**2025 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 a preregistered dissertation project. The Dissertation Committee evaluates the student's written and oral presentations of their proposed 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 planning meaningful and useful empirical research in an applied setting.

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*:
**Thirteen** students completed Candidacy Examinations

*Dissertation Defenses*:
**Fourteen** students defended their dissertations

| *Title* | Student | Chair |
|---|---|---|
| Administering grant-subsidized workforce training: A critical case study. | Kaleb Futch | K. Grover |
| Predicting Youth Integration in the United States. | Scott Gove | K. Roessger |
| Meeting the challenge: The relationship between students' educational gains and teacher full-time versus part-time status. | Dorissa Kaufman | K. Roessger |
| Investigating the Impact of GEAR UP Arkansas on College Readiness and Post-Secondary Enrollment in the Delta | Erika McMahan | K. Roessger |
| Exploring full-time female faculty members' experiences with institutional culture in rural Arkansas community colleges: A preregistered study. | Gabrielle Patterson | J. Maddox |

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| How novice Arkansas Teacher Corps teachers in the Arkansas Delta stabilize in their profession: A pre-registered study | Nicholas Patterson | K. Grover |
| An Examination of the Relationship Between Postsecondary Education and Earnings in the Architectural Woodworking Industry | Christopher Wernimont | K. Roessger |
| Exploring Hybrid Cohort-Based Doctoral Program Features That Support Non-traditional Doctoral Students' Persistence: A case study. | Glenda Winborn | K. Grover |
| Exploring the Relationship Between Technical College Faculty Members' Length of Teaching Experience and Their Moral Identity | William Abney | K. Roessger |
| Examining the impact of the Executive Healthcare Leadership Institute on faculty readiness to lead. | Blythe Eggleston | K. Roessger |
| A Case Study of Intercultural Competence and Perceived Career Coaching Effectiveness | Robert Ellis | K. Grover |
| A quantitative study on scholarly productivity during COVID-19 | Marco DeProsperis | K. Roessger |
| Identifying Predictors of Student Success During Occupational Therapy Level II Fieldwork | Melissa Foster | K. Roessger |
| Emotional Intelligence and Self-Direction Orientation: An examination of non-academic factors in post-pandemic community college students in Kansas and Missouri. | Ashley Rader | K. Roessger |

Student Conference Presentations:

Changes to program of curriculum:
- ADLL admitted a Fall 2024 Community College Leadership cohort. **Thirteen** students were selected for the cohort.
- The program officially delivered two new dissertation preparation courses (71103 and 71203) during summer semesters to better assist students in writing their dissertations during coursework. These courses comprise 6 credit hours which are deducted from a student's 18 credit hour requirement for the dissertation.
- The program successfully completed its 7-year program review in Fall 2024
- The program successfully completed 2 faculty searches in Spring 2025, hiring Dr. Niki Avery and Dr. Jihee Hwang.