

**Assessment Report, 2019-2020**  
**Masters Degree Program**  
**Adult Learning and Leadership**

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## Assessment Report, 2019-2020

**Introduction.** The purpose of the 2019-2020 MS Adult Learning and Leadership Assessment Report was to conduct an annual formative assessment to review the focus of the program, to collect, analyze, and summarize data, and to formulate decisions regarding program improvements in curricula, facilitations, and evaluation of artifacts. Additionally, through the use of students' self-assessments and reflection papers, the assessment sought to "give voice" to the adult learners participating in the program. The assessment report served as an informative platform to stimulate dialogue amongst stakeholders, to add to knowledge of adult learning theories, and to improve the program (Fitzpatrick, Sanders, & Worthen, 2011).

The formative assessment applied a practical-participative evaluation (P-PE) approach where the assessment served as a collaborative effort between administrators and primary stakeholders consisting of faculty members, department heads, and senior administrators. During the course of the academic year, stakeholders initiated three major changes and underwent a significant event that impacted the assessment process. First, stakeholders deleted the requirement for students to upload their Entry Reflection Essay within the Portfolio Canvas site. Second, stakeholders revised the wording for Student Learning Outcome (SLO) 1, Literature Integration, to better reflect students' breadth and depth of literature in adult education field. Third, administrators blinded all portfolio artifacts and reflection essays prior to releasing the files for evaluation. Finally, the context of the assessment was through the lens of the onset and continuance of the COVID 19 pandemic in early spring and summer, 2020. COVID 19 mitigation plans resulted in major changes in the schedule, delivery of course content, learning approaches and modalities, and the facilitation of the program.

**Student Learning Outcomes.** The Masters of Science in Adult Learning and Leadership program encompassed seven student learning outcomes. Table 1 below listed the SLO number, title, and learning outcomes students must master to achieve educational outcomes.

<b>Table 1. Masters of Adult Learning and Leadership SLOs.</b>		
<b>SLO #</b>	<b>Title</b>	<b>Learning Outcomes</b>
<b>Knowledge</b>		
1	Literature Integration	Articulate an understanding of the breadth and depth of the literature in the field of adult education.
2	Research Process	Demonstrate understanding of the research process.
3	Social Issues	Demonstrate an understanding of social issues affecting adult education.
4	Technological Impacts	Demonstrate knowledge of the impact of technology on adult education and adult learning.
5	Written Communication Skills	Demonstrate effective written communication skills.
6	Synthesize Information	Demonstrate the ability to synthesize complex information.
<b>Attitudes and Professional Conduct</b>		
7	Moral and Ethical Responsibilities	Recognize moral and ethical responsibilities within the adult education profession and practice professional ethics.

**Evaluation Approach.** The assessment used a mixed method, component typology encompassing both direct and indirect measures (Rallis & Rossman, 2003). The direct measure consisted of a quantitative research methodology and statistical tools using evaluators' ratings of students' artifacts and reflective essays from SLOs 1 through 7 and the final student essay. The indirect measures consisted of qualitative research methodologies using narrative themes from students' self-assessments and end of program survey instruments.

**Direct Measures.** Administrators assessed learning outcomes through two components of the MS portfolio. The first component consisted of artifacts to demonstrate satisfaction of SLOs from completed courses (assignments within the courses). The second component was a narrative reflection essay summarizing students' evidence of knowledge, skills, and attitudes related to fields of study. Faculty members assessed blind portfolios using a Likert rating scale and an evaluation rubric. Two faculty members evaluated each portfolio submission. During the course of the 2019-2020 academic year, raters reviewed 35 portfolios. Ratings took place at the completion of fall, spring, and summer semesters. Table 2, *Direct Measures*, contains specific details regarding the content of the portfolio product.

<b>Table 2. Direct Measures.</b>		
<b>Item</b>	<b>Title</b>	<b>Content</b>
Performance based assessment	Artifacts	<ul style="list-style-type: none"> <li>▪ Products (i.e. any paper, presentation, video, podcast) composed during designated coursework.</li> <li>▪ Requires two artifacts for each SLO.</li> </ul>
Essay	SLO reflection essays	<ul style="list-style-type: none"> <li>▪ Two-page paper that addresses the topic of the SLO.</li> <li>▪ Reflects upon the knowledge, understanding, and synthesis the student achieved during the adult education courses (the program).</li> </ul>
Essay	Final Reflection Essay.	<ul style="list-style-type: none"> <li>▪ Completed as the final requirement after all essays and products are submitted for assessment.</li> <li>▪ Three to five-page essay where student reflects upon growth and change as he/she progresses through the program.</li> </ul>

**Indirect Measures.** All students completed two components: 1) a self-assessment of their progress in the acquisition of knowledge, skills, and attitudes and 2) an end-of-program survey containing summated Likert scale statements and open-ended questions.

**Internal and external validity threats.** Several methods were used to address internal and external validity threats. First, to avoid instrument decay associated with scoring fatigue, administrators randomly divided students' portfolios amongst 14 pairs of faculty members. Second, the assignment of portfolios was purposive in order to support statistical testing of representative populations. Third, administrators sought to alleviate the potential for raters' biases using three methods: blinding portfolios, reviewing rubric standards with students and evaluators, and analyzing historical patterns of analyses from previous assessments.

**Direct Measure Findings.** The direct measure findings consisted of various quantitative comparisons between goals and actuals, sites, and individual SLOs. The following tables, figures, and narratives provided brief descriptions of programmatic execution. The findings reflected the data in the context of a declining student population over a 7-year period. As depicted in Figure 1, the population ranged from a high of 88 students in AY 2014-2015 to a low of 38 students in AY 2019-2020.

The major reason for the decline in student population was a change in students' demographics at the Fort Leavenworth Center. The average student population at this Center



between academic years 2013 thru 2018 was 52 students or approximately 65% of the total student population. Due to policy changes and the option for a Government fully funded graduate program at the Command and General Staff College, the Fort Leavenworth Center population decreased to 36 students (62%) in AY 2018-2019 and to 22 students (58%) in AY 2019-2020. The decrease of students in this demographic led to the findings being slightly less reflective of the Fort Leavenworth Center. For the first time since the inception of the program assessment period, the number of female students being assessed (N=20) was greater than males being assessed (N=18).

**Figure 1. Student Populations/Ratings, AYs 2013/2014 thru 2019/2020.**

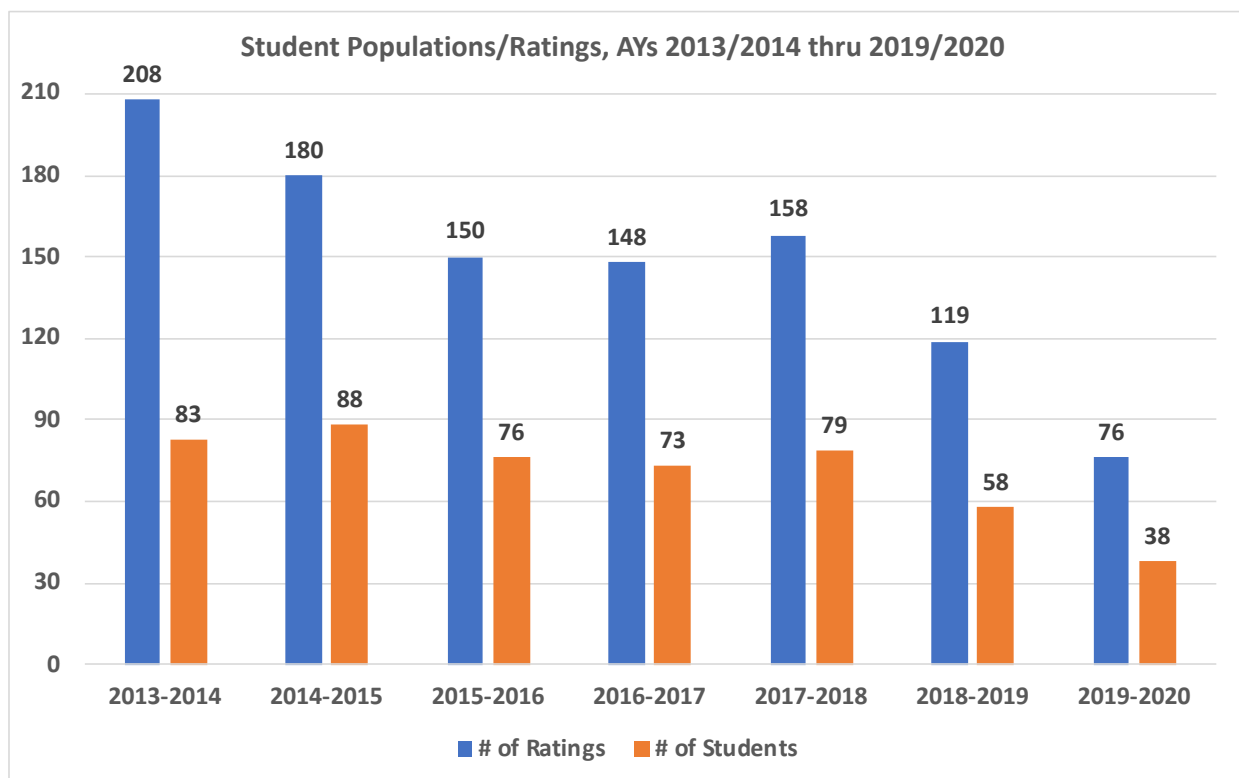


Figure 2 displayed the yearly SLO average for the past 7 academic years. The green line with data points indicated the average ratings for AY2019-2020 where each student received 2 evaluations for a total of 76 ratings. Staff and faculty established a program objective of achieving a proficient (3.0) or higher, 75% percentage level rating for each SLO. With the exception of SLOs 1 and 2, AY2019-2020 met the objective of a 75% or greater proficiency for 5 of the 7 SLOs. That said, SLO 2 recorded the highest average rating (2.9) in the program's history. Ratings for SLO 1, SLO 2, SLO 3, SLO 4, and SLO 7 set new program goals.

**Figure 2. Yearly Average SLO Rating.**

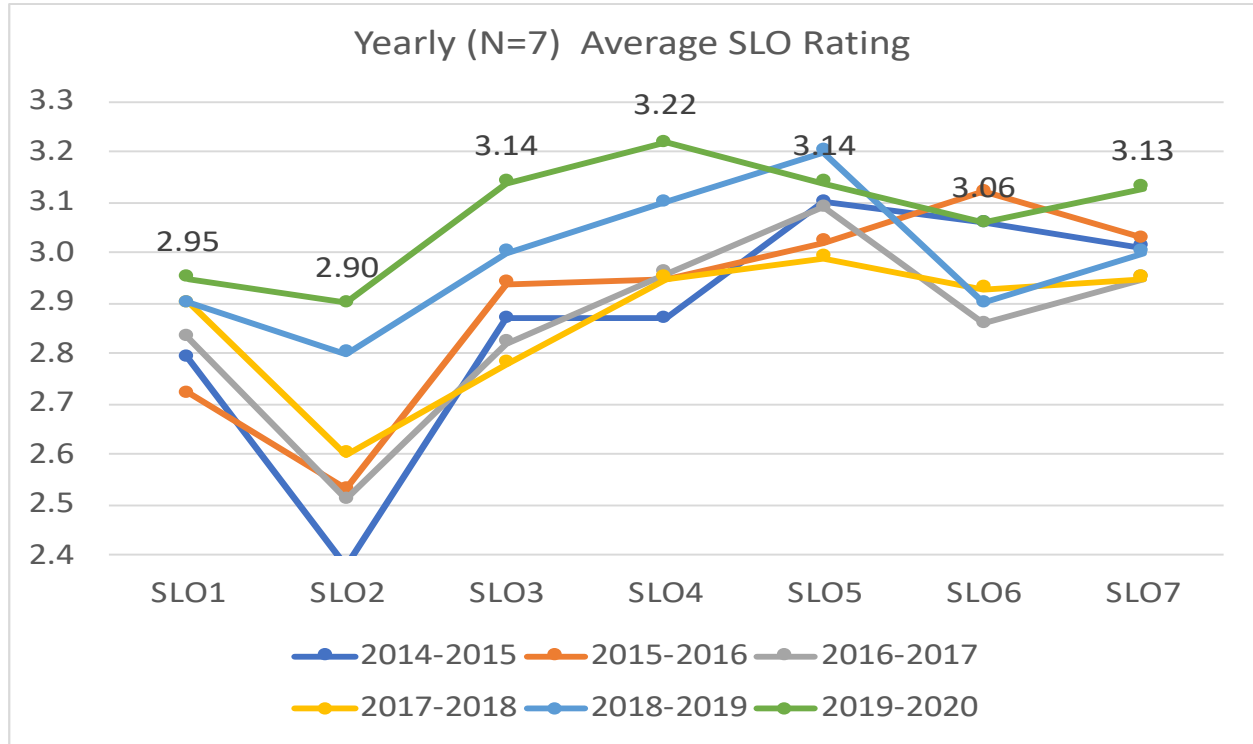


Figure 3 displayed the disbursement of students across the two learning centers and online delivery. All of the centers and online encountered decreases in student populations.

