Adult Education EdM Program
Action Plan
April 23, 2013

As stated in our new strategic plan, OSU College of Education is committed to understanding and facilitating learning-focused solutions to significant 21st century societal issues. We address these issues transdisciplinarily with the goal of creating evidence-based solutions for life-long learning. In addition, we are committed to preparing the next generation of learning leaders capable of navigating a rapidly changing landscape of learning environments. Adult Education is a significant component of our mission to develop and share understandings that encompass multiple settings with the goal of building human capacity across all ages from childhood through adulthood. As the vehicle through which we prepare leaders to address the needs of adult learners in diverse settings, the Adult Education EdM is critical to the mission of the College of Education.

The Adult Education Program faculty have reviewed the Graduate Review Team’s report individually, and discussed it as a group during our January 15 faculty meeting. We appreciate the work and recommendations of the external reviewers and the Graduate Review Panel, and believe that this report provides a helpful framework for improving the Adult Education Program. The present document represents the collective input of the Adult Education faculty and comprises our response to the seven recommendations and outlines an Action Plan for moving forward.

Before sharing our responses, however, we want to note one very important outcome of the Review Team’s visit in November. In carefully considering the Review Team’s report we gained a profound clarity regarding where the program has been, where it is now, and where it needs to go in the future. In particular, the recommendation regarding professional organizations resulted in a frank conversation about who we really are and what population we serve.

At its inception, this program was designed to provide advanced degrees for professionals in the Adult Education field (GED, Adult Basic Education, ESL, now referred to as Developmental Education), as well as people from business and industry. At that time, however, the Adult Education participants outnumbered the others and set the focus for the program. As the years progressed, our students and their needs changed, resulting in a gradual shift in the focus of their work, along with a concurrent shift in the focus of the EdM. In discussing our responses to the recommendations, we realize that the program has evolved to meet the current need for professional development in workplace learning/education/training. Our students are coming to us from: 1) the corporate world interested in HR training; 2) the non-profit sector interested in training volunteers; 3) clients and students interested in how to use technology to design online curriculum; and 4) individuals running their own organizations or their own consulting businesses. In our current cohort, for example, we have no students providing Adult Education in its traditional form. Given that the demand for a master’s degree focused on educating adults has shifted to an emphasis on workplace learning, and that we had already begun the work of
expanding our curriculum, materials, and assignments to address this change, the responses below reflect this recognition of our evolved identity and practice.

Following are the Review Panel’s recommendations and the specific actions we will take to address them.

1. *Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.*

**Background**
The Dean and Associate Dean of the College have identified the faculty who will continue for the following roles: Darlene Russ-Eft will maintain her role as Discipline Liaison and provide overall discipline leadership for Adult and Higher Education; Sam Stern will assume the academic leadership for the Adult Education program which will include the oversight of curriculum planning, integration, and development; Shelley Dubkin-Lee will continue in her role as Program Coordinator overseeing the day-to-day operations of the program. See Appendixes I and II for the AE EdM Program and College of Education organizational charts.

Faculty contributions to the AE EdM include the following:

- **Darlene Russ-Eft** has an appointment as Discipline Liaison for Adult and Higher Education, of which the Adult Education EdM is part. This is not a new appointment—she has been serving in this capacity for some time and has an FTE allocation and job description reflecting this assignment.
  - .10 FTE for Discipline Liaison for the AE EdM
  - .13 FTE for instruction in AE EdM (one course)

- **Jennifer Bachman** has recently been appointed as Director of Online Services for the College of Education. As such, she provides curricular and administrative support and leadership for our online presence. We anticipate that approximately 10% of her time will be devoted to the AE EdM.
  - .10 FTE for Director of Online Services for AE EdM

- **Sam Stern** has accepted appointment as Academic Lead for the Adult Education EdM. His job description and FTE allocation will reflect this appointment.
  - .20 FTE for Program Lead of the AE EdM Program
  - .40 FTE for instruction in AE EdM

- **Shelley Dubkin-Lee** has an appointment as Program Coordinator for the Adult Education EdM. This is not a new appointment—she has been serving in this capacity for some time and has an FTE allocation and job description reflecting this assignment.
  - .30 FTE for Program Coordinator of the AE EdM is 30%.
  - .40 FTE for instruction in AE EdM
Lucy Arellano is currently advising and teaching one of the core classes in the program, which equates to .13 FTE. Dr. Arellano will take on additional instructional responsibility as her instructional load increases according to the College of Education Work Load Policy. Ultimately, her contribution will be two courses, or .26 FTE.

The total academic and professional FTE for the program is currently 1.76 FTE and will be 1.89 FTE when Dr. Arellano takes on her full teaching load.

