

CMU Assessment Plan Template

Program Master of Arts in Education – Community College Concentration
Assessment Coordinator Dr. Jennifer Cochran
Department(s) or Interdisciplinary Council Responsible for the Program Master of Arts Degree
in Education Council
Five-Year Implementation Dates (2004-2005 to 2008-2009)

1. Student Learning Outcomes for the program. List the Student Learning Outcomes in each of the domains that apply to the program.

This program is designed to provide knowledge and skills for individuals to function effectively in positions of leadership or teaching in a community college environment. This is not a certification program for teachers or administrators but may be utilized for professional advancement or as a base for a doctoral program in Community College Education.

Graduates of this program will be able to:

- 1. Critically evaluate current issues and trends influencing the field of education.**
- 2. Identify relevant research, read it critically, and evaluate it appropriately.**
- 3. Conduct applied research: Formulate a researchable question or identify an organizational problem, design and conduct a study using appropriate methodologies, analyze data and draw reasonable conclusions, offer sound recommendations based on those conclusions.**
- 4. Design appropriate and effective curricula and instructional strategies that are informed by current theories of learning and pedagogy, including meeting the needs of diverse learners.**
- 5. Select and effectively utilize technologies for professional development and for enhancing student learning.**
- 6. Write and speak clearly and coherently using correct grammar and sentence structure; communicate ideas and articulate arguments/positions in ways appropriate to reach the intended audience.**
- 7. Establish effective professional relationships with a wide range of individuals in their workplace and/or associated with their work.**
- 8. Critically evaluate current issues and trends influencing the field of community college education.**
- 9. Analyze the internal and external administrative and organizational environments of higher education/community colleges.**

2. Curriculum Alignment of Student Learning Outcomes. Where is the information introduced, emphasized, and/or reinforced in the courses required in the program? Use the format below to list the program Outcomes and the Required Courses. Fill in each cell with either an 'I' where the outcome is *introduced*, an 'E' where the outcome is *emphasized*, and/or an 'R' where the information is *reinforced*.

Program Student Learning Outcomes	CORE COURSES						CONCENTRATION COURSES					
	CED 655	EDU 590	EDU 614	EDU 660	EDU 705	EDU 776	CED 502	EAD 676	EAD 778	EDU 602	EDU 613	EDU 655
1		I	E	R	E,R	R	I	R	I,E,R	R	I,E,R	I
2		I	E	I, E, R	I,E	E, R	E,	I, E, R	I, E, R	I	I, E, R	I
3				I,E		E,R						
4		I,E			E, R	R				I,E,R		R
5		I,E,R		R	I	R		I	I	I,E	I	
6	I,E		I, E	E,R	I, E	R	E	E	E	I, E	I,E	I,E
7	I,E,R				I							
8					I,E	R	I,E	I,E	E	E, R	E	E,R
9								I,E,R				I,E

I = Introduced E = Emphasized R = Reinforced

3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan. What instruments will be used in each of the five years? When and where will they be administered in each of the five years? Which Student Learning Outcomes will be assessed during each of the 5 years? How will results be reported (e.g. percentages, ranks, state or national comparisons) for each of the 5 years?

Outcomes to be Assessed each Year	Instruments to be used each Year	Expected Measures from Instruments	Academic Year
	Direct Measures:		
1, 2, 8	Core individual written assignment/research paper evaluated with scoring rubric	Points per outcomes, scored by rubric	Annually
3	Capstone project evaluated with scoring rubric		Last course each cohort
4, 5	Curriculum unit plan with individual lesson plans (including technology component) scored by rubric		Annually
6	Core assignment/presentation (group), scored by rubric		Annually
7, 9	Portfolio scored by rubric		Annually
	Supporting Measures:		
1 – 9	End of Course Surveys	Survey results	As course is completed
1 – 9	Alumni Survey	Survey Data Analysis	2004 – 2005, 2006 – 2007, 2008 – 2009
1 – 9	Current Student Survey	Survey Data Analysis	2005 – 2006, 2007 – 2008, 2009 – 2010
1 – 9	Exit Interview	Interview Data Analysis	As cohorts complete 2-yr program

4. Dissemination of Information over the 5 year period of this Plan. When, where, and how will results be disseminated to stakeholders in each of the 5 years?

Expected Measures from the Instruments	Affected Stakeholders	Dates and Locations for Dissemination of results
<ul style="list-style-type: none"> • Core written assignment/research paper: Points per outcomes, scored by rubric • Core group assignment: Points per outcomes, scored by rubric • Curriculum Unit Plan with individual lesson plans: Points per outcomes, scored by rubric • Research paper: Points per outcomes, scored by rubric • Capstone project: Points per outcomes, scored by rubric • Portfolio: Points per outcomes, scored by rubric 	<ul style="list-style-type: none"> • Students • Instructors • ProfEd/CMU • Academic Departments • Program Director • Master of Arts in Education Council 	<ul style="list-style-type: none"> • Annually or biannually; Program website (to be developed and added to CMU site) • Annually or biannually; Faculty Resource Center on the ProfEd website • Annual assessment report to the CMU Assessment Council • Annually or biannually; MA in Education Council • Annually or biannually; On Target (ProfEd Faculty publication) • Annually or biannually; The Voice (ProfEd Student publication)
Supporting Measures		
<ul style="list-style-type: none"> • End of Course Surveys: Data • Exit interview data • Alumni Survey data • Current Student Survey data 	<ul style="list-style-type: none"> • Students • Instructors • ProfEd/CMU • Academic Departments • Program Director • Master of Arts in Education Council 	<ul style="list-style-type: none"> • Annually or biannually; Program website (to be developed and added to CMU site) • Annually or biannually; Faculty Resource Center on the ProfEd website • Annual assessment report to the CMU Assessment Council • Annually or biannually; MA in Education Council • Annually or biannually; On Target (ProfEd Faculty publication) • Annually or biannually; The Voice (ProfEd Student publication)

Date sent to the Assessment Council _____

Date reviewed by the Assessment Council _____

Approval Date _____