

## AC 2023 – 2024 Assessment

### Program: Master of Arts in Adult Learning and Development (545)

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.** 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.

**Program Mission Statement.** The mission of the Adult Learning and Development program at Northwestern State University is to prepare adult educator-leaders for careers in the many different venues where adults learn, including corporate training centers, online education, community colleges, the workforce, and adult education programs. The online program emphasizes practice-based learning and research and provides graduate and undergraduate learning experiences to adult learning practitioners who come from, or wish to pursue, advanced practice and leadership roles in the variety of contexts in which adult learning occurs.

**Methodology:** The assessment process for the program is as follows:

- Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- In June of each year, program faculty and stakeholders review data to make data-

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driven, curricular decisions.

- To determine specific areas of weakness in student performance against the student-learning outcome, an item analysis of each assessment was conducted, and the following descriptive statistics for each assessment were calculated: cumulative mean of the overall project score, standard deviation of the scores based on percentage score, the percentage of student above and below the benchmark score, and the mean deviation from benchmark for students not achieving the benchmark.
- The student projects and papers used in this assessment fall into three categories: research papers, presentations, and reflections. Each of these assessment instrument types was developed from the following resources and best practices:
- Research paper assessments and rubrics or scoring guides were developed using recommendations from the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> Edition and Sarah Efron and Ruth Ravid's work in *Action Research in Education*.
- Presentation assessments and scoring guides were developed from Robert Garmston and Bruce Wellman's work in *How to Make Presentations that Teach and Transform*.
- Reflection assessments and scoring guides were developed based on the work of David Boud on reflective practice and self-assessment.
- Course content was developed using input from program stakeholders, community, industry, and from content-area experts. To ensure assessment content validity and alignment with course learning objectives as provided in the syllabus, specific course objectives are explicitly aligned with each course module and assessment.

### Student Learning Outcomes

#### SLO 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge.	Demonstrate an understanding of the formal and informal organizational systems of adult learning.

#### Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a research paper in *EDAL 5000 Foundations of Continuing Education and Professional Development*. This assessment measures student understanding of the following course objectives:

- Describe the historical and current context of the field.
- Demonstrate a knowledge of the philosophies of adult learning and where they fit.
- Demonstrate skills in critical thinking, writing, presenting, and technology.
- Recognize issues that lead to ethical decisions.

This research paper assessment is evaluated using a rubric which evaluates students' ability to demonstrate an understanding of the following components:

- Abstract
- Main Thesis
- Clarity and quality of writing
- Introduction
- Claims supported by research or experience

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- Credible Research Sources
- Writer Voice
- Analysis
- Conclusion and Implications

**Benchmark:** The goal for benchmark performance is a cumulative mean score of 80%.

**Finding:** Target was met.

2022-23 Administration	2023-24 Administration
<i>EDAL 5000 Final Research Paper</i> Cumulative Mean: 82.6% Standard Deviation: 32.06% Above/Equal Benchmark: 94.12% Below: 5.88% N= 17	<i>EDAL 5000 Final Research Paper</i> Cumulative Mean: 88% Standard Deviation: 12.2% Above/Equal Benchmark: 94.5% Below: 5.5% N= 9

### Analysis:

In AC 2022-2023, the target was met. Based on an analysis of the AC 2022-2023 results, the faculty made the following changes to AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, additional APA content/emphasis was incorporated into the course. These changes directly impacted the student's ability to demonstrate discipline-specific content knowledge. As a result of these changes, the target was met in AC 2023-2024.

The AC 2023-2024 results analysis indicated that the target was met with the cumulative mean of ( $\mu = 133.4$ ). Four (# of students) scored above the 80% benchmark. Areas in which students scored the highest were main thesis, Introduction, and writer voice. Students scored the lowest in the categories: Follows APA guidelines for each section of paper: Title Page, Text of Paper, References.

### Decision, Action, or Recommendation.

In AC 2023-2024, the target was met. Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will develop and provide a writing workshop (including scholarly writing tips) in Fall 2024, emphasizing carefully following APA guidelines. The faculty will also develop a research strategies workshop emphasizing action research strategies and demonstrate how to show support by using evidence.

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) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice.	Apply principals of development through adulthood to the adult learning process, learning how to learn, and self-directed learning.

