

**Adult & Higher Education (AHE) Closing the Loop Report 2017-18**  
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Section 1: Program Assessment Plan Transition Point Assessments

For Fall 2017, there were 59 AHE students registered out of 65 active students in the program (active” meaning those students attending three academic quarters in a single year and planning to take future courses), which shows a stable pattern from the previous year. 14 students graduated during the year, 17-18, which demonstrates good completion rates. Although this number decreased from last year (when 22 graduated), there was a “bubble” effect due to the amount of students we had in AHE that needed to graduate. The make-up of the AHE program in the Fall 2017, is part of a larger pattern over the last few years, of showing small but steady increases of students of color, approximately 22%. 75% are female (last year it was 69%), 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, as well as students who come from more southern counties in Washington, including: Skagit (8), Snohomish (10), Island (1), and King (6). This increased geographic spread may in part be due to the high costs of the other two private southern Washington adult education programs (Antioch and Seattle University) and/or the AHE homepage changing to target King County populations.

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> <p>Number of Applicants: 27</p> <p>Number of Accepted/Admits: 22</p> <p>Number of Matriculated: 22</p> <p><u>GPA Data</u></p> <p>Average GPA of Applicants: 3.44</p> <p>Average GPA of Accept/Admits: 3.53</p> <p>Average GPA of Matrics: 3.53</p> <p><u>MAT Test Data</u></p> <p>Average MAT of Applicants: 404</p> <p>Average MAT of Accept/Admits: 404</p> <p>Average MAT of Matrics: 404</p> <p>The admissions data shows decreases in the amount of students applying to the program in 2017/18 but of those who applied, accepted and matriculated this year, the GPAs in all categories were higher from the previous year. The decrease in applications and enrollments, especially in the Spring term 2018 may have been because the director was on “special leave” in the Fall, 2017 due to a Fulbright and/or because in the</p>
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	<p>previous year there was a surge in both graduating and new students. In any case, the steady applications and enrollment of 17 students in Fall 2018 and the incoming applications for Spring of 2019 indicate a steady pattern of new students interested in and attending AHE. Although historically there has been a range of quality among students applying to and admitted to AHE, this year and several years back demonstrate a new profile of students that are attracted to, and entering the program with good academic backgrounds and are well-prepared to learn. It appears that each year there is an increase in the GPAs of students who apply and become admitted to AHE.</p>
Retention	<p>The average GPA of students in AHE in 2017-18 is 3.53 and demonstrates that students are performing well in their academic course work. There is also a slight increase from last year (3.46). The Graduate school tracks quarterly GPA (3.00) and notifies those students and the Director, if their grades dip below this requirement.</p>
Entry to Fulltime Internship or Culminating Project	<p>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 mandatory “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.</p>
Completion	<p>AHE 588 is the culminating project for the AHE program and entails portfolio assessment as designed by the team and which fulfills the program’s Learning Outcomes and Learning Objectives. It was updated in 2015 and has continued to be made more rigorous. More than one faculty member may grade and assess student projects and presentations. In 2017-18, 14 students completed/passed the AHE 588 course and graduated, which, although down from the previous year due to a “bubble effect,” it shows stability with the year before that, where 19 students 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.</p>
Post Completion	<p>Career services data from 2016-17 demonstrate that 79% of the students were employed with the major sector education and employer as WWU. This figure coincides from previous years showing most students are employed upon graduating in fields related to their studies. At least one student, the GA (17-18), has gone on to do doctoral work. The 2017-18 data will be available in the Spring 2019:  <a href="https://www.wvu.edu/careers/graduateoutcomes.shtml">https://www.wvu.edu/careers/graduateoutcomes.shtml</a> see also:  <a href="http://www.wvu.edu/careers/1617_masters.shtml">http://www.wvu.edu/careers/1617_masters.shtml</a></p>

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

**Admission:** In 2017-18, 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). An analysis of the 27 applicants during this year showed that 13 attended the Information sessions, which comprises nearly half of all applications and demonstrates the efficacy of these bi-quarterly sessions. Of those who attended the Info sessions, most of them heard about the program through word-of-mouth (from colleagues) which is a typical pattern for the waiver students, many of who work in the community college system and

at WWU. The “revenue” based students almost always rely first on the website for basic information about the program. The AHE Coordinator has continued this year to schedule Information Sessions for the faculty to meet and greet prospective students and we have continued the annual Face-to-Face Info sessions which capture more WWU graduating students, especially in Human Services. The Info sessions 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 slightly drop from previous years, it is clear from the data, this has had no effect on the matriculating GPAs of students in AHE, which has even increased over the years. 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 2017-18, 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 to offer support and encouragement to persist in the program. The AHE team in the Fall 2017 did not have bi-quarterly program meetings due to the director being on a special leave. However, prior to her leaving, the Chair and director decided to follow out the 5-year Graduate School review Action Plan, to design an advising system, for which the Chair led the meeting in the Fall, and which the director then implemented upon her return in January 2018. During the next six months the two TT faculty members advised their 30+ /each AHE advisees through a new Canvas system that explained the logistics, availability, and philosophy of advising. Additionally, an advising course was designed to supplement the new advising system and offered to those AHE students on the Higher Education route (in Fall 2018). The AHE Student retreat in the spring of 2018 continued the focus on adult education and activism with students from the AHE 578 program development course designing and implementing interactive workshops on topics such as: identities, art & philosophy, political rights, and education. Speakers who are community organizers along with students led discussions. Since this was the second year of this theme and the retreat was held over mother’s day weekend, there was a smaller attendance than the previous year and so it was decided that the 2019 retreat, after a survey had been conducted, would focus on professional networking and diversity issues, in addition to aligning with the grad school symposium in Spring 2019. In the annual student satisfaction survey, with a large sample size composing over half of the AHE student body, questions were added that related to student engagement. Significantly, 91% replied “yes” to the question, “Has AHE changed your life in a personal and/or professional way?”

**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 two faculty members, where needed. 14 students successfully completed AHE 588 and then graduated in 2017-18. In 2018 it was decided that only TT faculty will teach this course. Last but not least, the Sandy Daffron Scholarship fund was distributed in 2017-18 to one single mother student who graduated in Spring 2018.

**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, when

it is available 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 has a lag in available data but, like previous years, it is safe to say most of the AHE students are employed in a field related to their studies.