

Academic Program

College of Education

Counseling, Adult and Higher Education

Adult and Higher Education

MS

October, 2014

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1. Student Learning Outcomes

MS in Adult and Higher Education

1. Apply historical, social, and philosophical foundations of adult and higher education to the practice of adult and higher education.
2. Apply learning and development theories to diverse practice settings in adult and higher education.
3. Apply theories of program development/planning to diverse practice settings in adult and higher education.
4. Apply principles of assessment/evaluation to the practice of adult and higher education.
5. Critique and apply research findings to the practice of adult and higher education.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A

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3. Curriculum Map

The third section of the assessment plan is a curriculum map (and is required). A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also identifying strategic places to formatively and summatively assess student learning outcomes.

Required courses are listed along the vertical axis of a matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the *primary* focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. This will map out the degree to which each course supports the development of each program student learning outcome. The Four-Year Degree Path supported by the Office of Student Academic Success may be helpful (<http://www.niu.edu/osas/DegreePaths/>). Look for strengths and gaps in the curriculum. Ideally all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one outcome, but does NOT have to support all learning outcomes.

Course	1. Apply foundations of adult and higher ed to practice	2. Apply learning and development theories	3. Apply program development/planning in diverse settings	4. Apply principles of assessment/ evaluation	5. Critique and apply research findings to the practice of adult and higher ed
CAHA 500	B	B			
CAHA 501		D			
CAHA 502			D	D	
ETR 520 (research course)				P	
CAHA 699/ CAHA 598	P	P	P	P	P

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4. Assessment Methods

Assessment Methods-by-Outcomes Matrix

The assessment methods section begins with an assessment methods-by-outcomes matrix mapping which assessments will measure a given student learning outcome. Use your curriculum map as a starting place. Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it *primarily* measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to formatively, summatively, directly and indirectly assess each outcome. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes.

Assessment Method	1. Apply foundations of adult and higher education to practice	2. Apply learning and development theories	3. Apply program development/planning in diverse settings	4. Apply principles of assessment/evaluation	5. Critique and apply research findings to the practice of adult and higher education
Philosophy Paper	F, D	F, D			
Comprehensive Exam	S, D	S, D	S, D	S, D	S, D
Internship Performance		S, D	S, D		
Research Course				S, D	S, D
Alumni Survey	S, I	S, I	S, I		
Alumni Advisory Board			S, I	S, I	S, I

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Explanation of Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Philosophy Paper	Assignment is part of the CAHA 500 course and requires students to develop a personal philosophy of Adult and/or Higher Education. The product is a 4-6 page paper that addresses their perspectives on the purpose of adult and higher education, how they believe it should be implemented, and the meaning it holds for them and for society.	Students must earn a passing grade (70% and above).	100% of all students will earn a passing grade on this assignment.	Halfway through the semester	Course instructor

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Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Comprehensive Exam	<p>Comprehensive Exam Two options – Take Home Comprehensive Exam OR CAHA 598: Capstone Paper <i>598 Capstone Experience Comprehensive Exam</i></p> <p>CAHA 598 (3 credit hour course) is taken near the end of the MS degree program. Participants must integrate and synthesize concepts and principles from the program to make connections between theory and practice. Participants are expected to write a scholarly paper on an approved topic that serves as the comprehensive examination. The comprehensive exam consists of three questions and must be completed at home and returned within 5 days. The overall length of either option is the same. Both exams are blind-reviewed by two AHE faculty members. A third faculty member is asked to review a paper when there is disagreement in pass/fail between the first two readers).</p>	<p>A student must receive a score of Adequate or better on each of the 7 dimensions included on the evaluation. A score of 15 or better is considered a passing score for the Capstone Paper and 45 or better is a passing score for the 3-question Comprehensive Exam.</p>	<p>85% of students will pass this exam after their first attempt.</p>	<p>Data is collected during both spring and fall semesters. We do not offer the CAHA 598 Capstone Course during the Summer semester; however, we do offer an option to complete the comprehensive take-home exam over the summer, with faculty reading and reporting pass/fail results early in the fall semester (i.e., students who opt to take the summer comps exam do not graduate until the following December).</p>	<p>All faculty of the Adult and Higher Education program serve as readers of these exams.</p>
Internship Performance	<p>Evaluations are completed by the field supervisors and self-evaluation reflections are completed by the students.</p>	<p>Students must earn a grade of Satisfactory.</p>	<p>100% of students will receive a grade of Satisfactory in the Internship course.</p>	<p>At the end of every semester</p>	<p>Internship coordinator</p>

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Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Research Course	All students must complete a graduate level research methods course during their course of study. ETRA 520 is recommended.	Students must earn a grade of B or better.	100% of students will earn a grade of B or better.	At the end of every semester.	Academic advisor will monitor students' grades.
Alumni Survey	This is the annual Alumni Survey conducted by the NIU Office of Assessment Services.	Alumni will have secured employment. Alumni will feel prepared for their careers.	90% of graduates will have secured employment within 6 months of graduation. 90% of graduates will feel at least adequately prepared for their careers.	Annually	OAS collects the data and Program Coordinator compiles and disseminates the data.
Alumni Advisory Board	Alumni, employers and other adult and higher education leaders meet annually to discuss the program's strengths and areas for improvement.	N/A	N/A	Annually	Program coordinator
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

