AC 2023 – 2024 Assessment

Doctor of Adult Learning and Development (925)

Division: Gallaspy College of Education and Human DevelopmentDepartment:

School of Education

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Approved by: Dr. Greg Handel   **Date: July 2, 2024**

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 itsincreasingly 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 thatprepare candidates for career success in a variety of professional roles and settings. Ascaring, competent, reflective practitioners, our graduates become positive models in theircommunities 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 practiceof adult learning or post-secondary leadership at the community college level. TheDoctor 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 communitycollege leadership.

AC 2023 – 2024 Assessment

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 contentknowledge.	Demonstrate an understanding of contemporary issues in adult learning.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a *Final R*esearch Paper in *EDAL 7000 The Discipline of Adult Learning and Development.* This assignment measures student understanding and/or mastery of the following course objectives:

- 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 contexts.
- Demonstrate an understanding of the politics, ethics, and policies surrounding adult learning.
- Demonstrate skills in critical thinking, writing, presenting, and technology.

The Final Research Paper assessment is evaluated using a rubric that evaluates students understanding of the course objectives through their ability to demonstrate the following components:

1. Introduction
2. Body of Paper
3. Conclusion
4. Clarity and Writing
5. APA Style

AC 2023 – 2024 Assessment

Benchmark: The goal for benchmark performance on this assessment is that students' individual percentage scores will result in a mean percentage score of 80% or higher.

Finding: Target was Met.

2022-23 Administration	2023-24 Administration
EDAL 7000 Final Research Paper Cumulative Mean: 84% Sd Dv: 21.04% Above/Equal Benchmark: 100% Below: 0% *N*=23	*EDAL 7000 Final Research Paper (200pts)* Cumulative Mean: 94.5% Sd Dv: 6.63 Above/Equal Benchmark: 100% Below: 0% *N*= 12

Analysis:

In AC 2022-2023, the target was met. Based on 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 faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2023. In addition, a scholarly writing workshop was conducted for both virtual and in-person students. This change had a direct impact on the student's ability to demonstrate discipline-specific content knowledge.

According to the AC 2023-2024 data, results indicated a cumulative percentage mean of 94.5% on the Final Research Paper Assessment. According to the rubric, students scored highest in the component(s) of researching literature pertaining to topics of interests as well as synthesizing the information for a strong base of knowledge, while the lowest scores occurred in the component(s) of distinguishing writer's voice from research and lack of citing sources to support evidence and claims. Additionally, it was noted that students made errors in properly using APA style for citations and in following assignment directions. Students also had a lack of understanding of general research paper organization. The faculty also noted that the current rubric fails to indicate the level to which students are able to demonstrate required course objectives.

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 address the lowest scored components of the research paper assessment by making sure that throughout the course progression faculty will ensure extra resources are available in the Moodle shell as well as offering a virtual meeting once a month to address questions and enhance resources. Secondly, faculty will redesign the rubric for this measure to ensure mastery levels of course objectives are measured and identifiable. The new rubric will be designed in Summer 2024 for use beginning Fall 2024. This will enable faculty to make meaningful changes to ensure that future cycles drive improvement.

AC 2023 – 2024 Assessment

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	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: Strategic Research Planning in *EDUC 7170 Applied Principles of Adult Learning or Organizational Leadership.* This assessment requires students to demonstrate a thorough understanding of the following course objectives:

- Explore the application of adult learning or organizational leadership theory and practice in one among many segments.
- Apply research-based activities such as designing and/or implementing leadership or learning programs or activities, community services, workforce development programs, or assisting in adult learning management and/or policy decision in a real-world/workplace setting in order to:
  - Solve a problem of practice,
  - Expand or improve adult learning programs or experiences,
  - Improve an administrative process,
  - Improve the student/learner experience in an organization,
  - Affect other positive organizational or workplace change,
  - Prepare for an action research project in close collaboration with committee chair.