**Figure 3. Disbursement of Populations Across Delivery Methods.**

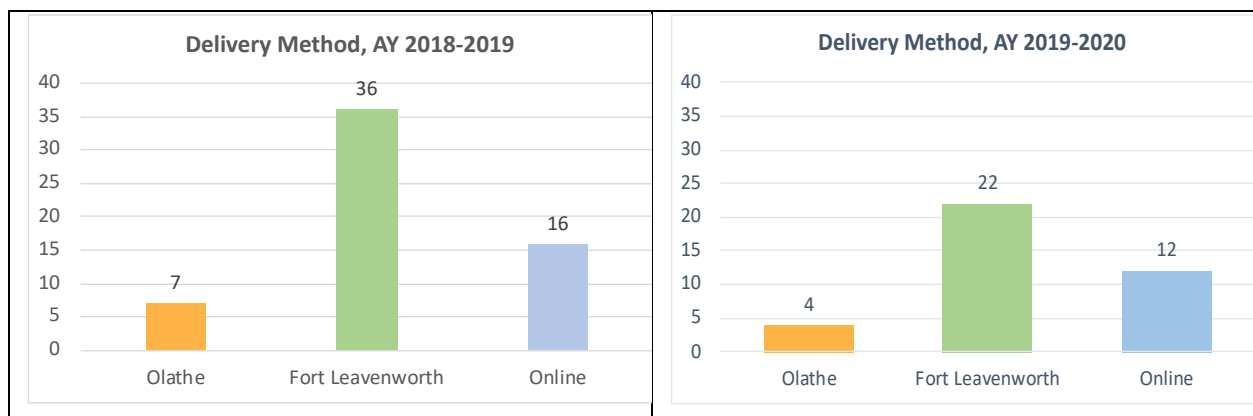
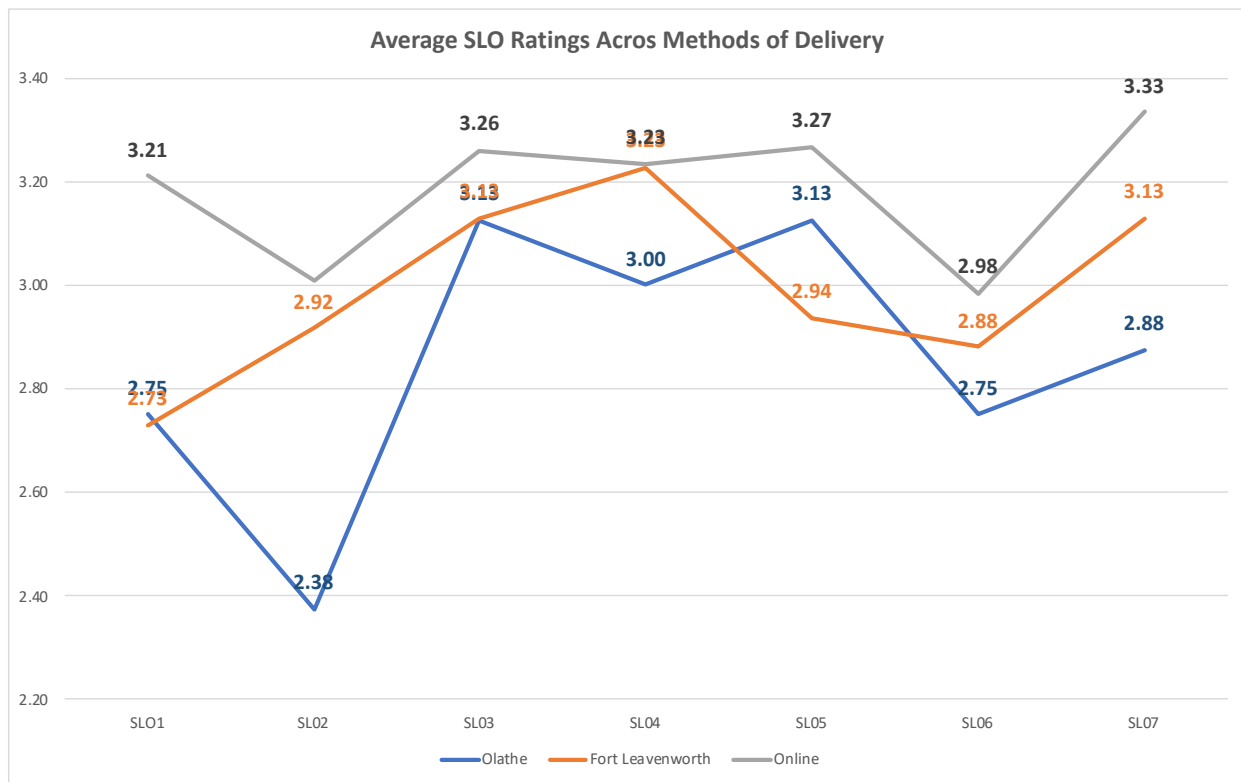


Figure 4 depicted the average SLO ratings per learning center and online. In comparison to AY 2018-2019 ratings, the 2019-2020 ratings demonstrated greater variability between SLO

point spreads. A point spread was defined as the difference between the high SLO average and the low SLO average for the two learning centers and online learning. The comparison of point spreads provided indicators of the quality of delivery at each site.

AY 2019-2020-point spreads ranged from a low of .23 (SLO 6) to a high of .63 (SLO 2). In contrast, AY 2018-2019-point spreads ranged from a low of .09 (SLO 3) to a high of .39 (SLO 6). Figure 4 depicted an example of large point spread (.63) for SLO 2 where students at Olathe received much lower ratings than students at Fort Leavenworth and Online. In most cases, students choosing online delivery demonstrated higher ratings than students attending face-to-face or remote learning centers. That said, due to COVID 19 mitigation planning, 100% of the student populations transitioned to online learning in the spring and summer terms.

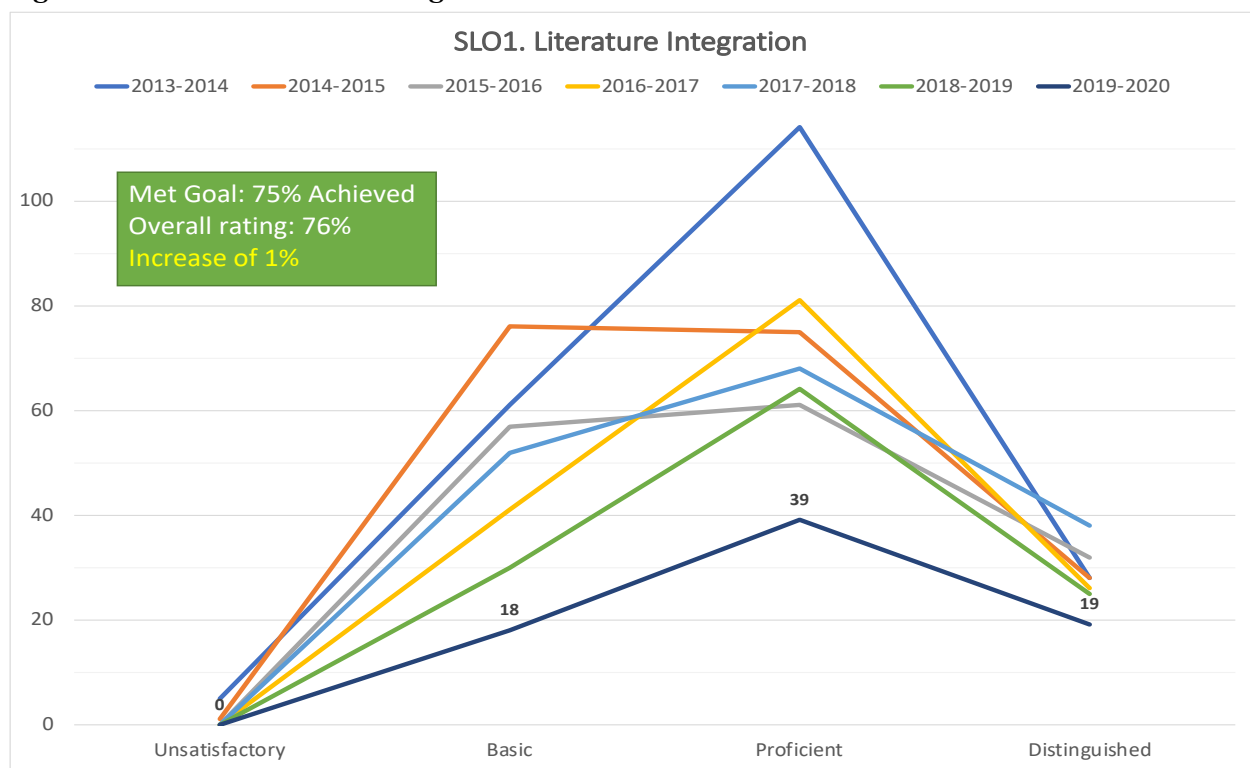
**Figure 4. Average SLO Ratings Across Sites and Online Platform.**



**SLOs summaries and results.** Figures 5 through 12 provided overviews of the direct measures' data and longitudinal results for each SLO. As shown in the horizontal axis, students received a rating of unsatisfactory (uncommon), basic, proficient, or distinguish. The line charts

depicted the slopes of cumulative SLOs' ratings over AYs 2013-2014 through 2019-2020. Note that as the student population decreased over the academic years, the height of the slopes also decreased. The green comment box denoted whether the program achieved the faculty goal of 75% of students achieve a rating of proficient or distinguished. The percentage figure reflects the number of students achieving a proficient rating plus the number of students achieving a distinguished rating divided by the number of portfolio ratings (N=76). The yellow text line within the green box described the percentage of change in evaluators' ratings in comparison to the previous academic year. In most cases (86%), students met the goal of achieving 75% or higher ratings as proficient or distinguished. Excluding SLO 2 and SLO 7, the average range in SLO ratings ranged from a -3% decrease to a 1.5% increase.

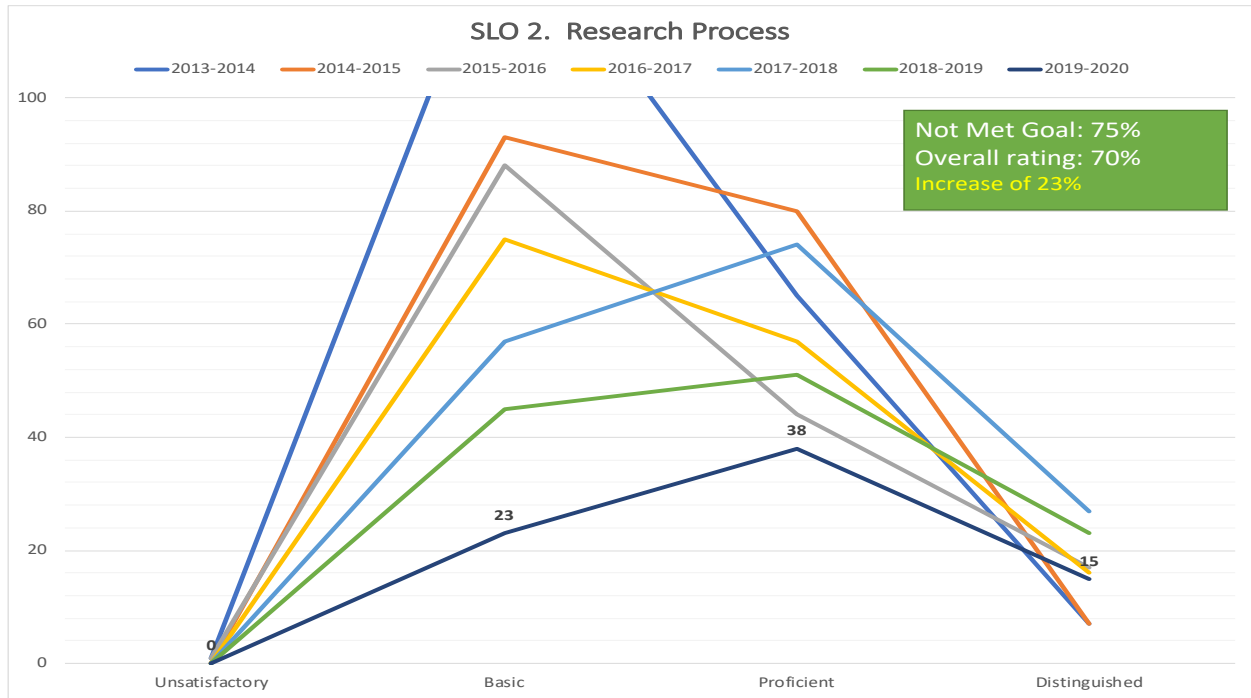
**Figure 5. SLO 1 Literature Integration.**



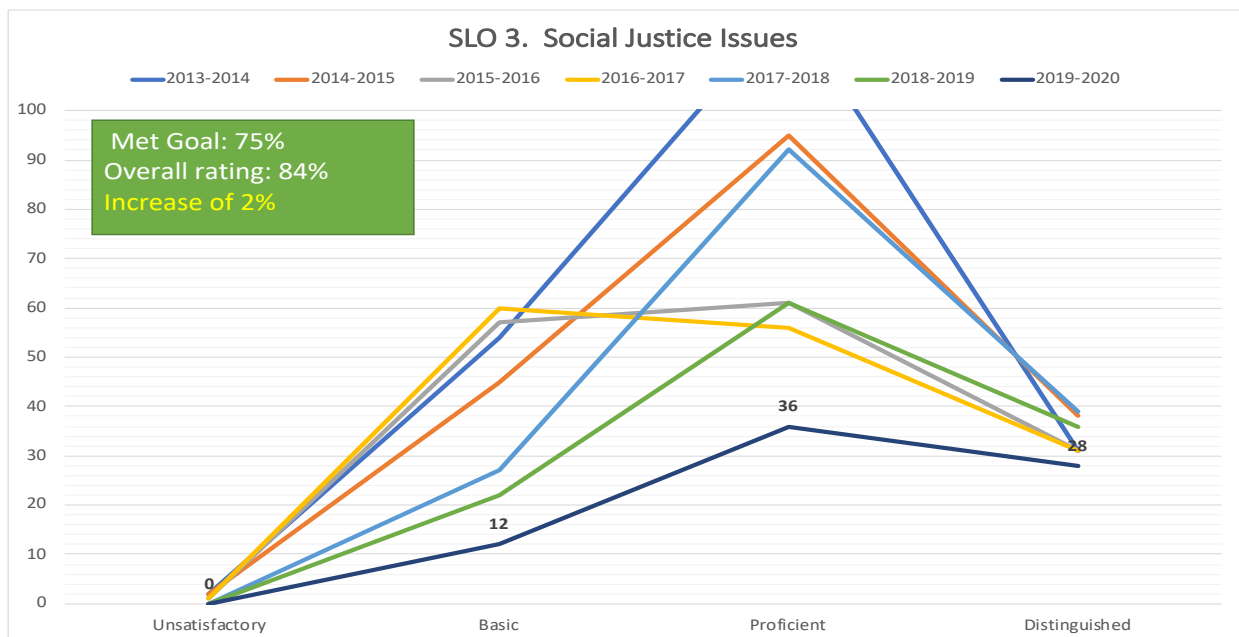
Most notably for SLO 2, while students did not achieve the goal of 75%, the overall rating of 70% was significant. The average ratings for AYs 2013-2019 was 46%. The higher ratings appeared to be attributed to certain student populations. Students attending the fall term averaged 2.55. Students attending the spring and summer terms recorded average scores of 2.98

and 3.17. The location of delivery also impacted ratings where average ratings for Fort Leavenworth (2.92) and online (3.0) were offset by Olathe (2.38).

