Draft Response to Graduate Review Team Recommendations

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.*

   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.

   Currently we have reduced our use of courtesy faculty and have increased our use of academic full-time faculty in the program. Dr. Arellano is currently teaching one of the core classes in the program, which is 50% of the instructional time required for her first year as a tenure-track faculty member. Dr. Stern is currently teaching 3 of the core classes in the program and has recently agreed to take the role of Program Lead. His involvement in the program is 50% of his total position. The use of courtesy faculty is limited to 4 courses in which their expertise as practioners in the areas in which they teach is invaluable to our students. These faculty assignments were formalized 2/10/14.

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.*

   The College of Education is currently working to consolidate and create synergistic alignments among our many programs, including the Adult Education EdM. The idea is to focus our resources on the programs (including Adult Education) that are most directly aligned with our strategic plan. This work will be completed by June 2014, and will be used to inform decisions about the allocation of resources.

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

   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. The marketing plan included the following elements:

- An informational webinar (originally scheduled for January 22) for recruiting new students;
- A phone campaign to follow-up on initial contacts regarding our program;
- Updating recruitment fliers and websites;
- Plans for creating videos for the Ecampus website
- See Ecampus marketing report at the end of this document.

We will increase enrollment to a consistent yearly number of 18-25 cohort members in the next 3 years. We will ensure that we admit quality applicants by completing the following:

1. Create a scoring rubrics for the review form to add consistency and rigor to the application review process. (To be completed by March 21, 2014)
2. Insure that at least two faculty members review application packets for each potential student.
3. Create a specific scoring rubric for the interview process for each applicant. (To be completed by March 21, 2014)
4. Insure that at least two faculty members are present for every applicant interview.
5. Admitted students during the past three years have had mean GPA of 3.45. We will maintain this high mean GPA for future cohorts.

Currently, these plans are on hold as a result of the Review Team,s suspension recommendation. Ecampus stands ready to reinitiate this campaign once the Graduate council gives us permission to proceed.

4. *Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.*

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 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); and the American Evaluation Association (AEA). 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. 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.

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.*

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).

Curriculum should provide an understanding of perspectives that form the context for workplace education, training and professional development. Coverage should include topics such as:

Standards	Courses in which standards are addressed
Analysis and Assessment	AHE 533 (Needs Assessment & Research); AHE 532 (Instructional Systems Design II)
Design and Development of Interventions	AHE 532 (Instructional Systems Design II)
Measurement and Evaluation	AHE 532 (Instructional Systems Design II)
Organization Development and Change	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)
Improving Human Performance	AHE 534 (Organization and Systems

	Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)
Organizational Learning & Systems	AHE 534 (Organization and Theory)
Knowledge Management	AHE 567 (Leadership and Human Relations)
Career Development & Talent Management	AHE 567 (Leadership and Human Relation
Managing the HRD Function	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)
Consulting	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)
Coaching	AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)
Adult Learning	AHE 553 (Adult Learning and Development
Design and Delivery of Learning	AHE 531 (Instructional Systems Design I); AHE 547 (Instructional Strategies for Adult Learners); AHE 522-525 (Instructional Technology I-IV)
Ethics in HRD and Organizations	AHE 533 (Needs Assessment and Research; AHE 532 (Instructional Systems Design II); AHE 567 (Leadership and Human Relations
Organization Behavior	AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)

As we explored the standards from the Commission of Professors of Adult Education (http://aeq.sagepub.com/content/63/2/147.short) 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.

1. The Adult Education faculty will modify the previous Learning Outcomes to be consistent with the standards above. (To be completed by April 11, 2014.)
2. The Adult Education faculty will incorporate the new Learning Outcomes into the Graduate Learning Outcomes which will guide our Assessment Plans and Reports on a yearly basis. (To be completed by April 11, 2014.)

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

   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); and the American Evaluation Association (AEA). 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, Human Resource Development International,* and *Human Resource Development Quarterly.*

   Metric:
   The College of Education at present provides limited professional development funds directly to program faculty. We will explore the possibility of increasing these funds once our budget situation is sorted out later this term. Each of our recent hires (including AE faculty member Lucy Arellano) has received a generous start-up package that includes funds for professional development travel. Additionally, the Dean's Office has developed a faculty Annual Report form that recognizes participation in professional organizations. We are in the process of developing a rubric that will assess professional development through participation in professional organizations. This rubric will be completed by May 1, 2014.

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

   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 2-3 non-profit/governmental organizations; 2-3 corporate/industry individuals; 1-2 academics; and 2-3 independent consultants/educators.

   We discussed potential advisory panel members, resulting in the following list:

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

We will convene the first meeting of the advisory group by May 15, 2014.