Student Learning Outcomes:

1. Demonstrate via reflective writing understanding of important instructional issues associated with course design, syllabus construction and effective delivery of course content aimed at the adult learner.

2. Describe and understand issues in the development of curriculum in higher education.

3. Demonstrate effective practice in instruction and learning.
Outcomes Assessment Plan/Report

Student Learning Outcome #1

Outcome goal: Demonstrate via reflective writing understanding of important instructional issues associated with course design, syllabus construction and effective delivery of course content aimed at the adult learner.

Objective: Explore important instructional issues associated with course design and syllabus construction.

ASSESSMENT PLAN:

Means of Assessment #1: Students create a portfolio of course assignments including reflective writing to assess student course content knowledge and application of skills learned.

Criteria for Success: Student completion of the following course:

EDH 6928 Seminar in College Teaching

Student Learning Outcome #2

Outcome goal: Ability of examine critically and demonstrate a variety of alternative teaching approaches and issues associated with teaching adult learners.

Objective: Identify strategies that help create positive student/faculty relationships. Demonstrate teaching talents and presentation skills.

ASSESSMENT PLAN:

Means of Assessment #2: Students develop a course syllabus, course, or program, incorporating innovating and alternative teaching methods. Students present a course session in class that demonstrates mastery of an alternative teaching method they are comfortable with.

Criteria for Success: Student completion of the following courses:

EDH 7225 Curriculum Development in Higher Education
EDH 6938 Seminar in College Teaching
**Student Learning Outcome #3**

**Outcome goal:** Understand important ethical issues and dilemmas associated with teaching and learning. Reflect upon student diversity and its implications for teaching and learning.

**Objectives:** Review research exploring teaching excellence. Develop a personal philosophy of teaching.

**Means of Assessment #1:** Students complete a review of current literature associated with teaching and learning with the adult student. Diversity issues and challenges within the classroom are addressed in reflective student writing assignments.

**Criteria for Success:** Student completion of the following course:

EDH 6938 Seminar in College Teaching

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**ASSESSMENT REPORT**

**Findings:** During this assessment period, the part-time faculty member coordinating and teaching in this program left The University of South Florida for health reasons. During this transition period, it was realized that the program needed extensive re-examination as to its mission and purpose within the department and the College of Education. Upon review of student retention within the program it was recommended that the faculty position be filled with a full-time faculty member with extensive expertise in teaching excellence. This position was filled beginning Spring Term, 2001. Beginning in Spring Term, 2001, with the addition of the faculty member for the Community College Teaching program, several problems with the program delivery design and student-learning outcomes were identified. Areas of problem identification included inconsistency within course learning objectives, lack of continuity of coursework in the majority of courses, and inconsistency in academic advising of individual students. In addition, the comprehensive exam was not consistent with course objectives.

**Use of Results:** During Spring Term, 2001, the new faculty addition reviewed all relevant course syllabi and revised course content to better reflect identified student learning outcomes. Inconsistencies within course content were also addressed via syllabus redesign and incorporation of current, relevant literature in the field. Cross-integration of knowledge with other core courses was also addressed. A plan for evaluating the overall program and student learning outcomes was created to be implemented academic year 2002-2003.
Faculty Response: Students currently enrolled in the Masters of Arts in community college teaching were in need of extensive individual academic advising. Student records in the registrar’s office and internal program department were reviewed and updated. All student transcripts were pulled and individual student progress through the program was evaluated. It was discovered during this process that many students in the program were not completing coursework as expected. Many students were dually enrolled in other master’s programs on campus, in order to meet discipline-specific coursework requirements necessary to teach at the community college (18 minimum rule requirement in the discipline). For some students, completing the masters in community college teaching program was the best alternative for them. Other students were advised to correct their student records to reflect one major only within their specific discipline of interest, e.g. English, Math, Biology, etc. As a result, the remaining students were advised to complete the required coursework to obtain the degree. During this process, it was also realized that due to many inconsistencies in the core courses, students were not performing to faculty expectations on the comprehensive exam. Despite these difficulties, students enrolled in the program were consistently placed in teaching internship positions within the community college system, often before they completed the degree. Based upon this information, a plan was created which would accomplish the following:

1. Strengthened consistency in core coursework via individual course design.
2. Strengthened continuity in core coursework via integration with other courses relevant to teaching being offered through the doctoral program in higher education, specifically EDG 7225 Curriculum Development in Higher Education; and EDF 7145 Cognitive Issues (in the adult learner); and EDG 6061 Community College in America.
3. Individual examination of student learning performance in previous coursework prior to start of master’s program, with emphasis on individual advising as to direct student to appropriate master’s program relevant to student interest, skills, and desired teaching discipline.