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

SLO 2 is assessed through a Self-Directed Learning Presentation and a Three Generations Study Research Paper in *EDAL 5010 Adult Learning and Development*.

The *Self-Directed Learning Presentation* requires students to demonstrate understanding of the following course outcomes:

- Understand the maturation processes and nature of adult intelligence, memory, and cognition.
- Observe and analyze learning in formal, informal, and non-formal settings.
- Analyze the social and cultural influences on adult development and learning.
- Define, describe, and practice self-directed learning.
- Demonstrate Increasing self-reflection as a developing and maturing individual, professional and self-directed learner
- A professional level of competency in written and verbal communications
- An awareness of the ethical issues involved in the application of adult learning and development theories to continuing education and training.

The *Self-Directed Learning Presentation* is evaluated using a rubric scoring guide which scores students on the following components:

- The PowerPoint presentation should not exceed 15 minutes.
- Give clear and complete explanations.
- Cite references using APA 7th Edition Guidelines as appropriate in your presentation.
- PowerPoint slides should be clear and concise. A good rule of thumb is 6 x 6 (no more than 6 lines per slide, 6 words per line).
- The slides should be visually attractive and reflect the nature of the content.
- Keep font size no smaller than 14 pt.
- Adjust the size of the font or size of the Notes box to accommodate your comments.
- Graphics and other media (if used) should be relevant to the presentation.
- Use the Notes command to develop the content on the slide. Notes may be informal in tone.

The *Three Generations Study Research Paper* requires students to demonstrate understanding of the following course outcomes:

- Analyze learning styles; apply learning style theories to themselves and others.
- Develop, analyze, and apply qualitative research to aid in understanding adult

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learning and development.

- Articulate various theories of adult learning and development and how they apply to adult motivation, participation, and learning.
- Synthesize research in adult learning and development in the light of observed life experience.

The *Three Generations Study Research Paper* is evaluated using a rubric scoring guide which scores students on the following components:

- Analysis and synthesis of interviews included.
- Comparison to Adult Learning Theory – do their lives support or not?
- How interviewees applied informal and formal learning. Issues faced at different ages – how similar, how different, how being a member of the family affect life development.
- Closing contains a reflection of what you learned, relevance to theories (which theory(ies) does the family exemplify), connection to the workplace, your understanding of learning at different ages and life transitions. How does all of this improve your professional expertise at an adult educator?
- Writing: clarity, terminology, structure, grammar, error free.
- References cited when appropriate and included in reference list. Abstract and Table of Content. APA followed.

**Benchmark:** The goal for meeting benchmark performance is a cumulative mean score of 80% on each of the above assessments.

**Finding:** Target was met.

<b>2022-22 Administration</b>	<b>2023-24 Administration</b>
<i>EDAL 5010 Self-Directed Learning Presentation</i> Cumulative Mean: 84.40% SdtDv: 20.43% Above/Equal Benchmark: Below:	<i>EDAL 5010 Self-Directed Learning Presentation</i> Cumulative Mean: 90% SdtDv: 20.43% Above/Equal Benchmark:5 Below: 1
<i>EDAL 5010 Three Generations Study Research Paper</i> Cumulative Mean: 84.40% SdtDv: 20.43% Above/Equal Benchmark: 100% Below: 0% N=17	<i>EDAL 5010 Three Generations Study Research Paper</i> Cumulative Mean: 85% SdtDv: 20.43% Above/Equal Benchmark: 4 Below: 2 N=6

### Analysis.

In AC 2022-2023, the target was met. Based on an analysis of the AC 2022-2023 results, the faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023 - 2024, the faculty incorporated additional APA content/emphasis in the course and additional emphasis on following presentation assignment guidelines. The faculty

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augmented course content by adding a video conference via WebEx on proper use of APA. These changes had a direct impact on students' abilities to apply the principles of the course.

Analysis of the AC 2023-2024 results indicated the target was met with the cumulative mean of scores on the Self-Directed Learning Presentation scoring above benchmark (90%) and the Three Generations Study scores also reflecting above benchmark (85%) benchmark. Despite changes to the course in AC 2023-2024, students continued to make errors in properly using APA style for citations and references. Students scored highest on the component: Comparison to Adult Learning Theories (90%) Data indicated lowest scores to be in the area of Writing: clarity, terminology, structure, grammar, error free (10%).