Understanding of the above course objectives is documented through the student's ability to complete the following assessment criteria:

1. Locate practicum sites or activities and identify site liaison.
2. 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.
3. In conjunction with instructor and supervisor, develop a practicum plan as evidenced by a written practicum proposal.
4. 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.

AC 2023 – 2024 Assessment

The Strategic Research Planning assignment is evaluated using a rubric which scores student performance based on the following components:
1. Reflection on Activities
2. Accomplishments
3. Challenges and Obstacles
4. Plan for Next Steps
5. Writing Quality

Benchmark: The goal for benchmark performance on this assessment is that students' individual percentage scores will result in a mean percentage score of 80% or higher.

Finding: Target was met.

2022-2023 Administration	2023-2024 Administration
EDUC 7170: Strategic Research Planning Cumulative Mean: 100% Standard Deviation:0% Above Benchmark: 100 Below: 0% N= 16	*EDUC 7170:* Strategic Research Planning Cumulative Mean: 93.3% Standard Deviation:25.81% Above Benchmark: 93% Below: 7% N= 15

Analysis:

In AC 2022-2023, the target was met. Upon analyzing the data from AC 2022-2023, faculty made the following enhancements in AC 2023-2024 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 2023. These changes had a direct impact on the student's ability to effectively use APA in their writing practices. Faculty redesigned the rubric to ensure data was accurately collected for AC 2023-2024 to yield quality feedback regarding student outcomes.
As a result of these changes, the target was met for AC 2023-2024.

Analysis of the AC 2023 – 2024 assessment data indicates the target was met with a cumulative mean score of 93.3%. Fourteen students scored above 80% overall on the rubric. Students scored the highest in the area of reflection on activities, accomplishments, and challenges and obstacles which relates to their ability to demonstrate they can work as scholarly practitioners by applying research and working closely with a dissertation chair. Additionally, students are learning to solve a problem of practice as well as improve their adult learning experiences.   Students scored the lowest in the component of writing quality. Although 14 out of 15 students excelled, most errors occurred in writing clear, concise statements along with grammatical errors.

AC 2023 – 2024 Assessment

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 make the following changes in AC 2024-2025 to continue to drive the cycle of improvement. In AC 2024-2025, faculty will hold live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle. Additionally, faculty will modify instructional guidance to emphasize the importance of following all assignment requirements. 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 work as scholar-practitioners by applying current research and theory to real-world practice across a variety of settings, 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: Strategic Research Planning in *EDUC 7170 Applied Principles of Adult Learning or Organizational Leadership.* This assessment requires students to demonstrate a thorough understanding of the following course objectives:

- Explore the application of adult learning or organizational leadership theory and practice in one among many segments.
- Apply research-based activities such as designing and/or implementing leadership or learning programs or activities, community services, workforce development programs, or assisting in adult learning management and/or policy decision in a real-world/workplace setting in order to:
  - ➢ Solve a problem of practice,
  - ➢ Expand or improve adult learning programs or experiences,
  - ➢ Improve an administrative process,
  - ➢ Improve the student/learner experience in an organization,
  - ➢ Affect other positive organizational or workplace change,
  - ➢ Prepare for an action research project in close collaboration with committee chair.

Understanding of the above course objectives is documented through the student's ability to complete the following assessment criteria:

1. Locate practicum sites or activities and identify site liaison.

2. 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.
3. In conjunction with instructor and supervisor, develop a practicum plan as evidenced by a written practicum proposal.
4. 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.

The Strategic Research Planning assignment is evaluated using a rubric which scores student performance based on the following components:
1. Reflection on Activities
2. Accomplishments
3. Challenges and Obstacles
4. Plan for Next Steps
5. Writing Quality

Benchmark: The goal for benchmark performance on this assessment is that students' individual percentage scores will result in a mean percentage score of 80% or higher.

Finding: Target was met.

