AC 2021 – 2022 Assessment

Doctor of Adult Learning and Development (925)

Division: Gallaspy College of Education and Human Development

Department: School of Education

Prepared by: Christy Hornsby   **Date: May 30, 2022**

Approved by: Kimberly McAlister   **Date: 6/14/2022**

Northwestern Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission: The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve.

Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission: The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Adult Learning and Development Program Mission Statement: The Adult Learning and Development Program offers a Doctor of Education degree for students who intend to pursue or advance their careers in the professional practice of adult learning or post-secondary leadership at the community college level. The Doctor of Education is a practitioner degree program that prepares students for the practice of adult learning and leadership across the following domains: teaching

and learning, curriculum and instructional design, workforce development, program management and planning, organizational change, and community college leadership.

Methodology:

The assessment process for the program is as follows:

(1) Data from assessments provide results on student knowledge, skills, and dispositions as appropriate for professional education programs.

(2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcomes:

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Demonstrate an understanding of contemporary issues in adult learning.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a research paper in EDAL 7000. The assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was Met

2020-21 Administration	2021-22 Administration
EDAL 7000 Final Research Paper Cumulative Mean: 87.0% Sd Dv: 87.0% Above/Equal Benchmark: 70.0% Below: 10.0% *N*=17	*EDAL 7000 Final Research Paper (200pts)* Cumulative Mean: 175.42 Sd Dv: 43.8 Above/Equal Benchmark: 95% Below: 5% *N*=19

Analysis:

Analysis of AC 2020-2021 results showed that, while the target was met with the cumulative mean of scores on the EDAL 7000 Final Research Paper being above benchmark ($\mu = 87.0\%$), students made errors in properly using APA style for citations and references.

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Based on analysis of the AC 2020-2021 results, faculty made the following change in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022 faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2021.

This change had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

According to the AC 2021-2022 data, the APA workshop was beneficial in meeting the target.

Additional analysis of the AC 2021-2022 results showed that while the cumulative mean of scores on the EDAL 7000 Final Research Paper (200 points total) were above benchmark (μ= 175.42), students made errors in properly using APA style for citations and in following assignment directions. The overall cumulative mean for AC 2021-2022 assessment was above benchmark at 95%, which was up from AC 2020-2021 cumulative mean by 8%.

For AC 2021-2022, the area in which students lost the greatest percentage of points was APA usage. Of the APA errors, the most common error was not using an appropriate level of in-text citations for factual claims and outside content. Other writing errors were not the cause of significant point loss in the AC 2021-2022 administration. The rubric area in which students lost the greatest number of points was including required elements in the body of the paper.

Decision, action, or recommendation.

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2022 with additional emphasis on the proper level of in- text citations to provide additional resources on APA and academic writing. Additionally, faculty will modify instructional guidance to emphasize following all assignment requirements.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Work as scholar-practitioners by applying current research and theory to real-world practice across a variety of settings

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Measure: 2.1. **(Direct – Knowledge, Skills)**

SLO 2 is assessed by the final project in EDUC 7170 (will be offered Summer 2021). The assessment will be evaluated using a survey, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was not met.

2020-2021 Administration	2021-2022 Administration
EDUC 7170 Cumulative Mean: Standard Deviation: Above/Equal Benchmark: Below: N=	*EDUC 7170* Cumulative Mean:100% Standard Deviation: 0% Above Benchmark: 100% Below:0% N=12

Analysis:

SLO 2 is assessed by the final project in EDUC 7170 (will be offered Summer 2021). The assessment will be evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%. The student survey is one of a personal narrative of experience verses relevant theories.

Decision, action or recommendation:

In AC 2020-2021, the target was not met. In 2021-2022, the course will be offered. Faculty will further develop the course and implement the course materials with fidelity. This course will be evaluated by student progress. Approved dissertation prospectus or progression of dissertation proposal. These changes will continue to move the assessment cycle forward.

In AC 2021-2022, the was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2022 with additional emphasis on the proper level of in- text citations to provide additional resources on APA and academic writing. Additionally, faculty will modify instructional guidance to emphasize following all assignment requirements.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

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Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Demonstrate leadership and management skills applicable to the administration of adult learning and community college programs.

