

MASTER OF SCIENCE IN ADULT EDUCATION PROGRAM ASSESSMENT PLAN

The Commission of Professors in Adult Education (CPAE) recommends that each program creates and maintains statements that express the mission, purpose, and scope of the Adult Education Program and alignment with the institution's mission. (See attached Mission Statement for the Department of Adult Education.) In addition, the CPAE recommends that each program infuse the following three goals into their practice:

- 1. The values, ethics, or principles which inform the practice and scholarship of the Adult Education Program.***
- 2. The commitment to and understanding of diversity and inclusion.***
- 3. A strategic plan which sets forth statements about goals for improvement, change and future directions.***

The faculty of the Adult Education Department at Buffalo State is deeply committed to the values, ethics, and principles of the field of adult education, including an abiding commitment to understanding, teaching, researching, and publishing scholarship in these areas. Table 1 and Appendix A demonstrate how the curriculum inculcates these ethics, values, and principles into the student learning outcomes. This Assessment Plan addresses the value we place on self-study, constituent input, and ongoing rigorous assessment and improvement. As a result, we update the assessment plan each semester to reflect the ways in which we address curricular, student, and stakeholder needs and issues.

Internal Review Process:

Consistent with the CPAE recommendations, the Adult Education Program at Buffalo State engages in an internal review of our Program Objectives and Student Learning Outcomes with each new set of CPAE recommendations. In addition, we review the program structure and review at least every three years to ensure that we remain consistent with CPAE standards and to horizontally and vertically integrate our core courses as professors tweak course offerings by changing textbooks, assignments, and formats.

The Adult Education faculty members assess the program based on four criteria that build on one another. We refer to these criteria as Assessment Tiers to underscore the fact that each criterion derives from the previous criteria.

Tier 1: Do the student learning objectives established by the Adult Education Department for the M.S. in Adult Education satisfy the “Standards for Graduate Study in Adult Education” published by the national Commission of Professors in Adult Education (CPAE)?

Student Learning Outcomes for each of the required courses are to be consonant with the CPAE standards. The faculty has translated the CPAE standards into our program objectives and, in turn, the student learning outcomes in the MS in ADE program. The program objectives for the M.S. in Adult Education are derived from the “Standards for Graduate Study in Adult Education” published by the national Commission of Professors in Adult Education (CPAE). (See Table 1.)

TABLE 1.

CPAE Standards for Core Curriculum Areas in Graduate Adult Education Studies	Core/Required Curriculum for the Master of Science in Adult Education that Addresses CPAE Standards
Introduction to the fundamental nature, function, and scope of adult education.	ADE 500 – Introduction to Adult Education ADE 600 – Adulthood and Development ADE 605 – Historical, Social, & Philosophical Founds. Of Adult Education.
Adult learning and development.	ADE 600 – Adulthood and Development ADE 655 – Diversity in Adult Education and Training
Adult education program processes— planning, delivery, and evaluation.	ADE 608 – Instructional Design ADE 610 – Methods of Adult Education
Historical, philosophical, and sociological foundations.	ADE 605 – Historical, Social, & Philosophical Founds. Of Adult Education
Overview of educational research	ADE 689 – Methods and Techniques of Educational Research
Introductory study of how technology influences adult education	ADE 500 – Introduction to Adult Education This standard is infused throughout the program since our program is offered online and utilizes and reflects upon the influence of those new technologies on adult education.

Student Learning Outcomes are derived from the Program Objectives, which, as demonstrated above, are consonant with CPAE standards. See Appendix A.

Tier 2: How successfully are students learning and synthesizing the program’s learning objectives?

The faculty review evidence of students’ mastery of the core student learning objectives through the culminating requirement of an essay examination. The essays focus on students’ demonstrated ability to synthesize content learned through the entire program with their own research by analyzing and reflecting upon significant educational issues that have or will influence their practice as adult educators.

Because the comprehensive examination is based not only on command of course work, but upon research, students are given six weeks to write the essay responses. The comprehensive examination is offered in both the fall and spring semesters. Essay examination questions change each semester.

The rubric used to score each essay response appears in Appendix B. In order to pass the examination, students must receive “acceptable” ratings on each essay.

Tier 3: How successful is the program in meeting the students' perceived academic needs?

The faculty undertake a student survey bi-annually, which means that each group of students contributes to the survey one time. The next survey will be conducted in Spring 2015.

In Spring 2013 ADE conducted a survey designed by the faculty to determine learning, and program format preferences of the students enrolled in the any of the adult education programs or courses and the extent to which students are satisfied that the program is meeting their academic learning needs.

Tier 4: How successful is the program in meeting the needs of the community who will hire our graduates?

To determine the extent to which graduates of our programs are perceived as competent within their communities of practice, the ADE program surveys all internship site supervisors at the end of each semester's course. Initially we developed a evaluation tool that was mailed to all supervisors. However, since competence in evaluation design is an important skill for adult educators, two years ago we decided to have each intern develop the evaluation tool to be administered to his or her internship supervisor. Although this approach is necessarily less uniform, it has been an excellent learning experience for the interns.

