AC 2024 – 2025 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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Approved by: Dr. Deep, Dean   **Date: 13 June 2025**

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.
- Program faculty and stakeholders review data to make data-driven, curricular decisions.

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- 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*, 7the 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: Demonstrate discipline-specific content knowledge.

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.

Course Map: *EDAL 5000 Foundations of Continuing Education and Professional Development*

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a research paper. 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

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

Benchmark: The goal for benchmark performance is that 80% of students score a minimum of 80% on the assessment.

Finding: Target was met.

Analysis:

In AC 2023-2024, the target was met. Based on information gathered from analysis of the AC 2023-2024 data, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty developed and provided a writing workshop (including scholarly writing tips) in Fall 2024, emphasizing carefully following APA guidelines. The faculty also developed a research strategies workshop emphasizing action research strategies and demonstrated how to show support by using evidence. These changes directly impacted on the student's ability to demonstrate discipline- specific content knowledge. As a result of these changes, the target was met in AC 2024- 2025.

89% (n=6) of candidates scored 80% or higher in AC 2024-2025. Strengths that were indicated included better scholarly writing skills and weaknesses exhibited were in the areas of analysis of research.

Decision:

In AC 2024-2025, the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, faculty will address the lowest scored components of the research paper assessment by offering extra student support and guidance via web-ex on a weekly basis. During these sessions students will describe the historical and current context of the field and discuss knowledge of the philosophies of adult learning and where they fit. They will also be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment. These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2: Apply discipline-specific content knowledge in professional practice.

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.

Course Map: *EDAL 5010 Adult Learning and Development*.

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Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through a Self-Directed Learning Presentation and a Three Generations Study Research Paper.

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.

Benchmark: The goal for meeting benchmark performance is for 80% of students to score a minimum oof 80% on each of the above assessments.

Finding: Target was met.

Analysis.

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

performance.

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

90% (n=6) of students scored a minimum of 80% on these assessments in AC 2024-2025. Strengths that were indicated included better APA understanding and weaknesses exhibited were in the areas of how to follow through to the end.

Decision, Action, or Recommendation.

In AC 2024-2025, the target was met.

Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, Faculty will address student performance on The *Self-Directed Learning Presentation* by implementing extra student support and guidance via web-ex on a weekly basis. During these sessions students will be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment. These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice, thereby pushing the improvement cycle forward.

SLO 3: Model professional behaviors and characteristics

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.

Course Map: *EDUC 5170, Learning and Leading in Groups and Organizations.*

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.

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

- 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 80% of students to score a minimum of 80% or greater on each assessment.

Finding: Target was met.

Analysis.

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 (μ = 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 (μ = 90%) and lowest in: The writer supports claims with evidence from experience or research (μ = 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.) (μ = 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. (μ = 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.

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Based on analysis of data, faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty developed a research strategies workshop emphasizing action research strategies and show how to find credible sources and show support by evidence. These changes allowed the target to be met in AC 2024-2025, thereby continuing to push the improvement cycle forward.

3 of 3 students (100%) scored 80% or higher on the assessment in AC 2024-2025. Strengths that were indicated included the understanding of the assignment and weaknesses exhibited were in the areas of research and completion on time.

Decision, Action, or Recommendation.

In AC 2024-2025, the target was met. Based on analysis of AC 2024 -2025 data, faculty will implement the following changes in AC 2025 – 2026 to drive the cycle of improvement.

The faculty will address student performance on The *Collaborative Project Presentation* Assessment and *the Final Report* by implementing extra student support and guidance via teams to ensure students are able to critically examine and articulate theories and concepts about human behavior, focusing on learning and leading in small group and team situations. During these sessions students will also be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment. These changes will improve the student's ability to model professional behaviors and characteristics, thereby pushing the cycle of improvement forward.

Student Learning Outcome (SLO) 4: Exhibit creative thinking

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

Course Map: *EDUC 5480- Design and Measurement of Adult Learning Activities*

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 a minimum of 80% of the students to score a minimum of 80% on the assessment.

Finding: Target was met.

Analysis.

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.

Based on an analysis of these data, faculty implemented the following changes in AC 2024 – 2025 to drive the cycle of improvement. In AC 2024-2025, the faculty addressed 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 ensured that students understand the assignment guidelines for the assessment project by offering additional project exemplars. Faculty also held live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle. These changes allowed the target to be met in AC 2024-2025, thereby continuing to push the improvement cycle forward.

100% scored 80% or higher on the assessment in AC 2024-2025. Strengths that were indicated included improvement in APA and weaknesses exhibited were in the areas of using APA inside of text

Decision, Action, or Recommendation.