Masters Take-Home Comprehensive Examination Evaluation Sheet

Adult and Higher Education

Faculty Code: Student Code: Date:

Essay #1 Score:	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Essay #2 Score:	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Essay #3 Score:	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
Exam Score:	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>

PASS *(Recommended 45 point minimum)*

FAIL *(Please ensure you have made detailed comments)*

Essay Question #1 Dimensions	Good	Adequate	Inadequate	
Discussed the topic with sufficient depth. Outcome(s): 1,5	(5)	(3)	(1)	
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Demonstrated knowledge of particular aspects of literature in adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and concise examples from the literature to explain the narrative. Outcome(s): 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and sufficient citations and references. Outcome(s): 5	(2)	(1)	(0)	
Organized a logical presentation. Outcome(s): 5	(2)	(1)	(0)	
Used appropriate manual of style (APA/Chicago/MLA). Outcome(s): 5	(2)	(1)	(0)	
Is the essay related to learning and development theory? (Outcome 2)	Yes	No		
Is the essay related to program development/planning? (Outcome 3)	Yes	No		
Is the essay related to assessment/evaluation? (Outcome 4)	Yes	No		

Essay Question #2 Dimensions	Good	Adequate	Inadequate	
Discussed the topic with sufficient depth. Outcome(s): 1,5	(5)	(3)	(1)	
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Demonstrated knowledge of particular aspects of literature in adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and concise examples from the literature to explain the narrative. Outcome(s): 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and sufficient citations and references. Outcome(s): 5	(2)	(1)	(0)	
Organized a logical presentation. Outcome(s): 5	(2)	(1)	(0)	
Used appropriate manual of style (APA/Chicago/MLA). Outcome(s): 5	(2)	(1)	(0)	
Is the essay related to learning and development theory? (Outcome 2)	Yes	No		
Is the essay related to program development/planning? (Outcome 3)	Yes	No		
Is the essay related to assessment/evaluation? (Outcome 4)	Yes	No		

Essay Question #3 Dimensions	Good	Adequate	Inadequate	
Discussed the topic with sufficient depth. Outcome(s): 1,5	(5)	(3)	(1)	
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Demonstrated knowledge of particular aspects of literature in adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and concise examples from the literature to explain the narrative. Outcome(s): 2,3,4,5	(5)	(3)	(1)	
Provided appropriate and sufficient citations and references. Outcome(s): 5	(2)	(1)	(0)	
Organized a logical presentation. Outcome(s): 5	(2)	(1)	(0)	
Used appropriate manual of style (APA/Chicago/MLA). Outcome(s): 5	(2)	(1)	(0)	
Is the essay related to learning and development theory? (Outcome 2)	Yes	No		
Is the essay related to program development/planning? (Outcome 3)	Yes	No		
Is the essay related to assessment/evaluation? (Outcome 4)	Yes	No		

Space for comments below. Attach additional sheets as needed.

CAHA 598/Capstone Experience
Masters Comprehensive Examination Evaluation Sheet
Adult and Higher Education

Faculty Code: Student Code: Date:

PASS (*Recommended 15 point minimum*)

FAIL (*Please ensure you have made detailed comments*)

Dimensions	Good	Adequate	Inadequate
Discussed the topic with sufficient depth. Outcome(s): 1,5	(5)	(3)	(1)
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)
Demonstrated knowledge of particular aspects of literature in adult and/or higher education. Outcome(s): 1, 2,3,4,5	(5)	(3)	(1)
Provided appropriate and concise examples from the literature to explain the narrative. Outcome(s): 2,3,4,5	(5)	(3)	(1)
Provided appropriate and sufficient citations and references. Outcome(s): 5	(2)	(1)	(0)
Organized a logical presentation. Outcome(s): 5	(2)	(1)	(0)
Used appropriate manual of style (APA/Chicago/MLA). Outcome(s): 5	(2)	(1)	(0)
Is the essay related to the application of learning and development theories in diverse practice settings in adult and higher education? (outcome 2)	Yes	No	
Is the essay related to program development/planning in diverse practice settings in adult and higher education? (outcome 3)	Yes	No	
Is the essay related to the assessment/evaluation of practice in adult and higher education? (outcome 4)	Yes	No	

Space for comments below. Attach additional sheets as needed.

This evaluations sheet is provided back to the student.

Final Internship Assessment
Form B – Field Supervisor

Intern:

Please thoughtfully respond to the following questions. Once completed, e-mail the form back to the Internship Coordinator.

1. How well were the learning objectives, as originally stated or revised, achieved by the intern? Why or why not?

2. As far as you could observe, what were the most significant insights gained by the intern as a result of this experience?

3. What particular personal and professional strengths did the intern demonstrate that might help him/her as a professional adult educator?

4. What personal and professional areas do you suggest the intern should seek to strengthen for greater effectiveness in this area of adult education?

5. As you evaluate the total internship experience of this person, what other matters might be valuable to discuss with the intern and/or the NIU Internship Coordinator?

6. What additional comments do you have on the internship or intern?

7. One of the evaluation criteria for the course is field experience. For the student in the field experience what grade would you recommend – **S** (satisfactory) or **U** (unsatisfactory)

Field Supervisor

Date