Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Developmental Education Administration EDD

Goal   **Student Writing Quality** 🔑

Students use appropriate APA style in written papers.

Objective (L)   **Student Knowledge And Usage Of APA Format** 🔑

Doctoral students in Developmental Education Administration will study and utilize the standards of APA 6th edition to complete writing assignments

Indicator   **Rubric For Written Assignment** ✏️ 🔑

Number of students reaching a basic proficiency with APA 6th edition format as rated on a department-generated common rubric used to assess a written assignment.

Criterion   **80% Of Students Using APA Format Proficiently** 🔑

Eighty percent of current cohort will submit a written assignment document that will demonstrate basic proficiency with APA format. This includes page setup, reference citations, and headings.

Finding   **APA Format** 🔑

The results from the Student Knowledge and Usage of APA objective indicated that the criterion was met with 91% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was effective. All faculty teaching each of the first year courses in in the program addressed this criterion and offered information about the requirement and resources to assist in meeting it. The challenge was with learning some of the APA formatting requirements so quickly – especially for students that had used other scholarly writing formats (such as MLA).

The lowest category assessed was "Citing Quotes Correctly." Two students showed challenges in these areas. Students also had challenges with headings, internal references, and title pages. However, it is the opinion of the director that this early emphasis on learning APA will work to the benefit of students as they move through the program. Although it is understood that some challenges exist with regard to APA formatting, students understand that the goal is to become highly proficient over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.

Action   **APA** 🔑

An exercise will be implemented where an instructor in a writing intensive course will work with students online to go over APA issues on submitted assignments.

Action	**APA** 🔎	

All entering students will be reuqired to purchase the latest edition of the APA manual.

Goal   **Student Engagement Using Technology** 🔎

Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.

Objective (L)   **Essential Technology** 🔎

Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.

Indicator   **Effective Use Of Technology Presentation Rubric** 🔎

Students Access and Engage with Instructors Using Technology. Students effectively using technology to engage on synchronous and asynchronous course activities while instructors assess proficiency using a common rubric.

Criterion   **100% Of Students Present Appropriately Using Technology** 🔎

Ninety percent of current cohort will present a class project to the instructor online in a synchronous fashion. This will require appropriate equipment and knowledge as well as skills in developing presentations. Routine course participation on the Ecourse Learning Management System is also required.

Finding   **Essential Technology** 🔎

The results from the Essential Technology objective indicated that the criterion was met with 97% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was quite effective. The program director, secretary, faculty, and selection committee all addressed this criterion at some point in the early stages of student entry to the program.

The only two categories where students had challenges were "Working Camera and Mic" and "High-Speed Internet Connection." One student in each category showed challenges in these areas. We were advised by all students that they had access to a high speed Internet connection. The challenge is that some connections operate more effectively than others. As a result, there are occasional drops in connectivity. Students are advised to have a back-up plan (such as the option to work online from home and office). They are also advised not to get frustrated by technology issues and to communicate with instructors about challenges and solutions. With regard to the "Working Camera and Mic," this is a program requirement. However, occasionally a

student misses the requirement – possibly due to expense or availability. Overall it appears that students entering this fully online program have a good sense of our reliance on technology and have taken steps to meet this objective.

Action   **Tech Requirements** 🔍

Faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements.

Action   **Tech Requirements** 🔍

Faculty will engage students in alternatives to engage in when technology difficulties occur. Those options include phoning and/or emailing to reschedule appointments, investigating alternative connectivity options, and freeing up bandwidth when needed.

Previous Cycle's "Plan for Continuous Improvement"

Being a fully online progam, the selection committee and faculty will use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Emphasis will continue to be made on contingency plans for dealing with slow Internet connections.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. However, they will also be informed of contingency plans should slow Internet connections be encountered. Those options include the following:

Phoning and/or emailing to reschedule appointments.
Investigating options such as work, home, campus, or other public venue Internet connections in reliable sources to utilize when necessary.
Turning off other programs utilizing bandwidth.

These discussions have been helpful in the past in getting students to consider their Internet connection options (i.e. home, work, etc.) for engaging especially in synchronous online activities.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A comprehensive knowledge of APA will make this process go more smoothly and quickly.

New students in the program (cohort 4) will be required to purchase the APA 6th edition manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages, internal citations, and reference lists. In the past, talking with students about why learning APA is important seems to be a motivating factor.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

All elements of the Improvement plan were implemented and were helpful.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The student selection committee and core program faculty will use the application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Descriptions about required equipment and contingency plans for dealing with slow Internet connections will be described and discussed.

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All students will be required to purchase the latest APA manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages, internal citations, and reference lists. In the past, talking with students about why learning APA is important seems to be a motivating factor. Finally, a new exercise will be implemented where an instructor in a writing intensive course will work with students online to go over APA issues on submitted assignments.