In addition to these academic/professional faculty contributions, we use courtesy faculty for four courses in which their expertise as practitioners is invaluable to our students. (This is a reduction from seven courses previously). This amounts to .53 FTE.

Therefore, total current faculty effort devoted to AE EdM is 2.29 FTE, and this will grow to 2.42 when Dr. Arellano takes on her full instructional load. Our marketing plan calls for enrollment increases over the next five years. When we reach a consistent enrollment of 24 students, we will explore the possibility of hiring another AE tenure track or professional faculty member to assist with the program. Assuming about half of this faculty member’s time will be devoted to the AE EdM program, this will bring the total FTE for the AE EdM to approximately 3.0, and result in a ratio of just over 8 students per faculty member.

**Goal**
Clarify program leadership roles to provide adequate intellectual and administrative leadership for continuous program improvement.

**Action**

i) Appoint senior-level faculty member academic lead for AE EdM. Develop position description for this leadership role

ii) Increase tenure track faculty FTE in the AE EdM program.

iii) Limit use of courtesy faculty in program to instances where practitioner knowledge is critical to student understanding and development, and where there is an outstanding individual available.

iv) Add professional faculty member when AE EdM enrollment is consistently at 21 or above.

**Metrics**

i) Program lead appointed and position description created.

ii) Additional tenure-track faculty FTE devoted to AE EdM.

iii) Limit the number of courses in the AE EdM taught by courtesy faculty.

iv) Add additional professional faculty member as necessitated by enrollments.
**Target**

i) Program Lead assigned and position description completed by end of spring term, 2014.

ii) At least 75% of all courses will be taught by tenure-track faculty during the 2015-16 year.

iii) Courses taught by courtesy faculty were limited to four Fall, 2013. Further limit courtesy faculty-taught courses to three by Fall 2015.

iv) We will add a professional faculty member to the EdM when enrollment exceeds the current average of 10 to exceeding the target of 25 or more. With our marketing plan, we anticipate that this will happen by Fall, 2018.

2. Based on the dean’s strategic vision for the college the program appears to be well situated to enhance the college’s strategic mission through adult education’s foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college’s leadership to better position the program for additional resources.

**Background**

Working with select faculty and the Dean’s Council, Dean Flick has recently completed a draft of the College of Education Strategic Plan. The Strategic Plan is currently being circulated among all College of Education faculty for feedback and minor revision. We will have the finalized version by the end of spring term. Thus, the development of the plan has progressed enough to inform the AE EdM Action Plan, in that no major revisions are expected to the Strategic Plan at this point.

An important component of the Strategic Plan is its focus on life-long learning in diverse settings. Therefore, Adult Education in general, and the AE EdM program in particular, will continue to occupy an important niche in the College of Education. Further, the Strategic Plan includes a goal of matching College of Education demographics to those of the state of Oregon, particularly in regard to underrepresented groups. As an online program, the AE EdM has been successful in attracting such students. Students who enroll in the AE EdM are generally in careers that make it difficult if not impossible to complete a campus-based program.

A key element of the Strategic Plan is to examine the market in the general areas of adult education and professional development in government and corporate settings. The AE EdM, K12 EdM, and MS in SME are being examined for optimal use of faculty expertise to meet emerging market demands for professionals working in adult education, free-choice learning, and K12 educators. As shown in the organizational chart, the college has created the position of Manager of Online Education to oversee a coherent conceptual framework. This person will sit at the Dean’s Council level and work with program faculty and coordinators to achieve sharing of students across programs within key courses and that reduces the total number of courses delivered and increases the quality of program integrity and content.
Goal
Align AE EdM program with the College of Education Strategic Plan.

Action
i) Finalize College of Education Strategic Plan.

ii) Working with Manager of Online Education, create conceptual framework document for the AE program that explicitly delineates alignment with Strategic Plan.

iii) Use these documents to inform process of combining/aligning programs working with Manager of Online Education to optimize use of faculty and create greater efficiencies and synergies in course offerings.

Metrics
i) Completed Strategic Plan.


iii) Program realignment completed.

Target
i) Strategic Plan will be finalized Spring 2014.


iii) Program realignment will be completed by Fall 2016.

3. Work more closely with Ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.

Background
Between the time that the AE Self Report was submitted in early November and the time the Review Team recommended suspension of admissions to the program for fall 2014, we have been working very closely with Ecampus on a detailed marketing plan. While we have more work to complete on the plan, initial enrollment targets are presented in Appendix III. Expectations for increases in AE faculty to reflect these enrollment targets were covered in our response to recommendation #1.