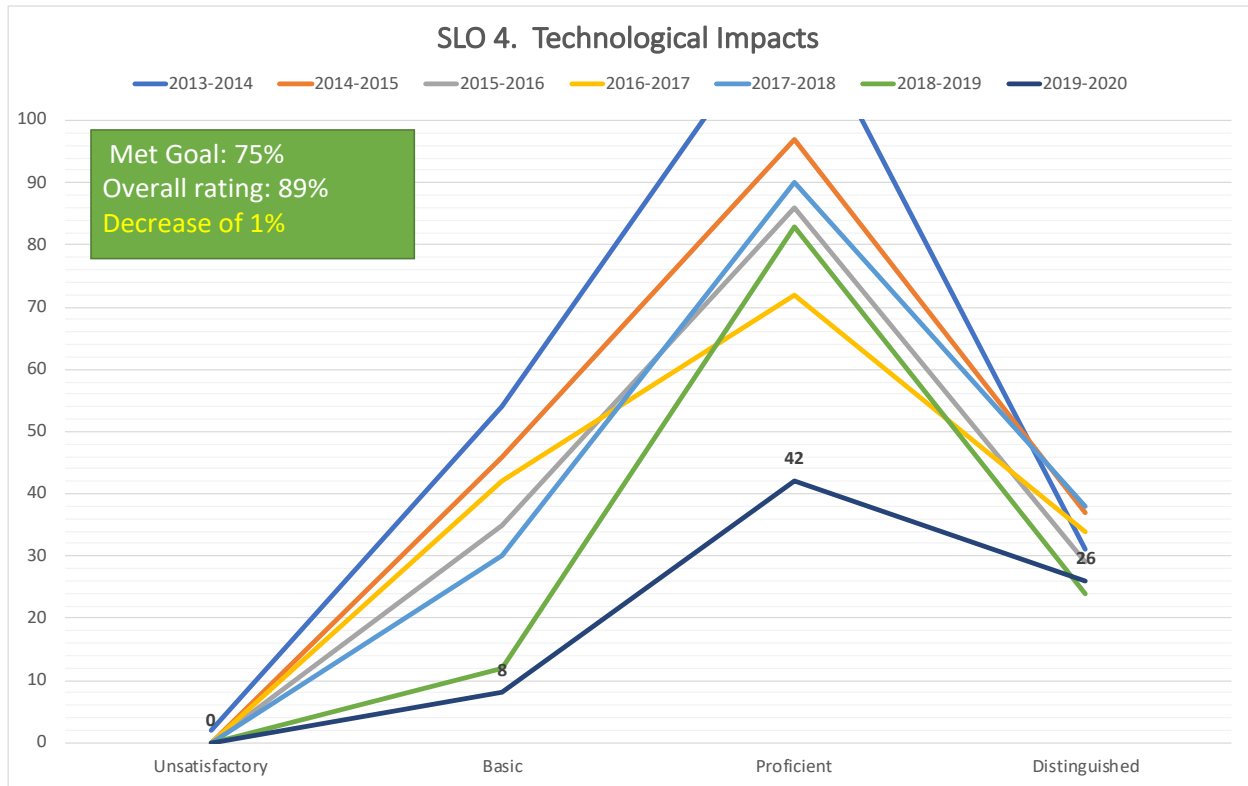
**Figure 6. SLO 2. Research Process.**



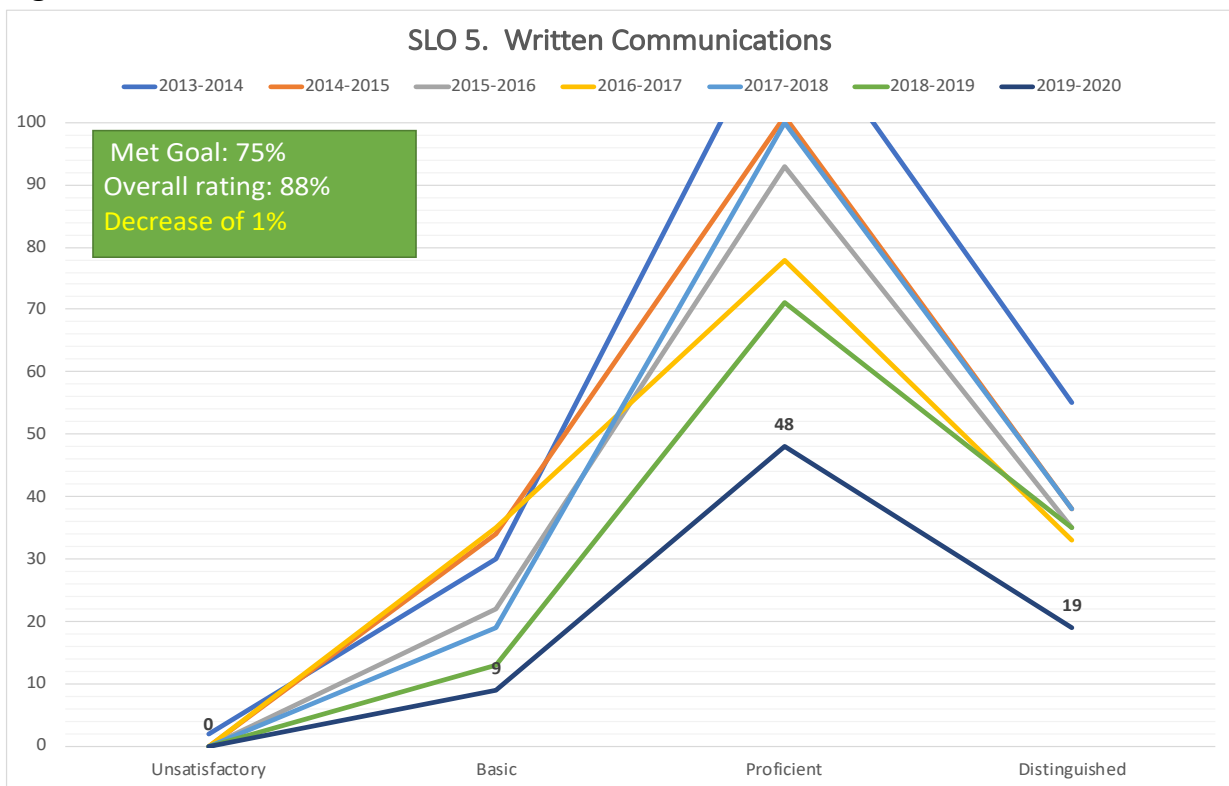
**Figure 7. SLO 3. Social Justice Issues.**



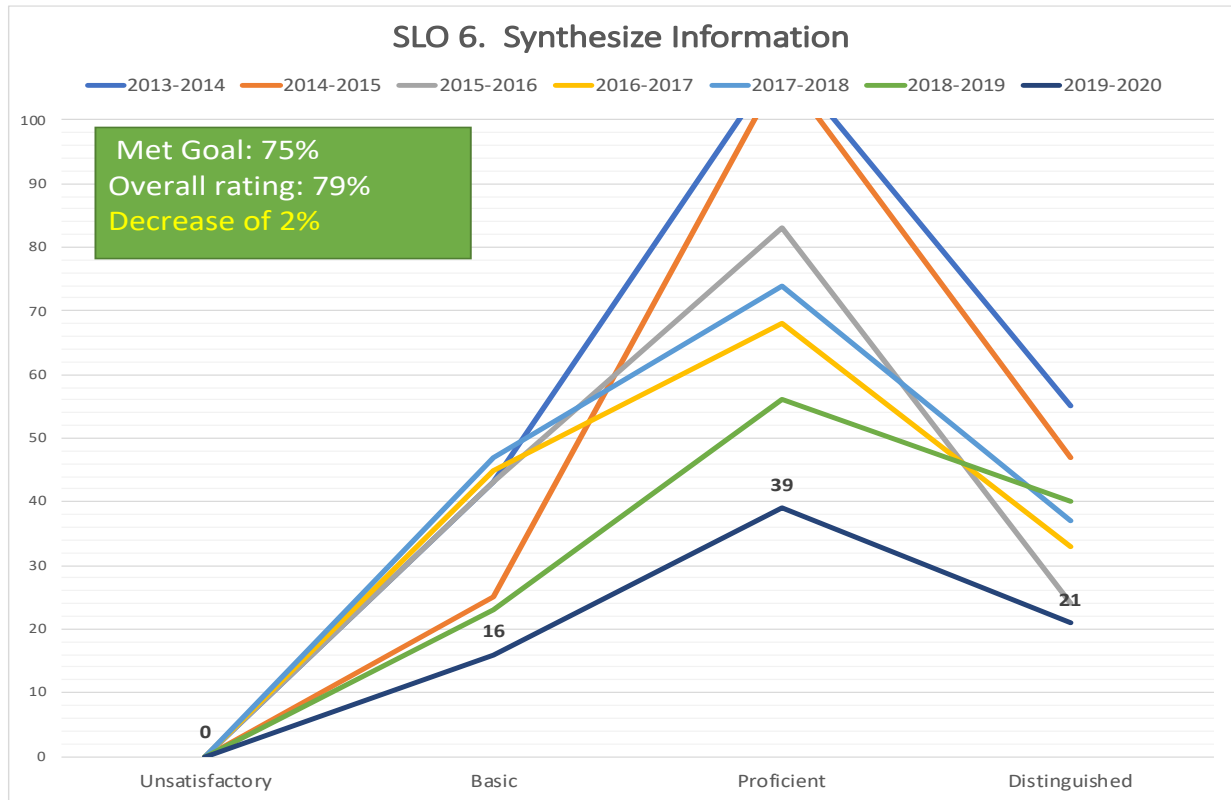
**Figure 8. SLO 4. Technological Impacts.**



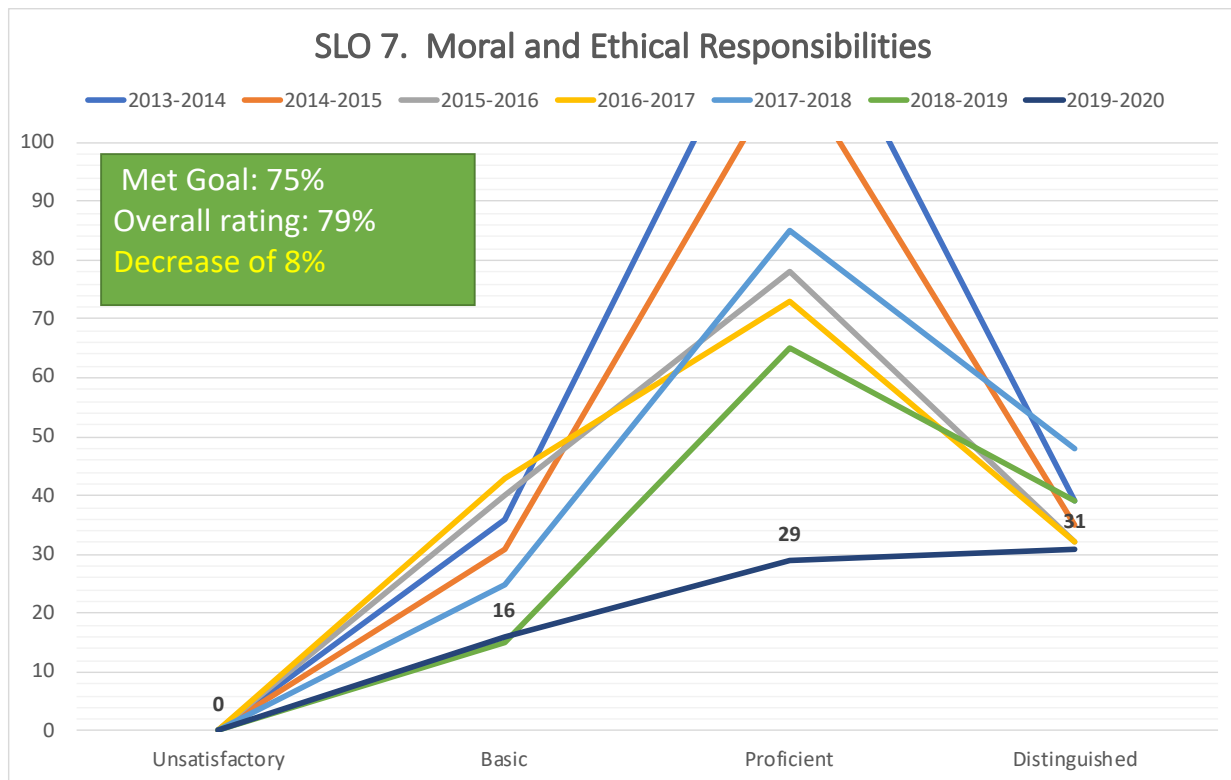
**Figure 9. SLO 5. Written Communication Skills.**



**Figure 10. SLO 6. Synthesize Information.**

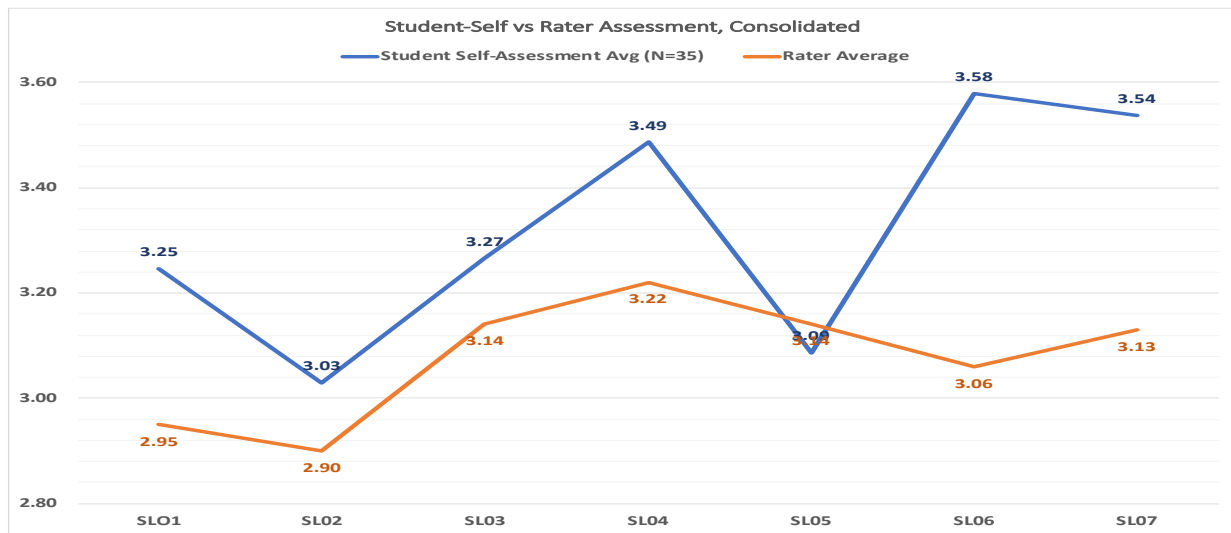


**Figure 11. SLO 7. Moral and Ethical Responsibilities.**



**Student self-assessments.** At the conclusion of their program, students (N=35) completed a self-assessment of their understanding and knowledge of the learning outcomes. As Figure 12 showed, similar to previous academic years, in most cases, except SLO 5, students self-assessed ratings were higher than actual ratings.

