

AC 2020-2021 Assessment

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

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve.

Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

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

Program Mission Statement. The mission of the Adult Learning and Development program at Northwestern State University is to prepare adult educator-leaders for careers in the many different venues where adults learn, including corporate training centers, online education, community colleges, the workforce, and adult education

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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:

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

To determine specific areas of weakness in student performance against the student- learning outcome, an item analysis of each assessment was conducted, and the following descriptive statistics for each assessment were calculated: cumulative mean of the overall project score, standard deviation of the scores based on percentage score, the percentage of student above and below the benchmark score, and the mean deviation from benchmark for students not achieving the benchmark.

The student projects and papers used in this assessment fall into three categories: research papers, presentations, and reflections. Each of these assessment instrument types was developed from the following resources and best practices:

- Research paper assessments and rubrics or scoring guides were developed using recommendations from the *Publication Manual of the American Psychological Association*, 6th 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

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objectives are explicitly aligned with each course module and assessment.

Student Learning Outcomes

(SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (SPA #1)	Demonstrate an understanding of the formal and informal organizational systems of adult learning.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a research paper in EDAL 5000. The 2020-2021 assessment is evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was met.

2019-20 Administration	2020-21 Administration
<i>EDAL 5000 Final Research Paper</i> Cumulative Mean: 75.02% Standard Deviation: 18.05% Above/Equal Benchmark: 56% Below: 44%	<i>EDAL 5000 Final Research Paper</i> Cumulative Mean: 96.8% Standard Deviation: 3.5% Above/Equal Benchmark: 100% Below: 0% N= 10

Analysis:

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

Analysis of the AC 2019-20 results showed that, the target was not met with the cumulative mean of scores on the EDAL 5000 Final Research Paper being above benchmark ($\mu = 75.02\%$), students made errors in properly using APA style for citations and references, losing an average of 8.4% in this category.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. In accordance with the plan of action from AC 2019-2020, in AC 2020-2021 additional APA content/emphasis was incorporated in the course.

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

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As a result of these changes, in AC 2020-2021 the target was met.

Analysis of the AC 2020-2021 results showed that, the target was met with the cumulative mean of scores on the EDAL 5000 Final Research Paper above benchmark (96.8%).

Decision, action, or recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will develop and provide an APA WebEx workshop in Fall 2021 with additional emphasis on carefully following APA guidelines since APA errors remained a problem with the assessment in AC 2020-2021.

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 (SPA #2)	Apply principals of development through adulthood to the adult learning process, learning how to learn, and self-directed learning

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through a Self-Directed Learning Presentation and a Three Generations Study Research Paper in EDAL 5010. The assessments are evaluated using a rubric and a scoring guide for the presentation, and the benchmark performance for both is a cumulative mean score of 80%.

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Finding: Target was Met.

2019-20 Administration	2020-21 Administration
<i>EDAL 5010 Self-Directed Learning Presentation</i> Cumulative Mean: 95.2% SdtDv: 1.8% Above/Equal Benchmark: 100% Below: 0%	<i>EDAL 5010 Self-Directed Learning Presentation%</i> Cumulative Mean: 92.4% SdtDv: 5.42 Above/Equal Benchmark: 100% Below: 0%
<i>EDAL 5010 Three Generations Study Research Paper</i> Cumulative Mean: 89.5% SdtDv: 7.3% Above/Equal Benchmark: 100% Below: 0%	<i>EDAL 5010 Three Generations Study Research Paper</i> Cumulative Mean: 93.14% SdtDv: 2.42 Above/Equal Benchmark: 100% Below: 0%

Analysis.