Appendix A

Program Objectives	Major Student Learning Outcomes STUDENTS WILL:	Program Arena for Assessing Student Learning Outcomes	Assessment Methods
<p>Providing a broad survey of the discipline and practice of adult education, focusing specifically on the fundamental nature, function, and scope of adult education.</p>	<p>Differentiate between the various orientations that inform adult education practice.</p> <p>Reflect on an adult education system from outside the United States.</p> <p>Construct a unique definition of adult education and describe one's positionality within the field.</p> <p>Delineate between major providers and programs.</p>	<p>ADE 500 Comp Exam</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p>
<p>Providing historical, philosophical and social concepts that have led to the development of the field of adult education.</p>	<p>Analyze and compare historical philosophical approaches to adult education among various historical populations in the U.S.</p> <p>Research contemporary contexts in which these philosophical approaches still hold sway.</p> <p>Discriminate among the above approaches and justify synthesizing various approaches into practical teaching and research methods.</p> <p>Synthesize the above approaches, demonstrating knowledge through contemporary research application.</p>	<p>ADE 500 ADE 605 Comp Exam</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p>
<p>Fostering understanding of the learning needs and opportunities of adult and nontraditional learners in a modern technological society.</p>	<p>Articulate and apply the four-part typology of adult development: biological, psychological, sociological, and integrative.</p> <p>Understand current research on cognitive development, intelligence, memory, cognition, and the brain.</p> <p>Apply various integrative techniques in theory and practice.</p> <p>Critically reflect on the importance of adulthood and development in their academic program and workplace.</p>	<p>ADE 500 ADE 600 Comp Exam</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p>
<p>Providing a foundation in the development, delivery, and assessment of adult and human resource development programs in a variety of settings.</p>	<p>Formulate and use various instructional design models.</p> <p>Construct learning objectives using Bloom's Taxonomy and Fink's Learning Goals.</p> <p>Support traditional and SLE learning objectives and goals with activities.</p> <p>Evaluate and select appropriate assessment tools.</p> <p>Assess ethical and cross-cultural issues affecting instructional design professionals and provide mitigating strategies.</p> <p>Understand the settings in which adult learning takes place: formal, non-formal, and informal.</p> <p>Recognize and respond to the variety of learning style preferences of adults.</p> <p>Identify and implement a variety of teaching philosophies and styles.</p> <p>Utilize methods and materials that facilitate adult learning.</p>	<p>ADE 608</p> <p>ADE 610 Comp Exam</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p> <p>Application of learning in internship</p>

	<p>Use specific techniques and aids to achieve learning goals and objectives.</p> <p>Critically reflect on the importance of adult teaching and learning in their academic program and practice.</p>		
<p>Develop adult education and human resource development professionals to serve as both change agents and learning facilitators by integrating theory and practice.</p>	<p>Demonstrate knowledge of cultural and identity groups which comprise the cultural mosaic in American adult education.</p> <p>Analyze how race, ethnicity, class, gender, sexual orientation, and national origin influence teaching, learning, and providing educational services to adults.</p> <p>Demonstrate analytical skills in the study of socio-cultural dimensions of adult education.</p> <p>Analyze learning theories applicable for diverse learners in schools formal, non-formal, and informal contexts.</p> <p>Synthesize the above knowledge into age-appropriate teaching tools for adults.</p>	<p>ADE 655 Comp Exam Questionnaire for Internship Supervisors</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p> <p>Application of learning in internship</p> <p>Analysis of results of internship evaluations from internship supervisors</p>
<p>Provide an environment for research and application in the field of adult education.</p>	<p>Understand how research designs, methodologies, and measurement strategies are selected to answer research questions.</p> <p>Assess the strengths and weaknesses of quantitative and qualitative research approaches, including sensitivity to ethical, multicultural, and diversity issues.</p> <p>Evaluate published research studies in terms of quality of design and soundness of evidence.</p> <p>Identify a significant research problem in the field. Locate, interpret, analyze and synthesize a body of literature to develop an argument for education policy or practice that addresses the problem.</p>	<p>ADE 689 Comp Exam</p>	<p>Course work and end of semester grading of course work</p> <p>Comp exam scored and outcomes are assessed for necessary program changes</p> <p>Application of learning in internship</p>

APPENDIX B

Comprehensive Examination Rubric

Pass	5 = All three categories are exemplary 4 = Two categories are exemplary and one is acceptable 3 = One category is exemplary, and two are acceptable 2 = All categories are acceptable
Fail	1 = One category is unacceptable; two are acceptable 0 = Two or more categories are unacceptable

	Exemplary	Acceptable	Unacceptable	Score
Quality of Content	Information clearly relates to the question(s) is accurate and meaningful. Information includes supporting details and examples (scholarly references). Key elements are expressed with understanding. Command of the literature is highly evident.	Information relates to the question (s) and is correct and coherent. Key elements are present (scholarly references). Command of the literature is evident	Information does not completely answer the question. Limited or no examples given to support (scholarly references) Limited details present. Key elements missing.	
Critical & Reflective application to Adult Education	Not only is the content correct and insightful, but it also indicates critical and reflecting thinking with extensive application to promote Adult Education. Ability to defend ideas.	Critical and reflective thinking is evident in some of the responses. Application to Adult Education is evident in some of the responses but not all. Ability to state ideas with some supporting rationale	Responses more factual with little critical/reflective application to Adult Education.	
Written Communication Skills	Information is organized with well-constructed paragraphs. There are no mistakes in grammar, spelling, citations, and formatting.	Information is organized and there are few mistakes in grammar, spelling, citations, or formatting	Information is disorganized or unclear. There are several mistakes in grammar, spelling, citations, or formatting.	
Total for column				