*Figure 12. Students Self-Assessments vs Raters' Assessment, Consolidated.*

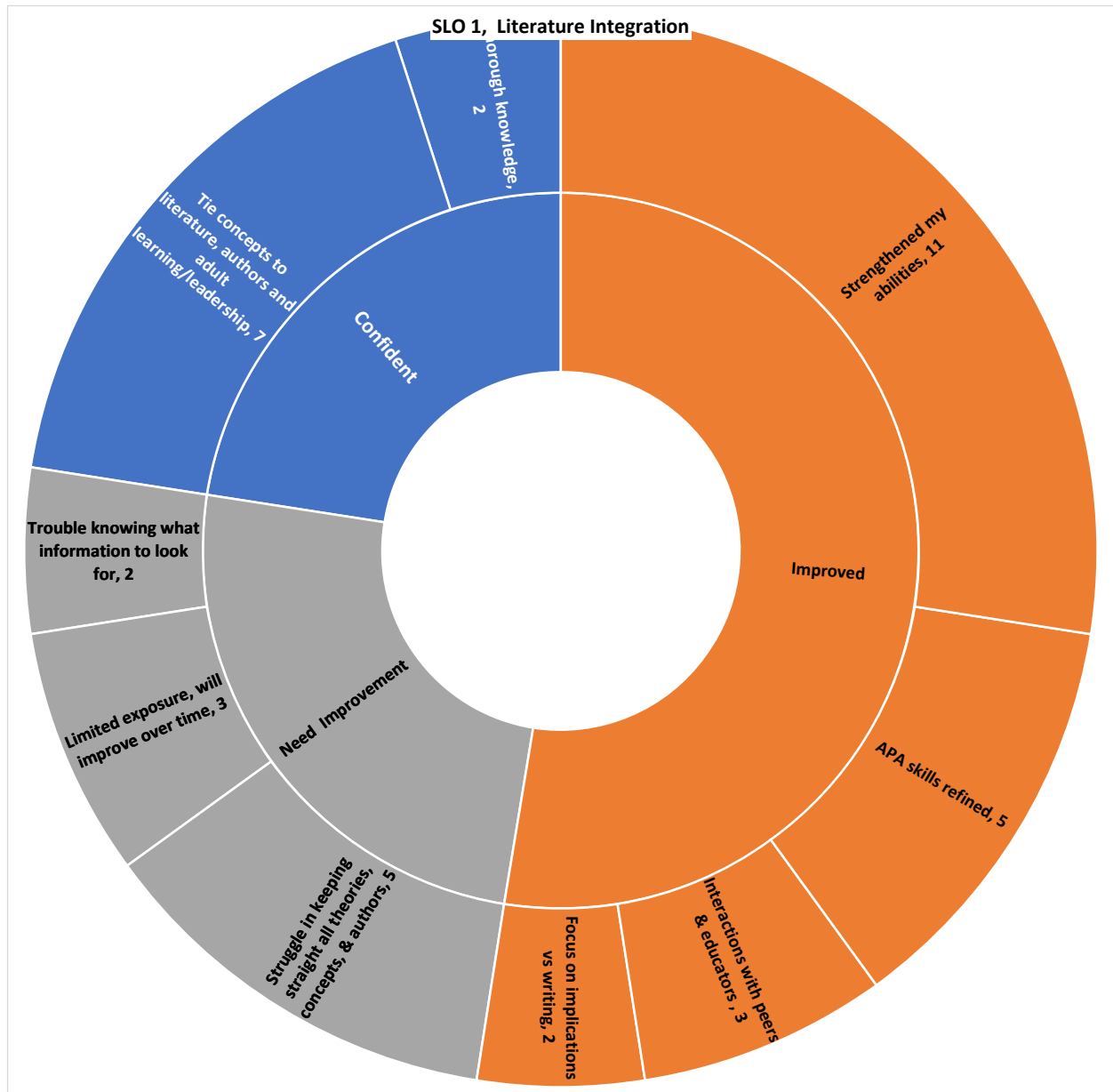


**Indirect Measure Findings.** All students completed two components: 1) a self-assessment of their progress in the acquisition of knowledge, skills, and attitudes and 2) an end-of-program survey containing summated Likert scale statements and open-ended questions.

**Student narrative self-assessment of SLOs.** Figures 13 through 19 contain sunburst charts incorporating students' narratives. The charts reflected common themes associated with students' comments regarding their self-assessments. While in all cases students provided numerical assessments, a lower number of students provided comments regarding their experiences.



Figure 13. Student Self-Assessment Narratives, SLO 1, Literature Integration.



**Literature Integration, N= 40**

Slightly over a half of the students (52.5%) indicated they saw improvements in their integration of literature within both their reflection papers and artifacts. Students who indicated the need for additional improvement cited difficulties in remembering or understanding all the concepts and applying the new knowledge to their materials. A few students indicated their skills sets would improve with more exposure to literature.

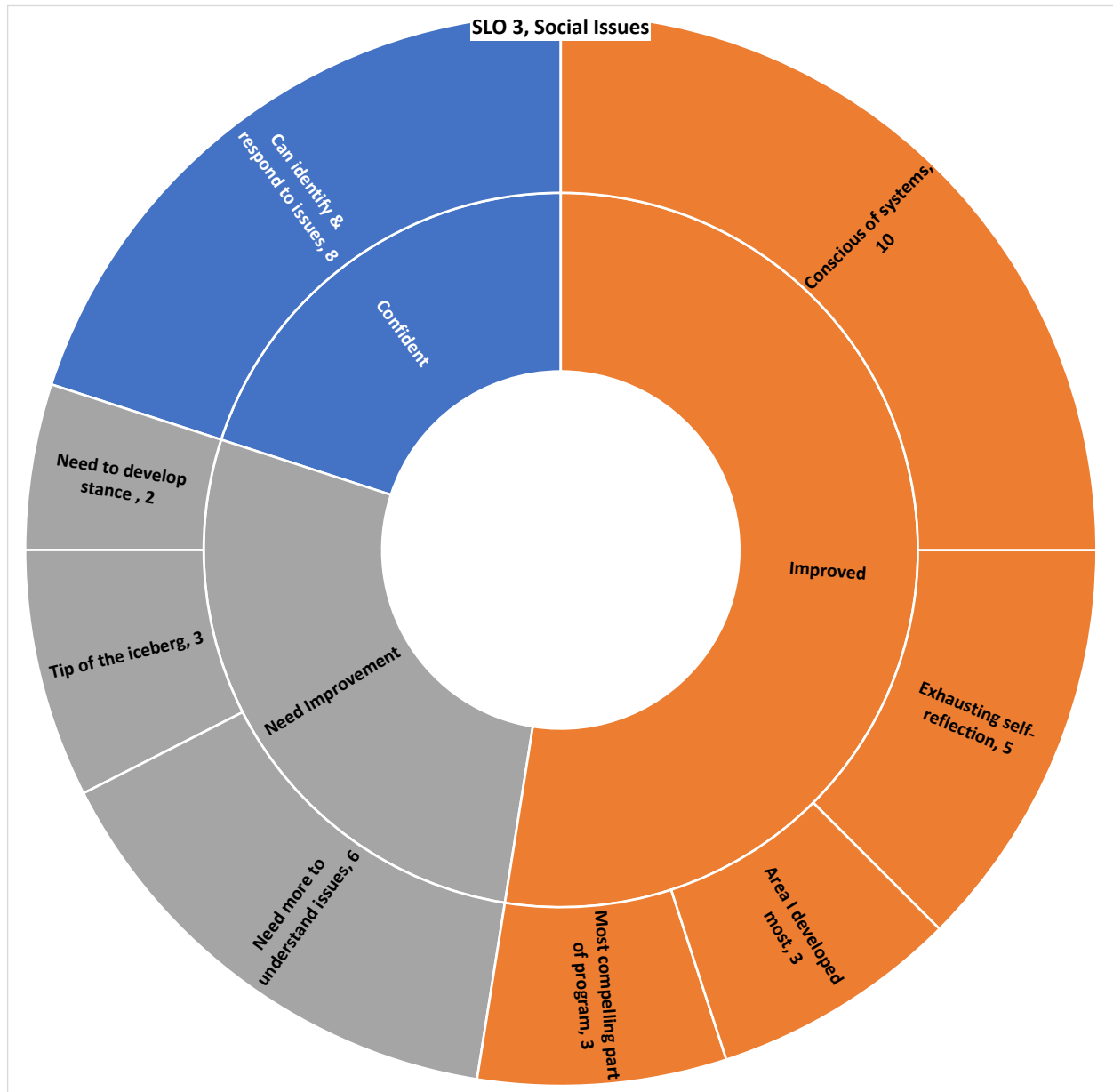
**Figure 14. Student Self-Assessment Narratives, SLO 2, Research Process.**



**Research Process, N= 36**

A large proportion of students, 81%, felt they saw improvements in their use of research methods or felt confident in their research abilities. These students felt they understood the processes and the program increased their abilities to select and utilize research methods. Students who indicated the need for additional improvement (17%) felt they needed additional practice.

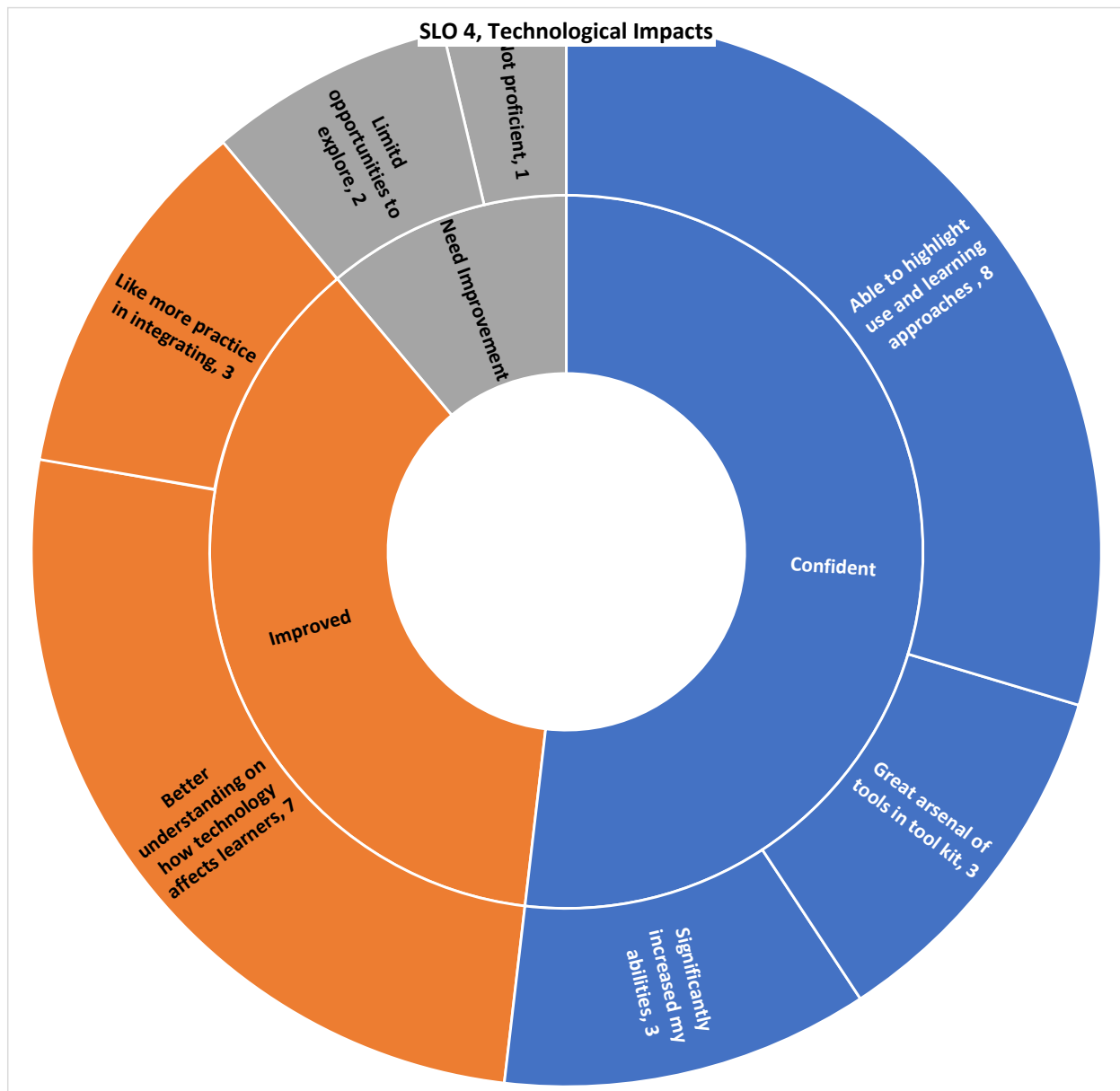
**Figure 15. Student Self-Assessment Narratives, SLO 3, Social Issues.**



**Social Issues, N= 40**

Seventy-two percent of students felt they gained the knowledge to apply content in their personal or professional lives. Slightly greater than half of the students (52%) felt the topic was both enlightening and exhausting as they underwent self-reflection and self-awareness of their biases. Several students stressed the need for further self-improvement as they felt overwhelmed by the complexity of social issues in their environment or conflicted by their stances.