Measure: 3.1. **(Direct – Skills, Dispositions)**

SLO 3 is assessed by the final project in EDUC 7170. The assessment will be evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was not met.

2020-2021 Administration	2020-2021 Administration
EDUC 7170 Cumulative Mean: Standard Deviation: Above/Equal Benchmark: Below: N=	*EDUC 7170* Cumulative Mean: 100% Standard Deviation: 0% Above Benchmark:100% Below: 0% N=12

Analysis:

In 2020-2021, the target was not met. SLO 3 will be assessed through a final project in EDAL 7170. The assessment will be evaluated using a survey, and the benchmark performance is a cumulative mean score of 80%.

Decision, action, or recommendation:

In AC 2021-2022, the target was met.

Faculty will further develop the course and implement the course materials with fidelity. This course will be evaluated by evaluating the approved dissertation prospectus or progression of dissertation proposal. These changes will continue to move the assessment cycle forward.

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Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Demonstrate knowledge of models and principals for the design, development, administration, and assessment of adult learning experiences applying relevant research-based practice and theory.

Measure: 4.1. **(Direct – Knowledge, Skills)**

SLO 4 is assessed through final projects in EDUC 7330 (formerly EDAL 7330) and EDUC 7420 (formally EDAL 7420). The assessments will be evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was met in EDUC 7420 and Target was not met in EDUC 7330.

2020-21 Administration	2021-22 Administration
EDAL 7330 Final Project Mean: Standard Deviation: Above/Equal Benchmark: Below: 0% N=	EDUC 7330 Final Project Cumulative Mean: 95.85% St. Dev: 1.86% Above Benchmark: 100% Below: 0% N=7
EDAL 7420 Final Research Paper Cumulative Mean: 97.6% Standard Deviation: 2.4% Above/Equal Benchmark: 100% Below: 0% N=5	EDUC 7420 Final Research Paper Cumulative Mean: 98% Standard Deviation: 3.28% Above/Equal Benchmark: 100% Below: 0% N=8

Analysis:

EDUC 7330 (EDAL 7330 was renamed to EDUC 7330 in 2019-20)

The AC 2021-22 administration of the assessment was graded using a rubric. The overall cumulative mean for the AC2021-2022 assessment was above benchmark at 95.85%. 100% of students exceeded the benchmark score, and student scores were consistent with a standard deviation under 2% for the administration. Data show that students earned 100% of available points for topic selection and source quantity. These aspects of the project were formatively assessed, and students were provided formative feedback during instruction. Students also earned nearly 100% of all available points for research source quality. This aspect of the project was also formatively assessed, and students received formative feedback during instruction. Instructor comments on the AC 2021- 2022 administration indicated that the area in which most students lost points was errors in meeting the expectations of the writing criteria for a literature review, followed closely by writing errors in composition and APA

style, primarily general grammar, and punctuation errors. Each of the areas in which students lost most points was assessed summatively. For the AC 2021-22 administration, as assessed by the rubric, the category in which students lost the greatest percentage of points was writing criteria for literature reviews. Writing errors were not the cause of significant point loss in the AC 2021-22 administration.

Data show that students earned 100% of available points for topic selection and research source quantity. These aspects of the project were formatively assessed, and students were provided formative feedback during instruction.

EDAL 7420 (EDAL 7420 was renamed to EDUC 7420 in 2019-2020)

In AC 2020-2021, the target was met. Though analysis of the results showed that scores on the EDAL 7420 Final Research Paper were consistently high, students made errors in APA style citations and references and in properly using academic writing style.

Based on analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. Based on the analysis of the AC 2020-2021 results, students lost the most points in the rubric category of following APA style. In accordance with the plan of action from AC 2020-2021, in AC 2021-2022 an APA WebEx workshop was conducted for all doctoral students in the fall of 2021. These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

EDUC 7420: Though analysis of the results showed that scores on the EDAL 7420 Final Research Paper were consistently high, students made errors in APA style citations and references and in properly using academic writing style.