In AC 2024-2025, the target was met. Based on analysis of AC 2024 -2025 data, faculty will implement the following changes in AC 2025– 2026 to drive the cycle of improvement.

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Faculty will utilize the newly developed dispositional measure to ensure that student outcomes are adequately measured regarding professional behaviors. Candidates in this course will also be evaluated by performance/progress on the approved *Final Project: Learning Program Instructor/Facilitator Guide*.

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: Make responsible decisions and problem- solve

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.

Course Map: *EDAL 5130 Management of Adult Learning Environments, EDUC 6050 Research for Making Educational Decisions.*

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 between 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.
- 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. The APA format is followed throughout, and complete.

Benchmark: The goal for benchmark performance is for a minimum of 80% of the students to score a minimum of 80% on each assessment.

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Finding: Target was met.

Analysis.

In AC2023-2024 the target was met. Analysis of AC 2023-2024 results indicate that the target was met for both assessments:

Based on information gathered from analysis of the AC 2023-2024 data, faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. faculty addressed 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 ensured that students understand the assignment guidelines for the assessment project by offering additional project exemplars. Faculty also held live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle.
These changes directly impacted on 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.

10 of 10 students (100%) scored 80% or higher on the assessment in AC 2024-2025. Strengths that were indicated included understanding of th4 guidelines and weaknesses exhibited were in the areas of getting all of the elements into the assignment.

Decision, Action, or Recommendation.

In AC 2024-2025, the target was met. Based on analysis of AC 2024 -2025 data, faculty will implement the following changes in AC 2025 – 2026 to drive the cycle of improvement. Faculty will address student performance on the *EDAL 6050 Final Project: Action Research Proposal* by addressing the lowest scored components of the research paper assessment by offering extra student support and guidance via web-ex on a weekly basis. This collaboration time with students will assist students as they apply adult learning and instructional design theories and practices to analyze, design, develop, implement, and evaluate learning programs. During these sessions students will be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment. 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 2023-2024, which resulted in improved student learning and program improvement in AC 2024-2025.

SLO 1: Faculty developed and provided a writing workshop (including scholarly writing tips) in Fall 2024, emphasizing carefully following APA guidelines. The faculty also developed a research strategies workshop emphasizing action research strategies and

demonstrated how to show support by using evidence.

SLO 2: Faculty increased 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 increased 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 addressed research strategies in action research by adding a section on conducting interviews for action research.

SLO 3: Faculty developed a research strategies workshop emphasizing action research strategies and show how to find credible sources and show support by evidence.

SLO 4: Faculty addressed 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 ensured that students understand the assignment guidelines for the assessment project by offering additional project exemplars. Faculty also held live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle.

SLO 5: Faculty addressed 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 ensured that students understand the assignment guidelines for the assessment project by offering additional project exemplars. Faculty also held live office chats to offer additional assistance or guidance along with supplying additional grammatical resources on Moodle.

Plan of Action for Moving Forward.

Program faculty examined the evidence and results of data analysis from AC 2024-2025 and will take steps to continue to improve student learning in AC 2025-2026:

SLO 1: In AC 2024-2025, the target was met. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In AC 2025-2026, faculty will address the lowest scored components of the research paper assessment by offering extra student support and guidance via web-ex on a weekly basis. During these sessions students will describe the historical and current context of the field and discuss knowledge of the philosophies of adult learning and where they fit. They will also be given

SLO 2: Faculty will address student performance on The *Self-Directed Learning Presentation* by implementing extra student support and guidance via web-ex on a weekly basis. During these sessions students will be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment. Students will also be given pacing guides/timelines for

the course to help students adequately prepare for the presentation.

SLO 3: The faculty will address student performance on The *Collaborative Project Presentation* Assessment and *the Final Report* by implementing extra student support and guidance via teams to ensure students are able to critically examine and articulate theories and concepts about human behavior, focusing on learning and leading in small group and team situations. During these sessions students will also be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment.

SLO 4: Faculty will utilize the newly developed dispositional measure to ensure that student outcomes are adequately measured regarding professional behaviors. Candidates in this course will also be evaluated by performance/progress on the approved *Final Project: Learning Program Instructor/Facilitator Guide*.

SLO 5: Faculty will address student performance on the *EDAL 6050 Final Project: Action Research Proposal* by addressing the lowest scored components of the research paper assessment by offering extra student support and guidance via web-ex on a weekly basis. This collaboration time with students will assist students as they apply adult learning and instructional design theories and practices to analyze, design, develop, implement, and evaluate learning programs. During these sessions students will be given access to resources targeting specific components scored on the assessment to help students grasp a clear understanding of the expectation on the assessment.