

# Program-Level Assessment Plan

Program: Ph.D. Education Leadership	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Doctoral
Department: Education Leadership	College/School: School of Education
Date (Month/Year): December 2020	Primary Assessment Contact: Jody Wood /Jaime E. Welborn

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p><b>Artifacts of Student Learning (What)</b></p> <ol style="list-style-type: none"> <li>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</li> <li>2. In which courses will these artifacts be collected?</li> </ol>	<p><b>Evaluation Process (How)</b></p> <ol style="list-style-type: none"> <li>1. What process will be used to evaluate the artifacts, and by whom?</li> <li>2. What tools(s) (e.g., a rubric) will be used in the process?</li> </ol> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p><b>SLU outcome:</b> Assess relevant literature or scholarly contributions in the field(s) of study.</p> <p><b>PhD Outcome:</b> Graduates will apply evidence based literature to leadership practices.</p>	<p>*Ph.D. candidate students have individual plans related to their goals for the use of their doctoral degree.</p> <p><i>Student Development Introduced</i> EDL 6110 – District Administration EDL 5100 – Foundations of Education Administration</p> <p><i>Student Development Developed and Reinforced</i> *Additional courses related to their individual program plans</p>	<ol style="list-style-type: none"> <li>1. Comprehensive Exams</li> <li>2. EDL 6950</li> </ol>	<ol style="list-style-type: none"> <li>1. A team of two EDL faculty members will assess the comprehensive exams using a rubric. An additional faculty member will review exams when there is a question about the response.</li> </ol>

2	<p><b>SLU Outcome:</b> Apply the major practices, theories, or research methodologies in the field(s) of study.</p> <p><b>PhD outcome:</b> Graduates will describe the application of evidence-based leadership practices and theories to executive level leadership.</p>	<p><i>Student Development Introduced</i></p> <p>*EDL 6110 – District Level Administration *EDL 5100 – Foundations of Education Administration</p> <p><i>Student Development Developed and Reinforced</i></p> <p>EDL 6200 – The Ethics of Educational Leadership *Other leadership courses are available to match the goals of the Ph.D. student.</p>	<p>1. Coursework Stance Paper from EDL 5100 *Other leadership course application coursework (i.e. case studies, final papers, analyzes etc)</p> <p>2. EDL 5100 EDL 6110 EDL 6200</p>	<p>1. Faculty who teach the courses will score the coursework and provide feedback to students and other faculty members.</p> <p>2. A rubric is used to assess student work. (See attached EDL 5100 Stance Paper Rubric; Other rubrics to be added)</p>
3	<p>SLU Outcomes 3 and 4 are combined.</p> <p><b>SLU Outcome:</b> Apply knowledge from the field(s) of study to address problems in broader contexts.</p> <p>Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.</p> <p><b>PhD Outcome</b> Graduates will apply leadership concepts in their doctoral research and scholarship.</p>	<p><i>Student Development Introduced</i></p> <p>*EDL 6110 – District Level Administration *EDL 5100 – Foundation of Education Administration</p> <p><i>Student Development Developed and Reinforced</i></p> <p>E DR 6970 – Research Topics in Education E DR 6990 – Dissertation Research *Other leadership courses are available to match the goals of the Ph.D. student.</p>	<p>1. Dissertation</p> <p>2. EDR 6970 EDR 6990</p>	<p>1. Dissertations will be assessed by a three-person dissertation committee made up of graduate faculty members.</p> <p>2. Written feedback from the committee members during the development of the dissertation. This feedback is individualized and in rubric form to include overall components (rationale and purpose, literature review, purpose statement, research methodology, findings, and explanation).</p>
4	<p>SLU Outcomes 3 and 4 are</p>	<p><i>Student Development Introduced</i></p>	<p>1. Dissertation</p>	<p>1. Dissertations will be assessed by a</p>