Action - Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, in EDUC 7330, faculty will develop and incorporate into the course instructional resources related to source quality for published literature reviews to increase and target exposure to the criteria for writing literature reviews. In EDAL 7420, faculty will develop and deliver an enhanced an APA WebEx workshop for all students in the program in the fall of 2022 with additional emphasis on the importance of conforming to APA 7 style in academic writing and additional examples of different types of citations and reference entries under APA 7 to provide additional resources on APA and academic writing.

These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

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Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Apply analysis and problem-solving skills in order to ethically evaluate the impact of programs or policies on individuals and organizations.

Measure: 5.1. **(Direct – Knowledge, Skills)**

SLO 5 is assessed through a final project EDUC 7100. The assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was met

2020-21 Administration	2021-22 Administration
EDUC 7100 Final Project Cumulative Mean: 92.57% Standard Deviation: 4.6% Above/Equal Benchmark: 100% Below: 0% N=7	EDUC 7100 Final Project Cumulative Mean: 100% Standard Deviation: 0 Above/Equal Benchmark: 100% Below: 0% N=18

Analysis:

In AC 2020-2021, the target was met. Analysis of AC 2020-2021 results showed that while the cumulative mean of scores was above benchmark (μ = 92.57%), students made errors in properly using APA style for citations and in following assignment directions. 100% of students exceeded the benchmark score. For AC 2019-2020, the areas in which students scored the most points were in Sampling, Methods of Data Collection, Non- Experimental Designs, and Conducting Means-End Analysis. The areas in which students scored the least points were Experimental Designs, Validity, and Inferential Statistics. The rubric area in which students lost the greatest number of points was writing appropriate research questions and identifying and applying specific characteristics of qualitative, quantitative, and mixed methods research. Based on these changes, in AC 2021-2022, the target was met.

Analysis of AC 2021-2022 results showed that while the cumulative mean of scores was above the benchmark at 100.0%, student errors were in properly using APA style for citations. Students received multiple feedback from professor and was able to resubmit until the final project was approved.

Action - Decision or Recommendation:

In AC 2021-2022, the target was met.

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Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will develop and deliver a research question template to incorporate into the course and provide exemplars of both proper and improper research questions for doctoral-level research studies to support student writing of appropriate questions that could lead to the dissertation prospectus question. Faculty will develop and deliver additional instructional resources to support student learning in the areas that were most challenging for students during AC 2020-2021: Experimental Designs, Validity, and Inferential Statistics.

These changes will improve the student's ability to Make responsible decisions and problem- solve, using data to inform actions when appropriate, thereby continuing to push the cycle of improvement forward. The continued feedback and open conversations from the professor will also continue to drive student success.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results. Program faculty made several decisions after examining results of data analysis from AC 2020-2021 which resulted in improved student learning and program improvement in AC 2021-2022.

- SLO 1: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2021.

- SLO 2: This is new data for this course offering.
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- SLO 3: This is new data for this course offering.

- SLO 4: Faculty incorporated additional analysis on published literature reviews into the course design to increase and target exposure to the criteria for writing literature reviews. Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2021.

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- SLO 5: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2021.

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Plan of Action for Moving Forward.

- SLO 1: Faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2022 with additional emphasis on the proper level of in-text citations to provide additional resources on APA and academic writing. Faculty will modify instructional guidance to emphasize following all assignment requirements.

- SLO 2: Faculty will develop and deliver an enhanced APA WebEx workshop to all doctoral students in the program in fall of 2022.

- SLO 3: Faculty will develop and deliver an enhanced APA WebEx workshop to all doctoral students in the program in fall of 2022.

- SLO 4: Faculty will develop and incorporate into the course instructional resources related to source quality for published literature reviews to increase and target exposure to the criteria for writing literature reviews.

- SLO 4: Faculty will develop and deliver an enhanced APA WebEx workshop for all students in the program in the fall of 2022 with additional emphasis on the importance of conforming to APA 7 style in academic writing and additional examples of different types of citations and reference entries under APA 7 to provide additional resources on APA and academic writing.

- SLO 5: Faculty will deliver a research question template to incorporate into the course and provide exemplars of both proper and improper research questions for doctoral-level research studies to support student writing of appropriate questions that could lead to the dissertation prospectus question.