Goal
Collaborate with Ecampus in the completion of a comprehensive marketing campaign that reaches a broader audience with high quality information on our program, and improve the admissions process.
Action
i) Finalize comprehensive marketing campaign, including an informational webinar, phone campaign to follow-up with initial contacts, updated recruitment fliers and websites, and videos for the Ecampus website.

ii) Ensure that at least two faculty members review application packets for each potential student.

iii) Create a specific scoring rubric for the interview process for each applicant.

iv) Ensure that at least two faculty members are present for every applicant interview.

v) Review and revise (if needed) application review process

Metrics
i) Completed Comprehensive Marketing Plan.

ii) Creation of new admissions protocol including interview scoring rubric.

Target
i) Comprehensive Marketing Campaign will be completed by Summer 2014.
   By the end of Spring 2014, we will work with Ecampus on Marketing plan; see Appendix III as an initial step.
   By Fall 2014, implement Marketing plan:
      Increase visitors to our website by 25%
      • Increase email or phone contact with prospective applicants by 30%
      • Increase general applicant pool by 15%
      • Increase applicants from underserved populations by 15%
   As a “stretch goal” assume target number of applicants for the program to be 40 each year, with target number of cohort students to be 20 to 25 per year starting in 2017.
   Review and revise (if needed) Marketing plan in Spring 2015; then implement Marketing plan by Fall 2015.

ii) New admissions protocol with at least two faculty members reviewing application packets for each applicant – by Spring 2014

iii) Interview scoring rubric will be completed by Spring 2014

iv) Schedule two faculty members for each interview – by Spring 2014

v) Review and revise (if needed) application review process – by Fall 2014
4. Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.

**Background**
This past few years has been a time of transition for the program. As discussed during the review team visit and in our response to recommendation #2, we have been working to create just such a core of dedicated faculty for the AE Program. We now have three core faculty members who have ownership in and provide leadership for the program (including two full professors).

Further, AE faculty members are very involved in the field of Human Resource Development (HRD), in both research and practitioner organizations. The resumes and vitae included in our Self Report reflect the depth of this involvement. The organizations in which our faculty are involved include the Academy of Human Resource Development (AHRD), the University Forum for Human Resource Development (UFHRD), Association for the Study of Higher Education (ASHE); American Educational Research Association (AERA), American Society for Training and Development (ASTD – national, regional, and local chapters); the American Evaluation Association (AEA), and the Council for the Study of Community Colleges. In just the last five years, our faculty have published and presented an estimated total of 44 papers at the annual conferences of these organizations – representing work by all tenure-track, professional, and adjunct faculty. Most of this work has been produced by Darlene Russ-Eft, since she was the only tenure-track faculty member in the program until two years ago. Sam Stern rejoined the faculty after having served as dean since 2002. Sam has extensive expertise in work related education and training, and has been active in the Academy for Human Resource Development (AHRD) and serves as a reviewer for the AHRD Journal. Lucy Arellano joined the faculty in Fall 2013, and brings important expertise on diversity and student success.

Faculty members within the AE Program are active as board members of those organizations, as conference stream or track chairs, and as conference paper reviewers. Further, our faculty members serve as reviewers for HRD-related journals, including the *American Journal of Evaluation, Evaluation and Program Planning, European Journal of Training and Development, Human Resource Development International*, and *Human Resource Development Quarterly*.

The Adult Education program is a marriage of theory and practice, thus the professional involvement of our tenure track and non-tenure track faculty reflects this uniting of disciplinary approaches. Consequently, the organizations to which they belong and in which they are involved also reflect this marriage.

**Goal**
Create a core faculty and sustain and advance core faculty professional involvement in the fields of HRD and adult education.
**Action**

i) Create/strengthen core faculty in the fields of HRD and adult education.

ii) Monitor and support core faculty professional involvement.

**Metrics**

i) Double the number of academic and professional faculty associated with the AE EdM program from two (prior to 2014 to four).

ii) Track and promote professional development and presence in relevant professional publication venues and professional associations (e.g. committees, memberships, officers, and journal reviewers).

**Target**

i) By the end of spring term, 2014 there will be three College of Education academic faculty members whose job descriptions include direct involvement/leadership in the AE EdM program. By Fall 2015 we will have four faculty members directly associated with the AE EdM program.

ii) Beginning Spring term 2014, we will specifically track all core AE faculty's scholarly activities and professional association engagements annually as part of the College annual review process.

5. *Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.*

**Background**

In response to this recommendation, AE faculty examined the standards for graduate programs provided by the organizations that the Review Team had recommended. Given the new awareness we gained from this process, we believe that the standards from AHRD more closely reflect the goals and learning outcomes of our AE program.

**Core Concepts in HRD. These standards were developed by the AHRD Standing Committee on Ethics and Integrity (2009) ([www.AHRD.org](http://www.AHRD.org)).**

Curriculum should provide an understanding of perspectives that form the context for workplace education, training and professional development. The table below shows the AHRD standards and the courses in which those standards are addressed.

