SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: **Ph.D. Education Leadership**	Department: **Education Leadership**
Degree or Certificate Level: **Ph.D.**	College/School: **School of Education**
Date (Month/Year): **August 2021**	Primary Assessment Contact: **Sally Beth Lyon, Program Director; Jaime E. Welborn, Assessment Coordinator**

In what year was the data upon which this report is based collected? **2020 - 2021**

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

1. Student Learning Outcomes

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

SLU Outcome:
Apply the major practices, theories, or research methodologies in the field(s) of study.

PhD Student Learning 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.

The artifacts directly measuring student learning of *describing the application of evidence-based leadership practices and theories to executive level leadership* are:

1) **Final Exam**
   a) Assessed by instructor of record using rubric aligned to SLO #2 (see attached in folder)
   b) Collected in EDL 6200 (Fall 2020)
   c) n = 2
2) **Final Papers - Stance Paper**
   a) Assessed by instructor of record using rubric aligned to SLO #2 (see attached in folder)
   b) Collected in EDL 5100 Foundations of Education Administration (Fall 2020)
   c) n = 1

All courses are taught in-person on SLU Campus. Highlighted courses are hybrid or fully online due to COVID-19 global pandemic.

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.

1.) The instructors of record scored the final exams for one of the final courses in the Ph.D. program: Ethics in Educational Leadership, EDL 6200, and the Leadership Stance Final Paper for one of the beginning courses in

the Ph.D. program: Foundations of Education Administration, EDL 5100. Scores for each artifact of student learning include points assigned using a rubric aligned to SLO #2 and feedback to students with strengths and areas of improvement.

2.) The instructors of record analyzed the effectiveness of the program based on student learning outcomes, specifically SLO #2 for the 2020-2021 assessment cycle.
   a.) They collected results of assessments from Foundations and Ethics courses.
   b.) They reviewed SLO #2 with the results of the assessments to identify themes of strength and areas of growth across courses.

3.) The instructors of record identified themes of strength and areas of growth across courses for discussion with the EDL faculty at a faculty meeting for collective agreement on recommendations for improving the program.

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)?

Final Exam

Two students took EDL 6200 in the fall 2020 semester, which led to the following results of the assessment of *describing the application of evidence-based leadership practices and theories to executive level leadership.* Both students scored in the highest range (A range) on the rubric that states, "Responses represent the author's experience and/or opinions and provide explicit and relevant connections, including citations, to assigned readings. Notable strengths for these Ph.D. students included: Class content from readings are included in the final exams with insights and quotes that demonstrate student understanding. Students provided evidence-based leadership practices. Possible areas of growth drawn from this signature assignment included: Overall, students performed well on the final exam assessment, but the outcomes of the assessment could have been strengthened by incorporating more class content, specifically connections to the philosophers and concepts discussed in class, as well as an increase in the discussion of ethical decisions necessary for executive level leadership.

Final Papers - Stance Paper

Only one Ph.D. student took EDL 5100 in the fall 2020 semester. This course was not offered during the spring 2021 semester. Students were assessed on SLO #2 *describing the application of evidence-based leadership practices and theories to executive level leadership*. This SLO is assessed in the "Content" line of the rubric that states, "Historical ethical, and sociological foundations, theories of leadership, educational purposes, and practical/applied practices of school leaders." This student scored 3.5 points out of 6 on this assessment. Notable strengths on this assessment for this Ph.D. student included a strong introduction to the stance paper that provided logically organized sections and substantive evidence of positioning and judgements in the stance. The student referenced several evidence-based leadership practices throughout, however, the historical, ethical, sociological, and theories of leadership were missing from the assessment. The lack of these leadership theories is a notable area of growth.

