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## Adult & Higher Education (AHE) Closing the Loop Report 2014-15

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#### Section 1: Program Assessment Plan Transition Point Assessments

For fall 2014, there were 52 AHE students registered out of 62 active students in the program (active” meaning those students attending three academic quarters in a single year). 19 students graduated in 2014-15. The make-up of the AHE program in Fall 2014 is similar to 2013 and shows the average student is female (67%), white (85%), and employed, attending the program on a part-time basis. Diversifying the program is part of a larger effort of both the Department and Woodring. To this end, since 2014, curriculum changes were made and implemented to focus on diversity issues, including adding two new courses focused on diversity and under-represented students (AHE 375 and AHE 555). With an existing course (AHE 554) revised to focus on diversity, there are now three AHE courses devoted exclusively to multicultural education.

Admission	<p>There is no minimum MAT score for acceptance. Internal policies are that if MAT scores are low, applicants are interviewed. The minimum GPA for admission is 3.00 and if students score slightly below this they may be provisionally admitted to AHE or given a chance to non-matriculate for one quarter to raise their GPA to acceptable admission standards.</p> <p><u>Admission Data</u></p> <table style="width: 100%; border: none;"> <tr> <td>Number of Applicants:</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Number of Accepted/Admits:</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Number of Matriculated:</td> <td style="text-align: right;">21</td> </tr> </table> <p><u>GPA Data</u></p> <table style="width: 100%; border: none;"> <tr> <td>Average GPA of Applicants:</td> <td style="text-align: right;">3.48</td> </tr> <tr> <td>Average GPA of Accept/Admits:</td> <td style="text-align: right;">3.56</td> </tr> <tr> <td>Average GPA of Matrics:</td> <td style="text-align: right;">3.51</td> </tr> </table> <p><u>MAT Test Data</u></p> <table style="width: 100%; border: none;"> <tr> <td>Average MAT of Applicants:</td> <td style="text-align: right;">402</td> </tr> <tr> <td>Average MAT of Accept/Admits:</td> <td style="text-align: right;">407</td> </tr> <tr> <td>Average MAT of Matrics:</td> <td style="text-align: right;">408</td> </tr> </table> <p>Although historically there has been a range of quality among students applying to and admitted to AHE, this year’s admissions profile demonstrates that students are attracted to, and entering the program with good academic backgrounds and are well-prepared to learn.</p>	Number of Applicants:	27	Number of Accepted/Admits:	25	Number of Matriculated:	21	Average GPA of Applicants:	3.48	Average GPA of Accept/Admits:	3.56	Average GPA of Matrics:	3.51	Average MAT of Applicants:	402	Average MAT of Accept/Admits:	407	Average MAT of Matrics:	408
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Retention	<p>The average GPA of students in AHE in 2014-15 was 3.51, which was higher than the previous year and demonstrates that the students are performing well. The Graduate school tracks quarterly GPA (3.00) and notifies those students and the Director, if their grades dip below this</p>																		

	requirement.
Entry to Fulltime Internship or Culminating Project	Students must complete and pass all core courses before entering the culminating project course, AHE 588 Portfolio and Applied Research. AHE has no formal internship. However students take a “Field Experience” course (which is a program requirement, as of Fall 2015)
Completion	AHE 588 is the culminating project for the AHE program and entails portfolio assessment as designed by the team and which fulfills the entire program Learning Outcomes and Learning Objectives. More than one faculty member grades and assesses student projects and presentations. In 2014-15, nineteen (19) students completed/passed the AHE 588 course and graduated. AHE students, on average, take 12 terms to complete the program due to many students using waivers and the fact that most students in AHE are employed while studying.
Post Completion	Career services data (from 2014-15) show that 13/19 AHE students were employed upon graduating, in fields related to their studies.