In AC 2019-2020, the target was met. Analysis of AC 2019-2020 results showed that, while the target was met with the cumulative mean of scores on the EDAL 5010 Self-Directed Learning Presentation and Three Generations Study Research Paper being above benchmark ($\mu = 95.2\%$ & $\mu = 89.5\%$), students made errors in following presentation guidelines and properly using APA style for citations and references.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. In accordance with the plan of action from AC 2018-2019, in AC 2020-2021 faculty incorporated additional APA content/emphasis in the course, along with additional emphasis on following presentation assignment guidelines. Faculty augmented course content augmented with the addition of a video conference WebEx on using APA.

These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

As a result of these changes, in AC 2020-2021 the target was met.

Analysis of the AC 2020-2021 results showed that, the target was met with the cumulative mean of scores on the presentation being above benchmark (92.4%) as well as with the Three Generations Study (93.14%) mean scores being above benchmark. Students made errors in properly using APA style for citations and references.

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Decision, action, or recommendation.

In AC 2020-2021, the target was met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2021-2022, faculty will increase instructional emphasis on following assignment guidelines on the Self- Directed Learning Presentation, as following assignment guidelines remained the greatest achievement weakness in student performance. In AC 2020-2021 *Three Generations Study Research Paper*, correct APA form of citing sources remained a weakness; therefore, in AC 2021-2022, faculty will increase emphasis on following APA guidelines by offering an enhanced APA Webex to all program graduate students in fall of 2021 with increased emphasis on correct usage of the style.

These changes will improve the student’s ability to apply discipline-specific content knowledge in professional practice, 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/model knowledge of how adults learn in small group settings with emphasis on personal, interpersonal, and leadership skills.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through a group project, presentation, and reflection in EDAL 5110. The assessment is evaluated using a scoring guide for the presentation and instructor comments for the final report. The benchmark performance is a cumulative mean score of 80%.

Finding: Target was not met.

2019-20 Administration	2020-21 Administration
<i>EDAL 5110 Collaborative Project Presentation Guidelines</i> <i>EDAL 5110 Final Report -Teamwork and Process</i> Cumulative Mean: 94.8% Standard Deviation: 2.3% Above/Equal Benchmark: 100% Below: 0%	<i>EDAL 5110/5170 Collaborative Project Presentation Guidelines</i> <i>EDAL 5110/5170 Final Report -Teamwork and Process</i> Cumulative Mean: Standard Deviation: Above/Equal Benchmark: Below:

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Analysis.

In AC 2019-2020, the target was met. Analysis of AC 2019-20 results showed that, while the target was met with the cumulative mean of scores on the EDUC 5170 (formally EDAL 5110) Collaborative Project Presentation and Final Report being above benchmark (cumulative combine $\mu = 94.8\%$), students made errors in properly using APA style for citations and references in the Final Report-Teamwork and Process.

Based on analysis of the AC 2019-2020 results, faculty made the following changes to drive the cycle of improvement. The course rotation did not allow for EDUC 5170 (formally EDAL 5110) in AC 2020-2021.

These changes will have a direct impact on the student's ability to model professional behaviors and characteristics.

AC 2020-2021 the target was not met.

This course was not in rotation for fall of 2020 or spring of 2021 so no data can be given. The course will be offered in spring 2022.

Decision, action, or recommendation.

In AC 2020-2021, the target was not met as the course was not offered. Changes to the course rotation coupled with COVID-19 contributed to this change.

The course will be offered in spring 2022. The faculty will offer additional APA and writing emphasis in EDAL 5110/5170 in the spring 2022.

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

Student Learning Outcome (SLO) 4:

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

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through a final learning program project in EDUC 5480 (formerly EDAL 5030). 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 not met.

2019-20 Administration	2020-21 Administration
<i>EDUC 5480 Final Project: Learning Program Instructor/Facilitator Guide</i> Cumulative Mean: 80% Standard Deviation: 40% Above/Equal Benchmark: 80% Below: 20% N=10	<i>EDUC 5480 Final Project: Learning Program Instructor/Facilitator Guide</i> Cumulative Mean: Standard Deviation: Above/Equal Benchmark: Below: N=

Analysis.

