Please enter the appropriate information concerning your student learning assessment activities for this year.

**Academic Year of Report:** 2012-2013  
**College:** CEPS  
**Department:** Advanced Programs  
**Program:** Higher Education

1. **What student learning outcomes were assessed this year, and why?**

The student learning outcomes assessed this year are as follows:

**Program Goal 1:** Demonstrate the ability to engage leadership in the community. (Univ. 1, 5, CEPS 1)

**Program Goal 2:** Demonstrate the ability to facilitate leadership development. (Univ. 1, 5, CEPS 1)

**Program Goal 3:** The ability to understand, demonstrate, and apply the values of diversity, social justice, and ethical principles in society. (Univ. 6, CEPS 2)

**Program Goal 4:** Demonstrate the ability to effectively communicate, develop supervisory, interpersonal and management skills with a diverse audience (colleagues, students, community members). (Univ. 6, CEPS 2)

**Program Goal 5:** Demonstrate best practices in higher educational leadership by integrating the knowledge of leadership theory, organizational and group dynamics, finance, and program evaluation and assessment to demonstrate best practices in higher educational leadership. (Univ. 1, CEPS 1)

These outcomes are related to College goals II, V, University goals and I, II, V, and VI, and Washington Standard-based benchmarks.

2. **How were they assessed?**

   **A) What methods were used?**

   The methods used to assess candidates were:
   1) Assessment of Online Learning
   2) Examination
   3) Written projects
B) Who was assessed?

All candidates (10) in the Higher Education program were assessed based on the program goals.

C) When was it assessed?

All of the students in the Higher Education program were assessed in the 2012-2013 academic year. See results below:

**EDAD 577- Diversity Leadership - Performance Assessment – Fall 2012**
Candidates’ portfolios in EDAD 577 were assessed using a rubric that evaluates their leadership/vision, disposition, and knowledge. 95% of the candidates met the program goals.

**EDAD 578 – Readings in School Leadership - Performance Assessment – Fall 2012**
Candidates’ portfolios in EDAD 578 were assessed using a rubric that evaluates their ability to evaluate, reflect, and make connections regarding a leadership situation. 100% of the candidates met the program goals.

**EDAD 510 – History of Higher Education – Performance Assessment – Fall 2012**
Candidates’ assignments in EDAD 510 were assessed using a rubric that evaluates their ability to evaluate, reflect, and make connections regarding higher education history. 100% of the candidates met the program goals.

**EDAD 517- Organizational Dynamics – Performance Assessment – Winter 2013**
Candidates’ portfolios in EDAD 517 were assessed using a rubric that evaluates their leadership, knowledge and skills, resource allocations and regulatory application. 100% of the candidates met the program goals.

**EDAD 515-College Student Development - Performance Assessment - Spring 2013**
Candidates’ portfolios in EDAD 517 were assessed using a rubric that evaluates their leadership, decision-making, volunteering, and extended learning opportunities. 100% of the candidates met the program goals.

**EDAD 581-School Finance - Performance Assessment - Spring 2013**
Candidates’ portfolios in EDAD 581 were assessed using a rubric that evaluates their leadership, decision-making, financial management, and grant writing opportunities. 100% of the candidates met the program goals.

**EDAD 518-Program Evaluation and Assessment – Summer 2013**
Candidates’ portfolio in EDAD 518 were assessed using a rubric that evaluates their leadership and student learning, management and effective learning environment, collaboration and mobilizing resources, and demonstrating assessment of evidence based learning. 100% of the candidates met the program goals.

**EDAD 589 - School Law for Higher Education – Summer 2013**
Candidates’ performance in EDAD 589 School Law was assessed using a rubric that evaluates state and federal policies, organizational oversight, school policies and procedures, and legal regulatory application. 100% of the candidates met the program goals.
Assessment of Online Learning

Spring 2013, Advanced Programs offered three courses in the completely online format and one as a hybrid class that met 50% of the time and 50% of the coursework was to be completed online. Mid-quarter assessment of Online Teaching, Social, & Cognitive Presence was administered to each student in each class. The students were asked to assess their perceptions of the “Teaching Presence”, “Cognitive Presence” and “social Presence” of the course offered on a Likert scale. 1= strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5 strongly agree. The results are as follows:

