

# 2023 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 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 the 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 the Assessment of Student Learning Outcomes

*Candidacy Examinations:*

**Sixteen** students completed Candidacy Examinations.

*Dissertation Defenses:*

**Twenty** students defended their dissertations

| Title  | Student            | Chair      |
|--|--------------------|------------|
| 1. <i>The Perceived Needs of First Responders to Identify and Support Sex Trafficking Victims: A Case Study.</i>                         | Kumar, Raja        | K. Kacirek |
| 2. <i>An Exploration of the Effects of Accreditation on Faculty Engagement in Student Learning Assessment</i>                            | Mary Spence        | K. Kacirek |
| 3. <i>A Case Study of Perceptions of Academic Liaison Librarian Involvement in the Instructional Design Process</i>                      | Brent Swearingen   | K. Kacirek |
| 4. <i>A Case Study of the Prevalence of Women Leaders at a College of Osteopathic Medicine</i>   | Sloan Kelley       | K. Kacirek |
| 5. <i>Advisor-Student Communication in Preparation for Online Education</i>  | Jennifer Holtezman | K. Kacirek |
| 6. <i>Brazilian Women Transitioning into American Culture: A Narrative Research Study on Building a Sense of Community and Belonging</i> | Silvia Siqueira    | K. Kacirek |
| 7. <i>Exploring Success Factors of Women Senior Leaders in United States Paper Manufacturing: A Descriptive Phenomenological Study</i>   | Erica Eggleston    | K. Kacirek |
| 8. <i>The Effects of Competency-Based Instruction on Retention in Graduate Education</i>   | Gray Church        | K. Kacirek |
| 9. <i>Implementing food pantry nutrition policies: Perspectives from the field</i>   | Jessica Vincent    | K. Kacirek |

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|--|----------------|-------------|
| 10. <i>Examining the Intersection of Cultural Competence and Classroom Management Self-Efficacy in Northwest Arkansas K-6 Teachers</i>   | Bonnie King    | K. Kacirek  |
| 11. <i>Perceptions of Beginning Secondary Alternatively Certified Family and Consumer Sciences Teachers in Kansas: A Case Study</i>      | Jennifer Snell | K. Kacirek  |
| 12. <i>The Cost of Organizational Change for Rural Community Colleges</i>  | Scaggs, Randy  | K. Kacirek  |
| 13. Analyzing Carroll's model of school learning, degrees of learning, in adult basic education  | Kelly, J. W.   | K. Roessger |
| 14. The relationship between grit, perceived social support, and educational gains in the adult basic education classroom.               | Shearon, J.    | K. Roessger |
| 15. Prediction of radiography certification examination scores using Astin's input-environment-output model                              | Barymon, D.    | K. Roessger |
| 16. A comparison of student final grades in college algebra based on face-to-face and online course modalities                           | LaFata, C.     | K. Roessger |
| 17. Adults pursuing undergraduate degrees online: Is their engagement improved by instructor presence?                                   | Muessig, K.    | K. Roessger |
| 18. Understanding the perceptions of graduating seniors from rural schools on higher education and its relationship to financial success | Brake, D.      | K. Roessger |
| 19. Investigating how facilitators view the functions and perceived values of reflective activities on transformative learning           | Eller, J. R.   | K. Roessger |
| 20. Emotional intelligence in college presidents' public writing: Does their emotional intelligence change over time?                    | Liebhaber, K.  | K. Roessger |

Student Conference Presentations:

Changes to program or curriculum:

- ADLL admitted a Fall 2022 Adult Education Leadership cohort. **Twelve** students were selected for the cohort.
- ADLL gained a new Graduate Coordinator, **Chris Wernimont**.
- 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 2024. All documents will be submitted to CourseLeaf in Summer 2023.