

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

Educational Administration, Leadership, and Research

Adult Education Graduate Certificate (0450)

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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

Instrument 2 | ADED 515 Final Project

Instrument 3 | ADED 520 Final project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Not assessed this cycle

Met

Not Met

Student Learning Outcome 2: Students will be able to describe intellectual and emotional development theories

Instrument 1 | ADED 510 Final Project

Instrument 2 | ADED 515 Final Project

Instrument 3 | ADED 520 Final project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Not assessed this cycle

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

Instrument 2 | ADED 530 Final Project

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 Project

Instrument 2 | ADED 530 Final Project

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.)

Based on conversations with faculty teaching the four courses in this program and the results of both this and the 2018-19 assessment, it is clear there are both some overlap and some gaps in the assessments for this program. Because of this, it is not clear if the results of this ASL is due to students basically doing the same assignment twice in 520 and 530 or true learning. Gaps are obvious in that while not reported here, SLO 1 and SLO 2 should receive strong ratings in ADED 520 and ADED 530, but based on the 2018-2019 ASL, they do not.

In September 2020, the current faculty will have taught each of their courses once, and conversations can happen to start revising the final projects to better leverage the skills and knowledge gained in each course in order to show improvement in each SLO as we make sure that the courses being assessed for each outcome are indeed the appropriate matches.

Student Learning Outcome 1

Student Learning Outcome	Students will be able to identify basic functions of adult education settings		
Measurement Instrument 1	Not assessed this cycle.		
Criteria for Student Success	Student's final projects in ADED 510, 515, 520, and 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%	Percent of Program Achieving Target	Not assessed this cycle
Methods	Not assessed this cycle		
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.)			
After this cycle, the 2018-19 and 2019-20 assessments will be discussed with the faculty teaching these courses in order to revise assessments to help the program improve in its achievement of its target for this SLO.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Fall 2020 will include discussion among the instructors teaching ADED 510 and 520, ADED 515, and ADED 530 to assure course assessment alignment with course and program outcomes, refine assessments to meet the program SLO targets, and eliminate duplication of assessments across courses..			
Next Assessment Cycle			
This will be assessed again in 2020-21. The revised final projects for all offerings of ADED 510, 515, and 520 will be assessed. Wren Mills or whomever is the coordinator of the program at that time will collect, head up the assessment, and provide the report.			

Student Learning Outcome 2

Student Learning Outcome	Students will be able to describe intellectual and emotional development theories		
Measurement Instrument 1	Not assessed this cycle.		
Criteria for Student Success	Student's final projects in ADED 510, 515, 520, and 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%	Percent of Program Achieving Target	Not assessed this cycle
Methods	Not assessed this cycle		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
			Not Met
Actions			
After this cycle, the 2018-19 and 2019-20 assessments will be discussed with the faculty teaching these courses in order to revise assessments to help the program improve in its achievement of its target for this SLO.			
Follow-Up			
Fall 2020 will include discussion among the instructors teaching ADED 510 and 520, ADED 515, and ADED 530 to assure course assessment alignment with course and program outcomes, refine assessments to meet the program SLO targets, and eliminate duplication of assessments across courses..			
Next Assessment Cycle			
This will be assessed again in 2020-21. The revised final projects for all offerings ADED 510, 515, and 520 will be assessed. Wren Mills or whomever is the coordinator of the program at that time will collect, head up the assessment, and provide the report.			

Student Learning Outcome 3

Student Learning Outcome	Students will be able to demonstrate methods for organizing and teaching adults		
Measurement Instrument 1	The final project in ADED 520 Fall 2019 and Spring 2020 and ADED 530 in Summer 2020		
Criteria for Student Success	Student's final projects in ADED 520 and 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%	Percent of Program Achieving Target 100%	
Methods	The final projects in ADED 520 for Fall 2019 and Spring 2020 were assessed. After randomly selecting artifacts from each course (5 of the 9 ADED 520 papers in Fall 2019, 2 of the 3 for Spring 2020), 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 2.57.		
Measurement Instrument 2	The final project in ADED 530 for Fall 2019 and Summer 2020		
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%	Program Success Target for this Measurement 100%	
Methods	The final projects in ADED 530 for Fall 2019 and Summer 2020 were assessed. After randomly selecting artifacts from each course (5 of 14 ADED 530 papers for Fall 2019, 3 of 8 for Summer 2020), 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. Results showed that ADED 530 papers averaged 2.75. .		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. The overall average for SLO 3 was 2.68		Met	Not Met
Actions			
After this cycle, the 2018-19 and 2019-20 assessments will be discussed with the faculty teaching these courses in order to revise assessments to help the program improve in its achievement of its target for this SLO.			
Follow-Up			
Fall 2020 will include discussion among the instructors teaching ADED 510 and 520, ADED 515, and ADED 530 to assure course assessment alignment with course and program outcomes, refine assessments to meet the program SLO targets, and eliminate duplication of assessments across courses.			
Next Assessment Cycle Plan			
This will be assessed again in 2021-22. The revised final projects for all offerings of ADED 520 and 530 will be assessed. Wren Mills or whomever is the coordinator of the program at that time will collect, head up the assessment, and provide the report.			