The following statements relate to your perceptions of “Teaching Presence” – you instructor’s course design, facilitation of discussion and direct instruction – in the course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Likert Score</th>
</tr>
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<tbody>
<tr>
<td>The instructor clearly communicated important course topics.</td>
<td>4.18</td>
</tr>
<tr>
<td>The instructor clearly communicated important due dates/time frames for learning activities.</td>
<td>4.09</td>
</tr>
<tr>
<td>The instructor clearly communicated important course goals.</td>
<td>4.18</td>
</tr>
<tr>
<td>The instructor helped to keep course participants engaged and participating in productive dialogue.</td>
<td>4.09</td>
</tr>
<tr>
<td>The instructor was helpful in identifying areas of agreement and disagreement on course topics th...</td>
<td>4.05</td>
</tr>
<tr>
<td>Instructor actions reinforced the development of a sense of community among course participants.</td>
<td>4</td>
</tr>
<tr>
<td>The instructor was helpful in guiding the class towards understanding course topics in a way that...</td>
<td>4</td>
</tr>
<tr>
<td>The instructor helped focus discussion on relevant issues in a way that helped me to learn.</td>
<td>4.27</td>
</tr>
<tr>
<td>The instructor provided feedback that helped me understand my strengths and weaknesses relative...</td>
<td>4.24</td>
</tr>
<tr>
<td>The instructor clearly communicated important course topics.</td>
<td>3.27</td>
</tr>
<tr>
<td>The instructor clearly communicated important due dates/time frames for learning activities.</td>
<td>4.09</td>
</tr>
<tr>
<td>The instructor provided clear instructions on how to participate in course learning activities.</td>
<td>4.1</td>
</tr>
<tr>
<td>The instructor helped to keep course participants on task in way that helped me to learn.</td>
<td>4.09</td>
</tr>
<tr>
<td>The instructor was helpful in identifying areas of agreement and disagreement on course topics th...</td>
<td>4.05</td>
</tr>
<tr>
<td>The instructor clearly communicated important course goals.</td>
<td>4.18</td>
</tr>
<tr>
<td>The instructor clearly communicated important course topics.</td>
<td>4.32</td>
</tr>
<tr>
<td>The instructor helped to keep course participants engaged and participating in productive dialogue.</td>
<td>4.09</td>
</tr>
</tbody>
</table>
The following statements relate to your perceptions of “Social Presence” – the degree to which you feel socially and emotionally connected with others – in your course. Please indicate both your agreement and disagreement with each statement and how important you think it is.

- Online discussions help me to develop a sense of collaboration.
- I felt that my point of view was acknowledged by other course participants.
- I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.
- I felt comfortable interacting with other course participants.
- I felt comfortable participating in the course discussions.
- I felt comfortable conversing through the online medium.
- Online or web-based communication is an excellent medium for social interaction.
- I was able to form distinct impressions of some course participants.
- Getting to know other course participants gave me a sense of belonging in the course.
The following statements relate to your perceptions of “Cognitive Presence” – the extent to which you are able to construct and confirm meaning – in this course. Please indicate both your agreement and disagreement with each statement and how important you think it is.

1. I can apply the knowledge / created in this course to my work or other non-class related activities. 4.32
2. I have developed solutions to course problems / that can be applied in practice. 4.05
3. I can describe ways to test and apply the / knowledge created in this course. 4.23
4. Reflection on course content and discussions / helped me understand fundamental concepts in this class. 4.09
5. Learning activities helped me construct / explanations / solutions. 4.0
6. Combining new information helped me answer / questions raised in course activities. 4.27
7. Discussing course content with my classmates was / valuable in helping me appreciate different perspec... 4.41
8. Brainstorming and finding relevant information / helped me resolve content related questions. 4.18
9. I utilized a variety of information sources to / explore problems posed in this course. 4.23
10. I felt motivated to explore content related / questions. 4.05
11. Course activities piqued my curiosity. 3.95
12. Problems posed increased my interest in course / issues. 4.05
3. What was learned?

*Assessment of online learning:* The data results for the online learning -“Teaching Presence” is 4.07, “Social Presence” is 4.19, and “Cognitive Presence” is 4.15 out of 5 points. The results show a positive outcome in the three areas assessed. At the same time, as the college classrooms change, we have the opportunity to monitor and modify the teaching/learning process within the classroom to improve instruction.

4. What will the department or program do as a result of that information?

The faculty will meet and discuss the learners’ outcomes. Collect sample evidences of students’ work demonstrating higher, average or low performance work. The department will continue to revise the five broad goals of the program that represent the most essential expectations for today’s higher education leaders.

5. What did the department or program do in response to last year’s assessment information?

This is the second year for the master in higher education, and the first assessment of student learning outcomes. So, there is no past data to compare.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: None at this time.