

Developmental Education Administration EDD

Student Engagement Using Technology

Goal Description:

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

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Essential Technology

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Effective Use Of Technology Presentation Rubric

Indicator Description:

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 Description:

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.

Findings Description:

The results from the Essential Technology objective indicated that the criterion was met with 96% of the objectives met by students in the assessment period. It is believed that the communication with students about this requirement is effective. The program director, secretary, faculty, and selection committee all address this criterion at some point in the early stages of student entry to the program.

The only two categories where students had challenges were “Successfully Dealt With Technology Challenges During Presentation” and “Has a Working Camera and Headset Microphone.” One student in each category showed challenges in these areas. Students are advised to have a back-up plan (such as the option to work online from home and office). Sometimes a presentation reschedule is necessary if the technology fails. Students are also advised not to get frustrated by technology issues and to communicate with instructors about challenges and solutions. With regard to the “Has a Working Camera and Headset Microphone,” 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.

RELATED ITEM LEVEL 3

Entering Students and Technology Requirements

Action Description:

Faculty and staff will cover technology and equipment requirements in orientation. These requirements will also be added to syllabi and covered early in the entry level courses.

Student Writing Quality

Goal Description:

Students use appropriate APA style in written papers.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Student Knowledge And Usage Of APA Format

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Rubric For Written Assignment

Indicator Description:

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 Description:

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.

Findings Description:

The results from the Student Knowledge and Usage of APA objective indicated that the criterion was met with students meeting 94% of the objectives in 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 “Cited Publications Correctly in a Reference List.” Two students showed challenges in these areas. They have and will continue to receive support in this area. Students also had challenges with formatting title pages correctly. 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.

RELATED ITEM LEVEL 3

Detailed Feedback and Discussion

Action Description:

Instructor will offer detailed feedback on writing assignments having APA issues along with an opportunity for the student to meet and discuss these issues.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

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.

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 phoning and/or emailing to reschedule appointments, investigating alternative connectivity options, and freeing up bandwidth when needed.

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.

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.

Update of Progress to the Previous Cycle's PCI:

All of the plan was implemented and appear helpful. Students seem well aware of the requirements and the faculty are helpful in assisting with compliance.

Technology and APA

Closing Summary:

The technology and APA writing requirements have recently been added into the program's promotional sessions. Potential applicants will now know of these requirements and consider them as they choose to apply.

The cohort selection committee and core program faculty will use orientation sessions, application interviews, and class time early in the semester for entering students to inform and remind them of the technology requirements. Students are advised of technology alternatives to use when necessary.

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 phoning and/or emailing to reschedule appointments, investigating alternative connectivity options, and freeing up bandwidth when needed.

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. As some videoconferencing technology has become less reliable, the department has supported alternative options going forward.

All students will be required to purchase the latest APA manual. Professors will also share Internet resources that are helpful with APA. Students are also advised to use the online Writing Center for assistance. An instructor in a writing intensive course will also work with students one-on-one to discuss and correct APA issues on submitted assignments.