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| **Assurance of Student Learning**  **2022-2023** | |
| *College of Education and Behavioral Sciences* | *School of Leadership and Professional Studies* |
| *Adult Educaition Graduate Certificate (0450)* | |
| *Wren Mills, Ph.D.* | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1: Students will be able to identify basic functions of adult education settings** | | | |
| **Instrument 1** | ADED 510 Final Project Project, Winter 2023 | | |
| **Instrument 2** | ADED 515 Final Project Project, Summer 2023 | | |
| **Instrument 3** | ADED 520 Final Project, Spring 2023 | | |
| **Instrument 4** | ADED 530 Final Project, Fall 2022 | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Students will be able to describe intellectual and emotional development theories** | | | |
| **Instrument 1** | ADED 510 Final Project Winter 2023 | | |
| **Instrument 2** | ADED 515 Final Project Summer 2023 | | |
| **Instrument 3** | ADED 520 Final project Spring 2023 | | |
| **Instrument 4** | ADED 530 Final Project, Fall 2022 | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: Students will be able to demonstrate methods for organizing and teaching adults** | | | |
| **Instrument 1** | ADED 520 Final Project Spring 2023 | | |
| **Instrument 2** | ADED 530 Final Project Fall 2022 | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Student Learning Outcome 4: Students will be able to identify, develop, and evaluate programs for adults** | | | |
| **Instrument 1** | ADED 520 Final Spring 2023 | | |
| **Instrument 2** | ADED 530 Final Project Fall 2022 | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| This is the third academic year that all 4 courses of the certificate program have been offered since 2019-2020. This is the second year all 4 SLOs have been assessed at once.    The last two cycles, we considered not including ADED 510 on the assessment of SLO 1 but decided to include it again this cycle. If it is included again, it should be emphasized that in the final project, students are to be sure to include their budding knowledge on Adult Eduction theory for the purpose of program assessment. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | **Students will be able to identify basic functions of adult education settings** | | | | |
| **Measurement Instrument 1** | Final Project for ADED 510 in Winter 2023 | | | | |
| **Criteria for Student Success** | Student’s final projects in ADED 510 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | | | |
| **Program Success Target for this Measurement** | 75% | **Percent of Program Achieving Target** | | | 0% |
| **Methods** | **ADED 510 was taught Winter 2023 only; Summer 2023 did not achieve enrollment to run.**  The final projects in ADED 510 for Winter 2023 were assessed. Due to low enrollment (3), all student artifacts were assessed. Student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 510 SLO 1 was 1.75/3. | | | | |
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| **Measurement Instrument 2** | Final Project for ADED 515 in Summer 2023 | | | | |
| **Criteria for Student Success** | Student’s final projects in ADED 515 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | | | |
| **Program Success Target for this Measurement** | **75 %** | | **Percent of Program Achieving Target** | **100%** | |
| **Methods** | **ADED 515 was taught in Summer 2023**  The final projects in ADED 515 for Summer 2023 was assessed. After randomly selecting artifacts from the course (4 of 7), student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 515 SLO 1 was 3/3. | | | | |
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| **Measurement Instrument 3** | Final Project for ADED 520 in Spring 2023 | | |
| **Criteria for Student Success** | Student’s final projects in ADED 520 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | |
| **Program Success Target for this Measurement** | **75 %** | **Program Success Target for this Measurement** | **100%** |
| **Methods** | **ADED 520 was taught Spring 2023.**  The final project in ADED 520 for Spring 2023 was assessed. Due to low enrollment (3), all students were assessed. Student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 520 SLO 1 was 3/3 | | |

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| **Measurement Instrument 4** | Final Project for ADED 530 in Fall 2022. | | |
| **Criteria for Student Success** | Student’s final projects in ADED 530 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | |
| **Program Success Target for this Measurement** | **75 %** | **Program Success Target for this Measurement** | **75%** |
| **Methods** | **ADED 530 was taught Fall 2023**  The final project in ADED 530 for Fall 2023 was assessed. After randomly selecting artifacts from the course (4 of the 6), student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 530 SLO 1 was 2.625/3. | | |

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| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | |
| SLO 1 is to be introduced and reinforced in ADED 510. Prior to Winter 2024, the prompt for the final assessment will revisted to see how we can move papers toward a higher rating on the assessment scale, but seeing as this couse is just mapped as I and R, a 1.75 rating might be continue to be acceptable.  We added ADED 530 this this SLO assessment this year to ensure that the SLO mastery was carried through the entire program. | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
| Discuss with ADED 510 instructor in Fall 2023. | | |
| **Next Assessment Cycle** | | |
| The program is being suspended. | | |

