MEd in Continuing and College Education Assessment Plan

The Mission Statement of the Woodring College of Education firmly establishes the expectation that program faculty will model best practices in teaching and learning and evaluate our processes and outcomes to assure continual program improvement. Therefore, the Continuing and College Education (CCE) graduate program is committed to the implementation of assessment and evaluation systems that are consistent with the best thinking about the nature of assessment and the principles of best practice in using assessment-based information for program improvement.

The Continuing and College Education Assessment Plan describes a) evaluation questions for program level decisions, b) CCE program mission, c) student learning outcomes, and d) assessment strategies.

Evaluation Questions for Program Level Decisions

The Continuing and College Education MEd program engages in ongoing assessment of program effectiveness through collection and analysis of a variety of types of evidence from the applicant qualifications through program completion. The CCE program has developed a plan for collecting and evaluating information about student admission, student performance, and program completion. Criteria used for decisions about student admission, continuation, and program completion leads to formative and summative assessment decisions. The evaluation questions asked at each of the decision points are presented in the following table.

<table>
<thead>
<tr>
<th>Program Decision</th>
<th>Evaluation Questions</th>
<th>Possible Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Admission</td>
<td>• Is this applicant qualified to enter our program?</td>
<td>• Applicant must meet Graduate School and program admission criteria to be eligible for admission</td>
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<td>• Are the goals of the applicant compatible with the goals of the CCE program?</td>
<td>• Applicant may need to clarify intended goals through a personal interview.</td>
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<td>Continuation in Program</td>
<td>• Does the student maintain a 3.0 GPA?</td>
<td>• Student is on a probationary basis if the GPA falls below a 3.0. The student is dropped from the program if improvement is not noted.</td>
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<td>• Does the student demonstrate proficiency in use of knowledge and skills in oral and written work in the program?</td>
<td>• Student may need to seek help in the writing clinic, technology center, etc.</td>
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<td></td>
<td>• Has the student completed a Plan of Study?</td>
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<td>Student must complete a Plan of Study, signed by the Program Director and approved by the Graduate School to continue after the first quarter.</td>
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</table>
| Completion       | • Has the candidate successfully completed the course requirements for the program?  
                  • Can the student demonstrate written and oral proficiency through self-assessment and reflection about the knowledge and skills gained in the CCE program? | Student is recommended for graduation  
                  The student prepares an oral report of the program culmination portfolio and the applied research proposal  
                  The student is not recommended for graduation and prepares a written comprehensive examination. |

**Mission of Continuing and College Education Masters in Education Program**

The CCE Assessment Plan aligns with the mission and learning outcomes of the Continuing and College Education Masters in Education program. The CCE Program Mission is to prepare graduate students and educational professionals to teach, train, lead, and administer educational programs for adults in varied professional settings such as college and universities, business, social services and non-profits, government, and the community.

As adult educators, college instructors, academic leaders, and professional training specialists, we seek to empower students to:
- Apply principles of adult learning across professional settings in adult, continuing, and college education
- Promote self-directed, autonomous active learning among adults
- Make education relevant to current trends
- Honor individual and cultural differences and facilitate access for all learners
- Model best practices in teaching and training adult learners
- Integrate research, theory, and personal knowledge in guiding the practice of educating adults
- Link evaluation with program goals and objectives to assure continual program improvement.

Continued on the next page.
Student Learning Outcomes

Students demonstrate their competency of the student learning outcomes through a culmination project, summative self-evaluation, and oral presentation.

Foundations of Higher Education and Continuing Education
Compare and contrast the historical, philosophical, and sociological foundations of higher education and continuing education as they apply to current practice.

Adult Learning and Development Theory
Identify, describe, and interpret theories of adult learning and development, applying relevant theories to the design, implementation, and evaluation of effective learning experiences for adult learners in higher education and continuing education.

Adult Learners
Develop knowledge about the changing nature of adult learners (e.g., backgrounds, characteristics, needs, capacities, and worldview), relating that knowledge to their educational and developmental needs.

Instructional Design and Program Development
Design, implement, and evaluate high quality models of curriculum development, instructional design, and program development for higher education and continuing education settings.

