

M.Ed. in Adult and Lifelong Learning 2017-2018

Program Goals

1. The M.Ed. degree prepares students for employment in programs that provide adult literacy and education, lifelong learning, community and nonprofit organizations, military education, postsecondary education, and continuing professional education. The program focuses on developing students as emerging scholars and practitioners.
2. The M.Ed. degree prepares coursework for students pursuing Adult Education licensure in order to serve as adult education instructors at state-approved adult education and literacy programs.

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

ADLL 5223 Applied Project data collection occurs at the end of spring and fall semesters. Student performance during the capstone experience is analyzed during the ADLL Strategic Planning meeting that is held each spring semester. Programmatic changes are considered based on the data analysis. Additionally exit interviews are conducted with students as part of the Applied Project.

2. Means of assessment and desired level of student achievement

Direct

ADLL 5223 Applied Project serves as a capstone experience and formative assessment that measures synthesis of program content which includes the five learning outcomes listed above. This assessment includes the following activities:

- Identify a problem or an issue that exists within an adult education or lifelong learning setting.
- Research interventions which have been used previously to address similar issues in adult education or lifelong learning settings.
- Develop a plan to address the problem or issue within the adult education or lifelong learning setting.

- Support the components of the plan which are designed to address the problem or issue.

Indirect

Exit Interviews provide ADLL faculty with information regarding student experiences in the program. The interview includes questions related to the immediate application of course material, the relevance and significance of the learning to students' current or intended careers, whether their intended goals have been met and/or been modified since beginning the program, and what aspects of the program should be altered to meet those goals.

Results of Analysis of Assessment of Student Learning Outcomes

ADLL 5223 Adult and Lifelong Learning Applied Project

In the spring of 2018, eight students enrolled in and completed ADLL 5223 Adult and Lifelong Learning Applied Project. Five students completed the course; four earned a grade of 'A', one earned a 'B' three took an Incomplete. One of these students is actively working to complete the course while the other two are facing medical issues and should finish by end of summer.

Exit Interview

Six students completed the exit interview. Two students graduated in Spring 2018, and one will graduate in Summer 2018.

Changes Made to Degree/Certificate

Faculty continue to review feedback provided by students in their exit interview. Based on feedback received this spring there does not appear to be any need to add courses or units within courses.

ADLL faculty members are still considering submitting a proposal for a certificate program in adult and lifelong learning. Discussion regarding the certificate is ongoing.

Faculty met during the summer intercession to discuss the results of the Exit Interviews and student accomplishments in Lifelong Learning Applied Project. To help students work toward completion of their final project in a more efficient manner, a timeline and rubrics will be developed to keep students focused during the semester. This course is very self-directed and some students need more parameters in place to reach their goals they establish for themselves.