5. Findings: Interpretations & Conclusions

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

Given the data from the artifacts assessed during the 2020-2021 assessment cycle, our Ph.D. graduates are able to describe the application of evidence-based leadership practices and theories to executive level leadership. We have learned that the Stance Paper, assigned to Ph.D. students who take EDL 5100 often occurs at the beginning of their program. Evidence of applying evidence-based leadership practices and theories develops throughout their program, which was clearly demonstrated in the final exams from EDL 6200, which students took near the end of the course. This indicates that our approach to meet this outcome is succeeding and provides us details regarding the necessity of being intentional about connecting the student learning outcomes to the assessments we are giving students,

especially during the early sequenced courses. In other words, the Stance Paper in EDL 5100 is one of the first academic papers they are required to complete in the program. Scaffolding is necessary to help students begin to develop this ability to describe the application of evidence-based leadership practices and theories to executive level leadership.

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?

These results were discussed at the May 2020 faculty meeting. The instructors of record shared the results and findings of these three artifacts. Particular focus was on realigning the assessment and rubrics across the program to address all student learning outcomes.

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.

As a faculty, particularly those who teach courses in the Ph.D. program, will realign the assessments and rubrics to address all student learning outcomes. For the assessments given to students in courses where the skills are being introduced and developed, careful attention will be given to pedagogies used to connect course content (evidence-based leadership practices and theories) to the assessment. For example, the Stance Paper in EDL 5100 and its attendant rubric are being realigned to the student learning outcomes. For this assessment cycle, the stance paper was collected on the very last day of class, leaving no room for feedback or student growth over the first semester of the program. During the fall 2021 semester, students will submit smaller assignments throughout the semester that build the final Stance Paper. This will allow the instructor of record to provide feedback related to the student learning outcomes throughout the semester, rather than the end of the semester when opportunities have ended to incorporate feedback into their work and demonstrate growth. While this is an example for one course in the Ph.D. program, the findings from this assessment cycle can transcend across all courses given faculty members reflection, dialogue, and action related to suggested changes described here.

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. Now the exam protocol is a take-home

process which reflects the application of knowledge. During the 2019-2020 assessment cycle, no Ph.D. students took the comprehensive examination; hence our desire to monitor the progress of the changes to our program again during the 2020-2021 assessment cycle to ensure we are closing the loop.

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

The change of the comprehensive examination was implemented in fall 2020. Faculty members who teach the courses aligned to the examination questions assess students' attainment of the student learning outcomes. Strengths and areas of growth are discussed at a faculty meeting following the grading of the examinations using the *Comprehensive Exam Rubric (see attached)*.

C. What were the findings of the assessment?

During the 2020-2021 assessment cycle, we had 3 Ph.D. students take the comprehensive examination. One hundred percent (100%) of students passed the comprehensive examination.

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

The Ph.D. faculty plans to continue monitoring the change of the comprehensive examination and discuss strategies for strengthening students' understanding and application of all student learning outcomes in the comprehensive exam. During the 2021-2022 school year, the faculty will review the assessments using student learning outcomes #3 and #4.

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

EDL 5100 – Foundations of Education Administration
Fall 2019
Grading Rubric for Stance Paper

Criteria	Inadequate 3 points	Adequate 4 points	Above Average 5 points	Exemplary 6 points
Organization **(See descriptions a-g)**	Writing lacks logical organization. It shows some coherence but ideas lack unity. Frequent errors.	Writing is coherent and logically organized in sections. Some points are misplaced and stray from the topic. Transitions are evident but not used throughout paper.	Writing is coherent and logically organized in sections with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Content **(Historical ethical, and sociological foundations, theories of leadership, educational purposes, and practical/applied practices of school leaders)**	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Few quality references are included.	Content indicates thinking and reasoning applied with original thought on a few ideas. A variety of references are included with moderate quality.	Content indicates original thinking and develops ideas with sufficient and firm evidence, including support from various quality references.	Content indicates synthesis of ideas, in-depth analysis and evidences, original thought, and support for the topic, including a substantive quantity and quality of references.
Development **(Includes a clear description of your position on topic; an alignment within your position among ideas; and identification of your judgments about the issues you address)**	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is woven into points.	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches graduate level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains graduate level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual graduate level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination.
Criteria	**Inadequate 1 point**	**Adequate 3 points**		
Format	Fails to follow APA format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets all APA format and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with graduate level format.		
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.		

