Caffarella and Daffron (2013 – in process) acknowledge, “Program evaluation is most often defined as a process used to determine whether the design and delivery of a program were effective and whether the proposed outcomes were met.” Both a systematic and informal evaluation process is important and continuous throughout the life of a program. Formative evaluations are conducted with the purpose of changing a program while it is in progress and keeps within good practices of adult education. Adult education principles and assumptions put the learner directly at the center of the educational program and assessment of the progress is measured in every step of the program planning. Kirkpatrick and Kirkpatrick (2007) see the central purposes that drive evaluation as data gathering and analysis for decision-making and accountability.

The CCE faculty conducted both formative and summative evaluations with the help of the CCE Student Advisory Committee and under the direction of two of the CCE Graduate Assistants. Students in the EDUC 501 Educational Research class in 2007 prepared and tested an instrument used for a 2-year program evaluation. That instrument was adapted and used again in the summer and fall of 2011 to survey the current CCE student assessment of the CCE program. The instrument was adapted to also survey satisfaction with the CCE program by alumni. Students in the program and alumni completed the survey instrument and the results were analyzed to provide an overall view of how students viewed the program and to gain insight into how well the CCE program had served those completing the program.

The data collected by the surveys was analyzed by the CCE Graduate Assistant and presented to Sandra Daffron and Stan Goto for their review and to prepare questions for focus groups to further assess the CCE program. Experienced facilitators from the Student Affairs Administration in Higher Education program conducted four focus groups in the spring of 2012, two with CCE students who were randomly selected to participate and two groups of alumni randomly selected. The two groups of current CCE students focused on the classes and whether or not they met the Student Learning Outcomes set out for each of the classes. Discussions were held about the professional development activities of the program and the use of technology to provide flexibility and accessibility for the students. The two groups of alumni discussed the viability of the CCE degree in the marketplace, the inclusion of the alumni in CCE activities and suggestions for any change needed in the CCE program. Alumni were asked to comment on the use of technology in the CCE program to make it flexible to a larger audience.

The assessment of the CCE program was conducted for three purposes. This year the CCE program went through a 5-year review by the WWU Graduate Council. The data collected was presented to the review committee this spring of 2012. The assessment data was collected with the expectation
of a graduate program review by the Provost’s Office for determining continuation of graduate programs. Data collected for the Provost’s review was extensive and is ready when that review occurs. The third purpose of the assessment was to give CCE faculty the opportunity to hear about satisfaction with the CCE program, with problems that need correcting, and to see what changes ought to be made to meet the demands of a global marketplace.

The summary of the data and focus group discussions shows the CCE students to be enthusiastic about the program with emphasis on the flexibility and accessibility of the program. Students commented on the positive aspect of turning theories into practice and the involvement of service learning type activities in the classroom. CCE students and alumni feel a strong sense of community and seem to appreciate the opportunities to grow professionally through research, special group projects, program planning of educational programs, publications, presentations at national and international events and the link of alumni to students. The CCE program provides job information and students and graduates of the program are employed in the field at over 87%.

Students and alumni suggested a need for more faculty to keep the program at the level of quality it is now. Faculty are not always able to respond quickly to requests of students and the students would like more feedback on their work. The suggestion was made by many that the name of the program is confusing and suggested changing it to a name that was more transparent about the actual degree. Other suggestions were made to help make the distance learning program, that starts in Fall 2012, successful.

**Section I: Program Assessment Plan Transition Point Assessments**

<table>
<thead>
<tr>
<th>Admission</th>
<th>GPA of 3.0, GRE or MAT results, Positive references from 3 persons, letter of intent</th>
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<tbody>
<tr>
<td>Retention</td>
<td>Minimum GPA, completion of assignments, participation in discussion groups, completion of course assignments on time and to meet class standards, incompletes – work assignment completed within 1 year; complete all work within 5 years</td>
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<tr>
<td>Culminating Project</td>
<td>Assemble an e-portfolio of philosophy of education paper, synthesis statements on meeting the 9 student learning outcomes with evidence of work; write a proposal for practical research that meets the standards set forth in the class; present at Oral Defense to answer questions about the e-portfolio and a presentation of the proposed practical research to faculty and answer questions about the proposal</td>
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<tr>
<td>Completion</td>
<td>Minimum GPA, passed culminating project, fulfilled any incompletes for a total of 52 credits</td>
</tr>
<tr>
<td>Post Completion</td>
<td>Can participate in professional activities on a voluntary basis; participate in assessments of the CCE program</td>
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Section 2: Use of Data for Improvements of Programs and/or Operations

The data collected in the program review of 2011-12 suggests a summary of changes needed to the CCE program. Examples:

- Faculty provides more immediate responses to requests for advising or meetings with students
- Add more faculty or adjunct faculty to the program with the expected growth from the Distance Learning program
- Prepare a list of expectations for all students for technical ability to handle the CCE program and lists of equipment needed to participate in the hybrid and distant learning classes
- Change the name of the program to be more transparent
- Review the satisfaction with the Distant Learning CCE program within the first and second years