

AC 2022 – 2023 Assessment

Doctor of Adult Learning and Development (925)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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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

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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 of 80%. This assignment measures student understanding and/or mastery in the following concepts in adult learning:

- Describe the field of adult learning through historical and contemporary foundations.
- Develop a broad knowledge of the research, theory, and practice needed to understand adult learning and its place in society.
- Understand the key philosophical and theoretical frameworks of adult learning.
- Articulate contemporary adult education concerns including globalization, technology, social justice, and social change.
- Understand the organizations and practices that support adult learning in a variety of

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contexts.

- Demonstrate an understanding and execute proper usage of APA 7th edition
- Demonstrate skills in critical thinking, writing, presenting, and technology.

Finding: Target was Met

2021-22 Administration	2022-23 Administration
<i>EDAL 7000 Final Research Paper</i> Cumulative Mean: 175.42% Sd Dv: 43.8% Above/Equal Benchmark: 95% Below: 5.0% N=19	<i>EDAL 7000 Final Research Paper (200pts)</i> Cumulative Mean: 168.34% Sd Dv: 21.04% Above/Equal Benchmark: 82.60% Below: 17.39% N= 23

Analysis:

Analysis of AC 2021-2022 results showed that, while the target was met with the cumulative mean of scores on the EDAL 7000 Final Research Paper being above benchmark ($\mu = 95\%$), students made errors in properly using APA style for citations and references.

Based on analysis of the AC 2021-2022 results, faculty made the following change in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023 faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2022.

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

According to the AC 2022-2023 data, the APA workshop was beneficial in meeting the target.

Additional analysis of the AC 2022-2023 results showed that while the cumulative mean of scores on the EDAL 7000 Final Research Paper (200 points total) were above benchmark ($\mu = 82.60\%$), students made errors in properly using APA style for citations and in following assignment directions. The overall cumulative mean for AC 2022-2023 assessment was above benchmark at 82.60%.

For AC 2022-2023, 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 2022-2023 administration. Another area in which students lost points on the rubric was "including required elements in the body of the paper."

However, faculty noted that the current rubric fails to indicate specific areas in which students demonstrate required concepts.

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Decision, action or recommendation.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2023 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. Faculty will restructure the rubric for this measure to ensure specific areas of strengths and weakness are identified. This will enable faculty to make meaningful changes for future cycles to drive improvement.

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

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed by the final project in EDUC 7170. The assessment is evaluated using a rubric with a cumulative mean score of 80%. This assignment measures student understanding and/or mastery in the concepts listed below. All components of the project must be submitted with proper usage of APA 7 edition:

- Locate practicum sites or activities and identify site liaison.
- Communicate the activities, setting, and significant personnel related to the practicum to the university practicum instructor, ensuring appropriate approval at specific points throughout the process.
- In conjunction with instructor and supervisor, develop a practicum plan as evidenced by a written practicum proposal.
- Submit a personal narrative of expectations for the practicum, which will be posted as "The Statement of the Practicum." It will include, at a minimum: a) Identification of practicum site: location, supervisor/liaison, address, phone, email, etc. objectives of practicum: nature of activity, audience or setting, estimated time in preparation and execution; and b) schedule for completion: intermediate and terminal report.

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Finding: Target was met.

2021-2022 Administration	2022-2023 Administration
<i>EDUC 7170</i> Cumulative Mean: 100% Standard Deviation: 0% Above Benchmark: 100% Below: 0% N= 12	<i>EDUC 7170</i> Cumulative Mean: 100% Standard Deviation: 0% Above Benchmark: 100% Below: 0% N=16

Analysis:

In AC 2021-2022, the target was met. Upon analyzing the data from AC 2021-2022, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. Because students made errors in properly using APA 7th edition style for citations and references, faculty modified instructional practices to offer additional support in the areas of writing, specifically for the literature review process and APA guidelines. Additionally, an APA 7th edition in person and virtual workshop was conducted for all doctoral students in the fall of 2022. These changes had a direct impact on the student's ability to effectively use APA in their writing practices. However, faculty noted that the current rubric fails to indicate specific areas in which students demonstrate required concepts.