Total Points: /30

Comments:

EDL 6110 School District Administration

Final Examination - Quality Expectations

Element	C Range	B Range	A Range
Problem/theoretical challenges defined	The answer represents a superficial or vague analysis of the problem or the theoretical issues or foundational problems of practice in school district administration.	The answer provides a plausible analysis of some obvious problems, issues, or challenges, identifying one theoretical issue or foundational problem of practice in school district administration.	The answer provides an adequate analysis of the problems, issues, or challenges, identifying more than one appropriate theoretical issue or foundational problem of practice in school district administration.
	The answer demonstrates a surface level application of leadership theory learned in the course.		The answer has an adequate application of knowledge of educational leadership theory learned in the course.
Plan of Action 1. Explain your plan (drawing upon the content of the course) 2. Provide a detailed explanation of the steps of the plan and a timeline/sequence. Be clear about what you would prioritize. 3. Explain who you would involve, why and how you would involve them, and the role they would play. 4. Provide an explanation of how you would monitor and evaluate your work.	The answer provides a superficial but workable plan of action based on evidence-based best practices that addresses some of the identified leadership challenges.		The answer provides an adequate and workable plan of action based on evidence-based best practices that addresses all the identified leadership challenges
	The explanation of the plan is not supported through references to the discipline-based literature or application of course content to the case.	The explanation of the plan is supported through a few citations to the discipline-based literature. It provides superficial application of course content.	The explanation of the plan is supported through multiple citations to the discipline-based literature and the application of course content.
	Fewer than three elements of the Plan of Action were addressed	Three of the four elements of the Plan of Action are adequately addressed.	All four elements of the Plan of Action are adequately addressed.

Course content/evidence based practices (Support from the Literature)	Writing represents inaccurate application of the literature, or does not apply the literature in the response.	Writing represents accurate but superficial application of the literature from school district administration.	Writing represents the author's accurate, appropriate and relevant application of the literature and evidence-based practices content from school district administration.
Clear Writing Style	Writing is confusing or vague. Many of the supporting details or descriptions are not clear; and distracting to the reader.		Descriptions and supporting details are provided in a logical order that make it easy to follow the author's train of thought.
APA References/ Citations	Source were not appropriately cited in-text and on Reference page per APA guidelines.		All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.
Grammar & Spelling	There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax.		There were minimal errors in grammar, spelling, and/or punctuation. Sentence structure was for the most part varied and typically utilized appropriate tense and syntax.

Comments:

The Ethics of Educational Leadership
EDL 6200 Final Exam Grade

Name:

Element	C Range	B Range	A Range
Addresses the topic	Responses to questions are general, vague, or superficial.		Responses to all questions demonstrate specificity, detail, and insight.
References the readings and other course content which is evidence based.	Responses represent the author's experience and/or opinions but do not connect to or reference assigned readings.	Reponses represent the author's experience and/or opinions and provide some general and relevant connections to assigned readings.	Responses represent the author's experience and/or opinions and provide explicit and relevant connections, including citations, to assigned readings.
Quality of writing/APA Formatting	There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax. All sources, quoted or not, were not appropriately cited in-text and on Reference page per APA guidelines.	There were minimal errors in grammar, spelling, and/or punctuation. Sentence structure was for the most part varied and typically utilized appropriate tense and syntax. For the most part, all sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.	There were no errors in grammar, spelling, and/or punctuation. Sentence structure was varied and utilized appropriate tense and syntax. All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.

Comments Below

Comments:

8-27-20
Revised Rubric

Teacher name:_____ **Comprehensive Written Exams** **Pass/Fail**_____

Student Number: _____ Question #:_____

Passing papers must achieve the expectations delineated in the shaded cells.

