Outcomes Assessment Plan/Report

University of South Florida, Institutional Effectiveness, Office of the Provost

Form C

ASSESSMENT
PLAN/REPORT
FOR

Adult Education       MA
(Academic Degree Program and Campus)      (Degree Level)

2001-2002        Summer, 2002
(Assessment Period Covered)            (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

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. To develop the ability to provide leadership for efficient functioning of adult groups

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:
The assessment of several learning outcomes in the program is accomplished through the use of the Student Learning Outcomes Survey, which is completed by all Masters students following program completion. Based on the overall student learning outcomes for the program, the survey is designed to collect feedback on the specific content areas associated with each of the overall outcome areas. Following are the five overall areas assessed:

Area 1: Knowledge and skills in adult education methods, curriculum, development, and program management.
Area 2: Skills as a practitioner in adult education
Area 3: Knowledge of the broad field of adult education
Area 4: Knowledge of the characteristics of adults as learners
Area 5: A commitment to continuing professionalism

Using a Likert-type scale of 1-5, graduates are asked to indicate how well they felt they were able to develop knowledge or skills in each of the represented content areas. In addition, open-ended questions are included requesting information on the practical application opportunities in which students are engaged. The survey is voluntary and all results are kept confidential.

Criteria for Success: An average rating of at least 3.0 in each program area

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

The Masters Degree in Adult Education is an advanced practitioner’s degree for individuals responsible to lead learning programs for adults in varied environments. Post graduate data is considered one of the most valuable sources of student learning outcomes as it provides the information on practical application of learning. One year after degree completion, attempts were made to contact graduates, in order to collect post-graduate
status information related to the impact of the degree experience on their professional development. The results of this process produced limited results due to the difficulty in contacting students after graduation. Many have either moved or changed positions and contact was not possible. Anecdotal data from faculty in follow-up contacts with students was generally favorable and often included comments about the practical knowledge that developed throughout the program. Such comments were prevalent from the few students that could be located for response:

1. How have your skills/abilities as an adult educator changed or improved? (please explain)
   
   "I am more aware of the needs of the adult learner in my trainings. My confidence in facilitating has improved."

   "I use my adult education knowledge every day on the job working with community college students. Drs. Gardner and Kirkman are excellent instructors and they had a profound impact on my ability to effectively perform my job and tackle new projects."

2. Have you been promoted within your organization or have you obtained a new position for which you were not qualified before participating in the masters program? (please describe)

   "Yes, before my masters degree I was a teacher of small children, now I work with adults on a daily basis in parent education."

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 assessment:

William Young, Waynne James

Although anecdotal comments were generally favorable,
Student Learning Outcome #2

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

The advancement of knowledge and skills in program development in Adult Education

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

Means of Assessment
Student Learning Outcomes Survey (see description in Student Learning Outcome #1)

Criteria for Success: An average rating of at least 4.0 in the program area

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:

Area 2: Program Development. In Area 2, five specific content aspects were addressed. As seen in Table 2 below, the overall average rating was 4.51 out of a possible 5, with the lowest single rating of 4.33. The consistently high ratings in Area 2 indicate that generally most graduates felt the program performed “reasonably well” in providing opportunities to develop knowledge in these areas.

Table 2
Area 2: Knowledge and skills in program development.

<table>
<thead>
<tr>
<th>Content Aspects</th>
<th>Avg. Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to use the theoretical foundations and methods of instructional development involving:</td>
<td></td>
</tr>
<tr>
<td>a) Needs assessment</td>
<td>4.44</td>
</tr>
<tr>
<td>b) Curriculum development</td>
<td>4.44</td>
</tr>
<tr>
<td>c) Instructional design</td>
<td>4.33</td>
</tr>
<tr>
<td>d) Program implementation</td>
<td>4.67</td>
</tr>
<tr>
<td>e) Levels of program evaluation</td>
<td>4.67</td>
</tr>
<tr>
<td>Overall Average</td>
<td>4.51</td>
</tr>
</tbody>
</table>
Use of Results:

Faculty Response
The following faculty reviewed the results of this assessment:
William Young, Waynne James

With an overall rating of 4.51 and no ratings below minimum criteria for success, no action was needed in this area. The current program appears to be successfully providing opportunities for students to develop knowledge and skills in the area of program development.
Student Learning Outcome #3

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

Advancement in the professional practice of Adult Education

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 2001-2002 can be found in Table 3. Several aspects are worth noting regarding the graduates and their accomplishments. First, although the resources to the program within the university have been reduced over the past five years, the number of graduates remains strong, with a total of 5 doctorates awarded over the course of 1 academic year.

A second observation is the diversity of specialty areas among the graduates including higher education, healthcare, human resource development, consulting, and mental health. Regardless of the area of specialty, virtually all of the graduates report that they occupy positions of leadership within their respective organizations, a clear example of their professional growth in the field.

The third and final 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>
</table>
| **Mack Davis, III, 2002**  
Director, Project Thrust, USF |  | Student retention program focusing on the transition of students from high school to college |
| **Gordon Pilet, 2002**  
Director, Interventions, Inc., an organizational Consulting Firm |  | Published book:  
| **Patricia D’Urso, 2001**  
Campus College Chair  
Graduate Business and Management Program  
University of Phoenix  
Tampa & St. Petersburg Campuses  
Adjunct Faculty in Adult Education, USF  
Independent Business Consultant |  | Includes both faculty and administrative responsibilities  
Conference presentation:  
Institute for Learning Styles Research |
| **Lois Ewen, 2001**  
Health Sciences Division Chair and Director of Nursing Program  
Columbia State Community College  
Tennessee |  | Several presentations statewide on the topic of nursing shortages and the Economics of running health science program.  
Direct field work: Helping faculty to enhance teaching skills |
<table>
<thead>
<tr>
<th>Name, Degree Year</th>
<th>Professional Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earl Paul, 2001</strong></td>
<td>Regularly conduct presentations in various areas associated with the field. Examples include:</td>
</tr>
<tr>
<td>Director of Student Activities</td>
<td>• Future Trends in Community Colleges</td>
</tr>
<tr>
<td>Additional Faculty responsibilities</td>
<td>• Character Development for Students</td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>• Interviewing Skills</td>
</tr>
<tr>
<td></td>
<td>• Leadership Skills</td>
</tr>
</tbody>
</table>
**Outcomes Assessment Plan/Report**

**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.