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 Fall 2019 and Spring 2020.		
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	85%
Methods	<p>The final projects in ADED 520 for Fall 2019 and Spring 2020 were assessed. After randomly selecting artifacts from each course (5 of the 9 ADED 520 papers in Fall 2019, 2 of the 3 for Spring 2020), 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.</p> <p>Results showed that ADED 520 papers averaged 2.14.</p>		
Measurement Instrument 2	The final project in ADED 530 for Fall 2019 and Summer 2020		
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	<p>The final projects in ADED 530 for Fall 2019 and Summer 2020 were assessed. After randomly selecting artifacts from each course (5 of 14 ADED 530 papers for Fall 2019, 3 of 8 for Summer 2020), 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.</p> <p>Results showed that ADED 530 papers averaged 2.87.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			
The overall average for SLO 4 was 2.56.			Met
Not Met			
Actions			
After this cycle, the 2018-19 and 2019-20 assessments will be discussed with the faculty teaching these courses in order to revise assessments to help the program improve in its achievement of its target for this SLO.			
Follow-Up			
Fall 2020 will include discussion among the instructors teaching ADED 510 and 520, ADED 515, and ADED 530 to assure course assessment alignment with course and program outcomes, refine assessments to meet the program SLO targets, and eliminate duplication of assessments across courses..			
Next Assessment Cycle Plan			
This will be assessed again in 2021-22. The revised final projects for all offerings of ADED 520 and 530 will be assessed. Wren Mills or whomever is the coordinator of the program at that time will collect, head up the assessment, and provide the report.			

ADED Program Assessment Rubric

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.

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.

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.

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 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:

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.	Paper contains less than five typos, misspellings, missing	Paper contains less than three typos, misspellings, missing	Paper contains no more than one typo, misspellings, missing

	Writer does not write in complete paragraphs, reader has a hard time following from one thought to the next.	words, etc. Writer writes in complete paragraphs; reader may struggle now and then to follow thoughts from one to the next.	words, etc. Writer writes in complete paragraphs; reader can pretty easily follow thought from one to the next.	words, etc. Writer writes in complete paragraphs; reader can easily follow thoughts from one to the next. Headers are included to aid the reader.
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ADED 530 Final Project

Purpose The purpose of this class is to plan for and deliver a program to a live audience. You will need to use all of your previous assignments to carry out the program. If you have followed 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 Assignment (From ADED 520)**
- Instructional Plan Assignment (From ADED 520)**
- Marketing and Budgeting Assignment**
- Program Evaluation Assignment**

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 use the Sork article for this) and why you think it failed. For both successes and failures, identify at least **five** things you would do differently. Remember that you have been planning for this program during the whole semester. 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.

Evaluation

	Novice 1-16 Points	Apprentice 17-28 Points	Proficient 29-44 Points	Distinguished 45 – 50 Points
Sections	None of the four foci summarized.	Two of the four foci summarized. Summarization is a paragraph.	Four of the foci summarized. Summarization is less than a page.	Four of the foci are summarized. Each summarization is at least a page or more.
Reflection piece includes references to our readings and outside literature.	Less than three pages. Does not connect to readings or outside literature.	Three to five pages. 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.	Five to nine pages. 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.	Ten or more pages. Identifies whether it failed or succeeded and provides at least six reasons why it succeeded or failed. Provides more than five areas you would do differently. 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 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.
Grammar, spelling, syntax, etc.	Five or more errors.	Three or Four errors	One or Two errors.	No errors.