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| **Student Learning Outcome 2** | | | | | | |
| **Student Learning Outcome** | **Students will be able to describe intellectual and emotional development theories** | | | | | |
| **Measurement Instrument 1** | Final Project for ADED 510 in Winter 2023 | | | | | |
| **Criteria for Student Success** | Student’s final projects in ADED 510 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | | | | |
| **Program Success Target for this Measurement** | | 75% | | **Percent of Program Achieving Target** | | **50%** |
| **Methods** | **ADED 510 was taught Winter 2023 only.**  The final projects in ADED 510 for Winter 2023 were assessed. Student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 510 SLO 2 was 2/3. | | | | | |
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| **Measurement Instrument 2** | Final Project for ADED 515 in Summer 2023 | | | | | |
| **Criteria for Student Success** | Student’s final projects in ADED 515 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | | | | |
| **Program Success Target for this Measurement** | **75 %** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | **ADED 515 was taught in Summer 2023.**  The final projects in ADED 515 for Summer 2023 were assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 515 SLO 2 was 3/3. | | | | | |
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| **Measurement Instrument 3** | Final Project for ADED 520 Spring 2023 | | |
| **Criteria for Student Success** | Student’s final projects in ADED 520 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | |
| **Program Success Target for this Measurement** | **75 %** | **Program Success Target for this Measurement** | **75%** |
| **Methods** | **ADED 520 was taught Spring 2023.**  The final project in ADED 520 for Spring 2023 was assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 520 SLO 1 was 2.75. | | |

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| **Measurement Instrument 4** | Final Project for ADED 530 in Fall 2022. | | |
| **Criteria for Student Success** | Student’s final projects in ADED 530 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome | | |
| **Program Success Target for this Measurement** | **75 %** | **Program Success Target for this Measurement** | **25%** |
| **Methods** | **ADED 530 was taught Fall 2022**  The final project in ADED 530 for Fall 2022 was assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 530 SLO 2 was 1.5/3 | | |

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| **Based on your results, highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | |
| Theory is mentioned in all of the classes. This is the second time 530 has been assessed on this SLO. In ADED 510, it is introduced, but in ADED 530, knowledge and demonstration should not be waning. Will look to providing more Theory resources in 530 as a reminder to students. | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
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| **Next Assessment Cycle**  The program is being suspended. | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | **Students will be able to demonstrate methods for organizing and teaching adults** | | | | |
| **Measurement Instrument 1** | Final Project ADED 520 Spring 2023. | | | | |
| **Criteria for Student Success** | Students’ final projects in ADED 520 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome. | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target**  100% | | |
| **Methods** | **ADED 520 was taught Spring 2023.**  The final project in ADED 520 for Spring 2023 was assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 520 SLO 3 was 3/3. | | | | |
| **Measurement Instrument 2** | Final Project ADED 530 Fall 2022 | | | | |
| **Criteria for Student Success** | Students’ final projects in ADED 530 will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome. | | | | |
| **Program Success Target for this Measurement** | **75%** | | | **Program Success Target for this Measurement**  **75%** | |
| **Methods** | **ADED 530 was taught Fall 2022**  The final project in ADED 530 for Fall 2022 was assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 530 SLO 3 was 2.75/3 | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** | | | | | |
| Student are performing well. No action to be taking at this time. | | | | | |
| **Follow-Up** | | | | | |
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| **Next Assessment Cycle Plan** | | | | | |
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| **Student Learning Outcome 4** | | | | | | | |
| **Student Learning Outcome** | **Students will be able to identify, develop, and evaluate programs for adults** | | | | | | |
| **Measurement Instrument 1** | **The final project in ADED 520 for Spring 2023.** | | | | | | |
| **Criteria for Student Success** | Student’s final project will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target**  100% | | |
| **Methods** | **ADED 520 was taught Spring 2023.**  The final project in ADED 520 for Spring 2023 was assessed. After randomly selecting artifacts from the course, student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 520 SLO 4 was 3/3. | | | | | | |
| **Measurement Instrument 2** | The final project in ADED 530 for Fall 2022 | | | | | | |
| **Criteria for Student Success** | Student’s final project will score of greater than 2.00 up to 3.00 on the Program Assessment Rubric for this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | **75%** | | **Percent of Program Achieving Target** | | **75%** | |
| **Methods** | **ADED 530 was taught Fall 2022**  The final project in ADED 530 for Fall 2022 was assessed. After randomly selecting artifacts from the course (4 of the 9), student and instructor names were removed for a blind review. Each was scored using the attached rubric with data entered into a Google sheet for collection. Scores were averaged.  The average for ADED 530 SLO 3 was 2.75/3 | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.** | | | | | | **Met** | **Not Met** |
| **Actions** | | | | | | | |
| Student are performing well. No action to be taking at this time. | | | | | | | |
| **Follow-Up** | | | | | | | |
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| **Next Assessment Cycle Plan** | | | | | | | |
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**ADED Program Assessment Rubric**

