AC 2019 – 2020 Assessment

Doctor of Adult Learning and Development (925)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Northwestern Mission: Northwestern State University is a responsive, student-oriented institution 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: The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission: The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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

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: Target was Not Met

2018-19 Administration	2019-20 Administration
EDAL 7000 Final Research Paper Cumulative Mean: 84.5% SdtDv: 8.0% Above/Equal Benchmark: 90% Below: 10% *N=20*	*EDAL 7000 Final Research Paper* Cumulative Mean: 80.5% SdtDv: 10.2% Above/Equal Benchmark: 63.2% Below: 36.8% *N=19*

Analysis:

In AC 2018-2019, the target was met. Analysis of AC 2018-2019 results showed that, while the target was met with the cumulative mean of scores on the EDAL 7000 Final Research Paper being above benchmark ($\mu = 84.5\%$), students made errors in properly using APA style for citations and references, losing an average of 8.4% in this category.

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Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2019.

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

Although changes were made, in AC 2019-2020 the target was not met.

Analysis of the 2019-20 results showed that while the cumulative mean of scores on the EDAL 7000 Final Research Paper were above benchmark (μ = 80.5%), students made errors in properly using APA style for citations and in following assignment directions. The overall cumulative mean for AC 2019-2020 assessment was slightly above benchmark at 80.5%, which was down from AC 2018-2019 cumulative mean of 84.5%. Though the AC 2019-2020 mean was down by 4%, 63.2%% of students exceeded the benchmark score. Student scores remained consistent with a standard deviation of 10.2%. For AC 2019-2020, the area in which students lost the greatest percentage of points was APA usage with a mean score of 52.8% in the APA category of the rubric. Of the APA errors, the most common error was not using an appropriate level of in-text citations for factual claims and outside content. Other writing errors were not the cause of significant point loss in the AC 2019-2020 administration. The rubric area in which students lost the greatest number of points was including required elements in the body of the paper. The overall average number of points lost was 20.5, with the students scoring below benchmark losing an average of 39.3 points. The correlation between points lost on the body of the paper and the students' overall score on the paper was very strong at .89.

Decision, action or recommendation.

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will develop and deliver an enhanced APA Webex workshop to all students in the program in Fall 2020 with additional emphasis on the proper level of in-text citations to provide additional resources on APA and academic writing. Additionally, faculty will modify instructional guidance to emphasize following all assignment requirements.

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 (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 <u>EDAL 7170 (course not yet offered).</u> The assessment is evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%. As this is a new program expecting its first graduating class in May 2020, this course will be offered during the 2020-2021 academic year.

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 <u>EDAL 7170 (course not yet offered).</u> The assessment is evaluated using a rubric and survey, and the benchmark performance is a cumulative mean score of 80%. As this is a new program expecting its first graduating class in May 2020, this course will be offered during the 2020-2021 academic year.

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.

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

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

Finding: Target was Met

2018-19 Administration	2019-20 Administration
EDAL 7330 Final Project Cumulative Mean: 93.8% Standard Deviation: 7.4% Above/Equal Benchmark: 100% Below: 0% N=10	EDUC 7330 Final Project Cumulative Mean: 98.0% Standard Deviation: 2.4% Above/Equal Benchmark: 100% Below: 0% N=5
EDAL 7420 Final Research Paper Cumulative Mean: 96.5% Standard Deviation: 2.6% Above/Equal Benchmark: 100% Below: 0% *N*=3	*EDAL 7420 Final Research Paper* Cumulative Mean: 96.8% Standard Deviation: 2.2% Above/Equal Benchmark: 100% Below: 0% *N*=8

Analysis:

EDUC 7330 (EDAL 7330 was renamed to EDUC 7330 in 2019-20)

In AC 2018-2019, the target was met. Analysis of the AC 2018-2019 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. Based on the analysis of the AC 2018-2019 results, students lost the most points in errors in meeting the expectations of the writing criteria for a literature review, followed closely by writing errors and APA style.

The AC 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 AC 2018-2019 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 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 AC 2018-2019 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 AC 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 AC 2018-19 administration.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 faculty incorporated additional analysis on published literature reviews into the course design to increase and target exposure to the criteria for writing literature reviews. 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.

As a result of these changes, in AC 2019-2020 the target was met.

The overall cumulative mean for AC 2019-2020 assessment was 96.8% (n=5).

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 96.8% of all available points for research source quality. This aspect of the project was also formatively assessed, and students received formative feedback during instruction.

