

Program-Level Assessment: Annual Report

Program: Education Leadership

Department: Education Leadership

Degree or Certificate Level: Ph.D.

College/School: School of Education

Date (Month/Year): November 2020

Primary Assessment Contact: Dr. Jody Wood

In what year was the data upon which this report is based collected? Fall 2019 – Summer 2020

In what year was the program's assessment plan most recently reviewed/updated? Fall 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

2020-2021 Assessment Cycle (Data from Fall 2019 – Summer 2020)

Outcome #1 - Graduates will apply evidence based literature to leadership practices.

Outcome #2 - Graduates will describe the application of evidence-based leadership practices and theories to executive level leadership.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Outcome #1 – Comprehensive Exams from Fall 2019 and Spring 2020 (Course EDL 6950)

Outcome #2 – Rubric Scores from the Stance Paper Assignment from Fall 2019 (Course EDL 5100)

These courses were not offered online, at the Madrid campus, or any other off-campus location. EDL 5100 is a hybrid course including work on Blackboard and in-person.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Outcome #1 – This comprehensive exam process has been enhanced from 2019- to 2020 based upon findings from the previous assessment cycles. For this data, the faculty member who taught the course being assessed for each question assessed the comprehensive exam using the rubric. If the faculty member had a question regarding the quality of the answer, one or two additional faculty members assessed the response using the same rubric. (See comprehensive exam rubric).

In this current assessment cycle for 2019-2020, this process is as follows: A team of two EDL faculty members assessed the comprehensive exams using a rubric. An additional faculty member will review exams when there is a question about the response.

Outcome #2 – The faculty member who teaches the course (EDL 5100) assessed the Leadership Stance Paper of all students. No Ph.D. students took the course during this assessment cycle. (See stance paper rubric). Individual feedback was given to students using the rubric.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Outcome #1 – In Fall 2019 and Spring 2020, 100% of the Ph.D. students who took the comprehensive exams passed using the quality indicators on the rubric. (Give specific numbers).

Outcome #2 – No Ph.D. students took EDL 5100 during Fall 2019.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Outcome #1 – Given the 100% pass rate of the comprehensive exams, our Ph.D. graduates are able to apply evidence based literature to leadership practices. This indicates that our approach to meet this outcome is succeeding.

Outcome #2 - No Ph.D. students took EDL 5100 during Fall 2019.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Outcome #1 – During the last year, the EDL faculty has addressed and improved the comprehensive exam process using data from past year’s assessment findings. Program faculty discussed the results and findings in the monthly faculty meetings and in program development meetings following the administration of the comprehensive exams. This included meetings during the academic year to redesign the comprehensive examination process. The new process was implemented in Fall 2020.

Outcome #2 - No Ph.D. students took EDL 5100 during Fall 2019.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Outcome #1 – We changed the comprehensive exams to incorporate case study modality and have applied it to all coursework. With the new design, this will help us continue to evaluate our curriculum and pedagogies related to the student learning outcomes.

Outcome #2 – No Ph.D. students took EDL 5100 during Fall 2019.

The Ph.D. Assessment Plan was revised in Fall 2020 with clarified student learning outcomes. While the program did not change, the realignment of artifacts of student learning and the evaluation process, including rubric descriptions have been enhanced.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

The comprehensive examination for the entire EDL program has been enhanced. For example, the previous comprehensive exam used to be a one-day comprehensive lab process, where now the exam process is a take-home process which reflects the application of knowledge.

B. How has this change/have these changes been assessed?

The application was implemented in Fall 2020; the student assessment has been completed; and the faculty will report those findings in the 2021 report.

C. What were the findings of the assessment?

The findings will be ongoing throughout the year and be reported 2021.

D. How do you plan to (continue to) use this information moving forward?

After the review, we will implement the next step in the February 2021 comprehensive exams. The faculty will continue to evaluate the process such as examining the quality indicators for answering each question.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.