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| **Student Learning Outcome 1: Students will be able to identify basic functions of adult education settings** | | |
| **Capstone** | **Milestone** | **Benchmark** |
| A detailed, well-organized discussion of the basic functions of adult education settings that makes clear connections to theory and practice. | A somewhat detailed and mostly organized discussion of the basic functions of adult education settings that might not always clear connections to theory and practice. | Discussion lacks details of the basic functions of adult education settings and may not be organized. Fails to connect to theory and practice. |

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| **Student Learning Outcome 2: Students will be able to describe intellectual and emotional development theories** | | |
| **Capstone** | **Milestone** | **Benchmark** |
| A detailed, well-organized discussion that includes description of which theories are used and articulates why/how. | A somewhat detailed and mostly organized discussion that includes description of which theories are used but might not articulate why/how. | Discussion lacks details of which theories are used. |

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| **Student Learning Outcome 3: Students will be able to demonstrate methods for organizing and teaching adults** | | |
| **Capstone** | **Milestone** | **Benchmark** |
| Clearly identifies and gives many details of methods for how to pursue a change process on a given topic/skill. | Identifies and gives some details of methods for how to pursue a change process on a given topic/skill. | Identifies but gives few details of methods for how to pursue a change process on a given topic/skill. |

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| **Student Learning Outcome 4: Students will be able to identify, develop, and evaluate programs for adults** | | |
| **Capstone** | **Milestone** | **Benchmark** |
| A well-organized and detailed discussion that connects theory to practice and reflects on the process of using a detailed plan that includes a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to deliver a program to a live audience of adult learners. | An organized discussion that connects theory to practice and reflects on most of the following: the process of using a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to plan and deliver a program to a live audience of adult learners. | A discussion that might lack detail or have organizational issues or fail to connect theory to practice and/or reflect on the process of using some of the following: a needs assessment, instructional plan, marketing and budgeting plan, and program evaluation to deliver a program to a live audience of adult learners. |

ADED 510: Final Project Guidelines

# Purpose:

The purpose of this assignment is for you, as a group, to be able to begin to tie together your ever-increasing knowledge about *adult education* and *change*. As you continue developing your knowledge of adult education and change, you will need to look back on your experiences here and reflect. Your reflections should help you in the process of developing more knowledge of the field of adult education.

# Assignment:

To complete this assignment, your group will need to identify and gather resources which will assist you in your growth in the field of adult education. Your group assignment is to identify resources for a specific section of adult education and change (i.e. adult learning, program planning, technology, assessment, human resource and organizational development, etc.) and form a collection. This collection should consist of resources from all types of media including: articles, books, brochures, videos, audio, web pages, electronic documents, etc. An example could be adult literacy. In adult literacy settings, educators face many issues, such as administrative problems, adult learner issues, finding resources for studying to take the GED, learner assessment issues, etc. Finally, I would like for you to create a wiki of the topic you found. This wiki would allow the user to gain information about your topic, provide a brief description, keywords, links to additional material, how such information can be used in the workplace, and a means to evaluate the importance of the material. Please read through the resources for what makes a good wiki. I do not want a list of links to materials. Make this wiki informative, like many of the pages found in Wikipedia. Describe your topic, provide links to the resources, explain how the resources can be used, what specific points does someone learning about this topic need to know, and where they can find more resources. Finally, as you continue to proceed through the program, consider five ways you would like to grow and in what areas. Include these in your paper.

