

RECEIVED
MAR 23 2005
BY: _____

Cover Sheet for Assessment Plans

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 MS

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

<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>10/26/04</u>
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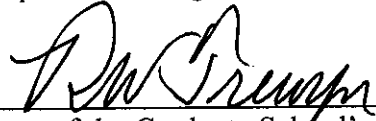


Department Head’s Signature

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

MAR 23 2004

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

BY:

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

M.S. 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 knowledge about selected foundational aspects of the field of adult and continuing education .

2) Content of the Field of Adult and Continuing Education

The student will demonstrate knowledge of appropriate elements of the adult and continuing education literature 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 use research-based information, to assist in making complex decisions, solving problems, and evaluating actions in adult and continuing education settings.

Outcome 4 is common only to the M.S. Programs of Study in Adult and Continuing Education in which a student chooses to write a thesis.

4) Research in Adult and Continuing Education

The student will demonstrate a general knowledge of the methods of educational research and data analysis, apply specific appropriate methods and conduct original research 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 and tests; the M.S. oral examination; and in certain cases a thesis and its defense. All of these are deemed to be direct measures of student learning.

Courses which are required of all students in the M.S. Program and which supply the conceptual and theoretic 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
EDCEP 816-Research Methods

Faculty members, graduate students and members of the Master's Degree 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 the thesis proposal development and defense.

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

Graduate faculty members meet regularly (3-4 times) per year to discuss student progress, examine common core course materials and texts, revise assessment measures and consider changes to end-of-program examinations.

REC'D
MAR 23 2005
BY:.....

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

Degree Program: M.S. in Adult and Continuing Education

1) Foundations of Adult and Continuing Education

The student will acquire knowledge about selected foundational aspects of the field of adult and continuing education.

2) Content of the Field of Adult and Continuing Education

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The student will be able to use research-based information, to assist in making complex decisions, solving problems, and evaluating actions in adult and continuing education settings. Outcome 4 is common only to the M.S. Programs of Study in Adult and Continuing Education in which a student chooses to write a thesis.

4) Research in Adult and Continuing Education

The student will demonstrate a general knowledge of the methods of educational research and data analysis, apply specific appropriate methods and conduct original research the field of adult and continuing education.

Department: Education: Educational Administration and Leadership

Degree Program Title: M.S. in Adult and Continuing Education

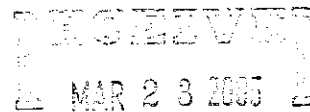
Evaluative Rubric for Degree Program Assessment Plans

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



BY:

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

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: M. S. 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

Evaluative Rubric for Degree Program Assessment Plans

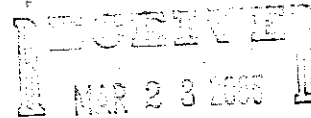
Degree Program Title: M.A. Adult & Continuing Education

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Date of Decision: _____

Decision (check one):

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



BY: _____

Feedback on immediate actions that are needed before approval:

Vague. Program needs to clarify how they plan to use the courses listed & measure discussion to assess of the SLOs.
Are all the courses listed to be used to measure each outcome?
How will the mean 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' level goals & measurements from the doctorate?

Last revised 11/1/04

Of your SLOs listed on rubric match university
Wide goals better than indicated. Some of your SLOs
will demonstrate skills and/or professionalism.

Department: Educational Leadership - Adult and Continuing Ed. Evaluative Rubric for Degree Program Assessment Plans
 Degree Program Title: M.S. Adult and Continuing Educ.

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Department: Ed. Leadership - Adult and Continuing Ed.
Degree Program Title: M.S. Adult and Continuing Educ.

Evaluative Rubric for Degree Program Assessment Plans

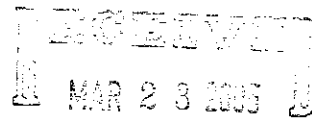
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Feedback on immediate actions that are needed before approval:



BY:

I am not sure that it is sufficient to simply promise that data will be collected, interpreted, reviewed. Also there's the promise that there will be revision.

There just isn't any specific information. The answer to the question on the process for implementing revisions is one sentence of approximately 30 words.

I have no doubt that the program has "regular and routine discussions" of these outcomes. However, as an outsider, looking in I see no specifics for data collection and interpretation. There's also no discussion of the process for making revisions.

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

The assessment document clearly outlines the SLOs and states what I believe are strong assessment methods for each SLO. I just can't evaluate what will happen after that.