Subsequent to the development of these standards, AHRD created the Program Excellence Network (PEN), and the Adult Education program (represented by Dr. Russ-Eft) has recently become a member of that network.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Courses in which standards are addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis and Assessment</td>
<td>AHE 533 (Needs Assessment &amp; Research); AHE 532 (Instructional Systems Design II)</td>
</tr>
<tr>
<td>Design and Development of Interventions</td>
<td>AHE 532 (Instructional Systems Design II)</td>
</tr>
<tr>
<td>Measurement and Evaluation</td>
<td>AHE 532 (Instructional Systems Design II)</td>
</tr>
<tr>
<td>Organization Development and Change</td>
<td>AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Improving Human Performance</td>
<td>AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)</td>
</tr>
<tr>
<td>Organizational Learning &amp; Systems</td>
<td>AHE 534 (Organization and Theory)</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Career Development &amp; Talent Management</td>
<td>AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Managing the HRD Function</td>
<td>AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Consulting</td>
<td>AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)</td>
</tr>
<tr>
<td>Coaching</td>
<td>AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Adult Learning</td>
<td>AHE 553 (Adult Learning and Development)</td>
</tr>
<tr>
<td>Design and Delivery of Learning</td>
<td>AHE 531 (Instructional Systems Design I); AHE 547 (Instructional Strategies for Adult Learners); AHE 522-525 (Instructional Technology I-IV)</td>
</tr>
<tr>
<td>Ethics in HRD and Organizations</td>
<td>AHE 533 (Needs Assessment and Research); AHE 532 (Instructional Systems Design II); AHE 567 (Leadership and Human Relations)</td>
</tr>
<tr>
<td>Organization Behavior</td>
<td>AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)</td>
</tr>
</tbody>
</table>

As we explored the standards from the Commission of Professors of Adult Education (2008) ([http://cpae.memberclicks.net/assets/documents/CPAE%20Grad%20Standards%202008.pdf](http://cpae.memberclicks.net/assets/documents/CPAE%20Grad%20Standards%202008.pdf)), as well as a recent study of these standards (Sonstrom, Rachal, & Mohn, 2012) ([http://aeq.sagepub.com/content/63/2/147.abstract](http://aeq.sagepub.com/content/63/2/147.abstract)), we noted that there are concepts in these standards that we can use as a framework for developing the conceptual framework and standards for the Adult Education program.
Goal
Articulate program standards that are informed by relevant professional associations. These standards will serve to guide curricular revisions.

Action
i) Development of new program standards.

ii) Incorporate new learning outcomes into the graduate learning outcomes which will guide our assessment plans and reports on a yearly basis.

iii) Revise portfolio requirements to reflect new program standards.

Metrics
i) Program standards established.

ii) New learning outcomes articulated and assessed annually via the Graduate School’s Annual Assessment process.

iii) New portfolio requirements established.

Target
i) New program standards articulated by Summer 2014.

ii) New learning outcomes articulated by Summer 2014 and assessed Spring 2015.

iii) New portfolio requirements implemented for the cohort admitted in Fall 2014.

6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.

Background
The program will continue to provide encouragement and collegial support for faculty engagement in national/international associations in human resource development. Discussions will continue with College administration regarding financial support for such engagement. As the College reconfigures shared programs and resources, funds for such engagement may become more available. As stated earlier, AE faculty are members of Academy of Human Resource Development (AHRD), the University Forum for Human Resource Development (UFHRD), Association for the Study of Higher Education (ASHE); American Educational Research Association (AERA), American Society for Training and Development (ASTD – national, regional, and local chapters); the American Evaluation Association (AEA); and the Council for the Study of Community Colleges (CSCC). Faculty members within the program are active as board members of those organizations, as conference stream or track chairs, as conference paper reviewers, and as reviewers for the related journals, such as American Journal of Evaluation, Evaluation and Program Planning, European Journal of Training and Development,
**Goal**
Sustain and advance faculty engagement in national/international associations in human resource development or adult education professional fields.

**Action**
AE faculty members have been and will continue to participate in professional development, both as leaders and participants at conferences and workshops. The Dean’s Office appropriates approximately $5000 per year for travel/professional development funds specifically for professional faculty across the college (including Shelley Dubkin-Lee). This amount allows us to cover most, but not all, of the costs associated with travel/professional development for our professional faculty. Based in part on the review panel’s recommendation, we intend to increase this to $8000 per year within the next three years (assuming that budget constraints allow). This will allow us to cover a greater percentage of professional faculty travel needs. We will target a substantial amount of this increase on AE professional faculty. Each of our recent hires (including AE faculty member Lucy Arellano) has received a $20,000 start-up package that includes funds for professional development travel. Our senior faculty members provide their own travel funds, largely through grants and their professional development accounts.

