

Developmental Education  
Administration EDD - Assessment  
Plan Summary

Developmental Education Administration EDD

Equip students with the knowledge and skills to effectively lead developmental education programs and services.

Goal Description:

Equip students with the knowledge and skills to effectively manage developmental education programs and services.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Design a plan of study

Learning Objective Description:

Students will design a plan of study for developmental education programs and services using appropriate tools, techniques and theoretical frameworks.

RELATED ITEM LEVEL 2

DVED 7365 Final Course Project Rubric

Indicator Description:

The indicator for this learning objective is a rubric designed to evaluate the final course project for students enrolled in DVED 7365 (Student Noncognitive Development)

Attached Files

 [DVED 7365 Final Project Course Rubric](#)

 [DVED 7365 Final Course Project](#)

Criterion Description:

1. 100% of students will demonstrate an overall rating of “acceptable” (>8 points) on the final course project.
2. 75% of students will demonstrate an overall rating of “excellent” (>12 points) on the final course project.

Findings Description:

Five students were enrolled in DVED 7365 during the fall 2016 semester.

- 100% of students scored an overall rating of 8 (acceptable) or above on the final course project.
- 80% of student scored an overall rating of 12 (excellent) or above on the final course project.

RELATED ITEM LEVEL 3

Continue Supporting the Professional Development of Faculty

Action Description:

The topic of noncognitive development is emerging in the context of developmental education. Few graduate programs provide dedicated courses on this topic. In an effort to continue providing quality instruction to students, the program will support professional development related to emerging theories and best practices on this topic for faculty. Examples of professional development may include attendance at institutes such as the Kellogg Institute for Adult and Developmental Educators and Learning Skills Specialists or other advanced seminars and training.

RELATED ITEM LEVEL 3

Continue to Provide Quality Instructional Resources to Students

Action Description:

Although students met the criterion for this learning objective, faculty continue to see a need to help students better articulate theory and theoretical frameworks. The following actions will be taken to continue to support students:

1. Two new textbooks will be adopted during AY 2017-18 to better communicate concepts of non-cognitive theory to students . Those texts are listed below:

Mayhew, M. J., Rockenback, A. N., Bowman, N. A., Seifert, T. A. D., Woniak, G. C.. (2016). *How college affects students: 21st century evidence that higher education works, Volume 3*. San Francisco, CA: Jossey-Bass.

Strayhorn, T. L. (2016). *Student development theory in higher education: A social psychological approach*. New York: Routledge.

2. Future sections of this course will also include an assignment designed to bridge theory and practice. This assignment will include developing lesson plans to support developmental mathematics, reading, and writing coursework.
3. Faculty will re-evaluate the existing project rubric to ensure that it adequately captures student performance and progress on key learning outcomes.

#### 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.

#### RELATED ITEM LEVEL 1

##### Display professional dispositions, interpersonal and communication skills

###### Learning Objective Description:

Students will display professional dispositions, interpersonal and communications skills

#### RELATED ITEM LEVEL 2

##### Post-Graduation Survey

###### Indicator Description:

A survey of recent graduates from the doctoral program in Developmental Education. This survey is distributed every two years.

Attached Files

 [Graduate Survey.](#)

###### Criterion Description:

1. 80% of program graduates will report that the program improved their writing skills.
2. 80% of program graduates will report that the program improved their leadership skills.
3. 80% of program graduates will report that the program improved their ability to plan and conduct research.
4. 80% of program graduates will report that the program improved their ability to communicate knowledge in professional settings.
5. 80% of program graduates will report that the program improved their ability to incorporate theory into practice.

###### Findings Description:

Five students successfully defended their dissertation and completed the Ed.D. program in Developmental Education Administration during AY 2015-16. Each student was sent an electronic survey link. All students completed this survey for a 100% response rate. The results of that survey are provided below.

- **100%** of graduates reported that the program improved their writing skills. Students reported that these gains were a result of the dissertation process and APA training.
- **80%** of graduates reported that the program improved their leadership skills. Students reported that they better understood leadership theory and were better able to communicate with senior faculty.
- **40%** of graduates reported that the program improved their ability to plan and conduct quantitative research. Open-ended responses from students suggested that the quantitative courses helped but that they lacked confidence in their ability to conduct research well.
- In contrast, **80%** of graduates reported that the program improved their ability to plan and conduct qualitative research. Students felt the program supported qualitative research but that the existing course may be too short to adequately prepare students for conducting interviews and coding.
- **80%** of graduates reported that the program improved their ability to communicate knowledge in professional settings. Students felt encouraged by faculty to present at professional conferences.
- **80%** of graduates reported that the program improved their ability to incorporate theory into practice. Students felt the program offered a good balance between theory and practice and that this program helped them to improve their existing practices.

#### RELATED ITEM LEVEL 3

##### Review Research Competencies for Doctoral Students

###### Action Description:

Current students are expected to participate in research activities to support skill development. These activities include:

- Plan, organize, and/or facilitate a workshop, conference, or professional meeting or serve as a graduate representative (e.g., SHSU Graduate Research Exchange).
- Serve as an ad-hoc reviewer for an academic journal or review proposals for a professional conference.
- Present a research paper at a national or regional peer-reviewed professional conference.

- Submit a faculty-reviewed research article (sole author, collaborator, or co-author with a faculty member) to a peer-reviewed Tier 1 or Tier 2 professional journal.

Participation in these activities are mandated as part of the program competencies and must be completed prior to entering the dissertation phase. However, existing program competencies will be reviewed to explore what, if any, activities could be modified to better support quantitative research skill development.

#### 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.

## **Update to Previous Cycle's Plan for Continuous Improvement**

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

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.

### **Update of Progress to the Previous Cycle's PCI:**

The items noted in the PCI have been implemented systematically and appear effective as all entering students get "up to speed" now very quickly with regard to technology use and APA formatting. These actions will be ongoing requirements of entering students in the program.

## **Explore Strategies for Improving Doctoral Student Development**

### **Closing Summary:**

The faculty of the doctoral program in development education administration expanded their assessment efforts in AY 2016-17. An assessment matrix was created to guide long-term evaluation of the program. In addition, a new program survey was created to assess student growth in professional skills (writing, leadership, research, applying theory into practice).

The results from a graduate survey suggested a need to improve student confidence in conducting quantitative research. Faculty will review program competencies to explore how existing practices could be modified to better support quantitative research skill development.

The program will continue to support the professional development of faculty related to emerging issues and best practices within the field of developmental education. This professional development may help to improve the quality of faculty instruction.

New course materials will be added into DVED 7365 (noncognitive student development) to improve student's understanding of modern theories related to developmental education. This will include new textbooks to support student learning and activities to help bridge theory into practice.

Faculty will also examine existing course rubrics to ensure they adequately measure intended outcomes.