# Turn in:

Now, what do you need to turn into the professor? Glad you asked. Do I want you to send all of these resources to me? NO WAY! I live in a small 6X9 office with little room. I would like for each of you to send me a reflection paper on the materials you find. I would like for you to identify the following areas:

* Link to your wiki, please make sure to invite me to your group’s wiki so I can view it,
* Describe the ten areas of your topic (in your paper and in the wiki itself) with at least a paragraph for each area,
* an annotated bibliography with at least ten entries,
* and describe five areas of growth for you, related to the field of adult education and change as you proceed through the program.

I have included resources down below. The point of this exercise to provide you and others with a resource you can use now and in the future as you continue to progress in the field of adult education.

Please remember to proofread your papers before handing them in. They are reflections of you and your work ethic. When citing articles or references, be sure to use APA Style Manual, 6th Edition. If you do not have access to the APA Manual, please visit the following [site from Purdue University](https://owl.english.purdue.edu/owl/resource/560/01/). Please create a ten-page paper, **double-spaced, with one-inch margins**. Be sure to include headers in your paper with page numbers. You do not need to include an abstract, but be sure to include a title page with your name on it. BE SURE TO ASK ME QUESTIONS IF YOU HAVE ANY.

# Evaluation Rubric

| **Components of Assignment** | Novice  1-10 Points | Apprentice  11-19 Points | Proficient  20-27 Points | Distinguished  28-30 Points |
| --- | --- | --- | --- | --- |
| Paper describes ten areas. | Less than three pages. Does not connect to readings or outside literature. Three to five areas are described. | Three to five pages. Does not connect to readings or outside literature. Six to eight areas are described. | Six to eight pages. Connects to readings but not to outside literature. Ten areas are described using less than a paragraph for each area. | Ten or more pages. Connects to readings and outside literature. Ten areas are described using a paragraph or more for each area. |
| Describes five areas of your growth related to the field of adult education and change as you proceed through the program | No reflection on growth for the future. | One to two areas of growth shown for the future. | Three to four areas of growth for the future. | Provides at least five areas of growth for this program. |
| Group Wiki | Brief description. Fewer than five areas discussed. Uses few details. Not organized into subtopics. Material is not related or marginally related to adult education and change. | Five to six areas discussed. Somewhat detailed. Generally organized into subtopics. Peripherally related to adult education and change. | Seven to nine areas discussed. Detailed description of each area. Organized into subtopics with headings. Connected to adult education and change | Ten or more areas discussed. Complete description of each area. Reader knows what area covers by reading description. Organized into subtopics with headings. Directly connected to adult education and change. |
| Annotated Bibliography | Three to five sources. Incorrect format of annotated bibliography. | Six to seven sources. Correct format. Sources not correctly summarized. | Eight to nine sources. Correct format. Sources mostly described. Could be clearer. Most are different from those found in our readings. | Ten or more sources. Sources clearly summarized. Author uses two to three sentences to describe sources. All are different from those found in our readings. |
| Formatting | Paper does not have one-inch margins OR is not double-spaced OR does not use Times New Roman OR is not 12-point font. Citations and References are not in APA Style | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References NOT in APA Style. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. Section headings are used. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. APA style title page is included. Page headers and numbers are correct APA style. Appropriate APA headings are used. |
| Grammar, spelling, syntax, etc. | Five or more errors. | Three or Four errors | One or Two errors. | No errors. |

# Resources

## Wikis

[Wikispaces - Site to set up your free account](http://www.wikispaces.com/)

[WikiHow's description of how to start a wiki](http://www.wikihow.com/Start-a-Wiki)

[Wikispaces Description of what a wiki is](http://www.wikispaces.com/content/wiki)

[Wiki.org's description of a Wiki](http://www.wiki.org/wiki.cgi?WhatIsWiki)

[YouTube Video of what a Wiki is](http://www.youtube.com/watch?v=-dnL00TdmLY)

## APA Style Formatting

Use the actual APA Style Reference Manual. These sources are only to be used as support. Refer to the book you purchased for the class as the ultimate resource.