Multicultural Competence
Examine personal values, assumptions, biases, and worldview and study the worldview of others in order (a) to gain information about diverse groups and (b) to work and lead in the multicultural environments of higher education and continuing education.

Teaching and Facilitation
Demonstrate teaching and facilitation skills and strategies in a variety of higher education and community education settings.

Leadership and Management
Define and describe leadership and management theories, research, and practices in order to analyze their own effectiveness as a leader and/or administrator of programs in higher education and community education.

Research
Identify and describe both quantitative and qualitative educational research models in order to critically analyze existing research and to design an applied research proposal.

Assessment and Evaluation
Apply the principles and procedures of assessment and evaluation in order to measure, and subsequently improve, teaching learning and program effectiveness.

Note: There are no national or state standards for adult education, continuing education and for college education graduate programs.
Continuing and College Education Assessment Alignment Table

The CCE program curriculum is designed around a set of nine learning outcomes. Program faculty believe students should have the opportunity to learn by reflecting on and building on what they already know and are able to do as well as competencies demonstrated upon program completion. The learning outcomes are assessed through the following assessment plan.

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<tr>
<th>Learning Outcomes</th>
<th>Courses</th>
<th>Assessment</th>
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<tr>
<td><strong>Foundations of Higher Education and Continuing Education</strong>&lt;br&gt;Compare and contrast the historical, philosophical, and sociological foundations of higher education and continuing education as they apply to current practice.</td>
<td>• SSA 555 Foundations of Higher Education&lt;br&gt;• CCE 554 Foundations of Continuing Education&lt;br&gt;• CCE 599 Graduation Seminar</td>
<td>• Course requirement completion&lt;br&gt;• Program culmination portfolio</td>
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<tr>
<td><strong>Adult Learning and Development Theory</strong>&lt;br&gt;Identify, describe, and interpret theories of adult learning and development, applying relevant theories to the design, implementation, and evaluation of effective learning experiences for adult learners in higher education and continuing education.</td>
<td>• CCE 577 Learning in Adulthood&lt;br&gt;• CCE 599 Graduation Seminar</td>
<td>• Midterm and course completion&lt;br&gt;• Program culmination portfolio</td>
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<td><strong>Adult Learners</strong>&lt;br&gt;Develop knowledge about the changing nature of adult learners (e.g., backgrounds, characteristics, needs, capacities, and worldview), relating that knowledge to their educational and developmental needs.</td>
<td>• CCE 577 Learning in Adulthood&lt;br&gt;• CCE 599 Graduation Seminar</td>
<td>• Midterm and course completion&lt;br&gt;• Program culmination portfolio</td>
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<td><strong>Curriculum Design and Program Development</strong>&lt;br&gt;Design, implement, and evaluate high quality models of curriculum development, instructional design, and program development for higher education and continuing education settings.</td>
<td>• IT 546 Education and Technology&lt;br&gt;• CCE 571 Curriculum Development and Assessment&lt;br&gt;• CCE 599 Graduation Seminar</td>
<td>• Midterm and course completion&lt;br&gt;• Program culmination portfolio</td>
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| **Multicultural Competence**           | • CCE 556 The Community College  
  • CCE 576 Leadership and Management of Educational Programs  
  • CCE 577 Learning in Adulthood  
  • CCE 592 Field Experience  
  • CCE 599 Graduation Seminar | • Course assessment  
  • Program culmination portfolio |
| **Teaching and Facilitation**          | • CCE 577 Learning in Adulthood  
  • CCE 592 Field Experience  
  • CCE 599 Graduation Seminar | • Midterm and course completion  
  • Program culmination portfolio |
| **Leadership and Management**         | • CCE 576 Leadership and Management of Educational Programs  
  • CCE 599 Graduation Seminar | • Midterm and course completion  
  • Program culmination portfolio |
| **Research**                           | • EDUC 501 Educational Research  
  • CCE 591 Applied Research Proposal | • Last quarter of the program  
  • Program culmination portfolio  
  and applied research proposal  
  and oral defense |
| **Assessment and Evaluation**         | • CCE 571 Curriculum Development and Assessment  
  • CCE 599 Graduation Seminar | • Midterm and course completion  
  • Program culmination portfolio |