# 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 multi-cultural 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 learning needs for 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 each 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 their original research project. The Dissertation Committee evaluates the student's written and oral presentation of their research.

   Faculty hold an annual Strategic Planning meeting each spring semester. At this meeting, programmatic changes are discussed, 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 holistic program experience

*Dissertation Defense* is a summative assessment that demonstrates that students are capable of conducting and reporting empirical research.

Indirect

Annual Academic Assessment Report

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

- Results of analysis of assessment of Student Learning Outcomes

*Candidacy Examinations*
Six students successfully completed their Candidacy Examinations and are doctoral candidates.

*Dissertation Defenses*
Seven doctoral students defended their dissertations

| Title | Student | Chair |
|-------|---------|-------|
| Effects of Gatekeeper course modality, Age, gender, and High School GPA on KAPLAN Subject Area Exam Scores | Hoffman, V. | K. Kacirek |
| The Impact of the Arkansas Scholarship Lottery on College Choice and Completion of Adult Students | Callaway, C. | K. Kacirek |
| The relationship between leadership practices and organizational commitment of telecommunicators | Lanier, A. | K. Kacirek |
| Professional Learning Communities and Institutional Change: A Case Study | Smith, T. | K. Kacirek |
| Andragogy for all? A look at Arkansas community college students'preferences for andragogical methods | Galliart, J. M. | K. Roessger |
| How do student and secondary school characteristics explain college English I completion in a rural Arkansas community college | Rohlman, J. | K. Roessger |

Changes to program or curriculum

- Faculty are designing research modules for each course to support students in developing their dissertations. The faculty discussed the need to improve student writing skills and incorporated more writing and research activities in each course and scaffold activities more intentionally.