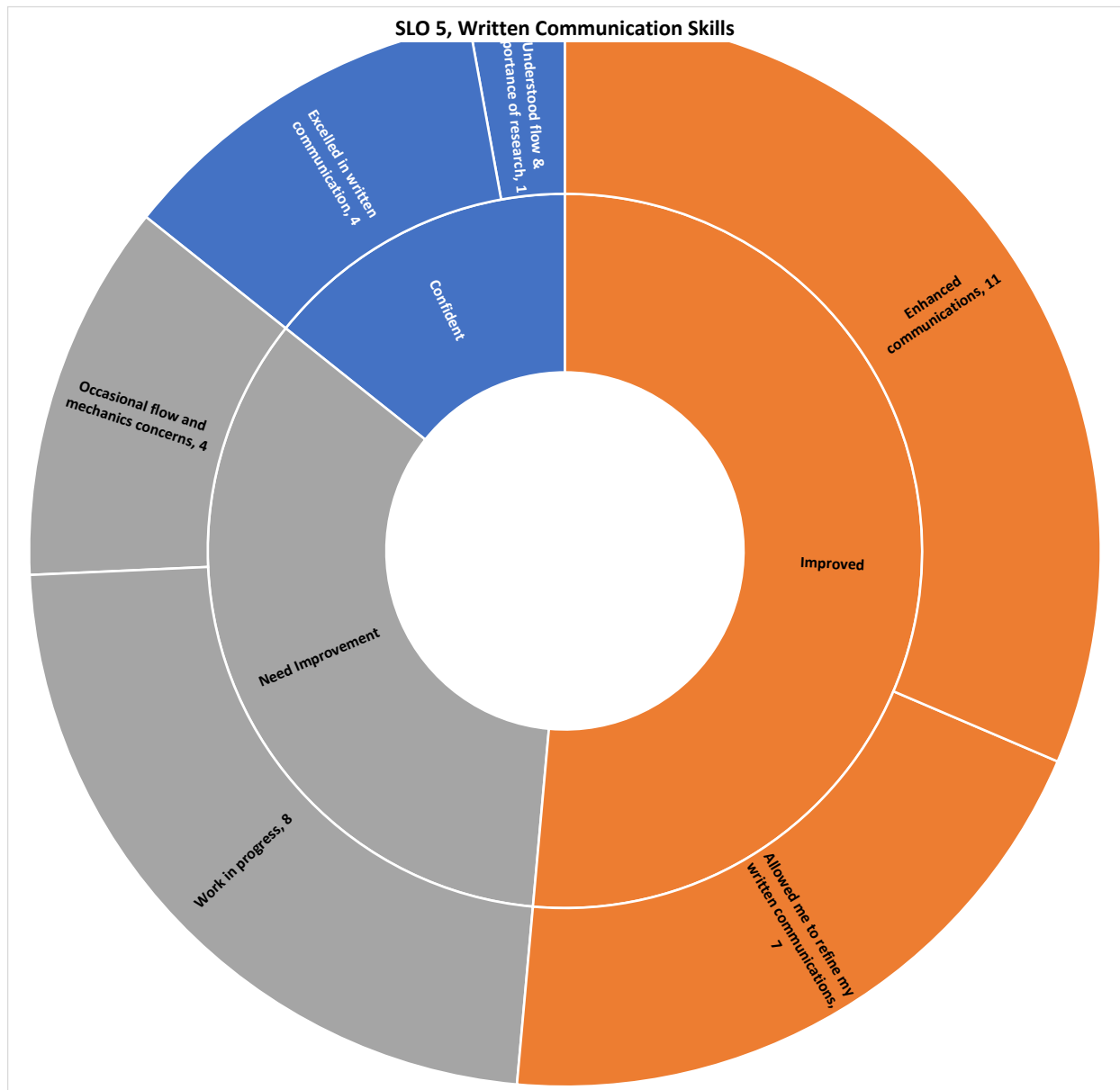
**Figure 16. Student Self-Awareness Narrative, SLO 4, Technological Impacts.**



### **Technological Impacts, N= 27**

Fifty-two percent of students felt confident in their technological abilities as they practice such techniques in their professional careers and the COVID 19 environment. Students demonstrated the same confidence in Figure 12, where students' self-assessed average rating was 3.49. Several students commented on how the content increased their knowledge in the adult learning information technology techniques. A small number (11%) of students felt the need for greater amounts of practical exercises to explore the various learning techniques.

**Figure 17. Student Self-Awareness, SLO-5, Written Communications.**



**Written Communications, N= 35**

The largest percentage (51.4%) of students saw improvements in their communication skills. Most students felt their skills were enhanced and the program led to a refinement in their writing techniques. However, a marked percentage (34.2%) of students felt the need for improvement. Most students indicated issues with the flow and mechanics of their writing while others cited difficulties with transitioning from business conversation type writing to scholastic writing. For this SLO, students’ reflection of their writing competencies were closely aligned with evaluators’ assessment ratings where Figure 12 depicted only a 1.6% difference in assessment ratings.

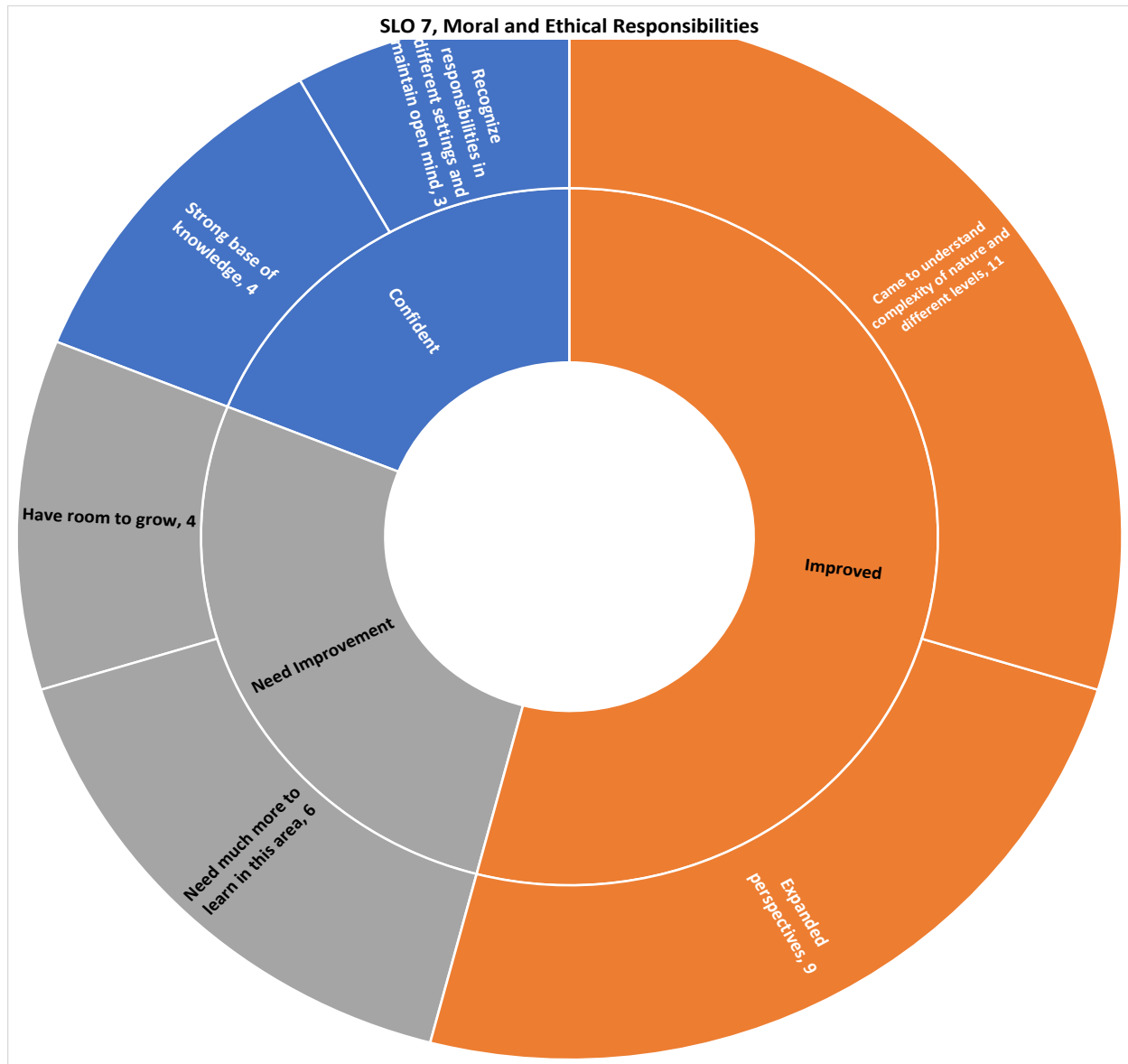
**Figure 18. Student Self-Awareness, SLO 6, Synthesize Information.**



**Synthesize Information, N= 32**

Similar to SLO 4, a high percentage (59%) of students felt they were confident in their abilities to synthesize information. Figure 12 demonstrated students’ confidence with the average student self-assessment rating set as 3.58, the highest of all SLOs. In contrast, the average evaluator rating for SLO 6 was 3.06. Several found it “liberating” to be able to assemble well-reasoned thoughts and present arguments which justified their perspectives.

**Figure 19. Student Self-Awareness, SLO 7, Moral and Ethical Responsibilities.**



**Moral and Ethical Responsibilities, N= 37**

Over 54% of students felt improvement in their moral and ethical responsibilities competencies. Students commented on the program leading them to extend their perspectives and to opening their mind to the complexity of issues at different levels of engagement with adult learners. Still, 27% of the students felt they needed to improve in this skill set. For those students expressing confidence in their abilities, most referred to their professional occupation as being the cornerstone for their high level of moral and ethical competence.

**End of program reports.** The following exhibit reflected the students' responses for a total of 35 responses out of a possible 36 students or a 96.5% response rate. Figure 20 provided the sample population as defined by each semester. The end of program report consisted of 7 close-ended questions.

**Figure 20. Percentage of Students Responding by Semester.**

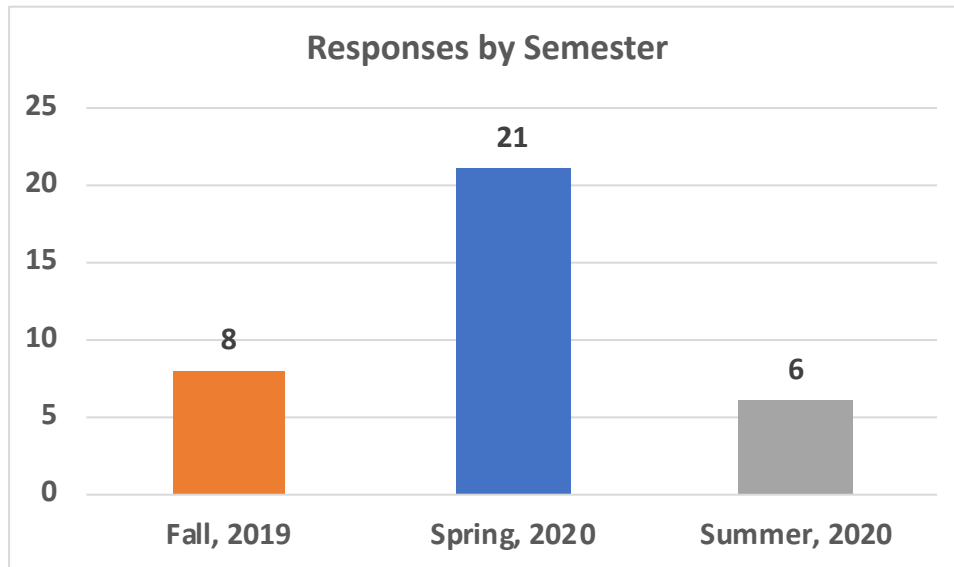


Table 3 displayed the cumulative findings of students' responses to the Question 4 (Q4), *How important were each of these items in your decision to enroll in Adult Learning and Leadership program at K-State?* Students responded to the questions via the use of a 5-point Likert Scale rating where the responses ranged from Not important (NI) to Very Important. (VI). We rank ordered the students' responses. The item receiving the highest percentage of students' combined responses "More Important and Very Important" was listed first with the remaining items in decreasing percentage order. Notably, the item rated #1, *Being able to study adult learning and education*, rated the highest amongst students demonstrating an increase in percentages by 31% over the previous year. Program fitting into schedule dropped to third place decreasing in percentage by 12%. While the name of the degree program remained as the lowest consideration, the ability to study leadership increased by 11%. Thus, the combination of studying adult learning and leadership presented the greatest percentage increase (42%) of interest in students enrolling into the degree program.



**Table 3. Items Key to Enrollment.**

<b>Importance of Topic Rated by Percentage.</b>	<b>Highest % of Positive Responses</b>	<b>Increase/Decrease AY 2018-2019</b>
1. Being able to study adult learning and education.	86%	+31%
2. Convenience of the course.	86%	-5%
3. Program fitting into schedule.	83%	-12%
3. Academic reputation of university.	83%	+4
5. Being able to study leadership.	66%	+11%
6. Academic reputation of degree.	60%	-13%
7. Name of the degree program.	57%	-2%

Table 4 displayed the cumulative findings of students' responses to the second question, *On a scale of poor to excellent, how would you rate the quality of these items during your program?* Students responded to the questions via the use of a 5-point Likert Scale rating where the responses ranged from Poor to Excellent. The items were ranked by students' (N=35) responses using the rating of excellent as the pacing item. and Excellent". With the exception of two items demonstrating minor increases, most of the percentage of excellent ratings decreased. The decreases may be attributed to rapid program adjustments due to COVID 19 mitigation plans or students encountering difficulties adjusting to virtual delivery.