**Metrics**

i) Increased funding for professional development and participation in professional organizations.

ii) 100% AE faculty participation at regional, national, and international AHRD conferences and organizations.

**Target**

i) College professional development fund established for faculty travel to conferences/workshops ($8,000/yr). This fund will primarily be used by professional faculty who do not get start-up packages and whose job description typically does not include pursuing external funding (that could potentially cover professional travel).

ii) The following represents anticipated faculty participation in professional organizations for the next three years:

Darlene Russ-Eft will undertake the following:

- Participate in the AHRD Asian Conference, the AHRD Americas Conference, the AHRD-UFHRD Conference, and the American Evaluation Association. (ongoing)
- Participate in the AHRD Program Excellence Network – focused on advancing academic programs. (ongoing)

- Serve as Director of the International Board of Standards for Training, Performance, and Instruction (until the end of 2014).

Sam Stern will undertake the following:
- Participate in relevant professional conferences and meetings.
- Provide service to AHRD on the nominations committee.
- Serve as a reviewer for the Academy for Human Resource Development journals.
- Serve as advisor and member of the advisory board for the NSF funded research project, Exploring the Alignment Among Employer Expectations for STEM Skills and the Design of Education Curricula and Interventions

Lucy Arellano will undertake the following:
- Present and participate in relevant professional conferences and meetings.
- Continue to serve as an AERA Division J (Postsecondary Education) Officer through the year 2016
- Continue to serve on the ASHE Conference Planning Committee
- Serve as a mentor for junior faculty and graduate students through the ASHE Council on Ethnic Participation
- Serve as reviewer for ASHE, AERA, AIR, and NASPA

Shelley Dubkin-Lee will undertake the following:
- Participate in the Portland area ASTD
- Attend ASTD workshops
- Attend Oregon Program Evaluator Network workshops

7. Establish an advisory panel that would incorporate industry/professional representatives.

Background
The faculty has discussed the need for an advisory panel in the past, but this review gave us the stimulus to take action and move forward. We envision a group comprised of approximately seven members, including two-three non-profit/governmental organizations; two-three corporate/industry individuals; one-two academics; and two-three independent consultants/educators. Below are potential advisory group members.
**Non-Profit/Governmental:**
Steve Bass – Oregon Public Broadcasting
Neal Keny-Guyer – Mercy Corps
Keith Thomajan – United Way – Columbia Willamette
Commissioner’s Office of the Oregon Bureau of Labor and Industry

**Industry:**
Joe Campbell – Nike University
Gary Ewer – Platt University
Sue Melone – Adec Inc. (graduate of the program)

**Academia:**
Ken Bartlett – University of Minnesota
Laura Bierma – University of Georgia
Greg Hamann – Linn-Benton Community College
Benjy Howe – Oregon Health Sciences University (graduate of the program)
Peter Kuchinke – University of Illinois
Sharan Merriam – University of Georgia
Lisa Templeton – OSU – Ecampus (graduate of the program)

**Independent Consultants/Educators:**
Anna Heinrich – independent consultant (graduate of the program)
Tracy Schiffman – independent consultant (graduate of the program)
Sequoia Star – independent consultant (graduate of the program)
Jennifer Webster – Consultant

**Goal**
Highly effective advisory group that provides valued input to the program annually.

**Action**

i) Invite potential advisory group members.

ii) Convene initial meeting for review of proposed program standards, learning outcomes, and admissions protocol.

**Metrics**

i) Advisory group in place

ii) Advisory group engagement with and approval of program standards, learning outcomes, and admissions protocol.

**Target**

i) Advisory group is formed by Spring 2014.

ii) First meeting is held during Spring or early Summer 2014.

Below are anticipated advisory committee meetings and goals for the next two years. In addition to these topics, we anticipate that part of the agenda will be emergent, coming
from the advisory members themselves and program needs. It is anticipated that this advisory committee, after the first year, would continue to meet annually.

**Spring 2014 meeting**
- Review College Strategic Plan and program history and current status.
- Discussion of employer needs in relation to the program.
- Consider and approve new program standards.

**Summer 2014 meeting**
- Discussion and recommendations for course revisions in light of new standards.
- Review of marketing plan with recommendations for marketing activities.
- Review profile of 2014 cohort

**Fall 2014 meeting**
- Meet with new students in 2014 cohort
- Consideration of program assessment, including comprehensive examination.
- Review plans for Category II curricular revisions (course titles, descriptions, etc.)