As a result of these changes, the target was met for AC 2022-2023.

Decision, action or recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.

In AC 2023-2024, faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2023 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 the importance of following all assignment requirements. Faculty will also hold a Lunch and Learn (in-person and virtual) in the fall of 2023 to educate students on best practices to collect scholarly materials. Faculty will develop a dispositional measure that evaluates candidates' abilities to demonstrate professional behaviors. Candidates in this course will also be evaluated by performance/progress on the approved dissertation prospectus or progression of dissertation proposal.

These changes will improve the student's ability to demonstrate discipline-specific

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content knowledge, thereby continuing to push the cycle of improvement forward.

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 met.

2021-2022 Administration	2020-2021 Administration
<i>EDUC 7170</i> Cumulative Mean: 100% Standard Deviation: 0% Above Benchmark: 100% Below: 0% N=12	<i>EDUC 7170</i> Cumulative Mean: 100% Standard Deviation: 0% Above Benchmark: 100% Below: 0% N= 16

Analysis:

In AC 2021-2022, the target was met.

Upon analyzing the data from AC 2021-2022, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. Because data indicated that students made errors in properly using APA 7th edition style for citations and references, faculty modified instructional practices to offer additional support in the areas of writing, specifically for the literature review process and APA guidelines. Additionally, an APA 7th edition in person and virtual workshop was conducted for all doctoral students in the fall of 2022. Faculty also added additional resources to each Moodle shell so students would have additional information which was easily accessible. Lastly, faculty held one a month virtual chats that were not mandatory but were optional for students to have questions answered and concerns addressed. While these changes had a direct impact on the student's ability write professionally, this measure does not fully measure the candidates' ability to model professional behaviors and characteristics. Therefore, to further drive the cycle of improvement, it has been suggested that the faculty investigate other measures to adequately identify strengths and weaknesses in this area of the program.

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As a result of the changes made, the target was met for AC 2022-2023.

Decision, action, or recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will also further develop the course by incorporating additional resources in areas of the noted weaknesses and implement the course materials with fidelity. Faculty will develop a dispositional measure that better evaluates candidates' abilities to demonstrate professional behaviors. Candidates in this course will also be evaluated by performance/progress on the approved dissertation prospectus or progression of dissertation proposal. These changes will continue to move the assessment cycle forward.

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 and EDUC 7420. The assessments will be evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%. Objectives for the final projects are as follows:
EDUC 7420:

- Complete a case study. Addressing one of three scenarios, work in teams to develop and present a 4-6-page proposal to influence key stakeholders to initiate a program that educates adult learners.
- Demonstrate an understanding and execute proper usage of APA 7th edition.

EDUC 7330:

- Conduct a critical review of source materials related to institutional assessment and accreditation plans, practices, and outcomes.
- Conduct a literature review of critical issues related to post-secondary curriculum and instruction issues or challenges. Choose and research a topic from this course (or approved by professor), write a rough draft of paper, and email for feedback. Finally, submit revised, final paper.
- Demonstrate an understanding of and execute proper usage of APA 7th edition.

Finding: Target was met in EDUC 7420 and Target was met in EDUC 7330.

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2021-22 Administration	2022-23 Administration
EDAL 7330 Final Project Mean: 95.85% Standard Deviation: 1.86% Above/Equal Benchmark: 100% Below: 0% N=7	EDUC 7330 Final Project Cumulative Mean: 88.25% St. Dev: 9.06% Above Benchmark: 75% Below: 25% N=4
<i>EDAL 7420 Final Research Paper</i> Cumulative Mean: 98% Standard Deviation: 3.28% Above/Equal Benchmark: 100% Below: 0% N=8	<i>EDUC 7420 Final Research Paper</i> Cumulative Mean: 97.11% Standard Deviation: 3.40% Above/Equal Benchmark: 100% Below: 0% N= 9