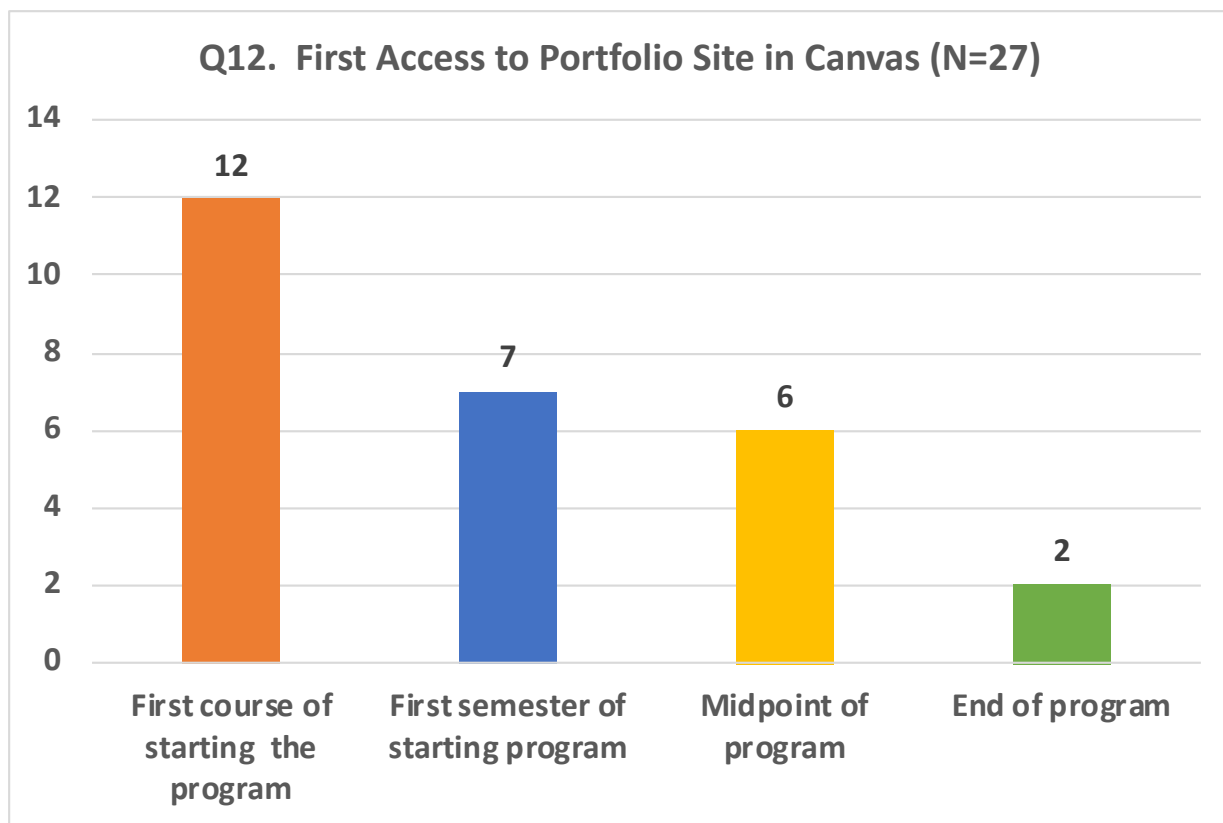
**Table 4. Students Assessment of Program Quality.**

<b>Ranking of Topics as Rated Excellent by Percentage.</b>	<b>Highest % of Excellent Responses</b>	<b>Increase/Decrease AY 2018-2019</b>
1. Helpfulness of faculty.	60%	N/A
2. Quality of instruction.	57%	+2%
3. Communications & responses to questions.	51%	-12%
4. Receipt of notifications from department.	49%	-10%
4. Fairness of grading.	49%	-15%
4. Quality of overall course content.	49%	+4%
5. Instructors' accessibility.	43%	-23%
5. Clarity of degree requirements.	43%	-16%

Ranking of Topics as Rated Excellent by Percentage.	Highest % of Excellent Responses	Increase/Decrease AY 2018-2019
5. Quality of academic advising.	43%	-11%
6. Canvas site which provides information.	40%	-24%
6. Program length.	40%	-5%
7. Accessibility of academic advising.	34%	-23%
7. Portfolio canvas course.	34%	-24%
7. Interaction opportunities with faculty.	34%	-18%
8. Courses schedule.	29%	-21%

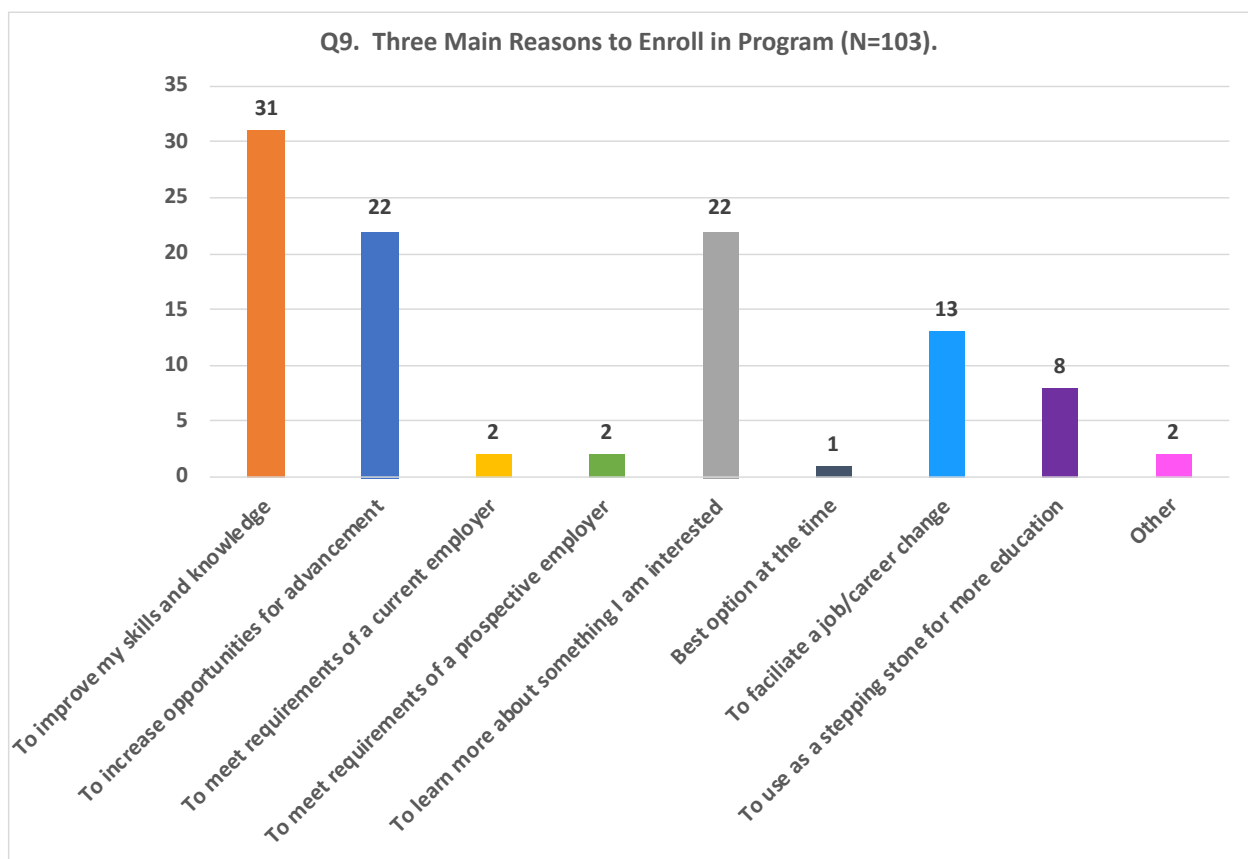
Figure 21 displayed students' responses to "When did you first access the portfolio site in canvas?". Most students (44.4%) accessed the portfolio site at the start of their program of study. This was an increase of 11% over the previous year.

**Figure 21. Student Access of Portfolio Site.**

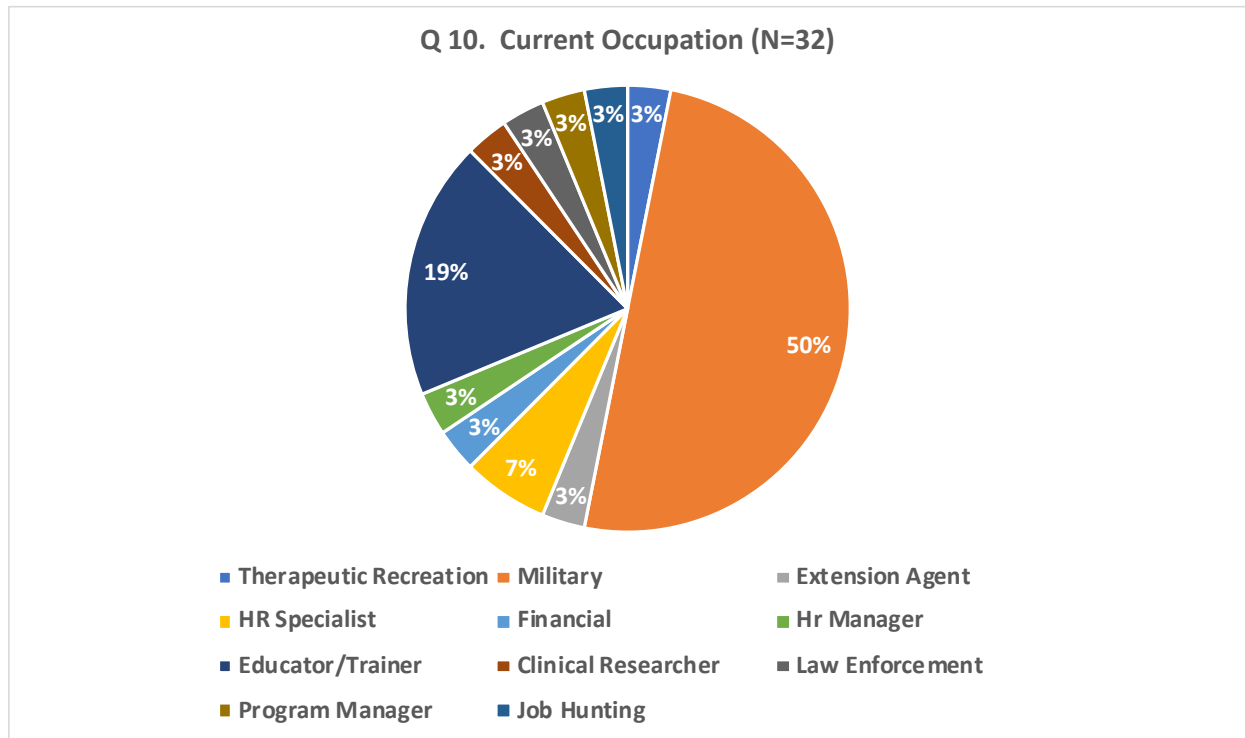


The end of program survey included a new question by querying students with “*What were the three main reasons you enrolled in the MS in Adult Learning and Leadership?*”. Figure 22 provided the cumulative total of the students’ responses (N=103). A major impetus for students to enroll focused on increasing students’ knowledge, interests, and continuance of learning with the 3 reasons combined accounting for 60% of the responses. Thirty-three percent of students indicated their top 3 choices dealt with increased opportunities for advancement or job change.

**Figure 22. Main Reasons to Enroll in Program.**



Question 10 posed an open-ended question “*What is your current occupation?*”. The data contained in Figure 23 reflected assorted occupational titles which were then relabeled as common themes. As indicated, the military accounted for half of the responses (N=16) with the remaining population in single digits.

**Figure 23. Current Operational Themes.**

Figures 24, 25, and 26 displayed students' responses to series of open-ended questions. The questions focused on what areas in the program should be sustained, suggestions for program improvements, and suggestions for marketing the Adult Learning and Leadership program. Administrators reviewed students' comments, identified themes, and bundled responses into a donut graph with the inner loop containing primary themes and the outer loop providing additional fidelity of comments. Similar to previous years, comments regarding sustainment of program elements (81%) were much higher than recommended improvements (19%).

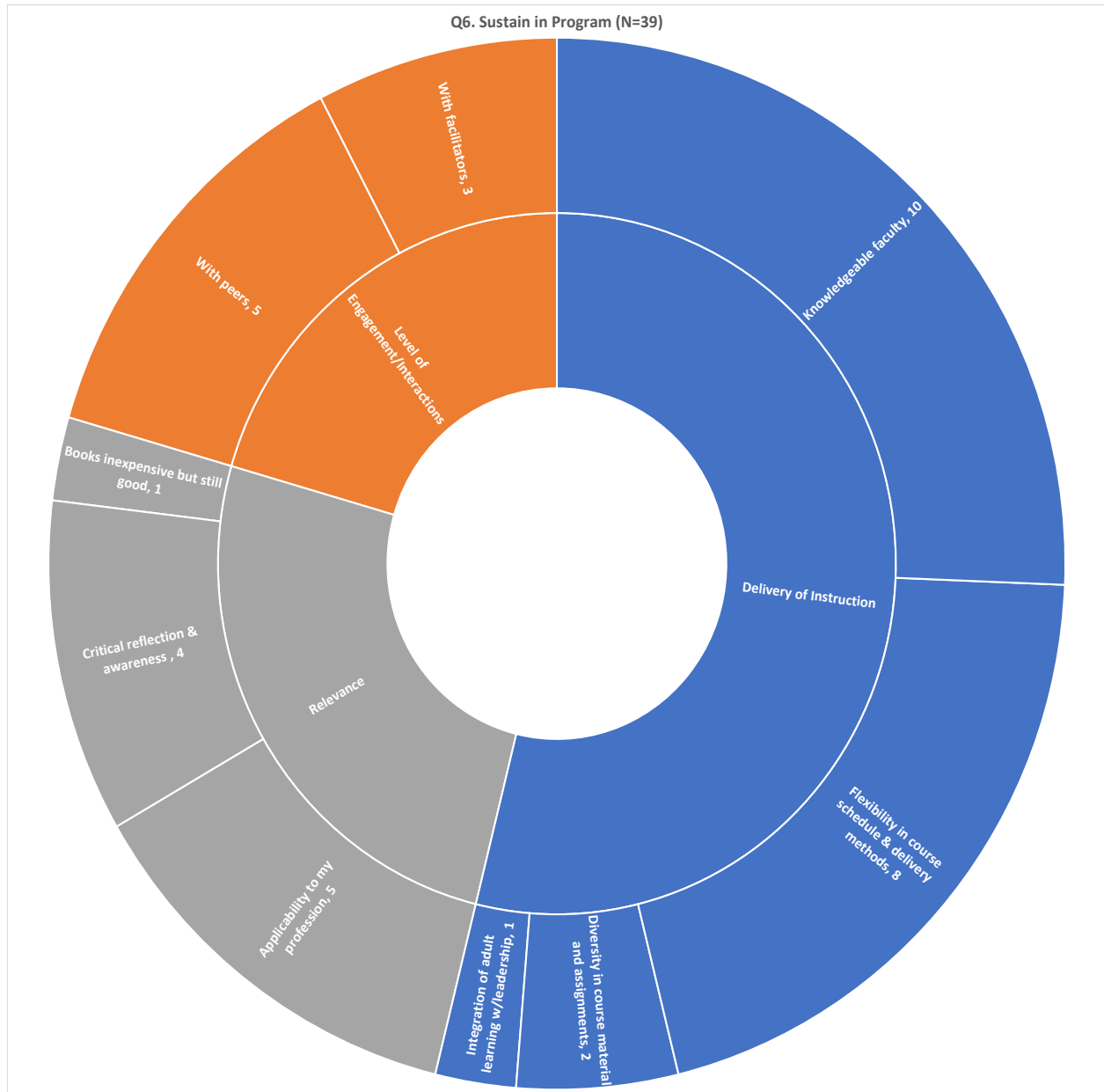
**Figure 24. End of Program Survey, Sustain in Program.**

Figure 24 addressed the question, “Think about your entire experience in the master’s degree program in adult learning and leadership. What is the best aspect of the K-State adult learning and leadership program?” The inner loop of the sunburst chart contained three major themes: level of engagement, delivery of instruction, and relevance. Similar to earlier data (Table 3) students valued the diversity of material, facilitators’ expertise, and the relevance of material to both their professional career and their personal self-awareness. Students also prized the level of engagement and interactions with their peers, more so than interactions with facilitators.