[Purdue’s Online Writing Lab APA Formatting Site](http://owl.english.purdue.edu/owl/resource/560/01/) - http://owl.english.purdue.edu/owl/resource/560/01/

[APA’s Office Site](http://www.apastyle.org/) - http://www.apastyle.org/

[Easy Bib’s Site for APA Formatting](http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/) - http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/

## Grammar Reference

[About.com’s Grammar Reference](http://esl.about.com/blgrammar.htm) - http://esl.about.com/blgrammar.htm

[Education First’s Grammar Site](http://www.ef.com/english-resources/english-grammar/) - http://www.ef.com/english-resources/english-grammar/

[CUNY’s WriteSite Grammar Reference Site](http://writesite.cuny.edu/grammar/general/index.html) - http://writesite.cuny.edu/grammar/general/index.html

## Annotated Bibliography

[University of California - Santa Cruz Library's How to Write an Annotated Bibliography](http://guides.library.ucsc.edu/write-an-annotated-bibliography)

[The Pen & The Pad's How to Write an Annotated Bibliography](http://penandthepad.com/write-annotated-bibliography-2039988.html?ref=fuel&utm_source=yahoo&utm_medium=ssp&utm_campaign=yssp_art)

[University of Maryland - University College Library's How to Write an Annotated Bibliography](http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm)

## Library Resources and Databases

[WKU’s Library Databases](http://libguides.wku.edu/az.php)

[WKU’s Library Search](http://www.wku.edu/library/)

Also see Library Documents on Blackboard found under Articles

ADED 515: Adult Learning and Development Final Project

**Purpose:** The purpose of this assignment is to engage you in a learning project and provide you with an experience you may not have had before. As each of us is learning about change and how to effect change, we recognize that learning is a strong component of the change process. Using the plan from the Learner Assessment Project, you will engage with your partner in a semester-long change project. This process will help you put to use some of the information you will have learned throughout this course.

**Task:** You will need to identify a partner to make a change in your respective lives. Perhaps you want to learn to save money, create a garden, take on auto maintenance, etc. Each change will require you to learn a new skill that you have not learned before and one that is not an easy skill to learn. This is not a simple project. You may choose the topic so long as your partner is capable of helping you change as well as a change you can help your partner. Next, while you both are making this new change, you will need to document it. So, you will need to journal about your process of change, ways of learning and teaching, and to identify what happens and your reflections on it. All of this should be based on what you learned about each other in the Learner Assessment Project.

**Assignment:** What you will need to turn in to me is the following:

1. **Your journal** (no less than ten entries). Addresses the process of change, steps they took, and results, good or bad. Reflect on what you are observing as you work with your partner and how change takes place.
2. **Evidence of your change** (you can develop a video, show me a new program, forward me before and after pictures, etc.),
3. **A ten to fifteen page reflection paper**. In this reflection paper, you will need to talk about the following:
4. What changes you and your partner wanted to make.
5. What methods you and your partner decided to use to learn the skills to make the change, and why.
6. What resources did you use, how did you identify them, and why did you choose them.
7. How the information from your learning assessment assignment helped you and your partner.
8. Results of the Knowledge Survey – Posttest for both you and your partner.
9. What you would do differently next time you have to make a change. Why?
10. How this information will impact how you will help others make the changes they need.

Please remember to proofread your papers before handing them in. They are reflections of you and your work ethic. Be sure to connect your analysis to our readings: use APA Style Manual, 6th Edition when citing the literature. Please double space, with one-inch margins. Be sure to include headers in your paper with page numbers. You do not need to include an abstract, but be sure to include a title page with your name on it.

Please upload using the link provided in Blackboard.

**Resources**

## APA Style Formatting

Use the actual APA Style Reference Manual. These sources are only to be used as support. Refer to the book you purchased for the class as the ultimate resource.

[Purdue’s Online Writing Lab APA Formatting Site](http://owl.english.purdue.edu/owl/resource/560/01/) - http://owl.english.purdue.edu/owl/resource/560/01/

[APA’s Office Site](http://www.apastyle.org/) - http://www.apastyle.org/

[Easy Bib’s Site for APA Formatting](http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/) - http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/

## Grammar Reference

[About.com’s Grammar Reference](http://esl.about.com/blgrammar.htm) - http://esl.about.com/blgrammar.htm

[Education First’s Grammar Site](http://www.ef.com/english-resources/english-grammar/) - http://www.ef.com/english-resources/english-grammar/

