Assessment Cycle 2018 – 2019

Program: Doctor of Adult Learning and Development (925)

College: Education and Human Development

Prepared by: Bill Morrison   **Date: June 6, 2019**

Approved by: Katrina Jordan   **Date: June 12, 2019**

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

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

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

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

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

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

Student Learning Outcomes:

Student Learning Outcome (SLO) 1:

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

Measure 1.1. (Direct – Knowledge, Skills)

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

Finding:

2017-18 Administration	2018-19 Administration
EDAL 7000 Final Research Paper Cumulative Mean: 92.0% SdtDv: 9.8% Above/Equal Benchmark: 81% Below: 19% *N*=16	*EDAL 7000 Final Research Paper* Cumulative Mean: 84.5% SdtDv: 8.0% Above/Equal Benchmark: 90% Below: 10% *N*=20

Analysis:

The previous 2017-18 administration of the assessment was the first offering of the class and that assessment was graded within the student papers based on assignment requirements rather than a rubric. For the 2018-19 administration, a rubric was used, and all future administrations of the assessment will use the rubric for grading. The overall cumulative mean for the 2018-19 assessment was above benchmark at 84.5%, which was down from the 2017-18 cumulative mean of 92.0%. Some of this difference can be attributed to the more rigorous requirements of the rubric used in 2018-19 that

placed additional emphasis on writing and APA usage. Though the 2018-19 mean was down by 7.5%, 90% of students exceeded the benchmark score, which was an increase of 9%.   Student scores were consistent with a standard deviation under 10% for each administration. For the 2018-19 administration, the area in which students lost the greatest percentage of points was APA usage with a mean score of 57.9% in the APA category of the rubric. Other writing errors were not the cause of significant point loss in the 2018-19 administration.

Action - Decision or Recommendation:

Analysis of the 2018-19 results showed that while the cumulative mean of scores on the EDAL 7000 Final Research Paper were above benchmark (μ = 84.5%), students made errors in properly using APA style for citations and references, losing an average of 8.4% in this category. To provide additional resources on APA and academic writing for 2019-20, an APA Webex workshop will be offered to all students in the program in the fall of 2019.

Student Learning Outcome (SLO) 2:

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

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed by the final project in EDAL 7170 (course not yet offered). The assessment is evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%.

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 through a final project in EDAL 7170 (course not yet offered). The assessment is evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%.

Student Learning Outcome (SLO) 4:

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

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through final projects in EDAL 7330 and EDAL 7420. The assessments are evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding:

2018-19 Administration
EDAL 7330 Final Project Cumulative Mean: 93.8% Standard Deviation: 7.4% Above/Equal Benchmark: 100% Below: 0% N=10
EDAL 7420 Final Research Paper Cumulative Mean: 96.5% Standard Deviation: 2.6% Above/Equal Benchmark: 100% Below: 0% *N*=3

Analysis:

EDAL 7330

The 2018-19 administration of the assessment was the first offering of the class, and the assessment was graded using a rubric. The overall cumulative mean for the 2018-19 assessment was above benchmark at 93.8%. 100% of students exceeded the benchmark score, and student scores were consistent with a standard deviation under 10% for the administration.

Data show that students earned 100% of available points for topic selection and research

source quantity. These aspects of the project were formatively assessed, and students were provided formative feedback during instruction. Students also earned nearly 100% (97.4%) of all available points for research source quality. This aspect of the project was also formatively assessed, and students received formative feedback during instruction.

Instructor comments on the 2018-19 administration indicated that the area in which most students lost points was errors in meeting the expectations of the writing criteria for a literature review (n=9), followed closely by writing errors in composition and APA style (n=6), primarily general grammar and punctuation errors. Each of the areas in which students lost most points was assessed summatively. For the 2018-19 administration using the rubric, the category in which students lost the greatest percentage of points was writing criteria for literature reviews with a mean score of 89.8%. Writing errors were not the cause of significant point loss in the 2018-19 administration.

EDAL 7420

The 2018-19 class was first offering of this course and administration of this assessment. Very low enrollment in this class (n=3) makes drawing valid conclusions difficult. The overall cumulative mean for the 2018-19 assessment was very high at 96.5%, and 100% of students exceeded the benchmark score of 80%. Scores were very consistent with a standard deviation of 2.6%. Instructor comments on the assignment indicated that students primarily lost points for errors in APA style and for writing errors.

Action - Decision or Recommendation:

Though analysis of the results shows that scores on the EDAL 7420 Final Research Paper were consistently high (μ = 96.5%), students made errors in APA style citations and references and in properly using academic writing style. Analysis of the 2018-19 EDAL 7330 results showed that while the cumulative mean of scores on the Final Research Paper were above benchmark (μ = 93.8%), students made errors in meeting the criteria for writing a literature as measured against the rubric.

To provide additional resources on APA and academic writing, an APA Webex workshop will be offered to all students in the program in the fall of 2019. For the 2019-2020 offering of EDAL 7330, additional analysis of published literature reviews will be incorporated into the course design to increase and target exposure to the criteria for writing literature reviews.

Student Learning Outcome (SLO) 5:

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

Assessment Cycle 2018 – 2019

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

SLO 5 is assessed through a final project <u>EDAL 7100 (course not yet offered).</u> The assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

- For the SLO #1 assessment, the overall cumulative mean for the 2018-19 assessment was above benchmark at 84.5%, which was down from the 2017-18 cumulative mean of 92.0%. Some of this difference can be attributed to the more rigorous requirements of the rubric used in 2018-19 that placed additional emphasis on writing and APA usage. APA style errors caused the greatest percentage loss across all of the rubric categories, with a mean score of 57.9% in the APA category of the rubric.

- For SLO #4, the 2018-19 administration of the assessments were from the first offering of the EDAL 7330 and 7420 classes, so no historical data are available from previous years. The overall cumulative mean for the 2018-19 assessment was above benchmark at 93.8%. 100% of students exceeded the benchmark score. Instructor comments on the 2018-19 administration indicated that the area in which most students lost points was errors in meeting the expectations of the writing criteria for a literature review (EDAL 7330), followed closely by writing errors in composition and APA style (EDAL 7420 and EDAL 7330).

Plan of Action for Moving Forward

- For the 2018-19 SLO #1 assessment, APA style errors caused the greatest percentage loss across all of the rubric categories. To provide additional resources on correctly applying APA style in academic writing for 2019-20, an APA Webex workshop will be offered to all students in the program in the spring of 2019

- Evidence from the 2018-19 assessment data for SLO #4 indicated that the areas of weakness in student performance were writing a literature review, general writing and composition errors, and following APA guidelines. For the 2019-2020 offering of EDAL 7330, additional analysis of published literature reviews will be incorporated into the course design to increase and target exposure to the criteria for writing literature reviews. For both EDAL 7330 and 7420, students will be offered an APA Webex workshop will be offered in the fall of 2019.