### Decision, Action, or Recommendation.

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will increase instructional emphasis on following assignment guidelines on the Self-Directed Learning Presentation, as following assignment guidelines remained the greatest achievement weakness in student performance.

To improve student performance on the Three Generations Study Research Paper, faculty will increase emphasis on following APA guidelines by offering an enhanced APA workshop to all program graduate students in fall of 2024 with increased emphasis on correct usage of the style and scholarly writing. Also, faculty will address research strategies in action research by adding a section on conducting interviews for action research.

These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice, thereby pushing the improvement cycle forward.

### Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Demonstrate/model knowledge of how adults learn in small group settings with emphasis on personal, interpersonal, and leadership skills.

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

SLO 3 is assessed through both the *Collaborative Project Presentation* Assignment and the *Final Report – Teamwork and Process* Assignment in *EDUC 5170, Learning and Leading in Groups and Organizations*.

The *Collaborative Project Presentation and Final Report – Teamwork and Process* Assessment requires students to demonstrate understanding of the following course objectives:



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- Critically examine and articulate theories and concepts about human behavior, focusing on learning and leading in small group and team situations.
- Identify the behaviors and characteristics present in small groups and teams.
- Comprehend their own strengths and weaknesses in interpersonal skills. Determine areas to improve and assess progress.
- Discuss how groups/teams solve problems, make decisions, share knowledge, and learn, face-face and virtually.
- Observe and evaluate group process, group dynamics and team effectiveness.
- Explain essential concepts of interpersonal skills as related to leadership in teams.
- Define and apply component skills employed in active and empathetic listening, dialogue and feedback.
- Identify and discuss major issues in group/team dynamics, governance, and effectiveness.

The *Collaborative Project Presentation* Assessment is evaluated using a scoring guide. The scoring guide evaluates students on the following components:

- Limited number of slides/ presentation points.
- Slides are simple, attractive, and to the point.
- Content is adequately addressed.
- Notes or oral presentation effectively explain and develop the content.

The *Final Report – Teamwork and Process* Assignment is evaluated based on the following criteria:

- Provide the *main thesis or theses* of the paper (i.e., what your purpose(s) in writing the paper, what the author are you trying to say, etc.) ...
- Paper is clear, well written.
- Introduction introduces the topic.
- The writer supports claims with evidence from experience or research.
- Writers use credible sources for research.
- The writer's voice is clearly distinguished from research. -Use citations
- The writer's analysis seems reasonable.
- Conclusion sums up key points and/or raises implications for the future.
- At least 5 references are used (at least two primary sources)

**Benchmark:** The goal for benchmark performance on each assessment is for student scores to result in a cumulative mean score of 80% or greater.

**Finding:** Target was met.

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2022-23 Administration	2023-24 Administration
<i>EDUC 5170 Collaborative Project Presentation</i> <i>EDUC 5170 Final Report -Teamwork and Process</i> Cumulative Mean: 94.41% Standard Deviation: 7.60% Above/Equal Benchmark:100% Below: 0% N=17	<i>EDUC 5170 Collaborative Project Presentation</i> <i>EDUC 5170 Final Report -Teamwork and Process</i> Cumulative Mean: 82.5% Standard Deviation: 17.5% Above/Equal Benchmark:100% Below: 0% N=6

### Analysis.

In AC 2022-2023 the target was met.

In AC 2022-2023, the target was met. Based on an analysis of the AC 2022-2023 results, the faculty made the following changes to AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, the faculty incorporated additional APA content/emphasis in the course and additional emphasis on following presentation assignment guidelines. The faculty augmented course content by adding a video conference called WebEx using APA. These changes directly impacted the students' ability to apply discipline-specific content knowledge in professional practice. As a result of these changes, the target was met in AC 2023-2024.