[CUNY’s WriteSite Grammar Reference Site](http://writesite.cuny.edu/grammar/general/index.html) - http://writesite.cuny.edu/grammar/general/index.html

|  | Novice  1-9 Points | Apprentice  10-19 Points | Proficient  20-27 Points | Distinguished  28-30 Points |
| --- | --- | --- | --- | --- |
| Journal and documentation. Addresses the process of change, steps they took, and results, good or bad. Documentation can be pictures, finished products, videos, etc. | Journal is missing | Journal is included but poor in details; less than ten entries. Missing documentation of successes. | Journal has good details throughout; ten entries. Includes documentation of successes. | Journal has rich detail on each date; includes more than ten entries. Includes documentation of successes. |
| What led you to want to learn these new skills. | No description of what led you to learn this skill | Brief description, poor in detail. | Clearly describes what led to the desire to learn knew skills. | Clear description, includes history and impact it will have on personal life |
| Methods – can include lectures, self-directed, hands-on activities, demonstrations, simulations, trial-and-error, memorization, etc. | Methods are not described | Methods are poorly described or are listed | Methods are clearly described with at least three different components | Four or methods describe how the learner and partner pursued the processes. At least two sentences for each method. |
| Resources – please detailed descriptions for the resources you used and why. (Examples of resources include books, videos, websites, magazines, colleagues, blogs, etc.) | Resources are not included | Resources are listed but not described | Resources are briefly described; missing reasoning for using these resources | Resources are clearly described with at least three sentences each; learner includes reasoning for each specific resource. |
| Connection to Learning Assessment | No reference to Learning Assessment Assignment | Listing of Learning Assessment Assignment but no connection to learning method, knowledge survey or resources | Listing of Learning Assessment Assignment results but limited connection to learning method or resources. Includes results of Knowledge Survey Posttest | Description of Learning Assessment Assignment results and draws a direct connection to learning method and resources. Includes results of Knowledge Survey Posttest and provides a deep analysis of the differences between pre and post-tests. |
| Changes for next time | Does not describe any changes for next time | Identifies one to two changes; changes are superficial | Identifies three to four changes; changes are in-depth | Identifies five or more changes; changes are in-depth and insightful |
| Helping others effect change. | Does not provide any new descriptions for effecting change. | Provides one means of helping others effect change. | Provides two to three detailed means of helping others effect change. | Provides at least four means of helping others effect change. |
| Reflection piece includes references to our readings and outside literature. | Less than five pages. Does not connect to readings or outside literature. | Five to ten pages. Does not connect to readings or outside literature. | Ten to fifteen pages. Connects to readings but not to outside literature | More than fifteen pages. Connects to readings and outside literature. |
| Formatting | Paper does not have one-inch margins OR is not double-spaced OR does not use Times New Roman OR is not 12-point font. Citations and References are not in APA Style | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References NOT in APA Style. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. Section headings are used. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. APA style title page is included. Page headers and numbers are correct APA style. Appropriate section APA style section headings are used. |
| Grammar, spelling, syntax, etc. | Five or more errors. | Three or Four errors | One or Two errors. | No errors. |

PLEASE BE SURE TO ASK ME QUESTIONS IF YOU HAVE ANY, NO MATTER HOW MUNDANE OR SILLY! ☺

**Example:** As an example, my wife and I are talking about building a new home for ourselves and we have investigated the idea of making the home more environmentally friendly than our current home. I wanted to find out more about how to make a home more environmentally friendly and have investigated a lot of time reading various books on photovoltaic panels, solar energy, solar water heaters, passive solar designs, window designs, battery backups, water collection techniques, etc. Then, I started designing our own home. I read books on home design, contracting by yourself, selecting a site, etc. These have given me a basic understanding of the process. I have drawn our home design on a graph paper and have imported it into a computer. In the meantime, I am still in the process of finding out more about codes for the State of Kentucky and we are beginning to look for land. I intend on using these resources to help me build our house sometime in the near future. This is an intense learning project and probably beyond the scope of this class but you get the sense of the depth of the learning that I am interested in hearing about.

ADED 520 Final Project

**Student Outcomes 1:** Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.

**Social Problem:** Need to increase adult educator effectiveness when working with students in adult education settings.

**Engagement Activity:** Students in ADED 520 – Methods for Teaching Adults will identify and approach adults seeking change in particular area. Students will work with those adults to identify goals and objectives, develop a plan for learning material or skills, map out resources needed to learn the materials or skills, and state ways to evaluate the success of the learning activity. Students will create a program that will meet the needs of the learners and facilitate change.