CATEGORY: Content	**Pass**	**Approaching Passing**	**Not Pass**	**Comments**
Problem/theoretical challenges defined *SLU Outcome Alignment: 3.1 Graduates will apply evidence-based knowledge of educational leadership to address problems in broader contexts.*	The answer provides an adequate analysis of the problems, issues, or challenges, identifying more than one appropriate theoretical issues or foundational problem of practice in educational administration.	The answer provides a plausible analysis of some obvious problems, issues, or challenges, identifying one theoretical issue or foundational problem of practice in educational administration.	The answer does not represent an analysis of the problem or the theoretical issues or foundational problems of practice in educational administration.	
EDL Outcomes Alignment: 1.1 Graduates will assess discipline-based literature to analyze educational administration practices.	The answer has an adequate application of knowledge of educational leadership theory.	The answer demonstrates a surface level application of knowledge of educational leadership theory.	The answer does not demonstrate an understanding of the knowledge of educational leadership theory.	
	The answer synthesizes theories from more than one course in supporting the problem analysis.	The answer provides theoretical support from only one course.		

8-27-20
Revised Rubric

CATEGORY: Content	Pass	Approaching Passing	Not Pass	Comments
Plan of Action • Explain your plan (drawing upon the content of the specific courses identified). • Explain who you would involve, why, and how. • Provide a detailed explanation of the steps of the plan and a timeline/sequence. Be clear about what you would prioritize. • Provide an explanation of how you would monitor and evaluate your work. *EDL Outcomes Alignment: 1.1 Graduates will assess discipline-based literature to analyze educational administration practices.*	The answer provides an adequate and workable plan of action based on evidence-based best practices that addresses all the identified leadership challenges	The answer provides a superficial but workable plan of action based on evidence-based best practices that addresses some of the identified leadership challenges.	The answer does not provide an appropriate plan of action and does not reflect evidence-based practices.	
	The explanation of the plan is supported through multiple citations to the discipline-based literature and the application of course content to the case from more than one course.	The explanation of the plan is supported through multiple citations to the discipline-based literature and the application of course content to the case from one course.	The explanation of the plan is not supported through references to the discipline-based literature or application of course content to the case.	
	All four elements of the Plan of Action are adequately addressed.	Three of the four elements of the Plan of Action are adequately addressed.	Fewer than three elements of the Plan of Action were addressed	

8-27-20
Revised Rubric

CATEGORY: Content	Pass	Approaching Passing	Not Pass	Comments
Course content/evidence based practices (Support from the Literature) *EDL Outcomes Alignment: 2.1 Graduates will apply evidence-based practices in educational administration, aspects of running a school system, and educational theories to analyze issues related to executive level administration.* *EDL Outcomes Alignment: 4.1 Graduates will articulate arguments or explanations about leadership, communication, legal, financial, curriculum/instruction/assessment, and management in educational administration.*	Writing represents the author's accurate, appropriate and relevant application of the literature and evidence-based practices content from at least two courses.	Writing represents the author's accurate, appropriate and relevant application of the literature and evidence-based practices content from one course. OR Writing represents accurate but superficial application of the literature from at least two courses.	Writing does not represent the author's accurate, appropriate and relevant application of the literature and evidence-based practices content from courses.	

8-27-20
Revised Rubric

CATEGORY: Style and Mechanics	Meets Expectations	Below Expectations	Comments
Clear Writing Style	Descriptions and supporting details are provided in a logical order that make it easy to follow the author's train of thought.	Writing is confusing or vague. Many of the supporting details or descriptions are not clear; and distracting to the reader.	
APA References/ Citations	All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines.	Source were not appropriately cited in-text and on Reference page per APA guidelines.	
Grammar & Spelling	There were minimal errors in grammar, spelling, and/or punctuation. Sentence structure was for the most part varied and typically utilized appropriate tense and syntax.	There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax.	

The Style and Mechanics portion of the scoring guide is provided for feedback. Style and Mechanics are not a part of the pass/no pass decision.