Analysis:

In AC 2021-2022, the target was met. The overall cumulative mean for the AC 2021-2022 final project 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 shows that students earned 100% of available points for topic selection and source quantity. 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. Though analysis of the results showed scores on the EDUC 7420 Final Research Paper were consistently high, students made errors in APA style citations and references and in properly using academic writing style. In AC 2022-2023, Faculty made the following changes to continue to drive the cycle of improvement: Faculty modified instructional practices to offer additional support in the areas of writing, specifically for the literature review process and APA guidelines. Additionally, an APA WebEx workshop was conducted for all doctoral students in the fall of 2022. 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. However, faculty noted that the current rubric fails to indicate specific areas in which students demonstrate required concepts.

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of

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improvement. In AC 2023-2024, in EDUC 7330, faculty will develop and incorporate instructional resources into the coursework that are related to source quality for published literature reviews to increase exposure to the criteria for writing literature reviews. In EDUC 7420, faculty will develop and deliver an enhanced APA WebEx workshop for all students in the program in the fall of 2023. Additional emphasis will be placed on the importance of conforming to APA 7 style in academic writing. Additional examples of different types of citations and reference entries under APA 7 will be provided as additional resources for academic writing. In addition, faculty will restructure the rubric for this measure to ensure specific areas of strengths and weakness are identified.

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.

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%. The final project is one where students will complete a research overview project to develop, understand, and analyze a research question. Through this project, students will apply course content to develop a question, statement of the problem, purpose, and significance of this potential study, feasibility, and the nature of the chosen research. Students must show proficiency in APA 7th edition as well as the above variables.

Finding: Target was met

2021-22 Administration	2022-23 Administration
EDUC 7100 Final Project Cumulative Mean: 100% Standard Deviation: 0% Above/Equal Benchmark: 100% Below: 0% N=18	EDUC 7100 Final Project Cumulative Mean: 92.8% Standard Deviation: 3.87% Above/Equal Benchmark: 100% Below: 0% N=17

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Analysis:

In AC 2021-2022, the target was met. Analysis of AC 2021-2022 results showed that while the cumulative mean of scores was above benchmark ($\mu = 100\%$), students made errors in properly using APA style for citations and in following assignment directions. 100% of students exceeded the benchmark score. For AC 2021-2022, 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. These indicated weaknesses were an area of focus during AC 2022-2023 in order to continue to drive the cycle of improvement.

Analysis of AC 2022-2023 results showed that while the cumulative mean of scores was above the benchmark at 92.8%, student errors were primarily made in “properly using APA style for citations.” Students received multiple rounds of feedback from professors and were able to resubmit until the final project was approved.

Action - Decision or Recommendation:

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will develop and implement the use of a research question template which will be incorporated into the course. Faculty will 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.

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 2021-2022 which resulted in improved student learning and program improvement in AC 2022-2023.

- SLO 1: Faculty conducted an APA WebEx workshop for all doctoral

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students in the fall of 2022.

- SLO 2: Faculty worked with students on the development of research topics to ensure quality research on their prospectus and have quality dissertation research topics approved.
- SLO 3: Faculty worked with students on completing their prospectus and getting their dissertation research topic approved.
- 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 2022.
- SLO 5: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2022.

Plan of Action for Moving Forward.

- SLO1: Faculty will develop and deliver an enhanced APA WebEx workshop to all students in the program in fall 2023 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. In addition, faculty will restructure the rubric to better identify strengths and weakness thereby resulting in meaningful changes for improved academic cycles.
- SLO 2: Faculty will develop and deliver an enhanced APA WebEx workshop to all doctoral students in the program in fall of 2023. In addition, faculty will restructure the rubric to better identify strengths and weakness thereby resulting in meaningful changes for improved academic cycles.
- SLO 3: Faculty will develop a dispositional rubric/instrument that will be used to measure candidates' abilities to model professional characteristics.
- 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 2023 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

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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.