**Turn in** Students will need to turn in the program plan and reflection paper.

The learning plan will need to include the following:

* Findings of needs assessment,
* learner characteristics, (Describe age, gender, learning style, and learning goals)
* core concepts and supporting concepts
* learning goal (Just a one sentence statement indicating what the activity will teach the learner)
* learning objectives (Identify three objectives that support the learning goal)
* learning and instructional plans, modified based on experience,
* instructional resources (made or purchased), (Include these with your assignment as appendices)
* and the assessment. (Describe how you will determine if the learner has learned the materials and met the objectives set for the learning task)
* Be sure that each step addresses both the learner and the objectives you set for this learning activity.

The reflection paper will need to include detailed description of the following:

* Reasoning behind each choice in the learning plan
* how you decided what material to teach,
* how you determined the method you would use for teaching,
* how program you have developed will effect change in the organization,
* and how you will evaluate the effectiveness of the learning.

**Relevant knowledge, skills, attitudes, and/or behaviors:**

1. Increase ability to identify and organize goals, objectives, and tasks to be learned.
2. Increase knowledge and skills in designing learning environments and tasks
3. Identify relevant resources necessary to complete learning task
4. Develop effective evaluations of learning task
5. Reflect on strengths and weaknesses of learning task.

**Means of Assessment:**

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| --- | --- | --- | --- | --- |
| **Learning Step** | **Novice**  **1 = Needs Much Improvement**  **0 – 5 Points** | **Apprentice**  **2 = Needs Some Improvement**  **6 – 12 Points** | **Proficient**  **3 = Good or Acceptable**  **13 – 17 Points** | **Distinguished**  **4 = Excellent**  **18 – 20 Points** |
| Goals, objectives, and learning environment | Objectives and overarching goal are poorly described. Learning environment not described. | Objectives(Not four part) and overarching goal are somewhat described and reader has a general idea of what learner wants to accomplish. Learning environment poorly described. | Objectives (Four Part) and overarching goal are described and reader can understand exactly what learner wants to accomplish. Learning environment mostly described. | At least three objectives (Four-part) and one overarching goal are detailed and reader knows exactly what learner wants to accomplish. Learning environment clearly described with much detail. |
| Method for accomplishing learning task and materials. | Very little description of the tasks or material to be learned is provided. Very little description of how student learned task or material, what steps and activities will be involved, and what the role of the facilitator will be. | Some description of the task to be learned is provided. Some description of steps students will take to learn task or material and a vague of activities is provided. Facilitator’s role is somewhat described. | Clear description of the task to be learned is provided. Thorough description of steps student took to learn material or tasks. Clear narrative of how student would participate in learning task. Facilitator’s role is well-described so the reader knows exactly how facilitator acted and what his/her role was. | Clear description of the task to be learned is provided. At least a paragraph for each of the following: Thorough description of steps student took to learn material or tasks. Clear narrative of how student would participate in learning task. Facilitator’s role is well-described so the reader knows exactly how facilitator will act and what his/her role will be. |
| Evaluation | Evaluation plan is vague or not well thought out. Does not match the objectives set out in the beginning. | Evaluation plan is somewhat connected to the learning objectives. Organization is sloppy or poorly explained. Only one means of assessing student’s mastery of tasks or material. | Evaluation is clear, concise, and directly connected to learning outcomes. Organization of explanation is neat and well-explained. Two or more means of assessing student’s mastery of task or material is included. | Evaluation is detailed clear, concise, and directly connected to learning outcomes. Makes direct connection to evaluation practices. Organization is sequential and each step follows from the previous steps. Three or more means of assessing student’s mastery of task or material is included. |
| Reflection Paper | Reflection is nonexistent or poorly written. Little of what is described connects to the learning task developed or the actions observed. Leaves out three or more of the components in the learning task. | Reflection paper is somewhat organized and reflects on each of the major components involved in the learning task but leaves out one or two of the components. Does not include how facilitator would change the learning activity in the future. | Reflection paper is organized and reflects on each of the major components involved in the learning task. Includes a description of changes to be made and why. | Reflection paper is detailed, well-organized, includes a reflection component on each of the major sections. Author highlights the challenges of this learning task, makes clear connections to theory and practice, and demonstrates a direct link to problem solving. Includes a description how the facilitator would change the learning task next time and why he/she would make those changes. |
| Mechanics of Writing | Paper contains many typos, misspellings, missing words, etc. Writer does not write in complete paragraphs, reader has a hard time following from one thought to the next. | Paper contains less than five typos, misspellings, missing words, etc. Writer writes in complete paragraphs; reader may struggle now and then to follow thoughts from one to the next. | Paper contains less than three typos, misspellings, missing words, etc. Writer writes in complete paragraphs; reader can pretty easily follow thought from one to the next. | Paper contains no more than one typo, misspellings, missing words, etc. Writer writes in complete paragraphs; reader can easily follow thoughts from one to the next. Headers are included to aid the reader. |

# ADED 530: Program Planning Final Report

**150 Points**

# Purpose

The purpose of this class is to plan for deliver a program to an audience. You will need to use all of your assignments in this course to help you plan and carry out the program. If you have done each of the assignments, you have done all of the legwork. This assignment is asking you to conduct the program and then report back on what happened.

