ASSESSMENT PLAN/REPORT FOR

Curriculum and Instruction: Adult Education
(Academic Degree Program and Campus)

2003-2004
(Assessment Period Covered)

Summer, 2004
(Date Submitted)

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 Oaplans@acad.usf.edu

Due to the small numbers of doctoral students who each year the assessment of the following outcomes will be continued from last year. However, a more rigorous assessment procedure will be applied. All active doctoral students at either the proposal or final defense stage will be evaluated using a detailed rubric.

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
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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:
Dissertation advisor and student will both complete the evaluation form; results will be evaluated by an objective professional in the field

Criteria for Success:
Mean ratings in applicable areas of 3.0 or higher

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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

Dissertation committee members involved in proposal and final defenses were solicited via a feedback form to record their views on the appropriateness of the doctoral students’ topic and their preparation for completion of the degree. Feedback from all committee members (including the outside chairperson) was solicited by the program coordinator.

All feedback was positive with minor changes recommended. All doctoral students in the final defense met the requirements for degree completion and graduation.

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.
The results gained from student learning outcome data about the student’s ability to develop and defend a comprehensive research proposal in the field will help to strengthen future student research.

During 2003 and 2004 there were no dissertation proposal defenses. We experienced a moratorium on student admissions to the doctoral program a few years ago and we have a gap between those who are in doctoral candidacy and working on their dissertations and those who have only one year of advanced graduate coursework.

We will continue to have a dissertation proposal pre-defense that involves the entire dissertation committee and the student researcher. At this time, the faculty provide the student with questions and feedback that point out the needs for clarification, justification, and changes. The student has one of three responses: First, the student can totally agree with the faculty member’s concerns; second, the student can negotiate a settlement between the committee and the student concerning the issue, or third, the student can defend his/her position and become prepared to defend it further in the proposal defense.

The proposal defense is chaired by someone from outside the home department but is a member of the graduate faculty in the College of Education. The entire dissertation committee and the student researcher are present. The student researcher provides a short description of the research based upon completion of the first three chapters of the proposed dissertation. The student responds to questions from the committee and outside chair and once that phase is completed the committee unanimously agrees on a decision. Upon completion of the proposal defense, the outside chair and the committee members will complete a form that provides information on the quality of the dissertation proposal defense and the proposed research study.

The information provided from the outside chairs and the dissertation committee members will help the faculty in adult education to strengthen the dissertation proposal process and find new and different ways to help student researchers successfully complete this phase of the doctoral education process.
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:
Dissertation advisor and student will both complete the evaluation form, results will be evaluated by an objective professional in the field

Criteria for Success:
Mean ratings in the applicable areas of 3.0 or higher

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:
The students who were able to have pre-defenses spent less time on changes to their final dissertation work product.

Use of Results:

The results gained from student learning outcome data about the student’s ability to complete and defend a doctoral dissertation in the field will help to strengthen the future student research.

During 2003 and 2004 there were two doctoral dissertation defenses. In both cases, we held pre-defense meetings with both doctoral dissertation students. These meetings provided the students with the need for clarifications and justifications along with suggestions for overall improvement. In both cases, the students responded very positively to the advice provided and the students had successful dissertation defenses with the need for only minor modifications to the document.

The pre-defense meeting is chaired by the dissertation committee chair and all the committee members are present along with the student researcher. The defense itself is chaired by a graduate faculty member from outside the department but within the College of Education. The entire doctoral dissertation committee and the student researcher are present. The student researcher provides a short presentation followed by a systematic method of questioning by the committee before a final decision is made unanimously by the committee.
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For this learning outcome, we were to assess the doctoral dissertation defense process. The outside chair and the doctoral dissertation committee are completing the forms that provide us with feedback concerning the process and outcome. Once these forms have been competed and returned to the Coordinator for Adult Education, there will be a meeting among the graduate faculty members of the adult education faculty to make recommendations for changes based upon the data. A copy of the form used to complete this data is enclosed. Data collection is in process.

Preliminary results provided by committee members who have completed and returned the form have been summarized by the Adult Education Program Coordinator. On a scale of 1-5, with one as low and 5 as high, respondents have rated both dissertation defense results between 3 and 4 on all components of the process.

Both students had rather difficult proposal defenses and once they worked on the changes suggested by the committee members, the dissertation defense process worked out very smoothly. Dr. Stacy Dickson and Dr. Sanaa Bennouna were the two students who successfully defended their dissertations during this time period. Dr Bennouna spent the first eighteen years of her life in Morocco and learned English as a second language and Dr. Dickson spent his early years in American educational institutions that did not totally support the growth and development of African-American children to achieve doctoral status in life. Based upon their life experiences and the lack of opportunities provided until the doctoral process, both candidates struggled with the conceptualization and the writing of the dissertation. For both to have received the evaluation results provided to date is exemplary and commendable for all involved. The dissertation chair for both students, Dr. Waynne James, appears to have done an excellent job in this process.

Considering the results are preliminary until we get all forms completed and returned and considering that we have only two doctoral candidates who have completed the process in the year under consideration, the data so far does not support the need for any change to improve the doctoral education process in adult education.
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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?

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. 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.

Use of Results:

Faculty Response
The results gained from student learning outcome data about the student’s ability to demonstrate continued or enhanced competence in the field after degree completion will help us to strengthen the entire doctoral education process.
Dr. Stacy Dickson has become the Executive Director of the Criminal Justice Institute at Central Florida Community College. He secured this position during his doctoral education experience and continues to provide excellent administrative support and leadership in this capacity. He continues to provide leadership via his continuing professional education by participation in the Teaching and Learning Conference held in Jacksonville, Florida and at the National Workforce Conference held in Orlando, Florida. Stacy is an African American male with strong community ties to the state of Florida.

Dr. Sanaa Bennouna has become a Program Director, Distance Learning for the College of Public Health at the University of South Florida. Prior to her standing as a doctoral candidate, Ms. Bennouna was a human resource development specialist in the private sector. Dr. Bennouna is a member of the Tampa Bay International Society for Performance Improvement and is an adjunct faculty member in our department specializing in leadership in human resource development and distance education.

Both doctoral graduates have changed positions based upon their status as doctoral degree students and graduates of the University of South Florida.