**Spring 2015 meeting**
Planning for two-year program assessment.

**Fall 2015 meeting**
- Review success of course revisions and further needed revisions
- Consider revisions to marketing plan
- Review profile of 2015 cohort
- Meet with new students in 2015 cohort
APPENDIX I
Organization Chart for the Adult Education Master's Program

NOTE: FTE = Only FTE that is devoted to the Adult Education Program
Appendix II
Organization Chart for the College of Education
## Appendix III
### Past Enrollments and Projections

### Past Enrollments for Adult Education EdM

<table>
<thead>
<tr>
<th>FALL TERM</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Means</th>
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<tbody>
<tr>
<td>1. Applied</td>
<td>27</td>
<td>41</td>
<td>28</td>
<td>23</td>
<td>19</td>
<td>28</td>
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<tr>
<td>2. Admitted</td>
<td>21</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>16</td>
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<tr>
<td>3. Matriculated</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>13</td>
</tr>
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### Enrollment Projections for Adult Education EdM

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Projections for Applications</td>
<td>22</td>
<td>26</td>
<td>33</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>2. Projection for Students Admitted</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>3. Projection for Students Matriculating</td>
<td>14</td>
<td>16</td>
<td>19</td>
<td>21</td>
<td>24</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCampus Revenue Generated per Cohort</td>
<td>$217,728</td>
<td>$248,832</td>
<td>$295,488</td>
<td>$326,592</td>
<td>$373,248</td>
</tr>
<tr>
<td>Additional Revenue Due to Growth</td>
<td>$15,552</td>
<td>$46,656</td>
<td>$93,312</td>
<td>$124,416</td>
<td>$171,072</td>
</tr>
</tbody>
</table>

Additional revenue = (matriculated * $345.60 * 45 credit hours) - (5-yr mean * $345.60 * 45 credit hours)

Note: enrollment and associated revenue for the 2014 cohort will be 0 if suspension remains in effect.
Appendix IV

Review Panel Report, Oregon State University
Program of Adult Education
Conducted November 22, 2013

1. Overall Recommendation:
The Review Panel recommends that the admissions to the program be suspended for a time to allow for sufficient program review to consider and adopt specific recommendations made by the review panel. The basis for this recommendation is outlined in the next section, Summary of Findings and Recommendations with detailed discussion in the body of the report in section three.

An on-site program review was conducted for the adult education program at Oregon State university on Friday, November 22, 2013 by a team consisting of four individuals, Dr. Stephanie Bernell, faculty member in the school of public health at OSU, Dr. James Coakley, associate dean of the business school and Chair of the Graduate Council at OSU, and two external members, Dr. Joe Campbell, director of corporate training, Nike, Inc., and Dr. Talmadge C. Guy, professor of adult education at the university of Georgia. The review team collected information on a variety of categories specified by the Oregon State university guidelines for program review through interviews and a review of documents.

Recommendations
1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean’s strategic vision for the college the program appears to be well situated to enhance the college’s strategic mission through adult education’s foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college’s leadership to better position the program for additional resources.
3. Work more closely with ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in HRD and adult education professional associations.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

3. Detailed Findings

Introduction: Objectives of the review, participants, order of events and organization of the report
The review team conducted a program review of the Oregon State university adult education program on Friday November 22, 2013. The team was comprised of four individuals, two Oregon State university personnel, Dr. Stephanie Bernell, faculty member in the school of public health, Dr. James Coakley, Associate Dean of the Business School and Chair of the Graduate Council, and two external team members, Dr. Joe Campbell of Nike, Inc. and Dr. Talmadge C. Guy of the University of
Georgia. The team held its initial meeting on Thursday, November 21 and was hosted at dinner by Graduate Dean Brenda McComb. The team made introductions, overviewed the review process, raised questions resulting from an initial review of the program self-study and discussed the agenda for the following day.

On November 22, the team convened at Furman Hall, College of Education to hold a series of meetings with program coordinator, Dr. Shelley Dubkin-Lee and Dean Larry Flick and Associate Dean Randy Bell and Dr. Sam Stern, faculty member and admissions committee member. At the conclusion of these meetings, the team traveled to Clackamas Community College in Willsonville where program classes are held. The team held a working lunch and then met with first and second year cohort students, and program faculty including the disciplinary liaison, Dr. Darlene Russ-Eft, Jonan Donaldson, Dr. Lucy Arellano, and Lori Bosteder. The team concluded its visit with a business meeting at the where issues were identified, recommendations were discussed and decided and assignments made for the preparation of the report.

The following sections provide a detailed discussion of the team’s observations and recommendations. The main sections of the report are divided into Inputs, Productivity, and Outcomes and Impact of the adult education program. The final section summarizes the Conclusions made by the review team. The team was unable to comment on some of the factors identified in the self-study guide as data were not available in the program self-study or in other program records.