2022-2023 Administration	2023-2024 Administration
EDUC 7170: Strategic Research Planning Cumulative Mean:100% Standard Deviation: 0% Above Benchmark: 100% Below: 0% N=16	*EDUC 7170*: Strategic Research Planning Cumulative Mean: 93.3% Standard Deviation: 25.81% Above Benchmark: 93% Below: 7% N= 15

Analysis:

In AC 2022-2023, the target was met. Upon analyzing the data from AC 2022-2023, faculty made the following changes in AC 2023-2024 to continue 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 and enhanced 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 2023. Faculty also added additional resources to each Moodle shell so students would have additional information which was easily accessible. Lastly, faculty held once-a-month virtual chats that were optional for students to have questions answered and concerns addressed. As a result, the target was met for AC 2023-2024.

AC 2023 – 2024 Assessment

Analysis of the AC 2023 – 2024 assessment data indicates the target was met with a cumulative mean score of 93.3%. Fifteen students scored above 80% overall on the rubric. Students scored the highest in the area of reflection on activities, accomplishments, and challenges and obstacles which relates to their ability to demonstrate they can work as scholarly practitioners by applying research and working closely with a dissertation chair. Additionally, students are learning to solve a problem of practice as well as improve their adult learning experiences. Students scored the lowest in the component of writing quality. Although 14 out of 15 students excelled, most errors occurred in writing clear, concise statements along with grammatical errors.

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 continue to drive the cycle of improvement. In AC 2024-2025, faculty will hold live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle. Beginning Fall 2024, the SLO 3 measure will change to ensure that student outcomes are adequately measured regarding professional behaviors. Thus, faculty will develop a dispositional measure/assessment in summer 2024 that better evaluates candidates' abilities to demonstrate professional behaviors which will be utilized beginning Fall 2024. This assessment will be administered in EDUC 7170. Candidates in this course will also be evaluated by performance/progress on the approved dissertation prospectus or progression of dissertation proposal.

These changes will ensure students are able to demonstrate leadership and management skills applicable to the administration of adult learning and community college programs, thereby continuing 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.	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 the Critical Issues Final Paper Assessment in *EDUC 7330 Teaching, Learning, and Curriculum in Post-Secondary Education* and through a Case Study Assessment in *EDUC 7420 Planning and Measuring Transformative Adult Learning Programs.*

The *Critical Issues Final Paper Assessment* requires students to demonstrate

understanding of the following course objectives which are addressed in EDUC 7330:

- Understand prominent theories of instruction and their application for post-secondary instructional methods, media, and effects.
- Understand the role and structure of general education and transfer education, and their implications for preparation for community and two-year colleges.
- Understand and apply current theories and practices of developmental education to enhance basic skills and literacy.
- Demonstrate the curricular design in workforce preparation and occupational education in the community college.
- Examine extending post-secondary education to the community and community education needs and programming.
- Understand interdisciplinary programming in post-secondary education.
- Understand the potential impacts of curriculum, instruction, and instructional environments on students and their learning.
- Understand the role of universal design in post-secondary curricula and instruction.
- Understand the scope and complexity of policy and decisions about curricula in post-secondary education.
- Be able to analyze and evaluate curricula and instructional practices in post-secondary at the course and program level.

The *Critical Issues Final Paper Assessment* is evaluated using a rubric which evaluates student ability to demonstrate course objectives based on the following components:

1. Academic Research (50 points)
2. Academic Writing (50 points)

The *Case Study Assessment* requires students to demonstrate understanding of the following course objectives addressed in EDUC 7420:

- Use conceptual programming models (e.g., the Interactive Model of Program Planning) as a basis for inquiry and improved professional practice.
- Relate how five important fundamental topics for planning — adult learning (especially transformational learning), cultural differences, building relationships, power and interests, and technology — to the phases of the Interactive Model of Program Planning.
- Articulate criteria for a strong program foundation, philosophical and policy base, and support structures.
- Assess program needs and interests.
- Determine program goals and objectives (as distinct from learning objectives).
- Determine appropriate program evaluation approaches.
- Employ the Interactive Model of Program Planning and associated techniques to plan/revise programs that educate adult learners.

