

## Program-Level Assessment: Annual Report

Program: Ph.D. Higher Education Administration

Department: Higher Education Administration

Degree or Certificate Level: Ph.D. / Graduate

College/School: School of Education

Date (Month/Year): December 2020

Primary Assessment Contact: Molly Schaller

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

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

### 1. Student Learning Outcomes

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

**Learning Outcome 3:** Graduates will propose and conduct research related to higher education administration practices.

### 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.

EDR 6970: F19 (1 students); S20 (2 students); SUM20 (3 students)

Dissertation proposal – all “ballots” for the dissertation proposal were reviewed by the faculty. Results showed that some faculty provide more detailed feedback on these forms than others. Overall, we found that the use of the forms kept us from being able to make claims about all proposals, however, we noted that there were a few proposals returned for significant work to either literature reviews or methodology sections.

### 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.

Review of ballots for dissertation proposal. We reviewed the ballots of 6 students. We also discussed the proposal process for each of the students, the challenges each student faced, and our shared experiences of the dissertation process.

### 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)?

We had 2 out of 6 students who graduated with distinction. These students seemed to be best prepared for the dissertation process. Their writing was strong, their research purpose statements and methodologies were strong. We discussed how these students may have had greater clarity than other students in the dissertation phase.

## 5. Findings: Interpretations & Conclusions

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

**LO 3:** Graduates will propose and conduct research related to higher education administration practices.

We remain quite concerned about the students who are struggling in the writing of the dissertation. We discussed the students who are currently in the process of the dissertation and found that we have students in three different categories:

- 1) Those who are moving through the process and seem to have a good sense of the research process. These students require mentoring, but not handholding or significant editing. (most of these are the students who have started most recently)
- 2) Those who are moving through the process but require significant mentoring and editing. These students seem to have taken too long to settle on a dissertation topic and/or may not have developed the research focus early enough in the program.

Those who are struggling significantly, including those who are taking too long to do the dissertation.

## 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?

We engaged in this discussion during regular faculty meetings that take place every other week during the academic year. All faculty were present for the discussion.

**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 | <ul style="list-style-type: none"><li>• Course content</li><li>• Teaching techniques</li><li>• Improvements in technology</li><li>• Prerequisites</li></ul> | <ul style="list-style-type: none"><li>• Course sequence</li><li>• New courses</li><li>• Deletion of courses</li><li>• Changes in frequency or scheduling of course offerings</li></ul> |
| Changes to the Assessment Plan          | <ul style="list-style-type: none"><li>• Student learning outcomes</li><li>• Artifacts of student learning</li><li>• Evaluation process</li></ul>            | <ul style="list-style-type: none"><li>• Evaluation tools (e.g., rubrics)</li><li>• Data collection methods</li><li>• Frequency of data collection</li></ul>                            |

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

In response, we have:

- 1) Developed a dissertation outline to be used for all students in our program
- 2) Changes the approach to the first classes students take in the program to focus on completing components of the literature review (in EDH 5250 and 5350)

Developed APA and research management presentations for all students.

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?

We are still working on curricular revisions and will be able to study these in the next year.

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

**C.** What were the findings of the assessment?

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

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