

# **2022 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 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 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 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 presentations of their 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 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*

Fourteen students successfully completed their Candidacy Examinations and are doctoral candidates.

*Dissertation Defenses*

Ten doctoral students defended their dissertations

Title	Student	Chair
Arkansas PROMISE: Understanding Self-determination and Expectancy in Transition-Age Youth	Robin Freeman	K. Kacirek
Academic Librarians and OER Continuing Professional Development: A Case Study	Elaine Thornton	K. Kacirek
Naturalistic Decision Making in First Sales Calls: A narrative Study of Experienced Technical Sales Professionals	Doug Watson	K. Kacirek
Examining Staff Experience of Student Service During COVID-19	Justin White	K. Kacirek
LGBTQ+ College Students' Perceptions of Social Presence and Self-Disclosure in Online Learning: A Single-Case Study	Scott wright	K. Kacirek
Principal Perceptions of Effective Performance Coaching: A Case Study	Kim Star	K. Kacirek
Analyzing Carroll's model of school learning, degrees of learning, in adult basic education	John Kelly	K. Roessger
Examining the relationship between library services use and fall-to-fall retention in community college libraries	Eric Deatherage	K. Roessger
Does self-reference in concept mapping influence transfer (Doctoral dissertation)? University of Arkansas	Parker, D.	K. Roessger
Making Meaning of the Shared Experience of Participants in an Undergraduate LGBTQ+ Mentorship Program	Brendan Csaposs	K. Grover

## 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 incorporate additional research activities in each course. This requires scaffolding activities and content more intentionally.
- The faculty voted to change the dissertation structure from a traditional five-chapter model to a Preregistered Study Design. The decision requires a program change that will be finalized by Fall 23.
- Brett Nachman was chosen from a national search to join the ADLL faculty to expand the Community College Leadership cohort. Dr. Nachman's publication record and qualitative research certification deepens the support for student research.