

## **2024 REPORT**

### **ADULT AND LIFELONG LEARNING**

#### **Ed.D. in Adult and Lifelong Learning**

##### Academic Assessment Plan

##### Program Goals

The Ed.D. in Adult and Lifelong Learning degree prepares students for employment in programs that provide adult literacy and education, lifelong learning, community and nonprofit organizations, military education, postsecondary education, health care, and continuing professional education. Coursework focuses on assessing, designing, implementing, and evaluating educational programs for adult learners across diverse settings. The program prepares professionals for success in increasingly multicultural and data-driven environments of public and private sector enterprises.

##### Student Learning Outcomes

1. Describe the educational needs of adult learners in a myriad of adult and lifelong learning environments.
2. Develop and implement procedures to assess the learning needs of adult learners.
3. Create and design instructional programs aimed at meeting the needs of adult learners.
4. Demonstrate leadership and management skills applicable to the organization and administration of adult and lifelong learning programs.
5. Apply problem-solving skills in order to research and evaluate the impact of adult and lifelong learning programs on participants.

##### Process for Assessing Student Learning Outcome

1. Timeline for assessment and analysis

Candidacy Examinations occur in the final semester of coursework for each cohort. The Faculty Advisory Committee determines if students demonstrate sufficient competence in the field to become doctoral candidates. Dissertation Defense occurs when students complete a preregistered dissertation project. The Dissertation Committee evaluates the student's written and oral presentations of their proposed research.

Faculty hold an annual Strategic Planning meeting each spring semester. Programmatic changes are discussed at this meeting, and student data are evaluated.

2. Means of assessment and desired level of student achievement

Direct

*Candidacy Examinations* is a summative assessment that measures the student's synthesis of program content, including the five learning outcomes listed above. This assessment includes the following activities:

- Review theorists and theories that guide adult learning theory
- Reflect on research activities that have shaped their academic experience
- Assess programmatic delivery and content
- Describe the holistic program experience

*Dissertation Defense* is a summative assessment that demonstrates that students are capable of planning meaningful and useful empirical research in an applied setting.

Indirect

Annual Academic Assessment Report

Report annually to the Dean of the college/school the following:

- Results of Analysis of the Assessment of Student Learning Outcomes

*Candidacy Examinations:*

**Ten** students completed Candidacy Examinations

*Dissertation Defenses:*

**Nine** students defended their dissertations

<i>Title</i>	<i>Student</i>	<i>Chair</i>
<i>Examining the Relationship Between Student Age and Modality Choice in a Community College's New Student Orientation Program: A Preregistered Study to Examine the Assumption of Self-directed Learning</i>	Aimee Foree	K. Roessger
<i>Examining Eight-Year Bachelor's Degree Completion Rates for U.S. Institutions Offering Competency-Based Education and Comparable Traditional Institutions.</i>	Gray Church	K. Kacirek
<i>Career skills congruence: Transferring military talent to the civilian job market: A preregistered study</i>	Anna Amos	K. Kacirek
<i>Examining the Relationship Between Mobile Phone Utilization on Self-Directed Online Professional Development Among Early Childhood Practitioners: A Preregistered Study</i>	Jennifer Bowman	M. Miller
<i>Working Alongside People with Disabilities: Their Impact and Value</i>	Alice Jensen	K. Kacirek

<i>Guided Pathways: How Early Major Declaration Impacts Student Graduation Rates</i>	Chris McBeath	M. Miller
<i>Time to Complete an Associate Degree: A Comparison of Nontraditional GED Graduates and Traditional High School Graduates (A Preregistered Study)</i>	Rebecca Warren	M. Miller
<i>Exploring success factors of women senior leaders in the United States paper manufacturing operations industry: A phenomenological study. (a preregistered study)</i>	Ericka Eggleston	K. Kacirek
<i>Identifying Predictors of Eventual Rural Practice Among Female Osteopathic Medical Students</i>	Dana Kahl	K. Roessger

Student Conference Presentations:

Changes to program of curriculum:

- ADLL admitted a Fall 2023 Community College Leadership cohort. **Twelve** students were selected for the cohort.
- The program officially implemented three new dissertation preparation courses (7113, 7123, and 7133) into the program curriculum to better assist students in writing their dissertations during coursework. These courses comprise 9 credit hours which are deducted from a student's 18 credit hour requirement for the dissertation. These courses and program changes were approved through all college and university committees during the academic year and will be reflected in all Global Campus marketing materials beginning with the fall 2024 semester.
- The program dropped the GRE as an application requirement.