Analysis of AC 2023-2024 results showed that, while the target was met with the cumulative mean of scores on the EDUC 5170 Collaborative Project Presentation as being above benchmark ( $\mu = 100\%$ ), students continued to make errors in following presentation guidelines and properly using APA style for citations and references. Based on the scoring guide components listed above, students scored highest in the area: Introduction: introduces the topic ( $\mu = 90\%$ ) and lowest in: The writer supports claims with evidence from experience or research ( $\mu = 10\%$ ). Additionally, 100% of students met the benchmark on the *Final Report – Teamwork and Process* Assessment. Students indicated strengths with highest scores reflected on: Provide the *main thesis or theses* of the paper (i.e., what your purpose(s) in writing the paper, what the authors are you trying to say, etc.) ( $\mu = 95\%$ ) on the assessment, while the lowest scores reflected were in the area of: the writer supports claims with evidence from experience or research. Writers use credible sources for research. ( $\mu = 5\%$ ). It was also noted that students continue to show lack of understanding regarding the proper use of APA style when making citations and using references.

### Decision, Action, or Recommendation.

In AC 2023-2024, the target was met. Based on analysis of AC 2023 -2024 data, faculty will implement the following changes in AC 2024 – 2025 to drive the cycle of improvement. Faculty will develop a research strategies workshop emphasizing action research strategies and show how to find credible sources and show support by evidence.

These changes will improve the student's ability to model professional behaviors and characteristics, thereby pushing the cycle of improvement forward.



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### Student Learning Outcome (SLO) 4:

Departmental Student Learning	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Design, develop, conduct, and assess adult learning experiences applying relevant research-based practice and theory.

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

SLO 4 is assessed through a *Final Learning Program Project* in *EDUC 5480, Design and Measurement of Adult Learning Activities*.

*The Final Project: Learning Program Instructor/Facilitator Guide* requires students to demonstrate understanding of the following course objectives:

- Apply general principles and skills necessary to assess an individual learning needs, and/or organization's learning/training and non-training needs.
- Apply adult learning and instructional design theories and practices to analyze, design, develop, implement, and evaluate learning programs.
- Design and implement an effective learning activity that utilizes adult learning theories and principles.
- Assess attainment of learning objectives of self and others.
- Measure changes in knowledge, behaviors, skills, and organizational strategic outcomes and financial standing linked to learning activities provided to individuals and groups.

The *Final Project: Learning Program Instructor/Facilitator Guide* assessment is evaluated using a rubric which scores students on the following components:

- Context
- Instructional plan
- Assessment and Evaluation Approaches
- Format and Mechanics

**Benchmark:** The goal for the benchmark performance is for student scores to result in a cumulative mean score of 80%.

**Finding:** Target was met.

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2022-23 Administration	2023-24 Administration
<i>EDUC 5480 Final Project: Learning Program Instructor/Facilitator Guide</i> Cumulative Mean: 93.33% Standard Deviation: 11.88 Above/Equal Benchmark: 100% Below: 0% N= 15	<i>EDUC 5480 Final Project: Learning Program Instructor/Facilitator Guide</i> Cumulative Mean: 96.1% Standard Deviation: 5.0 Above/Equal Benchmark: 100% Below: 0% N= 8

### Analysis.

In AC 2022-2023, the target was met. Based on an analysis of the AC 2022-2023 results, faculty made the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, the faculty incorporated additional APA content/emphasis in the course and additional emphasis on following presentation assignment guidelines. Faculty augmented course content by adding a video conference WebEx on using APA. These changes directly impacted the students' ability to apply discipline-specific content knowledge in professional practice. As a result of these changes, in AC 2023-2024 the target was met.

Analysis of the AC 2023-2024 results showed that the target was met, with the cumulative mean score of 96.1%. According to the rubric scores, students scored highest in the components Context, Instructional Plan, Assessment and Evaluation Approaches (96.1%), while the two lowest areas/components were Format and Mechanics (0%). Additionally, students made errors in properly using APA style for citations and references.

### Decision, Action, or Recommendation.

In AC 2023-2024, the target was met. Based on an analysis of these data, faculty will implement the following changes in AC 2024 – 2025 to drive the cycle of improvement. In AC 2024-2025, the faculty will address the areas of need indicated by the lowest scores on the above assessment by offering increased APA usage and writing emphasis in EDUC 5480. Faculty will ensure that students understand the assignment guidelines for the assessment project by offering additional project exemplars. Faculty will also hold live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle.

These changes will improve the student's ability to design, develop, conduct, and assess adult learning experiences applying relevant research-based practice and theory, thereby pushing the cycle of improvement forward.

