Expected Outcomes: Student Learning Outcomes

The proposal for the Certificate in College/University was developed by Dr. James E. Groccia, Associate Professor of Higher Education in the Fall of 2006. However, due to the need to develop a mechanism for awarding for-credit (none existed at that time) all approvals for the Certificate were not secured until Spring of 2009. The first students accepted into the program were enrolled in Fall 2009 and the first Certificates were awarded in 2010. Eleven (11) students have successfully completed all Certificate requirements between 2011 and 2012 and there are currently twenty-six (26) students currently enrolled. Currently student learning outcomes for the Certificate are those found in the four courses required for successful completion. Up to this time there has been no additional assessment.

Assessment methods

Method: The Professoriate

1. Describe the major roles (teaching, outreach, service, and research) of the American professoriate. 2. Compare and contrast the impact of institutional type (e.g., community college, liberal arts college, research extensive university, for profit) on faculty work life and career paths. 3. Compare and contrast disciplinary similarities and differences in faculty roles and careers. 4. Examine higher education research and be able to summarize the impact of psychological and demographic variables upon career entry and development. 5. Analyze the current and emerging issues facing faculty, e.g., decrease in percentage of tenure-track positions, concerns about academic freedom and tenure, and determine their impact on one’s future academic career.

Findings:

a. Conduct and write up an interview with a full-time faculty member (current or retired) in the discipline or institutional setting in which the student hopes to find a faculty position. As a class, we will develop a common interview protocol to be used so that all interviewees are asked the same questions. The results of the interview will be written up (typed, double-spaced, 8-12 page document using the citation style in one’s discipline or APA style) and will be graded. Some of each person’s interview results may also be orally presented to the class.

B. Create a mock application for a currently advertised full-time faculty position. The application will include a cover letter, vita, and any supporting material required by the ad, e.g., statement of teaching philosophy or research agenda, list of references.

How did you use findings for improvement?

c. Find ONE current (2007-2012) refereed article about faculty roles and work in your academic discipline and write a critique of the article. The critique will be a 3-5 page, double-spaced, typed document that briefly summarizes the article and evaluates its usefulness to those considering becoming a faculty member in the particular discipline, e.g., which faculty role(s) is/are addressed, what kind of information is given that is helpful, and how would it be helpful. If relevant, the critique may also indicate if/how the information varies from or reinforces information learned in course discussions and readings.  D. Weekly journal entries in Canvas regarding reading, in-class discussions, discussion questions, activities and reflections/thoughts: thoughtful and comprehensive reflection regarding each week’s readings and in-class discussions/activities.
Additional comments:

e. Write a reflective paper about your perceptions of the professoriate before you took this course and after you completed most of the course. In a typed, double-spaced paper of 10-15 pages in length, include a discussion of faculty roles, work life, and career paths. Conclude with an assessment of how what you have learned in this course may affect your job seeking upon graduation. Some of the information in the paper may be orally presented to the class.

Method: Seminar in College Teaching

Through reading, assignments, and active and engaged participation in this course, you will be able to:
- Develop a framework for understanding and improving university/college teaching
- Describe the role of campus culture in teaching and learning
- Analyze one’s conception of teaching and describe its impact on teaching
- Describe the development of one's professional identity as a college teacher
- Analyze the tensions that faculty face between research and teaching
- Develop long term course preparation strategies
- Implement effective first day of class teaching activities
- Design an effective and comprehensive course syllabus
- Facilitate effective discussions
- Deliver effective lectures

Findings:
- Design reliable and valid learning assessment, testing and grading strategies
- Understand student cheating and plagiarism and develop effective preventative strategies
- Provide effective feedback to students
- Describe theories of motivation to learn
- Develop strategies to facilitate student motivation
- Understand the range of student diversity and develop strategies to teach culturally diverse students
- Implement effective class management techniques to deal with student problems and problem students

How did you use findings for improvement?

None

Additional comments:

None

Method: Practicum in College Teaching

A Practicum Portfolio approved by the practicum student’s supervisor is used to document successful completion of a teaching practicum. The portfolio contains:
- An overall description of the teaching practicum
- A philosophy of teaching statement
- A copy of the syllabus
- A sample lesson plan
- Examples of student work
- Evaluations by students of the practicum student’s teaching
- Pre-observation appraisal reports
- Supervisor/observer's classroom observation reports
- Practicum student’s reflective journal

Findings:

How did you use findings for improvement?

Additional comments:

Method: Planned Assessment Methods

Beginning in Fall 2012, all new students enrolled in the Certificate program will be required to document their activities using the e-portfolio system being develop as the QEP for SACS Reaffirmation. Students will be asked to document attainment of individual course learning objectives as well as provide reflective assessment of the entire certificate experience.
Certificate coordinator will review the e-portfolio as assure that at least 80% of all learning objectives have been successfully achieved prior to Certificate completion approval.

Findings:

E-portfolios will be reviewed and modifications to student learning objectives or certificate requirements will be determined as appropriate.

How did you use findings for improvement?

None

Additional comments:

None