The *Case Study Assessment* is evaluated using a rubric which evaluates student ability to demonstrate course objectives based on the following components:

AC 2023 – 2024 Assessment

1. Content
2. Format and Mechanics
3. APA Format

Benchmark: The goal for benchmark performance on both assessments is that students' individual percentage scores will result in a mean percentage score of 80% or higher on each assessment.

Finding: Target was met.

2022-23 Administration	2023-24 Administration
EDAL 7330 Critical Issues Paper Cumulative Mean:88.25% Standard Deviation:9.06% Above/Equal Benchmark:75% Below: 4% N=4	EDUC 7330 Critical Issues Paper Cumulative Mean: 94% St. Dev: 4.20% Above Benchmark:100% Below:0% N=7
EDAL 7420: Case Study Assessment Cumulative Mean: 97.11% Standard Deviation: 3.40% Above/Equal Benchmark: 100% Below: 0% *N*=9	*EDUC 7420*: Case Study Assessment Cumulative Mean: 100% Standard Deviation: 0% Above/Equal Benchmark: 100% Below: 0% *N*= 11

Analysis:

In AC 2022-2023, the target was met. As a result of the AC 2022-2023 data analysis, faculty made the following changes in AC 2023 – 2024 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 2023. 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.

Data analysis of AC 2023 – 2024 assessment results indicate the target was met for both the *Critical Issues Final Paper* and the *Case Study Assessment.*

For the *Critical Issues Final Paper*, the cumulative mean percentage score was 94% with all students scoring above benchmark. The rubric component in which students scored the highest was academic research. The area in which students scored the lowest on the Critical Issues Final Paper was academic writing. This was evident in the required literature review. Faculty found that the biggest struggle is distinguishing their own voice from research.

Regarding the *Case Study Assessment,* the cumulative mean percentage score was

100%, indicating all students scored above benchmark. Thus, each component of the rubric also yielded a mean of 100% of the possible points per category.

Action – Decision 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 enhancements in AC 2024-2025 to continue to drive the cycle of improvement. In AC 2024 – 2025, faculty will develop and incorporate instructional resources into the EDUC 7330 coursework that relate to source quality for published literature reviews to increase exposure to the criteria for writing literature reviews. Additionally, for EDUC 7420, faculty will improve the rubric's ability to accurately identify the level at which students are mastering the objectives of the course. The Case Study Rubric Assessment and Rubric will be redesigned during summer 2024 for use beginning Fall 2024.

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	Apply analysis and problem-solving skills in order to ethically evaluate theimpact of programs or policies on individuals and organizations.

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

SLO 5 is assessed with *The Research Overview Project* in *EDUC 7100, Methods for Planning and Conducting Educational Research.*

Through the *Research Overview Project* assessment, students develop, understand, and analyze a research question, and apply course content to develop a question, statement of the problem, purpose, and significance of study, feasibility, and nature of the chosen research to demonstrate mastery of the following course objectives:

- Understand the influence of key philosophical assumptions on the design of educational research.
- Understand and apply the structure of academic writing for reading and contributing to academic scholarship and publication.
- Compare and contrast quantitative, qualitative, and mixed method approaches to systematic inquiry and identify research questions appropriate for each approach.
- Identify and describe the various types of quantitative research, including examples of each type of design with conceptual and operational definitions of relevant ariables.
- Develop a research scenario with a problem statement and determine an appropriate design for the situation. Identify strategies for establishing and/or strengthening the

validity of the research.
- Identify and describe the strengths and weaknesses of experimental and quasi-experimental research designs.
- Identify and describe the basic characteristics of qualitative research traditions. Identify strategies for establishing and/or strengthening validity of the research.
- Identify and describe the nature of mixed method research, alternative strategies for conducting mixed method research, and the challenges that are imposed by these designs. Identify strategies for establishing and/or strengthening the validity of the research.
- Identify and describe threats to internal and external validity.

