

Action Research Design Outline

EDLD 5315 – Stefanie Vaughn

I. Topic of Action Research	Topic: The impact of structured training programs on retention rates among new surgical technology program directors.
II. Purpose of the Study	Purpose: The study aims to investigate how a structured training and mentorship program influences retention rates for new surgical technology program directors. The purpose is to determine whether equipping directors with targeted training and support reduces turnover rates, ultimately enhancing program stability and the quality of surgical technology education.
III. Fundamental Research Question	Research Question: <i>What is the effect of structured training on retention rates for new surgical technology program directors?</i>
IV. Research Design	Design: Mixed-Methods
	Reasoning: A mixed-methods approach allows for comprehensive analysis by combining quantitative data (e.g., turnover and completion rates) with qualitative insights (e.g., participant satisfaction and competency levels). The quantitative data will provide measurable outcomes, while the qualitative data will provide context for understanding the experiences of new program directors and the specific challenges they face.
V. Data Collection	Type of Data to Collect:
	Quantitative Data: - Retention rates from turnover data provided by ARC/STSA. - Training program completion rates to measure engagement and initial program success. - Competency assessment scores to evaluate the effectiveness of the training. Qualitative Data: - Satisfaction survey responses to capture new program directors' feelings about their preparedness and support. - Open-ended survey questions or interviews to gather detailed feedback on the training experience and areas for improvement.
VI. Measurement Instruments	Measurement Instruments: <i>Turnover Rates:</i> Data from ARC/STSA on program director retention. <i>Completion Rates:</i> Records of completion for each module in the training program. <i>Satisfaction Surveys:</i> Likert-scale and open-ended questions to assess directors' feelings of preparedness and overall satisfaction with the training.

	• <i>Competency Assessments</i>: Standardized evaluations administered post-training to assess directors' readiness in key areas of the role. • <i>Follow-up Interviews or Surveys</i>: To collect in-depth qualitative feedback on the training experience.
VII. Focus of Literature Review	Focus: • Studies on retention and turnover rates among educational leaders, particularly in health professions and allied health education. • The impact of structured onboarding and training on job satisfaction and retention in healthcare and academic settings. • Literature on professional development for program directors and educational leaders, with a focus on skill-building and support strategies. • Research on leadership preparedness and its effects on job longevity in health education roles.