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Adult & Higher Education (AHE) Closing the Loop Report 2016-17

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Section 1: Program Assessment Plan Transition Point Assessments

For fall 2016, there were 59 AHE students registered out of 63 active students in the program ("active" meaning those students attending three academic quarters in a single year), which shows an increase from the previous year. 22 students graduated during the year, 16-17, which also shows a rise in graduation rates with the previous year. The make-up of the AHE program in the Fall 2016 shows additional increases in both under-represented students (especially Latino/as) and male students, noting too, that there is an overall increase in enrollments. 69% are female (last year it was 78%) and white (last year it was 84%), and most are employed, attending the program on a part-time basis. There is a continued pattern, too, of younger students who have entered the program, from the previous year.

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><tbody><tr><td>Number of Applicants:</td><td>37</td></tr><tr><td>Number of Accepted/Admits:</td><td>31</td></tr><tr><td>Number of Matriculated:</td><td>28</td></tr></tbody></table> <p><u>GPA Data</u></p> <table><tbody><tr><td>Average GPA of Applicants:</td><td>3.39</td></tr><tr><td>Average GPA of Accept/Admits:</td><td>3.45</td></tr><tr><td>Average GPA of Matrics:</td><td>3.46</td></tr></tbody></table> <p><u>MAT Test Data</u></p> <table><tbody><tr><td>Average MAT of Applicants:</td><td>406</td></tr><tr><td>Average MAT of Accept/Admits:</td><td>406</td></tr><tr><td>Average MAT of Matrics:</td><td>405</td></tr></tbody></table> <p>Although historically there has been a range of quality among students applying to and admitted to AHE, this year especially, the profile demonstrates that students are attracted to, and entering the program with good academic backgrounds and are well-prepared to learn. Noticeable this year was that the average GPA of students who applied and got accepted was higher than last year.</p>	Number of Applicants:	37	Number of Accepted/Admits:	31	Number of Matriculated:	28	Average GPA of Applicants:	3.39	Average GPA of Accept/Admits:	3.45	Average GPA of Matrics:	3.46	Average MAT of Applicants:	406	Average MAT of Accept/Admits:	406	Average MAT of Matrics:	405
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Retention	The average GPA of students in AHE in 2016-17 is 3.46 and demonstrates that students are performing well in their academic course work. The Graduate school tracks quarterly GPA (3.00) and notifies those students																		

	and the Director, if their grades dip below this 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, which was made more rigorous (in 2015). AHE has no formal internship. However students take a “Field Experience” course (which was a new program requirement, as of Fall 2015) due to the noticeable pattern of younger students entering AHE with less career experience.
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 2016-17, 22 students completed/passed the AHE 588 course and graduated, which is a slight rise from last year (19 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 2016-17) is not yet available (until Spring 2018) but, as data from previous years shows, most students are employed upon graduating, in fields related to their studies.

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

Admission: In 2016, the AHE coordinator continued to collect and analyze “lifecycle” data on prospective students (from hearing about the program to the Information Sessions to applying and becoming admitted to AHE). This year there was a rise in those interested in the program and we saw more students shifting from one stage to the next without bumps. An analysis of the 37 applicants during this year showed that 21 attended the Information sessions. Less than half of the applicants heard about the program through word of mouth (from colleagues) while most of them found out about AHE through the website; this is a complete shift from the normal pattern of how students hear about the AHE program. While the former group consists mainly of “waivers” the latter group are often “revenue” generating students. The data from this year showed that revenue-generating students were applying to the program at greater rates. The AHE Coordinator has continued this year to schedule bi-quarterly Information Sessions for the faculty to meet and greet prospective students and this was the first year that face-to-face Information sessions were given, which captured more WWU graduating students. These have been better attended due to the Coordinator’s contact system form and advertising. We have continued to reduce the number of non-matriculated students in the program by vetting them from the beginning application stages, with the new internal policy (implemented Fall 2015), which is another way to ensure a capable and committed applicant and admission profile. While the MAT score among applicants continues to drop from previous years, it is clear from the data, this has had no effect on the matriculated GPAs nor the graduation rates. Therefore, it is unclear whether or not the MAT score has much bearing on whether or not a student is prepared to study in the AHE program.

Retention: During 2016-17, the AHE Coordinator continued to track those students who ‘stop out’ and systematically contacts them as to whether or not they plan to return the quarter that they leave, with the director emailing them directly offering support and encouragement to persist in the program after that point. The AHE team in 2016-17 did not have bi-quarterly program meetings due to the only other faculty member (in AHE) being on sabbatical. Program changes however continued to take place. For example, the mandatory orientations this year

were changed to increase social interactions among students and give them time to form a small community. The new Orientation was evaluated twice and shown to be effective. The AHE Student Retreat in the spring of 2017 focused this year on activism and adult education, with students from the AHE 578 program development course designing and implementing interactive workshops on activism, covering topics such as: identities, art & philosophy, political rights, and education. Speakers who are community organizers along with students led discussions and the retreat was well attended and received. The retreat continued the themes from last year on diversity, social justice and leadership. The graduate school committee submitted their 5-year review recommendations in the Fall 2016 and the response focused on several action points involving student engagement such as establishing advising systems that will be focused on in 2017-18.

Completion: Students are required to articulate in both oral and written forms and in electronic and face-to-face formats the objectives of AHE in the capstone course, AHE 588, through graded discussions, presentations, and academic papers. All of the learning objectives for AHE are encapsulated in this 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. Projects are evaluated by at least two faculty members. 22 students successfully completed AHE 588 and then graduated in 2016-17. Last but not least, the Sandy Daffron Scholarship fund was distributed in 2016-17 to one single mother student who graduated in Spring 2017.

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. The Career Services data is not yet available but, like previous years, it is safe to say most of the AHE students are employed in a field related to their studies.