### Student Learning Outcome (SLO) 5:

Departmental Student Learning	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate.	Use research, evidence, and best practices guidelines to critically and creatively use evidence to make educational decisions.

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

SLO 5 is assessed through a *Final Grant Project* in *EDAL 5130 Management of Adult Learning Environments and Organizations* and a *Final Project: Action Research Proposal* in *EDUC 6050 Research for Making Educational Decisions*.

The *Final Grant Project* Assessment requires students to demonstrate understanding of the following course/program objectives:

- Align learning activities and training programs with strategic goals.
- Develop budgets for individual courses/activities and program areas and determine their effectiveness.
- Write, implement, and manage learning/training programs and activities and small and medium size projects/grants.
- Identify ways to engage staff and stakeholders in identifying, developing and delivering learning activities.

This Assessment is measured with the use of a rubric which evaluates students' abilities to use research and best practice guidelines to critically and creatively use evidence to make educational decisions based on the following components:

- Includes complete demographics, participants served and improvement
- Well-founded evidence of need/problem and solid research. (20)
- 1-3 goals, 1-3 objs, 1-3 activities, all connected and related to need All objectives include success criteria and method of measure. (20)
- Well-constructed with solid ties to concept, problem/need, goals, and action plan. Indicates that project will solve need. (20)
- Actions related to goals, specific dates (mm/yyyy), and responsible party.
- Budget specific and all items strongly tied to goals. Includes all elements from Worksheet #3. (10)
- Includes all elements from Worksheet #3.

The *Final Project: Action Research Proposal* Assessment requires students to demonstrate understanding of the following course objectives:

- Identify an area of investigation in adult education through a review of relevant adult education research literature.
- Distinguish among several different research approaches to the same research question, based on such factors as the nature of what's being studied or determined, scope, and cost.
- Describe the steps needed (1) to identify a suitable research question and (2) to determine the relevant data to adequately answer the question.
- Formulate a focused research question that can be investigated in a reasonable time.
- Create a research proposal and justify why it is appropriate to the research question.
- Locate appropriate resources online to assist in developing the research proposal.
- Develop an appreciation for the range of accepted practices for conducting research with human subjects.

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- Identify the Institutional Review Board requirements for conducting research with humans and consider the ethical issues involved with so doing.
- Demonstrate effective written communication skills using appropriate citation formats.
- Demonstrate effective oral communication skills.
- Work effectively within teams.

The *Final Project: Action Research Proposal* Assessment is measured with the use of a rubric which evaluates students' abilities to effectively demonstrate an understanding of the above objectives using the following components:

- All three required elements from the Proposal Framework are clearly, thoroughly and thoughtfully addressed and provide a clear introduction to the project.
- Review contains excellent, in---depth representation of all four required elements from the literature.
- All four required elements from the literature review template are thoroughly and thoughtfully addressed.
- All six required elements from the Proposal Framework are clearly, thoroughly and thoughtfully addressed
- All elements are included in the proper format per the Proposal Framework and writing is clear and well organized with very few to no errors. APA format is followed throughout, and complete.

**Benchmark:** The goal for the benchmark performance on each assessment is that students' scores will result in a cumulative mean score of 80% or greater.

**Finding:** Target was met.

2022-23 Administration	2023-24 Administration
<i>EDAL 5130 Final Grant Project</i> Cumulative Mean: 93.5% StdDv: 24.94 Above/Equal Benchmark: 93.75% Below: 6.25% N= 16	<i>EDAL 5130 Final Grant Project</i> Cumulative Mean: 93.5% StdDv: 24.1 Above/Equal Benchmark: 93.75% Below: 6.25% N= 16
<i>EDAL 6050 Final Project: Action Research Proposal</i> Cumulative Mean: 100% StdDv: 0% Above/Equal Benchmark: 100% Below: 0% N= 12	<i>EDAL 6050 Final Project: Action Research Proposal</i> Cumulative Mean: 100% StdDv: 0% Above/Equal Benchmark: 100% Below: 0% N= 14

### Analysis.

In AC 2022-2023, the target was met for both above assessments. Based on analysis of the AC 2022-2023 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2023-2024 faculty enriched the courses with additional

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scaffolding activities and resources on following APA guidelines, and an APA workshop was offered in the fall of 2023. As a result of these changes, in AC 2023-2024, the target was met.