**Inputs**

**Mission**

The mission of the adult education program is “to prepare work force education specialists to lead education and training programs in the work place, the community and in community colleges.” (p. 5, Adult Education Program Self Study). The program emphasis recognizes the importance of developing leaders who promote, design and deliver lifelong learning opportunities in the context of the workplace. This is consistent with the mission of the college as specified in the college’s mission statement and that of the university. Based on the dean’s strategic vision for the college the program appears to be well situated to enhance the college’s strategic mission through adult education’s foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college’s leadership to better position the program for additional resources.

**Recruitment and Enrollment Trends**

The absolute number of applicants to the program has increased since 2008 (2008: 18; 2009: 27; 2010: 48; 2011: 45 and 2012: 32). Although, from 2011 to 2102 there was a 29% decrease in the number of applications to the program. The percent admitted was 83, 89, 38, 33 and 40, in 2009, 2010, 2011, 2012 and 2013, respectively.

The number matriculated is quite modest. (2008: 8; 2009: 20; 2010: 15; 2011: 13 and 2012: 11). Notwithstanding 2008 when about half of those admitted chose to actually enroll, most students who are admitted chose to matriculate. These numbers suggest that while the number of applications per year is increasing, the same trend does not hold for actual enrollment. In 2008, 8 students were enrolled in the Adult Education program. In 2012, 11 students enrolled in the program. According to the self-study and meetings with faculty and program leadership, recruitment is done ‘word of mouth’ and via ecampus. If the goal is to increase the number of quality applicants, it may be the case that program leadership needs to work more closely with ecampus to develop a marketing campaign that has a broader outreach to quality applicants.
The Adult Education degree does not seem to have a rigorous screening process for applicants. Applicants are required to have a 3.0 GPA in the last 90 credit hours of work, provide 3 letters of recommendation, and write an essay describing why they wish to pursue the Adult Education degree. One or two faculty members review the applicant file and determine whether the applicant is a good match for the program. If the applicant is determined to be a good fit for the program, an interview is scheduled. The interview can be face-to-face, by phone, or via Skype. The program does not require GRE scores as part of the applicant screening. From conversations with faculty, it seems as though all acceptable applications are accepted; however, applications from other countries are discouraged. GRE scores are not a perfect indicator of success in a graduate program; however, the metric can provide some useful information. It is possible that by not requiring the GRE scores, there may be a perception of ‘easy entry’ into the program.

**Curriculum strength**

The curriculum is a 45 quarter-hour program offered on a cohort model in which students enroll for four credits across seven academic terms. Currently, the program offers a series of four credit hour courses that comprise the main content areas in the curriculum. Additionally, a one credit course offered each term that focuses on instructional technology and design. Students enroll for five credit hours each term except for summer when they enroll for nine credit hours. A required internship experience is intended to provide an integrative an opportunity for students to apply knowledge and concepts to practice. Internship experiences are identified and developed by students and approved by faculty. A capstone experience is also required in which students develop a portfolio designed as an integrative learning experience. Based on information provided to the review team, the curriculum has been revised on several occasions most recently in 2011. The program is offered exclusively through eCampus at the Clackamas Community College in Wilsonville.

There are three primary emphases in the curriculum-instructional technology and design, organizational development and leadership, and adult learning and instruction. A review of the courses as well as interviews with students reveals that the curriculum offers a set of experiences that can be disjointed. For example, students are required to take a series of instructional technology and design courses but are not able to put these skills to use in developing the final portfolio for faculty review. The curriculum map provided in the self-study does not provide a clear indication of the overall conceptual framework that drives the curriculum. While students expressed satisfaction with courses and instructors, particularly the instructional technology and design courses, they were less clear about the value and meaningfulness of the organizational development or leadership aspects of the curriculum. The learning outcomes specified cover a broad range of roles and competencies. However, based on the review of the content and curriculum design, there are several recommendations for improving the curriculum overall.

The curriculum currently focuses equally on developing competencies in five professional roles, four of which are defined by the International Society for Performance Improvement (ISPI). The equal weighting of these roles in the curriculum addresses breadth while sacrificing the depth one might expect from a successful masters candidate. To address this, the faculty should consider creating a core curriculum with options that allow more in-depth specialization in, for example, leadership, design or organizational development. This will allow candidates to specialize and tailor their program to specific professional pursuits. In its current design, each of the individual roles might be considered a certificate program. Together they do not constitute a degree of mastery over any role or the profession.