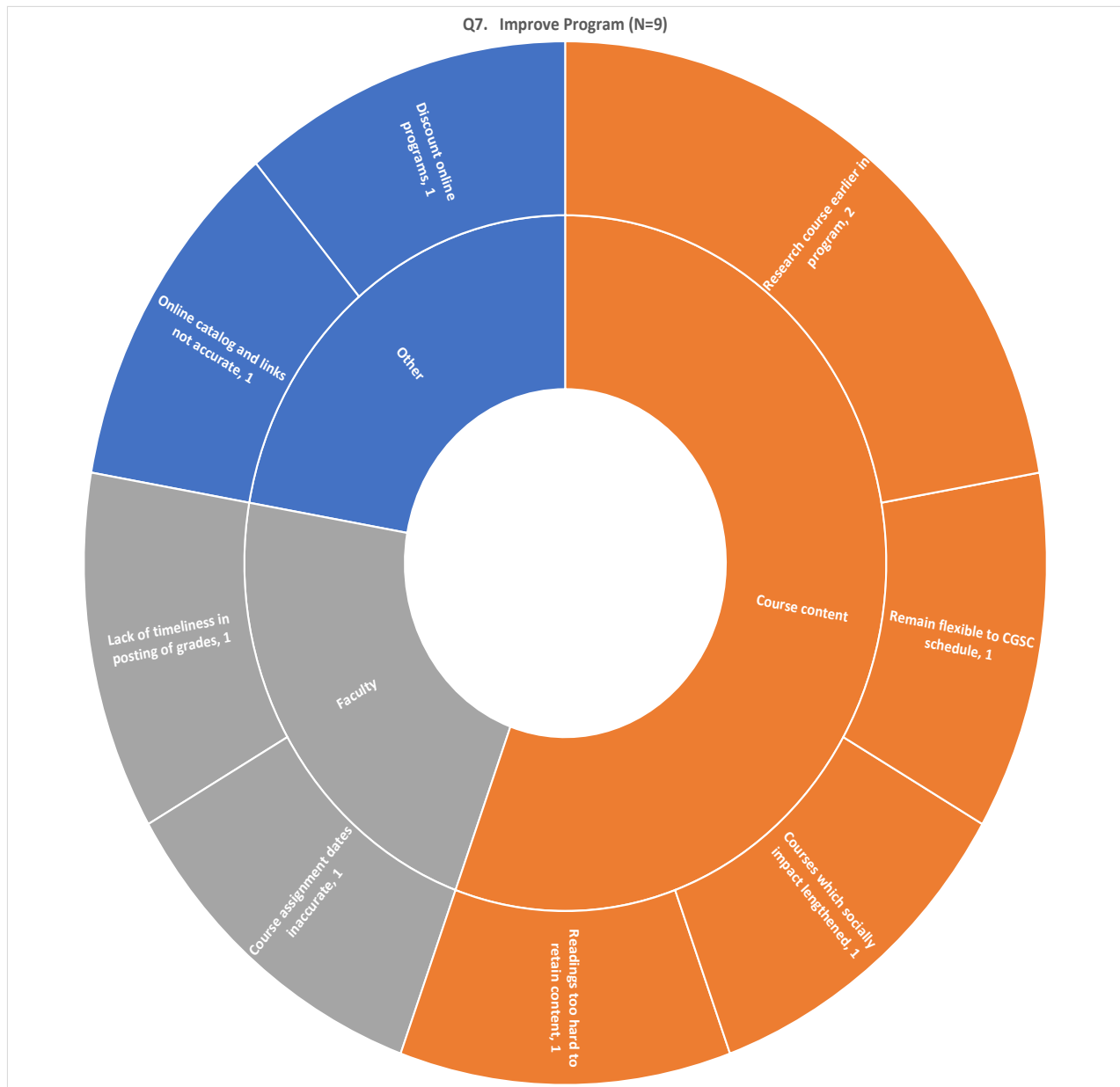
**Figure 25. End of Program Survey, Recommended Improvements.**

Figure 25 addressed the question, “Do you have any concerns about this graduate program that you would like to share with the department?”. The inner loop of the sunburst chart contained three major themes: faculty, course content, and other. Most of the comments dealt with delays in the posting of assignments and grades, changes in learning approaches, and the need for flexibility in students’ schedule. Remarkably, only a small number of students mentioned issues associated with the program’s adaptations to COVID 19 mitigation plans.

**Figure 26. How to Market Program.**

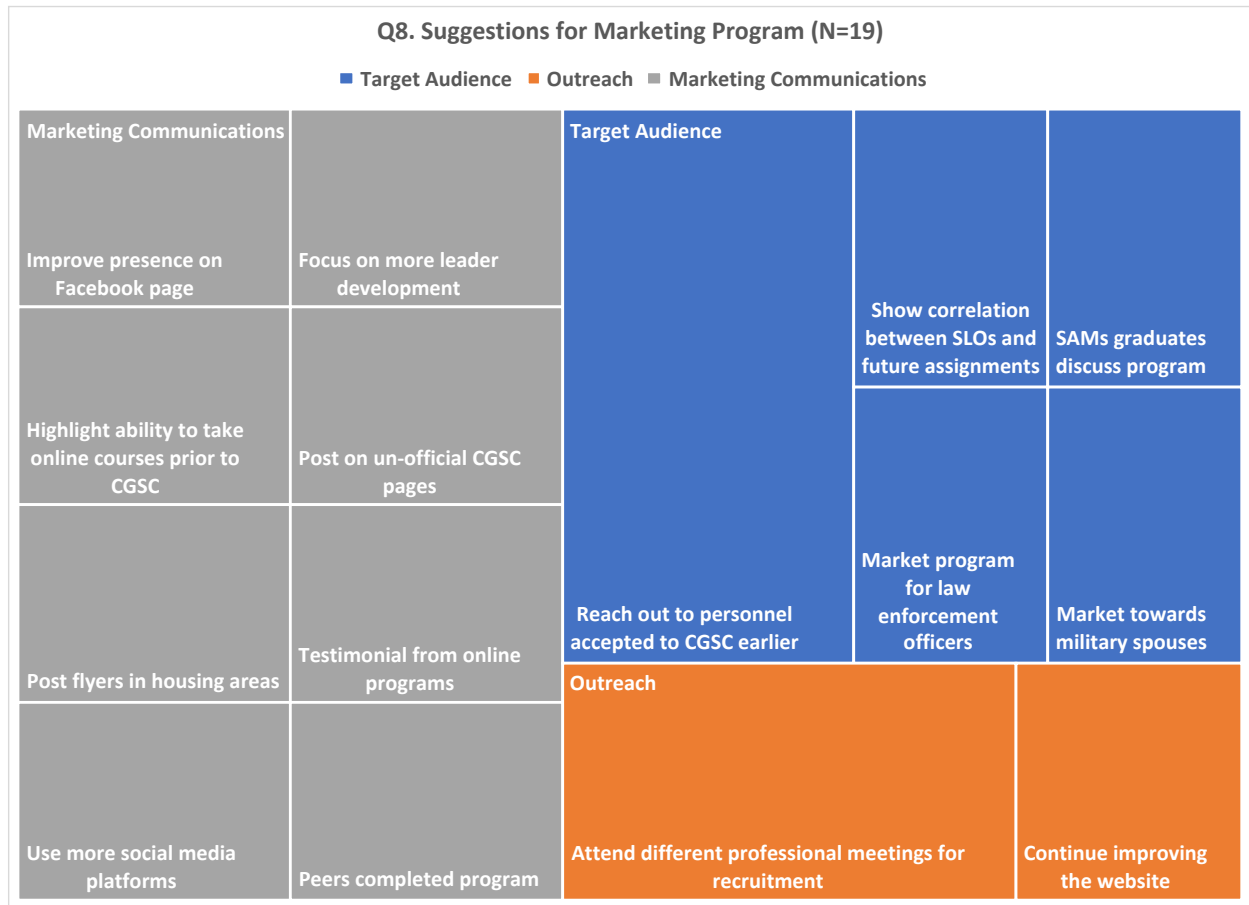


Figure 26 contained the results for the question, “If you have a suggestion of how we could reach people in your field or generally market the program, would you please share?”.

Students’ suggestions focused on 3 areas; target audience, marketing communications, and outreach. Most of the comments pertained to the Fort Leavenworth Center. Due to COVID mitigation plans, direct communications with incoming students were curtailed by the Installation Education Office. This limited the ability to correspond with incoming students. The face-to-face education fair was cancelled with a virtual fair conducted later after course start. Complicating matters, access to the installation was also limited. The introduction of the Government funded Army University program also impacted students’ decision making.

Student not affiliated with the Fort Leavenworth Center suggested greater involvement in professional meetings and continuing to improve social media and website communications.

.1912 indicated the raters were in none or slight agreement. Raters’ agreement equated to 49.6%. However, the percentage of agreement was higher then the previous academic year of 43.7%.

**Table 5. Kappa Assessment for Mutual Agreement.**

AY 2019-2020				
Kappa:				
Rater 1	Basic	Proficient	Distinguished	
Basic	5	11	9	25
Proficient	3	31	24	58
Distinguished	3	11	24	38
	11	53	57	121
Agreement	5	31	24	60
Total:	Agree = 60		49.59%	
Total evaluations:	121		Z=2.705672	
Kappa	0.1912			
None or Slight Agreement 95% confidence interval: .142925				

**Spearman’s Rho statistical test for inter-reliability.** The statistical test was used to measure inter-reliability correlations between pairs of raters. The analysis encompassed twelve pairs of raters who reviewed students’ portfolios. At a minimum, the matched pairings had to contain 14 or greater pairs of SLO ratings. Due to the lack of sufficient data for comparative analyses, two raters’ pairings were not included in the analysis. We compared raters’ evaluations of students’ SLOs and the final essay. Of the 12 pairs, 3 pairs demonstrated a statistically significant correlation (p value < .05) between 3 pairings; pairings # 1, #3, and #9. All 3 pairings demonstrated a positive correlation. In comparison to the previous academic year where only 1 raters’ pairing demonstrated a strong correlation, the additional pairings demonstrated improvement in raters’ inter-reliability. Table 6 reflected the Spearman Rho statistical test results.



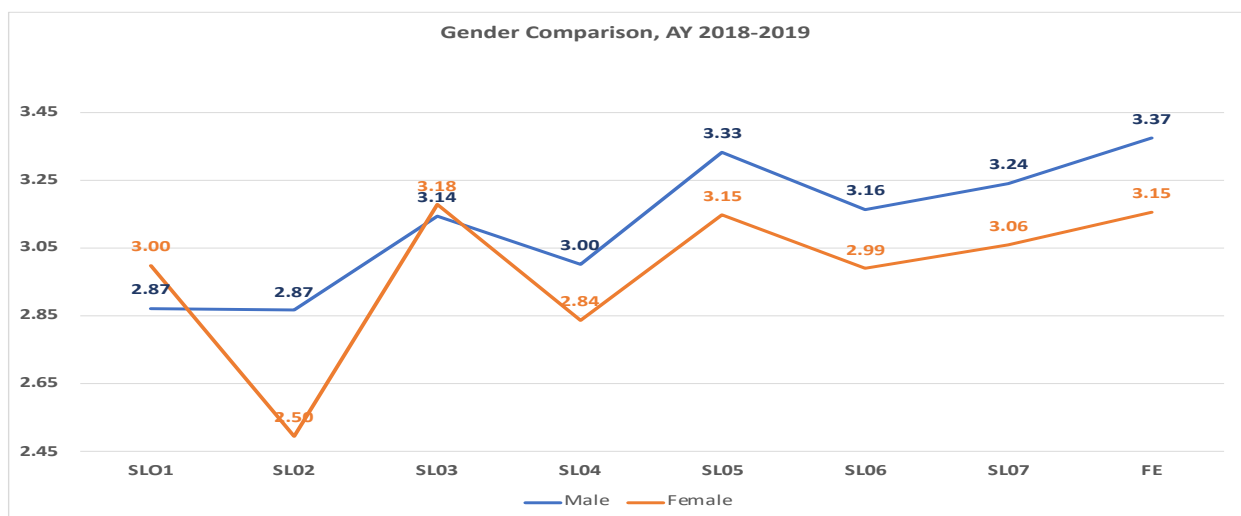
**Table 6. Rater Inter-Reliability, Spearman Rho.**

