

Student Learning Objectives (SLO) for the Master of Science in Adult and Continuing Education

A total of ten SLO are now being used to assess the Masters program in Adult and Continuing Education to meet the requirements of the Higher Learning Commission's (HLC) accreditation process. These outcomes are based on the six Standards for a master's degree created by the Commission of Professors in Adult Education (CPAE). (CPAE is a commission of the American Association for Adult and Continuing Education, which provides leadership for the field of adult education.) In addition to these standards, the adult education faculty at KSU have added three additional graduate level standards in critical thinking, communication skills, and diversity.

Master of Science in Adult and Continuing Education provides experiences that ensure adult education professionals will acquire knowledge, develop skills, and establish beliefs and attitudes in the following core areas:

1. Scope, nature, and function of adult education

SLO 1: Knowledge. *Demonstrate in-depth understanding of and mastery of the literature in adult education.*

SLO 9: Attitudes and Professional Conduct. *Demonstrate a commitment to lifelong learning.*

SLO 10: Attitudes and Professional Conduct. *Recognize moral and ethical responsibilities within the adult education profession and practice professional ethics.*

2. Adult learning and development

SLO 1: *Demonstrate in-depth understanding of and mastery of the literature in adult education.*

3. Administration and development of adult education programs

SLO 3: Skills. *Demonstrate the ability to understand the administration of adult education by comparing and contrasting program-planning models to create an adult education program.*

4. Technological influences on adult education

SLO 4: Skills. *Demonstrate knowledge of impact of technology on adult education and adult learning.*

5. Historical, philosophical, and sociological foundations of adult education

SLO 1: Knowledge. *Demonstrate in-depth understanding of and mastery of the literature in adult education.*

SLO 6: Skills. *Demonstrate awareness, understanding, and skills necessary to respond to the political, social, economic and cultural issues affecting adult education.*

6. Overview of educational research

SLO 2: Knowledge. *Demonstrate knowledge of research methodology and the ability to design and conduct basic research studies.*

Other areas reflect a graduate level program:

Critical Thinking

SLO 7: Skills. *Demonstrate the ability to interpret information, think critically, analyze and evaluate theories, and synthesize complex and diverse data.*

Communication Skills

SLO 5: Skills. *Demonstrate effective use of a variety of communication skills*

Diversity

SLO8: Skills. *Demonstrate awareness and knowledge of diverse populations, and the capacity to work effectively with individuals from various cultural backgrounds by translating awareness and knowledge into good practice.*

In addition, students may customize the remaining portion of the program to match their own needs and goals, which may emphasize teaching and learning or administrative practices of adult education.

COE Graduate (MS) Student Learning Outcomes for Adult and Continuing Education:

Knowledge

1. *Demonstrate in-depth understanding of and mastery of the literature in adult education. (Scope, nature, and function of adult education, Adult learning and development, Historical, philosophical, and sociological foundations of adult education, Administration and development of adult education programs)*
2. *Demonstrate knowledge of research methodology and the ability to design and conduct basic research studies. (Overview of educational research)*

Skills

3. *Demonstrate the ability to understand the administration of adult education by comparing and contrasting program-planning models to create an adult education program. (Administration and development of adult education program)*
4. *Demonstrate knowledge of impact of technology on adult education and adult learning. (Technological influences on adult education)*
5. *Demonstrate effective use of a variety of communication skills. (All areas)*
6. *Demonstrate awareness, understanding, and skills necessary to respond to the political, social, economic and cultural issues affecting adult education. (Sociological foundations of adult education)*
7. *Demonstrate the ability to interpret information, think critically, analyze and evaluate theories, and synthesize complex and diverse data.*

8. *Demonstrate awareness and knowledge of diverse populations, and the capacity to work effectively with individuals from various cultural backgrounds by translating awareness and knowledge into good practice.*

Attitudes and Professional Conduct

9. *Demonstrate a commitment to lifelong learning. (All areas)*
10. *Recognize moral and ethical responsibilities within the adult education profession and practice professional ethics. (All areas)*

Direct Measures

All learning outcomes will be assessed through two components of the MS portfolio. The first component consists of artifacts to demonstrate satisfaction of the SLO from courses completed (assignments contained within the courses). The second component is a narrative summarizing the student's evidence of knowledge, skills, and attitudes related to the field. A rubric for assessing each component of the portfolio has been developed and will be used for the first time with the pilot group beginning the degree program the 2009 fall semester.

Indirect Measures

All students will complete two components: 1) a self-assessment of their progress in the acquisition of knowledge, skills, and attitudes, which will be added to the portfolio; and 2) end-of-program evaluation.

Student Sample

All students completing a degree and submitting a portfolio for the M.S. portfolio will be included in the program assessment process. Scores from the rubrics will be compiled for the academic year and reported by the total group and by disaggregated groups (as appropriate).

Timetable:

Data from each semester in one academic year will be compiled, analyzed, and reported to all the EDACE faculty in the fall of the next academic year to assist with program review and development. A pilot study will be completed with volunteers from those beginning the degree program the 2009 fall semester. Assessment program will be required for all students beginning the degree program 2010 spring semester.