	<p>combined.</p> <p><b>SLU Outcome:</b> Apply knowledge from the field(s) of study to address problems in broader contexts.</p> <p>Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.</p> <p><b>PhD Outcome</b> Graduates will apply leadership concepts in their doctoral research and scholarship.</p>	<p>*EDL 6110 – District Level Administration *EDL 5100 – Foundation of Education Administration</p> <p><i>Student Development Developed and Reinforced</i></p> <p>EDR 6970 – Research Topics in Education EDR 6990 – Dissertation Research</p> <p>*Other leadership courses are available to match the goals of the Ph.D. student.</p>	<p>2. EDR 6970 EDR 6990</p>	<p>three-person dissertation committee made up of graduate faculty members.</p> <p>2. Written feedback from the committee members during the development of the dissertation. This feedback is individualized and in rubric form to include overall components (rationale and purpose, literature review, purpose statement, research methodology, findings, and explanation).</p>
5	<p><b>SLU Outcome</b></p> <p>1. Evidence scholarly and/or professional integrity in the field of study.</p> <p><b>PhD outcome:</b> Graduates will address the philosophy and ethical foundations in their oral examinations focusing on their dissertation</p>	<p><i>Student Development Developed and Reinforced</i></p> <p>EDR 6970 – Research Topics in Education EDR 6990 – Dissertation Research EDL 6200 – The Ethics of Educational Leadership</p>	<p>1. Preliminary Examination/Project Defense Public Dissertation Defense</p> <p>2.EDR 6970 EDR 6990</p>	<p>1. Dissertations will be assessed by a three-person dissertation committee made up of graduate faculty members.</p> <p>2. Written feedback from the committee members during the development of the dissertation. This feedback is individualized and in rubric form to include overall components (rationale and purpose, literature review, purpose statement, research methodology, findings, and explanation).</p>

## Use of Assessment Data

### 1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Because of the importance of continuous program improvement, the program faculty embeds the process of assessment in each monthly faculty meeting. Depending on the month and availability of the data identified in the assessment cycle term, the faculty examines and analyzes the data. Following this analysis, faculty members discuss the strengths and weaknesses in the data, and then, make recommendations for improving pedagogy, curriculum design, and/or assessment practices. A small team of faculty who teaches courses in the Ph.D. program first reviews the data; presents the findings and recommendations to whole program faculty; and then solicits feedback that informs the annual assessment report.

### 2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Part of the design in the Education Leadership Ph.D. program's annual assessment cycle is to ensure an evaluation of the impact of assessment-informed changes in previous years occurs. In the cycle, this is accounted for by looping data and focus of program student learning outcomes. For example, in 2020, 2021, and 2023, the program faculty will analyze data from comprehensive exams taken by Ph.D. program students. In the first year, the focus is on student learning outcomes 1 and 2; the second year of looking at data focuses on learning outcomes 2 and 3-4; and the final year of looking at comprehensive exam data of the defined assessment cycle focuses on student learning outcome 1 and 5. Each year in the fall during "Moving Forward Day," faculty who teach in the Ph.D. program analyze the defined data and discuss the impact of the changes made (if any) from previous years. This requires cross-examination of the annual assessment reports.

## Additional Questions

### 1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Using the 2020 Assessment Plan for the Educational Leadership Ph.D. Program, the faculty will assess each of the program's student learning outcomes on the following cycle:

Current Academic Year	Assessment Data Fall, Spring, Summer	Data to be Collected/Analyzed	Assessment Plan Utilized	Outcome A for Review	Outcome B for Review
2020-2021	2019-2020	Comprehensive Exams	Assessment Plan 2020	1	2
2021-2022	2020-2021	Comprehensive Exams /Internship/ Dissertation/State Licensure	Assessment Plan 2020	2	3-4

<b>2022-2023</b>	<b>2021-2022</b>	<b>Internship/ Audits Team Projects/Individual Reports</b>	<b>Assessment Plan 2020</b>	<b>3-4</b>	<b>5</b>
<b>2023-2024</b>	<b>2022-2023</b>	<b>Comprehensive Exam / Audits</b>	<b>Assessment Plan 2020</b>	<b>5</b>	<b>1</b>
<b>2024-2025</b>	<b>2023-2024</b>	<b>Internship/ Audits/State Licensure</b>	<b>Assessment Plan 2024</b>	<b>1</b>	<b>2</b>
<b>2025-2026</b>	<b>2024-2025</b>	<b>Internship/ Team Projects/Individual Reports</b>	<b>Assessment Plan 2024</b>	<b>2</b>	<b>3-4</b>

**2. Describe how, and the extent to which, program faculty contributed to the development of this plan.**

All members of the Education Leadership Faculty worked on the SOE’s “Growing Together Day” in February 2020 and “Moving Forward Day” in September 2020 to discuss and write this Assessment Plan for the Educational Leadership Ph.D. Program. Between these dates, faculty worked in smaller groups to provide feedback for improving the plan and discuss the alignment of curriculum, assessment data, and instruction. Final discussions and revision of the plan were conducted November 2020.

**IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.**