Analysis of AC 2023-2024 results indicate that the target was met for both assessments:

The *EDAL 5130 Final Grant Project Assessment* indicated a mean above benchmark ( $\mu = 93.5\%$ ). Although students made errors in properly using APA style for citations and references, the highest scores occurred in the component Well-constructed with solid ties to concept, problem/need, goals, and action plan. Indicates that project will solve need and student scores were lowest on the rubric in the component: Includes complete demographics, participants served and improvement. Well-founded evidence of need/problem and solid research.

The *EDUC 6050 Action Research Proposal Assessment* indicated a mean above benchmark (100%). According to the rubric scores, students scored highest in the area: All three required elements from the Proposal Framework are clearly, thoroughly and thoughtfully addressed and provide a clear introduction to the project (100%), Because all students fully met the objective by scoring 100%, extra resources will be added to the course in moodle to give them opportunities to expand their research even further, and in the future, faculty will consider more in-depth ways to assess that SLO that yield more areas for improvement and lowest in the area All elements are included in the proper format per the Proposal Framework and writing is clear and well organized with very few to no errors. APA format is followed throughout, and complete.

These changes directly impacted 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.

### **Decision, Action, or Recommendation.**

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In response to the lowest scores indicated on the *EDAL 5130 Final Grant Project Assessment*, Faculty will conduct a writing seminar pertaining to the writing of clear introductions and organization of grant work. To address areas of concern on the *EDAL 6050 Final Project: Action Research Proposal*, faculty will offer exemplars of appropriate research questions for adult learning and workforce development. Faculty will also offer an enhanced APA and scholarly writing workshop in Fall 2024. The workshop content will be amplified with additional emphasis on the importance of following APA guidelines.

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.

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### 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 2022-2023, which resulted in improved student learning and program improvement in AC 2023-2024.

**SLO 1:** Faculty incorporated additional APA content/emphasis in the course.

**SLO 2:** Faculty provided increased instructional emphasis on following assignment guidelines in EDAL 5010 course. Faculty incorporated additional APA content/emphasis in the course and additional emphasis on following presentation assignment guidelines. The faculty augmented course content by adding a video conference WebEx on using APA.

**SLO 3:** Faculty incorporated additional APA content/emphasis in the course.

**SLO 4:** Faculty emphasized following assignment guidelines for the instructional plan section of the assignment. Faculty added explicit exemplars of the project with examples of where most student errors occur to provide additional guidance on project requirements and improve student performance on this assessment area.

**SLO 5:** EDAL 5130: Faculty augmented course content with additional resources for writing and following APA guidelines. In EDUC 6050/EDAL 6000, faculty added instructional emphasis on the literature review. Faculty provided a literature review template.

### Plan of Action for Moving Forward.

Program faculty examined the evidence and results of data analysis from AC 2023-2024 and will take steps to continue to improve student learning in AC 2024-2025:

**SLO 1:** Faculty will develop a research strategies workshop emphasizing action research strategies and show how to show support by evidence. Faculty will also develop and provide a writing workshop, including scholarly writing tips, in fall 2024, emphasizing carefully following APA guidelines.

**SLO 2:** Faculty will address research strategies in action research by adding a section on conducting interviews for action research. Faculty will also increase instructional emphasis on following assignment guidelines on the Self-Directed Learning Presentation, as following assignment guidelines remained the greatest achievement weakness in student performance. Faculty will increase emphasis on following APA guidelines by offering an enhanced APA workshop that will include a scholarly writing component to all program graduate students in the fall of 2024, emphasizing correct usage of the style.

**SLO 3:** Faculty will develop a research strategies workshop emphasizing action research strategies and how to find credible sources and support by evidence. Faculty will also increase emphasis on the fundamentals of writing skills and APA in the early weeks of the AC 2024-20254 class to improve student writing skills.



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- SLO 4:** Faculty will hold live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle. Faculty will also provide exemplars of content-specific instructional objectives written for adult learning and workforce development learning scenarios.
- SLO 5:** In *EDAL 5130*, faculty will conduct a writing seminar pertaining to the writing of clear introductions and organization of grant writing. In *EDAL 6050*, faculty will offer exemplars of appropriate research questions for adult learning and workforce development.