# Assignment

For this assignment, you will need to summarize each of the previous assignments and then provide a reflection on the process and your program’s success or failure. The assignment will be to focus on the following:

**Needs Assessment (Lesson 6)**

**Instructional Plan (Lesson 7)**

**Marketing and Budget Plan (Lesson 10)**

**Program Evaluation Assignment (Lesson 11)**

When you have summarized each of these components with at least a page, provide a reflection on what you found when you conducted your program and whether it failed or succeeded. If it succeeded, identify at least **five** reasons why. If it failed, identify which type of failure (Please cite the Lewis and Dunlop article for this—Lesson 3) and why you think it failed. For both successes and failures, identify at least **five** things you would do differently. Now is the time to talk about how well your planning worked. Be specific and include many details. When working on this project, please refer to the literature on how to develop the program but find research on the best way to conduct your program. Please limit your paper to between ten to twelve pages maximum.

# Evaluation

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|  | **Novice**  **0-27 Points** | **Apprentice**  **28-31 Points** | **Proficient**  **32-35 Points** | **Distinguished**  **36-40 Points** |
| **Sections** | One or none of foci summarized. | Two of foci summarized. | Three of the foci summarized. | Four of the foci are summarized. |
|  | **Novice**  **0-69 Points** | **Apprentice**  **70-79 Points** | **Proficient**  **80-89 Points** | **Distinguished**  **90 – 100 Points** |
| **Reflection piece includes references to our readings and outside literature.** | Does not connect to readings or outside literature. | Identifies whether it failed or succeeded but does not provide reasons why it succeeded or failed. Provides less than five areas you would do differently. Does not connect to readings or outside literature. | Identifies whether it failed or succeeded and provides reasons why it succeeded or failed. Provides five areas you would do differently. Connects to readings but not to outside literature. | Identifies whether it failed or succeeded and provides at least five reasons why it succeeded or failed. Provides five or more areas you would do differently. Connects to readings and outside literature. |
|  | **Novice**  **0-1 Points** | **Apprentice**  **2-3 Points** | **Proficient**  **4 Points** | **Distinguished**  **5 Points** |
| **Formatting** | Paper does not have one-inch margins OR is not double-spaced OR does not use Times New Roman OR is not 12-point font. Citations and References are not in APA Style | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References NOT in APA Style. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations and References in APA Style. Section headings are used. | Paper has one-inch margins, is double-spaced, uses Times New Roman, and is 12-Point Font. Citations are in APA Style. APA style title page is included. Page headers and numbers are correct APA style. Appropriate section APA style section headings are used. |
| **Writing Skills** | Five or more errors. | Three or Four errors | One or Two errors. | No errors. |

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| **Curriculum Map** | |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Program name:** | Adult Education | | |  |  |  |
| **Department:** | School of Leadership and Professional Studies | | |  |  |  |
| **College:** | College of Education and Behavorial Sciences | | |  |  |  |
| **Contact person:** | Wren Mills | | |  |  |  |
| **Email:** | [wren.mills@wku.edu](mailto:wren.mills@wku.edu) | | |  |  |  |
| **KEY:** | |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** |
|  |  |  | Students will be able to identify basic functions of adult education settings | Students will be able to describe intellectual and emotional development theories | Students will be able to demonstrate methods for organizing and teaching adults | Students will be able to identify, develop, and evaluate programs for adults |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |
| ADED | 510 | Introducton to Adult Education | I, R, A | I, R, A | I | I |
| ADED | 515 | How Adults Change | R, M, A | R, M, A |  |  |
| ADED | 520 | Faciltating Change in Adults | R, M, A | R, M, A | R, M, A | R, A |
| ADED | 530 | Program Planning for Adults & Learning Organiztions | R, M, A | R, M, A | R, M, A | R, M, A |