

## ASSESSMENT PLAN

### Department/Program: Humane Education

#### Student Learning Objectives (SLO) for M.Ed. in Humane Education

1. Students will critically evaluate current and historical literature and practice in the fields of education, environmental ethics, animal protection, human rights and culture.
2. Students will demonstrate ability to educate others (k-adult) on the interconnectedness of systems that affect human, animal and environmental health.
3. Students will demonstrate ability to educate others (k-adult) on the individual and collective behaviors, attitudes and values that contribute to unhealthy and unsustainable global systems.
4. Students will apply learning through practicum/internship experiences.
5. Students will conduct and present academic research.
6. Students will design a project or program that addresses a complex global problem through education.
7. Students will produce a thesis project that includes a proposal, literature review, and publishable research paper or applicable program in the field of humane education.
8. Students will successfully participate in a continuum of online, virtual and in-person teaching environments.

Outcome Measure	SLO's	Description of Departmental Use of Data
Direct OM: Assessment of student capstone projects in HUED 610, 620, 630, 640	SLO 1 SLO 5	Faculty will review capstone projects across courses once per semester
Direct OM: Students produce and present a thesis project with research findings and literature review HUED 601, 698, 699	SLO 7 SLO 5	Primary thesis faculty and second thesis reader will review each thesis and provide written assessments based on evaluation criteria once per semester
Direct OM: Creation and implementation of a solutions-focused project or program in HUED 685 Indirect OM: students involvement in local or virtual HUED initiatives	SLO 4	Faculty will consult with supervisory partners to determine whether objectives have been met once per semester
Direct OM: Assessment of student activities and lessons plans designed to introduce interconnected issues in k-12 classrooms in HUED 501, 610, 620, 630, 640	SLO 2	Faculty will review all lesson plans for evidence of effective best practices in teaching, inclusion strategies, cultural competency and solution focus once per semester at final faculty meeting

Direct OM: Assessment of student activities, lesson plans and program designs aimed at culturally responsive behavioral outcomes in k-12 classrooms in HUED 501, 610, 620, 630, 640 Indirect OM: Students assess existing programs and organizations trying to bring about social or environmental change	SLO 3	Faculty will review all lesson plans for evidence of effective best practices in teaching, inclusion strategies, cultural competency and solution focus once per semester at final faculty meeting
Direct OM: Evaluate student presentations on solutions-focused education in HUED 650 Indirect OM: Student collaborate on presentations to solicit peer feedback	SLO 6 SLO 8	Faculty view and discuss presentations at annual program assessment weekend
Direct OM: Assessment of organizational and corporation case study presentations in HUED 640	SLO 5	Faculty review case studies for evidence of research, critical thinking and systems approach once per semester
Direct OM: Evaluation of students ability to effectively use web tools and instructional technology to receive and deliver education	SLO 8	Faculty review student evaluations, students use of web tools and peer mentoring forums at program assessment weekend

- Results**—Briefly discuss assessment activities and findings during this cycle and describe what recent programmatic changes, if any, were made in response to the findings? Discuss the rationale for any changes by referencing the SLO # and the findings from your assessment program.

### Assessment Activities Table

<b>This year we assessed SLO(s)...</b> (list each SLO in its own row)	<b>...using Outcome Measure(s) (OMs).</b> (See Report Instructions for description and example)  Direct OM(s):  Indirect OM(s):	<b>Findings:</b>  <b>program-performance for these SLOs, as indicated by these OMs, is:</b> <b>Excellent/Satisfactory/Needs Improvement</b> (See Report Instructions for description and example)	<b>Strategies for Improvement</b>  <b>(in selected areas):</b> (See Report Instructions for description and example)

**Discussion (Optional):**

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan? Provide the rationale for any change(s).

3. **Plans**- What learning objectives will you be assessing in the next cycle?

SPRING 2017: SLOs 2, 3, 6

SPRING 2018: SLOs 7, 5

SPRING 2019: 1, 4

SPRING 2020: 8

## Map II: Map Courses, Experiences and Activities to current Program/Department SLOs

### Instructions

Mark the courses/events/experiences/activities that currently address either Program SLOs or VU/Gen Ed SLOs for Gen Ed courses using the following:

Enter an **I** to indicate students are introduced to the SLO

**R** indicates the SLO is reinforced and students afforded opportunities to practice

**M** indicates that students have had sufficient practice and can now demonstrate mastery appropriate for the degree level

**A** indicates where evidence is collected and evaluated for program-level assessment as specified in the Departmental Assessment Plan

Course/	HUED PROGRAM SLOs M.Ed.							
Experience	1	2	3	4	5	6	7	8
HUED 501	I, A	I	I		I	I, R	!	I
HUED 610	I, A	R	I, A		R	R	R	R
HUED 620	I, A	R	R, A		R	R	R	R
HUED 630	I, A	R	R, A		R	R	R	R
HUED 640	I, A	M, A	M	I, M	M	R, A	R	R
HUED 685		A	R	R, A				A
HUED 601	R, M	M, A			M, A		R, A	
HUED 698	M, A	A	M, A		M, A		M, A	
HUED 699	M, A	A	M, A		A		M, A	
HUED 650		M	R	R		M, A		R, A