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Cover Sheet for Assessment Plans

BY:

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates -- Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Educational Leadership (Adult and Continuing Education Program),
College of Education

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Adult and Continuing Education EdD

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.



Faculty have met, reviewed, and endorsed the Assessment
Plans being submitted for this degree program.

Date of Endorsement:

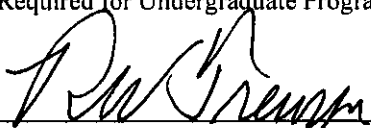
10/26/04


Department Head's Signature

10/28/04
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date


Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

3/23/05
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

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**Revised Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: College of Education
 Department: Department of Educational Leadership - Adult and Continuing Education
 Date: October 26, 2004

B. Contact Person for the Assessment Plans

W. Franklin Spikes, Ed.D.
 Professor and Director, Doctoral Program in Adult and Continuing Education

C. Degree Program

Ed.D. in Adult and Continuing Education

D. Assessment of Student Learning Three-Year Plan

Student Learning Outcomes

1) Foundations of Adult and Continuing Education

The student will acquire a breadth of knowledge of the historical, philosophical, sociocultural, and psychological basis for professional about adult and continuing education practice.

2) Content of the Field of Adult and Continuing Education

The student will demonstrate in depth knowledge of adult and continuing education best practices and research and be able to apply this knowledge to the improvement of educational opportunities for adult learners.

3) Practice of Adult and Continuing Education

The student will be able to interpret theoretically grounded and research-based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in an adult and continuing education setting.

4) Research in Adult and Continuing Education

The student will demonstrate a depth of knowledge across the broad field of education and apply specific methods of applied inquiry to the field of adult and continuing education.

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Foundations	X			
2. Content	X			
3. Practice	X			
4. Research	X			

1. How will the learning outcomes be assessed? What groups will be included in the assessment?

These outcomes will be assessed using a variety of different measures. These include: course assignments; the preliminary examination; and the Ed.D. dissertation and its defense. All of these are deemed to be direct measures of student learning.

Courses which are required of all students in the Ed.D. program and which supply the conceptual, theoretical and practice related frameworks to support these outcomes include:

EDACE 780-Introduction to Adult Education
EDACE 790-Characteristics of the Adult Learner
EDACE 830-Program Planning in Adult Education
EDACE 886-Seminar: Social Foundations of Adult Education

EDACE 916-Foundations of Adult Education
EDACE 991-Internship in Adult Education
EDACE 986-Advanced Seminar in Adult Education
EDCEP 816-ResearchMethods

Graduate Faculty Members and members of the Ed.D. Committee will be included in the assessment process.

2. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Outcomes 1, 2 and 3 will be assessed by the end of Year 2.
Outcome 4 will be assessed by the end of Year 3.

Regular and routine discussions concerning Outcomes 1, 2 and 3 will be held among members of the programs graduate faculty as part of the curriculum, scheduling and continuous program improvement process of the College of Education. These discussions will occur as frequently as on a monthly basis and as a part of the semester by semester academic planning initiatives of the program area faculty. Assessment of Outcome 4 will occur throughout the three year period at the time of each doctoral student's preliminary examination and during the dissertation proposal development and defense.

3. What is the unit's process for using assessment results to improve student learning?

Graduate faculty members meet regularly at least three times per year per year to discuss student progress, examine common core course materials and texts, revise assessment measures and consider changes to end-of-program examinations. Revisions based on assessment results will be made on an as needed basis during the three year period.

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**Department of Educational Leadership
Graduate Programs in Adult and Continuing Education
Student Learning Outcomes Summary**

Degree Program: Ed.D. in Adult and Continuing Education

1) Foundations of Adult and Continuing Education

The student will acquire a breadth of knowledge of the historical, philosophical, sociocultural, and psychological basis for professional adult and continuing education practice.

2) Content of the Field of Adult and Continuing Education

The student will demonstrate in depth knowledge of adult and continuing education best practices and research and be able to apply this knowledge to the improvement of educational opportunities for adult learners.

3) Practice of Adult and Continuing Education

The student will be able to interpret theoretically grounded and research-based information, adapt to changing situations, make complex decisions, solve problems, and evaluate actions in an adult and continuing education setting.

4) Research in Adult and Continuing Education

The student will demonstrate a depth of knowledge across the broad field of education and apply specific methods of applied inquiry to the field of adult and continuing education.

Department: Education: Educational Administration and Leadership

Degree Program Title: Ed.D. in Adult and Continuing Education

Evaluative Rubric for Degree Program Assessment Plans

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: March 21, 2005

Decision (check one):

Revision Needed (*see first feedback section below*)

Assessment Plan Approved

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Feedback on immediate actions that are needed before approval:

The Graduate College Assessment Review Committee has reviewed the assessment plan submitted for your program. The reviewers of the plan found only a few areas that require clarification or additional information for improvement. These areas are noted on the attached assessment rubrics, and are highlighted as scores of 2 or 1 on the rubric. The benchmark scores for each area of evaluation are 4s or 3s. I've highlighted those areas that elements scored below 3. In some cases, the reviewers' evaluations differed, and this probably reflects assessment areas that simply require minor edits or some clarification. In some cases, the edits may be minor enough that a faculty vote of the changes may not be required to resubmit the documents.

The revised assessment plan should be resubmitted to the Graduate School no later than May 4, 2005 (sooner would be fine). The Graduate CARC will re-evaluate the plan, and hopefully be able to forward it to the Provost with a recommendation for approval.

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Department: *Educational Leadership - Adult Ed* Evaluative Rubric for Degree Program Assessment Plans
 Degree Program Title: *Ed.D. Adult & Continuing Education*

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Student learning outcomes</i>	At least two SLO's are clearly stated using the proper format.	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	2
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	3
<i>Groups to be included</i>	Groups are clearly identified.			Groups are not identified.	4
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	3
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	2
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	2

Department: Educational Leadership Adult Ed. Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: Ed.D. Adult & Continuing Education

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

Revision Needed (see first feedback section below)

Assessment Plan Approved

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Feedback on immediate actions that are needed before approval:

Vague. Clarify which of courses listed will be used to measure each SLO. How will results be used to improve student learning?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

No indirect measurements listed.

What distinguishes Masters program from doctorate in terms of goals & measurements?

Rethink your SLOs & their fit with university wide

Last revised 11/1/04

SLOs. They are a better fit than indicated.

Department: Educational Leadership

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: EdD in Adult and Continuing Education

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (*see first feedback section below*)
- Assessment Plan Approved

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Feedback on immediate actions that are needed before approval:

More detail is needed regarding what specific direct measures are being used in which course for each SLO. Although the process is explained, the details and methods of implementing the plan are vague.

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Department: Educational Leadership

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: EdD in Adult and Continuing Education

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
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