Rater Inter-Reliability using Spearman Rho (2-Tailed Test)			
<b>Pairing #1 (P1)</b> Evaluator 11   Evaluator 12 Sample Size: 28 R-Value: .00416 p-value: .00416**		<b>Pairing #2 (P2)</b> Evaluator 13   Evaluator 14 Sample Size: 35 R-Value: .09251 p-value: 0.53173	
<b>Pairing #5 (P5)</b> Evaluator 11   Evaluator 13 Sample Size: 14 R-Value: .22311 p-value: .40621		<b>Pairing #6 (P6)</b> Evaluator 12   Evaluator 13 Sample Size: 14 R-Value: .13814 p-value: .60991	
<b>Pairing #9 (P9)</b> Evaluator 12   Evaluator 15 Sample Size: 21 R-Value: .40458 p-value: .04988*		<b>Pairing #10 (P10)</b> Evaluator 14   Evaluator 12 Sample Size: 42 R-Value: .09251 p-value: .53173	
		<b>Pairing #3 (P3)</b> Evaluator 13   Evaluator 15 Sample Size: 14 R-Value: .65514 p-value: .00588**	
		<b>Pairing #7 (P7)</b> Evaluator 14   Evaluator 11 Sample Size: 14 R-Value: .31285 p-value: .23808	
		<b>Pairing #11 (P11)</b> Evaluator 11   Evaluator 16 Sample Size: 14 R-Value: .3721 p-value: .15583	
		<b>Pairing #4 (P4)</b> Evaluator 16   Evaluator 15 Sample Size: 14 R-Value: .09245 p-value: .73346	
		<b>Pairing #8 (P8)</b> Evaluator 11   Evaluator 16 Sample Size: 14 R-Value: -.44544 p-value: .08379	
		<b>Pairing #12 (P12)</b> Evaluator 15   Evaluator 16 Sample Size: 14 R-Value: .09245 p-value: .73346	
Legend: p value < .05*		p value <.01**	

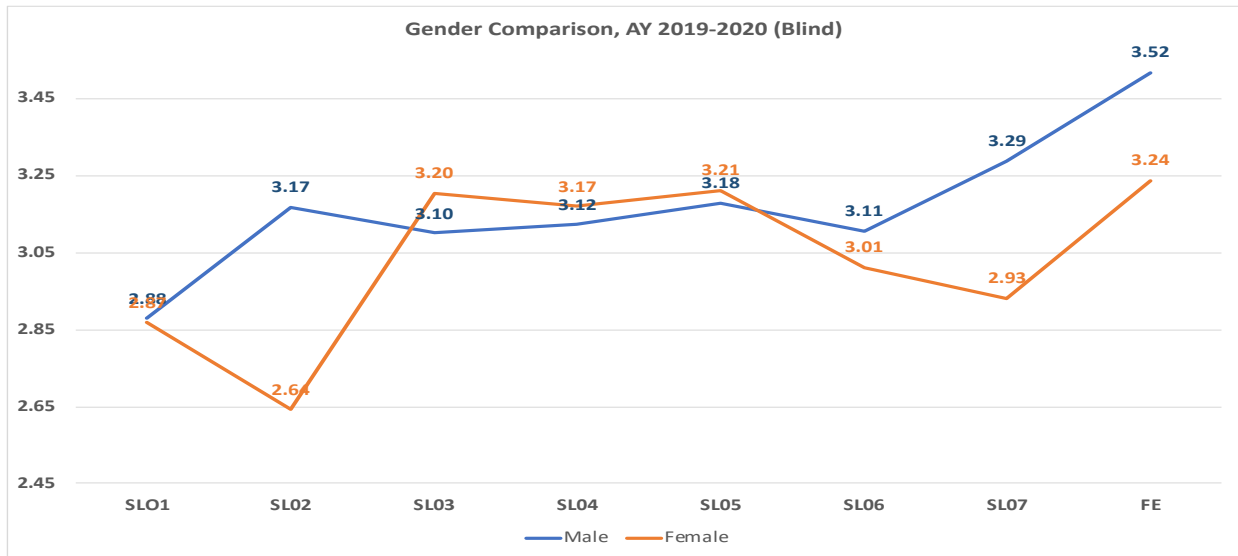
**Assessing Evaluations and Gender.** To further studies on portfolio assessments, we posed the research question, “Given the blinding of portfolios, were there significant differences in the ratings of cisgender male and cisgender female students’ in comparison to previous academic years? In support of the research, administrators removed students’ identities from the portfolio submissions. However, in a few cases, administrators were unable to remove identifying markers. This was normally due to artifacts where students presented videos or conducted taped interviews. We compared the evaluation ratings for “blinded” portfolios with portfolios from previous academic years to compare and contrast patterns of evaluations. Figures 27 displayed findings. For ease in comparisons, all figures used the same vertical and horizontal axis scales.

When comparing males’ and females’ portfolios pre- and post- blind process, we noted the parallel, horizontal lines depicting scores demonstrated less variability. AY 2019-2020 demonstrated smaller parallel gaps between male and female students’ ratings (.1 or less) in 5 of the 8 ratings. Figures 27 and 28 depicted a comparison of the average SLO ratings for student populations AY 2018-2019 and AY 2019-2020 (Blind). Of the 8 data points, male students’ scores increased in 5 SLOs with the largest increase of .15. Female students’ ratings increased in 6 SLOs with the greatest increase of .33. While females’ ratings in SLO2 increased by a percentage in AY 2019-2020, 5.4%, they continue to lag behind their male counterparts who demonstrated an increase of 9.5% during the same period.

**Figure 27. Cisgender Comparison, AY 2018-2019.**

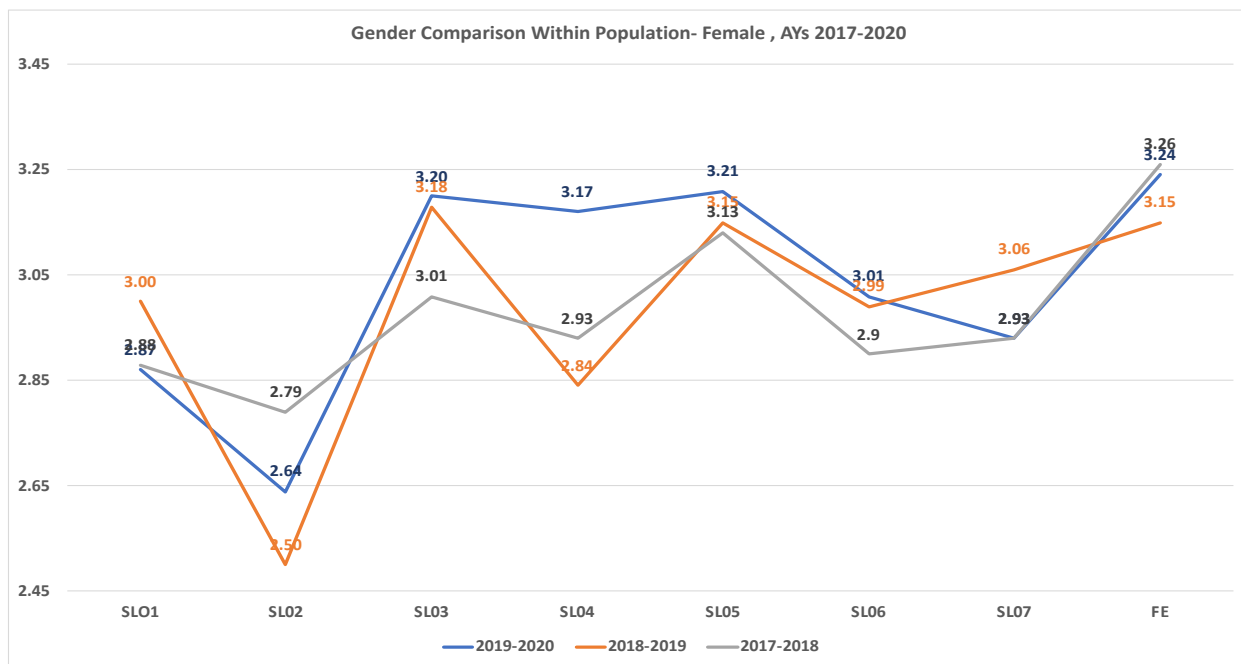


**Figure 28. Cisgender Comparison, AY 2019-2020.**



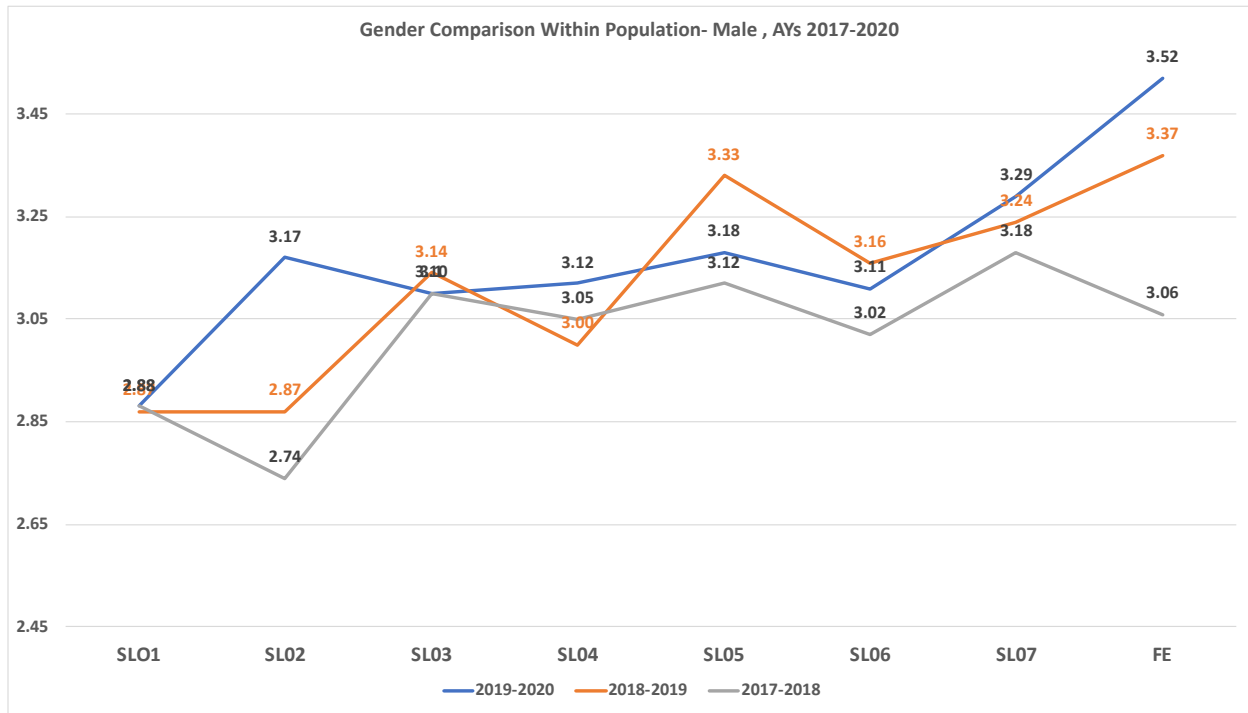
Based on the initial findings, we conducted further analysis to compare previous academic years focusing on gender comparisons within same gender populations. The data indicated female students’ ratings were greater than previous 2 academic years in 4 of the 8 SLO ratings. The largest increase in ratings occurred with SLO4 where females’ average rating increased by 8%. Figure 29 depicted the comparison of academic years.

**Figure 29. Gender Comparison Within Population- Female, AYs 2017-2020.**



We also compared the male students' ratings for the last 3 academic years. Figure 30 showed male students' ratings were equal to or greater than the previous 2 academic years in 3 of the 8 SLO ratings.

**Figure 30. Gender Comparison Within Population Male, AYs 2017-2020.**



Given the multiple changes in the program and the COVID 19 event, it is not clear if the blinding of the portfolios alone led to significant differences in ratings when compared to previous years. However, the data indicates the variability between male and female students' ratings decreased. Further research is required to address the research question.

**Assessment Report Review and Recommendation.**

*Table 7. Review and Recommendations.*

Action Item	Findings and Recommendations
<b>75% Proficiency Level</b>	<ul style="list-style-type: none"> <li>• AY2019-2020 met the objective of a 75% or greater proficiency for 5 of the 7 SLOs.</li> <li>• Ratings for SLO 1, SLO 2, SLO 3, SLO 4, and SLO 7 set new program goals.</li> </ul> <p><b>Recommendation:</b> Continue the proficiency level of 75% as a metric.</p>
<b>Research Process, SLO 2</b>	<ul style="list-style-type: none"> <li>• SLO 2 recorded the highest average rating (2.9) in the program’s history.</li> <li>• Last year’s assessment recommended “Faculty discuss the merits of creating an online research methods course or hybrid research methods course.”</li> <li>• While COVID 19 mitigation plan served as the impetus for the transition of research methods to an online delivery, the impact of transition led to the highest average ratings in the program’s history with students attending the spring and summer terms recording average scores of 2.98 and 3.17. Students’ average ratings in the fall term were a 2.55.</li> </ul> <p><b>Recommendation:</b> The merits of creating an online research methods course or hybrid research methods course should continue to be explored as a program option.</p>
<b>End of Program Reports</b>	<ul style="list-style-type: none"> <li>• Students number one reason to enroll rose sharply (31%) from the previous year, Being able to study adult learning and education, resonated with students.</li> <li>• The ability to study leadership increased by 11%. The combination of studying adult learning and leadership presented the greatest percentage increase (42%) of interest in students enrolling into the degree program.</li> <li>• The Convenience of the Course (-5%), Program Fitting into Schedule (-12%), and Academic Reputation (-13%) and Name of the Degree (-2%) declined.</li> <li>• With the exception of Helpfulness of Faculty (N/A), Quality of Instruction (+2%) and Quality of Overall Course Content (+4%), all other Program Quality topics declined.</li> <li>• Students rarely cited the implementation of COVID 19 mitigation measures in narratives. Thus, the direct and indirect impact of measures on quality and students’ perceptions of their experience was unknown.</li> </ul> <p><b>Recommendation:</b> Faculty discuss the merits of findings and the implications for AY 20-21 and AY 21-22.</p>

<b>Inter-Reliability of Faculty Ratings</b>	<ul style="list-style-type: none"><li>• The statistical tests indicated inter-reliability remains a concern with mutual agreement being none or slight.</li><li>• The inter-reliability between rater pairings improved from 1 pairing to 3 pairings.</li><li>• Correlations between blinding of portfolios and adjustments in rating patterns demonstrated decrease variability and increased in ratings for certain SLOs and student populations.</li></ul> <p><b>Recommendation:</b> Further discussions on the topic given the data in the report and the role of inter-reliability in the performance assessment</p>
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