

Adult & Higher Education (AHE) Closing the Loop Report 2018-19
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Section 1: Program Assessment Plan Transition Point Assessments

For Fall 2018, there were 55 AHE students registered out of 63 active students in the program (active” meaning those students attending three academic quarters in a single year and planning to take future courses), which is a slight decrease from the previous year. 14 students graduated during this academic year, which demonstrates a stable completion rate pattern from the previous year. The make-up of the AHE program in the Fall 2018, is part of a larger pattern over the last few years, of showing small but steady increases of students of color, approximately 22% both last year and this year. This might be because the program has now marketed for two years to other counties throughout Washington, other than Whatcom. This year, more students were from Skagit (9) than last year. Also King County showed an increase this year (8), from 6 last year. Snohomish County and Island students have remained at the same level. In 2018, 46 students are female, and 17 are male. Almost all of AHE students are employed, attending the program on a part-time basis. 49 students receive tuition waivers (77%) with higher numbers of employee waiver students now coming from WWU (17 this year) and with increasingly smaller numbers of revenue students over the last year (23%). There is a continued pattern, too, of younger students (in their 20s) who have entered the program since 2015.

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: 32 Number of Accepted/Admits: 27 Number of Matriculated: 27</p> <p><u>GPA Data</u></p> <p>Average GPA of Applicants: 3.30 Average GPA of Accept/Admits: 3.37 Average GPA of Matrics: 3.37</p> <p><u>MAT Test Data</u></p> <p>Average MAT of Applicants: 411 Average MAT of Accept/Admits: 410 Average MAT of Matrics: 410</p> <p>The admissions data shows increases in the amount of students applying to AHE. Last year, there were 27 applicants and this year, 32. Also, there was a fair amount of vetting of students, with 5 students not accepted or admitted due to both lower GPAs and deferrals.</p>
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	The GPAs in all categories were slightly lower this year than the previous year. Yet the admit and matric rates are slightly higher than the applicant GPA score. MAT scores were about the same, slightly higher this year than last. Overall, there is a stable pattern of applying and admitting over the last couple years. 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.
Retention	The average GPA of students in AHE in 2018-19 was 3.37 and demonstrates that students are performing well in their academic course work, although a slight decrease from the last year. 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) and which the director, for the first time, is now scheduled to teach (in 19/20). 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.
Completion	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 to be more rigorous, and since 2018, the assignments were further revised and only the director and the other TT faculty are teaching it. More than one faculty member may grade and assess student projects and presentations. In academic year 2018-19, 18 students completed/passed the AHE 588 course, which shows stability with the year before that. 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 2018-19 demonstrate that most of the students (79%) were employed especially within the education sector. This figure coincides from previous years showing 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: The AHE Coordinator continues 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 32 applicants during this year showed that 14 attended the Information sessions, which comprises close to half of all applications and demonstrates the efficacy of these bi-quarterly sessions. Of those who attended the Info sessions, 13 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 as

well as an annual career faire. 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.

Retention: During 2018-19, 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. During the Fall of 2018, the advisors continued to contact each of their 30+ / AHE advisees through a Canvas system that was developed the previous year and appears to be useful to students, particularly receiving information and applying it to their studies, demonstrated by the last survey conducted by AHE GSAC. The Orientation of 2018 was only slightly changed from the previous years because the evaluations we received in 2017 were overwhelmingly positive. However this year, we allowed for more social time and lengthened this aspect. The Evaluations showed that the student panel at the Orientation was the most popular aspect. The AHE Student retreat in the spring of 2019 focused on a topic that was culled from the AHE students in a survey taken in the Fall, focused on, "Professional Networking, Conferencing, and Diversity" and involved speakers focused on helping students develop academic and professional products for conferences and generally about professional issues and diversity: <https://wce.wvu.edu/ahe/events> . AHE 578 program development students designed and implemented interactive workshops on this topic. Two speakers who are professional education leaders of diverse backgrounds gave lectures and led students in discussions. Evaluations of the retreat showed an appreciation for the input of the speakers, the social parts, such as being able to converse together, and the value of giving talks at conferences. An annual student satisfaction survey, although a smaller sample size than the previous year, showed a higher satisfaction with advising than the previous year with some improvement needed surrounding contacting advisees. Students felt that feedback from faculty had improved as well, which was related to the director focusing on this aspect in quarterly team meetings and monitoring discussions of all faculty on Canvas the entire year. In answer to the question, "Does AHE offer you a sense of community?" 15/21 students said 'yes,' and then explained. The research orientation of the program has been highlighted since 2015 which appeals to 15/21 students who either definitely or possibly saw it as relevant to their professional goals. Similar to the previous year 19/21 participants answered "yes" to the question, "Has AHE changed your life in a personal and/or professional way." These responses to the survey, although only 33% of the AHE student population, appeared to show increases in academic and social engagement indicators. The AHE program continued to use the "Action Plan" in the Graduate School Council Review, which was approved by its Chair in 2017, to monitor student engagement and experience and improve their academic performance. Last but not least, the Sandy Daffron Scholarship fund was distributed in 2018-19 to one single mother student.

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 one faculty and sometimes two, if needed. From Spring of 2018, it was decided to make AHE 588 more rigorous and accessible to graduating students. It was upgraded by the director and the AHE team to be more rigorous and have a seamless sequence between assignments.

18 students successfully completed AHE 588 and then 14 graduated in 2018-19. Since the previous year, only TT faculty teach this course.

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) that goes to alumni and current students profiles soon-to-be graduating students and discusses their experiences and aspirations. The retreat is also another way to learn about alumni experiences who come regularly to the annual AHE retreat. The Career Services data has a lag data but, like previous years, it is safe to say most of the AHE students are employed in a field related to their studies.