Planning Instructions:

Identify at least three student learning outcomes and complete the following portions of this plan. Student learning outcomes are defined in terms of what students will know, or be able to do, or believe as a result of instruction. The completed plan is e-mailed to Oaplan@acad.usf.edu

1. The advancement of knowledge in research design and methods, represented by the ability to develop and defend a comprehensive research proposal in the field of adult education that will be approved by the entire committee with minimal recommended changes.

2. The advancement of knowledge the collection, review, and interpretation of research data in the field of adult education, demonstrated by the defense of dissertation research that will be approved by the entire committee with minimal recommended changes.

3. Development of a commitment to advancement in the overall field demonstrated by examples of continuing professional activities and community involvement.

Reporting Instructions:

At the end of the assessment period, the assessment report is prepared and e-mailed to: Oareports@acad.usf.edu The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.
Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

1. The advancement of knowledge in research design and methods, represented by the ability to develop and defend a comprehensive research proposal in the field of adult education that will be approved by the entire committee with minimal recommended changes.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

Means of Assessment #1:
Feedback provided by all committee members and outside chair after the proposal defense

Criteria for Success:
Comments from all committee members indicating satisfaction with both the written proposal and oral defense of research methods and minimal recommendations for changes.

ASSESSMENT REPORT

Findings:
These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to Oareports@acad.usf.edu

Two proposal defense meetings were held this year. Feedback from all committee members (including the outside chairperson) was solicited by the program coordinator in both proposal defenses.

Prior to this year, a pre-defense has been conducted. However in both cases this year, there was no pre-defense. In case #1, it was felt none was needed as the student had worked individually with each member prior to the defense. In case #2, the decision to eliminate the pre-defense was due to time constraints in the semester calendar.

For both proposals, assessment evidence was based on conversations with committee members and on a content review of the committee report to the college. In both cases, the research concept and literature review chapters were acceptable and received favorable comments from committee members. However, although the complete proposals were both approved with changes, committee members were most critical of the research methods sections in the written product and in the oral defense. In case #2,
considerable work was needed for final approval. In case #1, the committee even requested a second review meeting to review changes prior to final approval.

**Use of Results:** What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

Until now, the major professor has been the only involved faculty member reviewing drafts and working with doctoral students in the development of each proposal. The full committee, including the representative from educational measurement, does not review drafts until just prior to the pre-defense. Without the pre-defense in each case this year, the measurement expert was not able to provide feedback until the actual defense. In each case concerns were raised regarding indicating a weakness in students’ knowledge of research design and methods.

**Faculty Response**

Adult Education faculty, now comprised of two full-time faculty, discussed the results of both proposals. It was determined that a weakness might exist in students’ ability to apply knowledge in research design and methods. Based on the assessment process from this past year, faculty agreed to change the draft development process by having students work with both the major professor and the educational measurement expert simultaneously prior to the pre-defense in order to enhance the students’ opportunity to develop the ability to better apply theoretical knowledge in research design and methods and hopefully improve the proposal outcome. Although changes are always anticipated at the proposal-defense stage, the goal is to lessen the degree of changes needed for final approval, therefore representing a stronger sense of student knowledge in research design and methods.

A second aspect of discussion was the need for a structured rubric to collect feedback from committee members in future proposal defenses. This will improve the quality of feedback collected regarding student knowledge in research design and methods, especially when numbers of doctoral graduates each year are typically low, reducing the validity of data collected. A structured rubric will enable faculty to collect aggregated data on student learning over time.
Student Learning Outcome #2

What will students know or be able to do or believe? Be specific.

2. The advancement of knowledge the collection, review, and interpretation of research data in the field of adult education, demonstrated by the defense of dissertation research that will be approved by the entire committee with minimal recommended changes.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

Means of Assessment:
Feedback provided by all committee members and outside chair after the dissertation defense.

Criteria for Success:
Comments from committee members indicating satisfaction with both the written dissertation and oral defense of research methods, data collection, data reporting and interpretation indicating the need for minimal changes to the final document.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings:
Two dissertation defense meetings were held this year. Feedback from all committee members (including the outside chairperson) was solicited by the program coordinator in both proposal defenses.

Use of Results:

The first student successfully completed the dissertation. The evaluation of the second doctoral student’s work was not completed, as planned in this academic year, but was completed early in 2003-2004. Extensive discussion of the evaluation of the experiences with dissertation work by doctoral student Stacy Dickson and Sanaa Bennouna is included in the 2003-2004 evaluation of the program.
Outcomes Assessment Plan/Report

Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

| 3. Development of a commitment to advancement in the overall field demonstrated by examples of continuing professional activities and community involvement. |

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

| Means of Assessment #1: Follow-up survey of graduates describing their post-graduate positions, responsibilities, and accomplishments in the field. |
| Criteria for Success: actively involved in the promotion of the profession of adult education and evidence of their own continued professional development |

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

Information regarding doctoral graduates in Adult Education for 2002-2003 can be found in Table 3. Several aspects are worth noting regarding the graduates and their accomplishments. With resources reduced further this year, the number of graduates has dropped due to faculty time issues. Similar to past years, graduates remain diverse in background and experiences. Although small in numbers this year, graduates continue to report that they occupy positions of leadership within their respective organizations, a clear example of their professional growth in the field.

Another professional aspect that is apparent among the graduates is evidenced by their professional activities and publications. A summary of such accomplishments as reported by the graduates over the past year appears in Table 3. It is important to note that due to the nature of their positions, some individuals maintain records of these accomplishments and others do not. For example, those in higher education were more likely to provide a complete list of their activities and publications. Others reported that they were involved in such activities as a regular part of their professional positions, but did not maintain an up-to-date record.
### Table 3: Doctoral Graduate Accomplishments

<table>
<thead>
<tr>
<th>Name, Degree Year</th>
<th>Position &amp; Responsibilities</th>
<th>Professional Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Maher, 2002</td>
<td>Adjunct Faculty in Adult Education, USF</td>
<td><strong>Book Chapter:</strong> Understanding and Using Learning Styles, In M. W. Galbraith (Ed.), Adult learning methods (3rd ed.), (In Press)</td>
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<tr>
<td></td>
<td>Consultant, Let Me Learn Rowan University, NJ</td>
<td><strong>Conference Presentations:</strong></td>
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<td></td>
<td></td>
<td>• Florida Association for Institutional Research, 2003</td>
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<tr>
<td></td>
<td></td>
<td>• Adult Education Research Conference, 2001</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• American Association for Adult &amp; Continuing Education, 2002</td>
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<tr>
<td></td>
<td></td>
<td>• International Self-Directed Learning Symposium, 2001, 2002</td>
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<tr>
<td></td>
<td></td>
<td><strong>Community Service:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillsborough County Teacher In-Service, 2002, 2003</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stacy Dickson, Jr , 2003</th>
<th>Teaching and Learning Conference, Jacksonville</th>
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<tbody>
<tr>
<td>Executive Director</td>
<td>National Workforce Conference, Orlando</td>
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<tr>
<td>Criminal Justice Institute</td>
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<td>Central Florida</td>
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<tr>
<td>Community College</td>
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**Use of Results:** What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings

**Faculty Response**
The following faculty reviewed the results of this survey: William Young, Waynne James
Based on the results of the survey, faculty were satisfied with the successful level of professional development and accomplishments of graduates. No further action was deemed necessary at this time.