The *Research Overview Project* is measured using a rubric which evaluates student ability to demonstrate course objectives based on the following components:

1. Research Question
2. Statement of the Problem
3. Purpose and Significance of the Study
4. Nature of the Research
5. Feasibility of the Study
6. References

Benchmark: The goal for benchmark performance on this assessment is that students' individual percentage scores will result in a mean percentage score of 80% or higher.

Finding: Target was met

2022-23 Administration	2023-24 Administration
EDUC 7100 Research Overview Project Cumulative Mean: 92.8% Standard Deviation: 3.87% Above/Equal Benchmark: 100% Below: 0% N=17	EDUC 7100 Research Overview Project Cumulative Mean: 95.18% Standard Deviation: 2.48% Above/Equal Benchmark: 100% Below: 0% N=16

Analysis:

In AC 2022-2023, the target was met. Based on an analysis of data from AC 2022-2023, the following changes were made in AC 2023 – 2024 to drive the cycle of improvement. Faculty conducted an APA WebEx workshop for all doctoral students in Fall 2023. As a result, the target was met in AC 2023-2024.

Analysis of the AC 2023-2024 results indicated a cumulative mean percentage score of 95.18% with sixteen students performing above the benchmark goal of 80%. According to the data, students performed the strongest in the area of researching a topic of interest. The lowest scored area on the rubric was stating a feasible research question and hypothesis. Additionally, another issue that can be strengthened would be in the

area of writing a clear statement of the problem. In addition to this component, students also made many errors regarding APA requirements. Students did, however, receive multiple rounds of feedback from the professor and were able to resubmit until the final project was approved.

Action - Decision 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 continue to drive the cycle of improvement. In AC 2024-2025, faculty will develop and implement the use of a research question template which will be incorporated into the course. The 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. Faculty will develop enhanced materials and deliver additional instructional resources during graduate student seminars (Lunch and Learn).

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.

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 conducted an APA WebEx workshop for all doctoral students in the fall of 2023. In addition, a scholarly writing workshop was conducted for both virtual and in-person students.

SLO 2: 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 2023.

SLO 3: Faculty modified and enhanced 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 2023. Faculty also added additional resources to each Moodle shell so students would have additional information which was easily accessible. Lastly, faculty held once-a-month virtual chats that were optional for students to have questions answered and concerns addressed.

SLO 4: 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 2023.

SLO 5: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2023.

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 address the lowest scored components of the research paper assessment by making sure that throughout the course progression faculty will ensure extra resources are available in the Moodle shell as well as offering a virtual meeting once a month to address questions and enhance resources. Secondly, faculty will redesign the rubric for this measure to ensure mastery levels of course objectives are measured and identifiable. The new rubric will be designed in Summer 2024 for use beginning Fall 2024. This will enable faculty to make meaningful changes to ensure that future cycles drive improvement.

SLO 2: Faculty will hold live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle. Additionally, faculty will modify instructional guidance to emphasize the importance of following all assignment requirements. Candidates in this course will also be evaluated by performance/progress on the approved dissertation prospectus or progression of dissertation proposal.

SLO 3: Beginning Fall 2024, the SLO 3 measure will change to ensure that student outcomes are adequately measured regarding professional behaviors. Thus, faculty will develop a dispositional measure/assessment in summer 2024 that better evaluates candidates' abilities to demonstrate professional behaviors which will be utilized beginning Fall 2024. Candidates in this course will also be evaluated by performance/progress on the approved dissertation prospectus or progression of dissertation proposal.

SLO 4: Faculty will develop and incorporate instructional resources into the EDUC 7330 coursework that relate to source quality for published literature reviews to increase exposure to the criteria for writing literature reviews. Additionally, for EDUC 7420, faculty will improve the rubric's ability to accurately identify the level at which students are mastering the objectives of the course. The Case Study Rubric Assessment and Rubric will be redesigned during summer 2024 for use beginning Fall 2024.

SLO 5: Faculty will develop and implement the use of a research question template which will be incorporated into the course. The 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. The faculty will also develop enhanced materials and deliver additional instructional resources during graduate student seminars (Lunch and Learn).