In AC 2019-2020, the target was met. While analysis of the AC 2019-2020 administration showed that meeting the criteria for the Instructional Plan was the primary error, the cumulative mean and percentage of students meeting benchmark increased with the AC 2019-2020 assessment.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty emphasized following assignment guidelines for the instructional plan section of the assignment and faculty added explicit exemplars of the project with examples of where most student errors occur to provide additional guidance on project requirements and to improve student performance on this area of the assessment.

In AC 2020-2021 the target was not met. The administration of the assessment could not be accessed as the faculty member left NSU and has not supplied the information and the assessment report is no longer available. Data could not be collected through Moodle shell.

Decision, action, or recommendation.

In AC 2020-2021, the target was not met. The course will be offered spring 2022 and will be assessed using the final project in the class. The Learning Program Instructor/Facilitator Guide will be assessed using guidelines. Faculty will emphasize to follow assignment guidelines for the instructional plan and offer additional exemplars of the project. Faculty will also offer examples and provide additional guidance on project requirements to improve student performance.

Student Learning Outcome (SLO) 5:

Departmental Student Learning	Program Student Learning Outcome
Make responsible decisions and problem- solve, using data to inform actions when appropriate (SPA #5)	Use research, evidence, and best practices guidelines to critically and creatively use evidence to make educational decisions.

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Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a final need-based grant in EDAL 5130, and a final project in EDUC 6050 (formerly EDAL 6000). The assessments are evaluated using a rubric, and the benchmark performance is a cumulative mean score of 80%.

Finding: Target was not met.

2019-20 Administration	2020-21 Administration
<i>EDAL 5130 Final Grant Project</i> Cumulative Mean: 79.5% StdDv: 12.3% Above/Equal Benchmark: 50% Below: 50% N=10	<i>EDAL 5130 Final Grant Project</i> Cumulative Mean: 78.14% StdDv: 16.94% Above/Equal Benchmark: 60% Below: 40% N= 7
<i>EDAL 6000 Final Project: Action Research Proposal</i> Cumulative Mean: 96.4% StdDv: 6.9% Above/Equal Benchmark: 100% Below: 0% N=7	<i>EDAL 6000 Final Project: Action Research Proposal</i> Cumulative Mean: 85% StdDv: 12.24% Above/Equal Benchmark: 100% Below: 0% N= 4

Analysis.

EDAL 5130 Final Grant Project:

In AC 2019-2020, the target was not met. Analysis of AC 2019-20 results showed that, the target was not met with the cumulative mean of scores on the EDAL 5130 Final Grant Project being above benchmark ($\mu = 79.5\%$), students made errors in properly using APA style for citations and references, losing an average of 12.3% in this category.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. In accordance with the plan of action, the course content for AC 2020-2021 faculty augmented the course offering with additional scaffolding activities and resources on following APA guidelines, and an APA workshop was offered in the fall of 2020.

These changes did not impact the student’s ability to make responsible decisions and then problem solve, using data to inform actions when appropriate.

Although these changes were made, in AC 2020-2021 the target was not met. Beginning in AC2021-2022, this SLO will be measured with two measures, rather than combining. This will provide more specificity in reporting.

Analysis of AC 2020-2021 results showed that, the target was not met with the cumulative mean of scores on the EDAL 5130 Final Grant Project being above benchmark ($\mu = 78.14\%$), students made errors in properly using APA style for citations and references.

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EDUC 6050 (formerly EDAL 6000) Action Research Proposal:

In AC 2019-2020, the target was met. Analysis of data for the 2019-20 (n=7) assessment indicates that the cumulative mean was 96.4% in 2019-20. The benchmark score was exceeded by all students. Though it is difficult to draw valid conclusions due to low class enrollment, analysis of the rubric data shows that the following APA guidelines is the area where students lost the most points. Following APA guidelines remained a minor weakness in the final project in AC 2019- 2020 course offering.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty increased instructional emphasis on closely following assignment guidelines and APA style in AC 2020-2021 offering of the course. Faculty developed and delivered an APA workshop to all students in Fall 2020 and the Workshop was recorded and made available for on-demand access by students.

