

ADULT AND LIFELONG LEARNING

M.Ed. in Adult and Lifelong Learning

Academic Assessment Plan

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.

Annual Academic Assessment Report

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

- Results of analysis of assessment of Student Learning Outcomes

ADLL 5223 Adult and Lifelong Learning Applied Project

Eleven students are enrolled in ADLL 5223 Adult and Lifelong Learning Applied Project for this, the Spring 2021 semester. Eight students will earn a grade of 'A', one will earn a 'B', and two students will receive an 'I' because they have not completed their work. In both this is due to extenuating circumstances unrelated to the ADLL program.

Exit Interview

Nine students have completed the exit interview, which leaves two who have not.

- Any changes to degree/certificate planned or made on the basis of the assessment and analysis

Changes Made to Degree/Certificate

Faculty continue to review feedback provided by students in their exit interview. Based on feedback received thus far this spring there does not appear to be any need to add courses or units within courses. However, a new course on diversity, equity and inclusion has been proposed and if approved, will be offered during the second 5-week summer session in 2021. The course is being developed to strengthen RHRC's commitment to diversity and inclusion, as outlined in the recently approved RHRC mission statement and long-term outcomes plan.

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

- Any changes to the assessment process made or planned.

Faculty met during the summer intercession to discuss the results of the Exit Interviews and student accomplishments in Lifelong Learning Applied Project. In Applied Project students complete an independent project of their choice; this requires them to be very self-directed in their learning. Many students report that this is one of the most beneficial and gratifying classes in the program because they choose a topic of interest to them and design and implement it independently. Regular synchronous sessions with the instructor are held throughout the semester so students can discuss their progress in real-time. However, because this course is not structured like others in the program and not all students are prepared to work autonomously, faculty continue to refine the course so that all students find the course worthwhile. A modified timeline has been established and rubrics have been developed for completed work. Students will now complete a summative assessment along with the required Exit Interviews to inform continuous improvement.

Student performance in this course and responses to the Exit Interview serve as the Direct and Indirect means of assessment and as such undergo continuous review.