The current program is solely based on ISPI standards. There is a missed opportunity to consider perspectives from other professional bodies including The American Society of Training and Development (ASTD) and the American Association of Adult and Continuing Education’s Commission of Professors of Adult Education regarding professional standards for graduate programs. As a point of reference, the Commission of Professors has published a set of standards for graduate programs as a guide to program quality and program development. (See Standards for
There was some confusion overall whether the program is designed to develop training design professionals and/or Adult learning experts. A curriculum redesign of the program should clarify design intent and consider some of the standards from other appropriate professional bodies in the redesign.

Quality of personnel and adequacy to achieve mission

The program is staffed by four full-time faculty members and several part-time faculty. The program is housed in an organizational unit with two other programs, College Student Services Administration and Community College Leadership, share faculty resources across programs. As a consequence, there is no full-time dedicated faculty to the adult education program. Program leadership is provided by the Graduate Program Coordinator (Shelley Dubkin-Lee) and the Discipline Liaison (Darlene Russ-Eft). Full-time faculty teach in the adult education program as well as the other two programs in the unit.

There are no dedicated faculty to the program as most faculty teach across the three programs that comprise the academic unit, Adult and Higher Education. The leadership roles of Discipline Liaison and Program Coordinator together should provide intellectual and administrative leadership. However, in conversation with the faculty it is evident that these roles are unclear and are being refined to clarify leadership responsibility. The consequence of this is a void in terms of intellectual leadership for the program. Critically important matters relating to vision, direction, strategic planning and resources remain underdeveloped.

Level and Quality of Infrastructure

The program is housed in Furman Hall on the Corvallis campus. The program is delivered at the Clackamas Community College Wilsonville Training Center. Given the hybrid format of the program (25 percent online, monthly delivery of the in-person sessions) the Wilsonville facilities are very adequate to support the curriculum. The students do not appear to need space outside of classroom activities.

The program coordinator indicated that most administrative support is provided by graduate students from other College programs on the main campus. Dean Flick indicated that administrative support was available from the Dean’s office. There does appear to be some confusion on this issue, with the program suggesting they needed dedicated administrative support and the Dean’s office indicating that such support was available.

Quality of Organization Support

Since the reorganization of the College of Education (merger with the Science and Math Education program from the College of Science and appointment of a new Dean), the organizational support structure for the Adult Education Program appears to be in flux. The program appears to be held together by Shelley Dubkin-Lee, the program coordinator. The Review Team was especially concerned that the Dean of the College was not familiar with the program.

The College is not providing adequate support to maintain sufficient academically-qualified faculty for delivery of the academic component of the program. The academic faculty (Russ-Eft, Stern, and Arellano) also support other academic programs within the College. While Russ-Eft is the academic director of the program, she only teaches one course in the program and has a very heavy advising load of doctoral students (approximately 20). Professor Stern teaches two courses in the program, and Arellano teaches one course. Of the 36 credits of academic coursework within the program, only 16 credits are delivered by academic faculty. The review team strongly recommends that adequate resources be provided for program leadership and faculty support.
Productivity
Summary data were not available for evidence relating faculty and student scholarly productivity. The review did note that Professor Russ-Eft is a noted scholar and has held leadership positions in professional associations related to the field of HRD. A new faculty member, Dr. Arellano has just been appointed with a degree in higher education and organizational change. Based on a review of faculty vitae, it does not appear that the faculty, apart from Dr. Russ-Eft, have a strong record of scholarly activity particularly in the fields of HRD or adult education. Students are part-time and are not involved in scholarly activities or research with faculty. Data available in the program the self-study and through group interviews with students in both currently active cohorts indicate that students are generally satisfied with the program. Students did have some suggestions for improvement and the self-study notes this as well. Suggestions for improvement had to do with the additional faculty assistance with internships, eliminating duplication or overlap in course content across courses, and developing electronic portfolios to use skills learned in coursework.

Outcomes and Impacts
The placement and success of graduates is one key success measure of any academic program and the self-study report and in-person reviews indicated anecdotally that graduates have had some success progressing or retaining positions. This was reinforced by conversations with existing students, several of whom said the course was opening up new opportunities. The final recommendation regarding placement is to consider the establishment of an advisory panel that would incorporate industry/professional representatives. This would be a direct way to ensure the programs are meeting the needs of potential employers.

4. Conclusion and Recommendations for Improvement
The adult education program appears to be in a state of flux as it seeks to stabilize its faculty, curriculum, and organizational position in the college of education. This statement recognizes that the college itself is currently undergoing a state of transition in which the adult education is seeking to find its strategic position. This situation creates an excellent opportunity for the program to re-evaluate its market, curriculum, and goals.

The team recommends the following actions be taken.
1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean’s strategic vision for the college the program appears to be well situated to enhance the college’s strategic mission through adult education’s foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college’s leadership to better position the program for additional resources.
3. Work more closely with ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
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