These changes had a direct impact on the student's ability to make responsible decisions and problem- solve, using data to inform actions when appropriate.

As a result of these changes, in AC 2020-2021 the target was met.

Analysis of data for the 2020-2021 (n=4) assessment indicates that the cumulative mean was 85.0% in 2020-2021. The benchmark score was exceeded by all students. Though it is difficult to draw valid conclusions due to low class enrollment, analysis of the rubric data shows that the following APA guidelines is the area where students lost the most points. Following APA guidelines remained a minor weakness in the final project in AC 2020- 2021 course offering.

Decision, action, or recommendation.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

EDAL 5130 Final Grant Project: Target not met. In response to the weaknesses in writing and following APA guidelines, faculty will offer an enhanced APA WebEx workshop in Fall 2021. The workshop content will be augmented with additional emphasis on the importance of following APA guidelines. To address the writing issues, faculty will offer a writing WebEx Fall 2021 and include writing resources such as *grammarbook.com*.

EDAL 6000 Final Project: Action Research Proposal: Target met. In response to the weaknesses in writing research questions, faculty will offer exemplars of appropriate research questions for adult learning and workforce development in AC 2021-2022. Beginning in AC2021-2022, this SLO will be measured with two measures, rather than combining. This will provide more specificity in reporting.

These changes will improve the student's ability to make responsible decisions and problem- solve, using data to inform actions when appropriate, thereby continuing to push the cycle of improvement forward.

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Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results. Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- SLO 1: Faculty incorporated additional APA content/emphasis in the course.
- SLO 2: Faculty provided increased instructional emphasis on following assignment guidelines in EDAL 5010 course. Faculty incorporated additional APA content/emphasis in the course, along with additional emphasis on following presentation assignment guidelines. Faculty augmented course content augmented with the addition of a video conference WebEx on using APA.
- SLO 3: Faculty incorporated additional APA content/emphasis in the course.
- SLO 4: Faculty emphasized following assignment guidelines for the instructional plan section of the assignment. Faculty added explicit exemplars of the project with examples of where most student errors occur to provide additional guidance on project requirements and to improve student performance on this area of the assessment.
- SLO 5: EDAL 5130: Faculty augmented course content with additional resources for writing and following APA guidelines. In EDUC 6050/EDAL 6000, faculty added instructional emphasis on the literature review. Faculty provide a literature review template.

Plan of Action for Moving Forward.

- SLO 1: Faculty will develop and provide an APA WebEx workshop in Fall 2021 with additional emphasis on carefully following APA guidelines.
- SLO 2: Faculty will increase instructional emphasis on following assignment guidelines on the Self-Directed Learning Presentation, as following assignment guidelines remained the greatest achievement weakness in student performance. Faculty will increase emphasis on following APA guidelines by offering an enhanced APA WebEx to all program graduate students in fall of 2021 with increased emphasis on correct usage of the style.
- SLO 3: Faculty will increase emphasis on the fundamentals of writing skills and APA in the early weeks of the AC 2021-2022 class to improve student writing skills. Faculty will offer additional APA support for students with the addition of an enhanced APA and writing WebEx offering in Fall 2021.
- SLO 4: Faculty will provide exemplars of content-specific instructional objectives written for adult learning and workforce development learning scenarios.

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- SLO 5: For EDAL 5130, faculty will develop and deliver an enhanced APA WebEx workshop in Fall 2021. Faculty will offer a writing WebEx Fall 2021 and include writing resources such as *grammarbook.com*. *EDAL 6000 Final Project: Action Research Proposal*: Faculty will offer exemplars of appropriate research questions for adult learning and workforce development in AC2021-2022. SLO5 will be measured with two measures, rather than combining into 1 measure. This will provide more specificity in reporting.