For AC 2019-2020, using the rubric, the category in which students lost the greatest percentage of points was research source quality for literature reviews with a mean score of 96.8%.

EDAL 7420

In AC 2018-2019, the target was met. Though analysis of the results showed 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.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Based on the analysis of the AC 2018-2019 results, students lost the most points in the rubric category of following APA style. In accordance with the plan of action from AC 2018-2019, in AC 2019-2020 an APA WebEx workshop was conducted for all doctoral students in the fall of 2019. 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.

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As a result of these changes, in AC 2019-2020 the target was met.

Though analysis of the results shows that scores on the EDAL 7420 Final Research Paper were consistently high (μ = 96.8%), students made errors in APA style as they did in 2018-19. The enrollment in the AC 2019-2020 EDAL 7420 class was larger than that of AC 2018-19 with an n=8. The overall cumulative mean for the AC 2019-2020 assessment was very high and up slightly from the AC 2018-2019 assessment at 96.8%, and 100% of students exceeded the benchmark score of 80%. Scores were very consistent with a standard deviation of 2.2%. Instructor comments on the assignment indicated that students primarily lost points for errors in APA style.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, in EDUC 7330, faculty will develop and incorporate into the course instructional resources related to source quality for published literature reviews to increase and target exposure to the criteria for writing literature reviews. In EDAL 7420, faculty will develop and deliver an enhanced an APA Webex workshop for all students in the program in the fall of 2020 with additional emphasis on the importance of conforming to APA 7 style in academic writing and additional examples of different types of citations and reference entries under APA 7 to provide additional resources on APA and academic writing.

These changes will improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

Student Learning Outcome (SLO) 5:

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

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a final project EDUC 7100. The assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

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Finding: Target was Met

2019-20 Administration
EDUC 7100 Final Project Cumulative Mean: 86.9% Standard Deviation: 7.8% Above/Equal Benchmark: 86.7% Below: 13.3% N=15

Analysis:

The AC 2019-2020 administration of the assessment was from the first offering of EDUC 7100, so no historical data are available from previous years.

In AC 2019-2020, the target was met.

Analysis of AC 2019-2020 results showed that while the cumulative mean of scores was above benchmark (μ = 86.9%), students made errors in properly using APA style for citations and in following assignment directions. 86.7%% of students exceeded the benchmark score. For AC 2019-2020, the areas in which students scored the most points was in Sampling, Methods of Data Collection, Non-Experimental Designs, and Conducting Means-End Analysis. The areas in which students scored the least points were Experimental Designs, Validity, and Inferential Statistics. The rubric area in which students lost the greatest number of points was writing appropriate research questions and identifying and applying specific characteristics of qualitative, quantitative, and mixed methods research.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will develop and deliver a research question template to incorporate into the course and provide exemplars of both proper and improper research questions for doctoral-level research studies to support student writing of appropriate questions that could lead to the dissertation prospectus question. Faculty will develop and deliver additional instructional resources to support student learning in the areas that were most challenging for students during AC 2019-2010: Experimental Designs, Validity, and Inferential Statistics.

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

- SLO 1: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2019.

- SLO 4: Faculty incorporated additional analysis on published literature reviews into the course design to increase and target exposure to the criteria for writing literature reviews. Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2019.

- SLO 4: Faculty conducted an APA WebEx workshop for all doctoral students in the fall of 2019.

Plan of Action for Moving Forward

- SLO 1: Faculty will develop and deliver an enhanced APA Webex workshop to all students in the program in Fall 2020 with additional emphasis on the proper level of in-text citations to provide additional resources on APA and academic writing. Faculty will modify instructional guidance to emphasize following all assignment requirements.

- SLO 4: Faculty will develop and incorporate into the course instructional resources related to source quality for published literature reviews to increase and target exposure to the criteria for writing literature reviews.

- SLO 4: Faculty will develop and deliver an enhanced an APA Webex workshop for all students in the program in the fall of 2020 with additional emphasis on the importance of conforming to APA 7 style in academic writing and additional examples of different types of citations and reference entries under APA 7 to provide additional resources on APA and academic writing.

- SLO 5: Faculty will develop and deliver a research question template to incorporate into the course and provide exemplars of both proper and improper research questions for doctoral-level research studies to support student writing of appropriate questions that could lead to the dissertation prospectus question. Faculty will develop and deliver additional instructional resources to support student learning in the areas that were most challenging for students during AC 2019-2010: Experimental Designs, Validity, and Inferential Statistics.