

## **Masters Degree in Adult and Continuing Education Program Assessment Report July 2010**

In 2009, the faculty decided to update the student learning outcomes because of a change in final program assessment from an oral exam to a portfolio. A pilot study was conducted with students who began the degree program in August 2009. The masters program at Ft. Leavenworth is a one year program. Students complete all the degree requirements while they are in residence at the Command and General Staff College.

Fifteen students volunteered to participate in the pilot of the portfolio. A total of ten SLO were created by the faculty 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.

Student Learning Outcomes:

### **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 the knowledge of research methodology.* (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 through experience with technology as well as content.* (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 data.*

8. *Demonstrate an 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 was developed and used for the first time with the pilot group in April and May 2010. At least 3 faculty members evaluated each portfolio submission.

**Indirect Measures**

All pilot group students completed two components: 1) a self-assessment of their progress in the acquisition of knowledge, skills, and attitudes; and 2) an end-of-program evaluation.

**Evaluation and Review**

In June 2010, the adult education faculty held a focus group meeting with 10 of the 15 students who completed the pilot study. The comments from this session was included in the report presented at the July adult education faculty meeting.

In July 2010, the adult education faculty met and reviewed the faculty scores using the rubric for the portfolio evaluation

	SLO1	SLO2a	SLO2b	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	SLO9	SLO10	Portfolio	Overall
Rater's Average	2.94	2.75	2.64	2.94	2.93	3.01	2.84	3.14	2.98	2.85	3.06	3.34	2.95
Students' Self-Assessment	3.20	2.80	2.67	3.27	3.40	3.60	3.20	3.53	n/a	3.67	3.73	n/a	3.31

The End of Program Survey data reported:

Statement	Rating (1 to 5)
Q1.1: Program delivered at a convenient location (only applicable to face-to-face program).	4.9
Q1.2: Program fitting into your personal schedule	4.8
Q1.3: The academic reputation of the university	4.75
Q1.4: The academic reputation of the degree program	4.25
Q1.5: Opportunity for fast degree completion	4.55
Q1.6: Opportunity to complete courses online	2.55
Q2.1: Program length	4.8
Q2.2: Quality of instruction	4.75

Q2.3: Quality of overall course content	4.7
Q2.4: Interaction opportunities with faculty	4.7
Q2.5: Helpfulness of faculty	4.8
Q2.6: Quality of academic advising	4.75
Q2.7: Accessibility of academic advising	4.8
Q2.8: Clarity of degree requirements	4.6
Q2.9: Course scheduling	4.65
Q2.10: Fairness of grading	4.8

The only response below 4.0 out of possible 5.0 was Q1.6. Considering that the program at Ft. Leavenworth is designed and restricted by contract to be delivered in a face-to-face format. This statement really wasn't applicable to the population surveyed, but these questions are standard for our program which includes onground, online, and blended modalities.

The faculty determined from the data and discussion that the student learning outcomes were not in alignment with the course objectives and program content. Therefore, the 10 student learning outcomes were revised and decreased to seven. The portfolio rubric was refined defining the language between faculty members. All students in the masters program for the 2010-2011 academic year were informed through portfolio presentations and online information of the new student learning outcomes and portfolio development.

The revised Student Learning Outcomes for the Masters Degree in Adult and Continuing Education for 2010-2011 are:

### **Knowledge**

1. *Demonstrate proper use of adult education literature across a variety of resources.*
2. *Demonstrate knowledge of research methodology.*

### **Skills**

3. *Demonstrate an understanding of social issues affecting adult education*
4. *Demonstrate knowledge of the impact of technology on adult education and adult learning\*.*
5. *Demonstrate effective written communication skills.*
6. *Demonstrate the ability to synthesize complex information.*

### **Attitudes and Professional Conduct**

7. *Recognize moral and ethical responsibilities within the adult education profession and practice professional ethics.*

The Adult Education faculty were in consensus that the portfolio process was an improvement, but more data needed to be collected before determining a revision to the curriculum was needed except for SLO4\* which addressed technology. The faculty would spend the next year review and aligning the content in the program to address this SLO.