maturity of the student and to offer educational preparation emphasizing specialized skills and creative independence enabling graduates to function at a high level of performance in the following area: Community college and university faculty.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program?

No. The program curriculum is currently undergoing major revision.

Below please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is important to focus on the most important goals for students. For example, three of the most critical goals would be a good starting point.

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what skill will they have, etc., upon graduation from the program that will be assessed?

The MS in Higher Education-Administration has identified 3 programmatic learning outcomes upon which to focus for 2011-12. These SLO's are:

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating research

b. **Communication** – the fundamentals of active engagement including assessing leadership and educational needs

c. **Commitment to Life-Long Learning** – analysis of effective strategies for employment in the field of higher education

2. LINKS TO CURRICULUM. What courses support this SLO? Do all departmental faculty participate in setting the goals and content of these courses and in receiving results of student achievement?

The MS in Higher Education-Administration has identified 3 programmatic learning outcomes upon which to focus for 2011-12. These SLO's are developed and endorsed by all faculty. All programmatic faculty participate in the analysis of student learning. Supporting courses are identified for each SLO.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies
b. **Communication** – the fundamentals of active engagement including assessing leadership and educational needs – HIED 540 Community College Curriculum & HIED 597 Digital Course Development and Implementation

c. **Commitment to Life-Long Learning** – analysis of effective strategies for employment in the field of higher education – HIED 597 Transformational Leadership

3. **STRATEGIES FOR OBSERVING STUDENT LEARNING.** How will data be collected, analyzed, shared? Please provide specific descriptions for how, when, how often, what course, what student performances will be observed, collected and analyzed. Please attach any tools used in this process.

The 3 programmatic SLO’s will be evaluated by a teach of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies

Assessment of metacognition is evaluated in the master’s comprehensives through the analysis of a student action research project. These comprehensives are offered in each semester. Those utilized in the assessment will be delimited to the Spring 2012 written comprehensives.

Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Assessment will be conducted by program faculty utilizing 3 randomly selected student written comprehensives.

b. **Communication** – the fundamentals of active engagement including assessing leadership and educational needs – HIED 540 Community College Curriculum & HIED 597 Digital Course Development and Implementation

Assessment of communication is evaluated in the master’s comprehensives through the analysis of a student action research project. These comprehensives are offered in each semester. Those utilized in the assessment will be delimited to the Spring 2012 written comprehensives.

Analysis of student success will be evaluated through the utilization of a Communication Rubric. Assessment will be conducted by program faculty utilizing 3 randomly selected student written comprehensives.

c. **Commitment to Life-Long Learning** – analysis of effective strategies for employment in the field of higher education – HIED 597 Transformational Leadership

Assessment of student commitment to life-long learning is evidenced through student publications and presentations. These are collected via the Annual Departmental Student Awards Banquet.

4. **CRITERIA FOR SUCCESS.** How will faculty observe the accomplishment of this outcome? What are the standards of progress or criteria for judging success for the student learning assessment observations? Please attach any tools used in your process.

The 3 programmatic SLO’s will be evaluated by a teach of program faculty according to the following plan. Some SLO’s are evaluated within courses that support them. Others are evaluated in courses that evidence the utilization of the SLO’s knowledge base.

a. **Metacognition** – the knowledge and skills for designing, developing, and evaluating research – HIED 595 Research Methodologies
Analysis of student success will be evaluated through the utilization of a Metacognition Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

b. Communication – the fundamentals of active engagement including assessing leadership and educational needs – HIED 540 Community College Curriculum & HIED 597 Digital Course Development and Implementation

Analysis of student success will be evaluated through the utilization of a Communication Rubric. Average rubric scores will rate at an average of 3.5 or higher on each section.

c. Commitment to Life-Long Learning – analysis of effective strategies for employment in the field of higher education – HIED 597 Transformational Leadership

Assessment of student commitment to life-long learning is evidenced through student publications and presentations. The cohort of program students will have published at least 1 scholarly publication and conducted at least 5 presentations. These numbers are considered across all students collectively rather than as an individual student expectation.

5. FINDINGS. What are the results of the assessment of this learning objective thus far? Be sure to include the year, attach any reports, tables, etc., that are available.

MS Higher Education Teaching met all expectations the area of metacognition. The 5 samples were evaluated for the four sub-categories. No scores were below 3.8.

Analysis of the 5 samples of student writing indicated that expectations were met. Global scores by area were 3.8 Idea, 3.8 Organization, 4.0 Connection, 3.6 Word Choice, 3.6 Sentence Fluency, & 3.8 Conventions.

A departmental student awards banquet was conducted on April 23. In the banquet, 11 HIED students were recognized for scholarly publication. 16 were recognized for presentations done at appropriate level conferences. This benchmark was met.

6. PROGRAM ENHANCEMENT. How has data been used? What is the specific mechanism for communicating results and changing courses, curriculum, activities within a course, etc.? Please give examples over the last 3 years.

The MS in Higher Education Teaching is undergoing a program redesign to more adequately equip graduates with the skills required to teach in a global and digital society. A new faculty member has been employed to upgrade instruction in digital course design and delivery. Two new courses will be implemented in Fall 2012: Digital Course Design and Delivery & Globalization in Higher Education.

Program faculty members have participated in expanded professional development activities this spring. They attended the annual conferences for the Texas Association of College Technical Educators and the Texas Community College Teachers Association. In July two program faculty will attend the MERLOT conference on digital learning.

Review and Approval Signatures & Date:

Department Chair: __________________________

Dean: __________________________