## Section 2: Use of Data for Improvements of Programs and/or Operations

**Admission:** The 2014-15 data demonstrates a rise in both acceptances and admitted students as well as GPAs (from 2013), although a slightly lower MAT score indicating that prospective students show promise in performing well in instructional settings. Starting in 2015, the AHE coordinator has begun to collect “lifecycle” data on prospective students, from hearing about the program to the Information Sessions to applying to AHE. An analysis of the 27 applicants showed that most heard about the program through word of mouth (from colleagues) while 11 heard about AHE through the website. While the former group consisted of “waivers” the latter group were “revenue” generating students. This data signals a need to continue to improve the website to attract more students. Since 2015, the AHE Coordinator has scheduled bi-quarterly Information Sessions for the faculty to meet and greet prospective students. These have been better attended due to the Coordinator’s contact system form. She is systematically tracking participation rates and following up with those who signed up for Information Sessions but did not attend. Through tracking these rates, we found that those who attended the Information Sessions are much more likely to apply to the program. The AHE team has also changed the marketing of the program to address the senior cohort in Human Services and there are more applicants from this program than before. Human Services students have training and understand social justice issues that AHE is emphasizing (since 2013) in all aspects of its programming. The AHE team is continuing to monitor and track the degree to which AHE is better “messaging” the program goals on its website to attract quality students. The pattern of attracting students with higher GPAs over the years generally demonstrates the newer policies and their implementation. This, in conjunction with new data collecting procedures and measures, will more likely ensure that students will perform well in instructional settings and complete the program in a timely manner. Reducing the number of non-matriculated students in the program with a new internal policy (implemented Fall 2015), which is equitable but more rigorous, was another advantage to ensure a capable and committed applicant profile.

**Retention:** Additionally, the AHE Coordinator tracks “stopped out” students and systematically contacts them as to whether or not they plan to return, offering support and encouragement for them to persist in the program. The AHE team also has bi-quarterly program meetings focused on student progress in addition to bi-monthly Coordinator meetings focused on student progress and issues so we can address these as soon as possible. In 2015 the AHE team began to evaluate the student orientations, with those new students giving feedback for improvement and

demonstrating that the sessions are generally successful in orienting and introducing them to WWU and AHE. In December 2014 and then again in 2015, the program team created an advisory committee and met with them to adopt and implement programmatic changes, which included generating more opportunities for students to develop their skills and knowledge in: research, leadership, and support structures. To this end, a mentoring program was initiated (to be developed in 2015-16 and beyond) which includes all of the aforementioned advisory recommendations. Additionally, the AHE Student retreat in spring 2015 focused on mentoring themes, following up from the advisory meeting, to initiate a greater support structure for students and enable students to better lead. These changes align to an AHE student survey conducted with 29 students in Spring 2015, demonstrating that changing the support structures were perceived as needed and valuable for the AHE program. A Curriculum Review, planned for Fall 2014 and which is currently being conducted (to also continue on an annual basis), will be used for identifying more courses to positively change and update the curriculum. This will have the effect of aligning to current trends and issues in the field as well as ensuring that the program is becoming more consistent in terms of quality. Finally, to complement the advisory committee recommendations on developing more research opportunities, as well as the survey demonstrating that 67% of students felt research was an imperative for their professions and doctoral pursuits, beginning Fall 2014 the work study and Graduate Assistant students have engaged in research activities with faculty. This enables them to receive mentoring and opportunities to develop their skills and knowledge bases in this area. The Graduate Assistant was awarded the Ross Travel Award from the Graduate School to help fund her attendance at a national Adult Education conference to present her research.

**Completion:** All AHE course syllabi clearly articulate learning objectives and which are normally in a bulleted list in all syllabi, identified as “course objectives.” No student can pass a course without fulfilling these objectives. Each syllabus contains systematic and clear criteria for assessing the degree to which students have met these objectives (i.e., rubrics or lists). Students are required to articulate in both oral and written form and in electronic and face-to-face formats the objectives, through graded discussions, presentations, and academic papers. All of the learning objectives for AHE are encapsulated in the culminating course, AHE 588, which demonstrates students’ comprehensive knowledge of the field of Adult & Higher Education. Students cannot graduate from the AHE program until they fulfill the requirements in this capstone course. In the Spring 2015, the program team changed the learning objectives to make the culminating projects for AHE 588 Portfolio and Applied Research more rigorous and applicable to students. To this end, more research documentation was added and the team will be interviewing faculty and students to assess the degree to which these changes have been effective. Each project and presentation is evaluated by at least two faculty members. Nineteen (19) students successfully completed AHE 588 and then graduated in 2014-15. Last but not least, the Sandy Daffron Scholarship fund was distributed in 2014-15 to a single mother student who is graduating this year.

**Post-completion:** Most students are employed both during and after their tenure in AHE. The Coordinator keeps updated contact information for alumni along with Career Services data to learn about the employment rates of AHE graduates. In addition, a quarterly program newsletter (prepared by the Graduate Assistant) profiles graduating students and discusses their experiences and aspirations. In 2015, alumni created an AHE Facebook page for networking purposes. Of the 19 students who graduated in 2014-15, thirteen (13) are employed full-time in a job related to their studies, one (1) is employed part-time in a job related to their studies, one (1) is attending a doctoral program, one (1) is applying for a masters program, and three (3) are still seeking employment. This is a typical pattern among AHE graduates.