



Program-Level Assessment: Annual Report

Program: **EdS EDUCATION LEADERSHIP**

Department: **Education Leadership**

Degree or Certificate Level: **Ed.S.**

College/School: **School of Education**

Date (Month/Year): **August 2021**

Primary Assessment Contact: **Sally Beth Lyon, Program Director**

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? 2021

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.

Edd Student Learning Outcome #2:

Graduates will apply evidence-based practices in educational administration, aspects of running a school district, and educational theories to analyze issues related to executive level administration.

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 Educational Leadership EdS program is nested within the EdD degree program. Students in both programs take the same sequence of courses. In this assessment cycle, none of the students in EDL 6110 were pursuing their EdS degree; they were all earning EdD degrees. Accordingly, there is no separate, distinct data for evaluation. The learnings: the strengths, weaknesses, and programmatic improvements gleaned from the analysis of EdD data (and reported in the EdD Assessment Report 2021 as well as here) will also be implemented in the EdS program.

The artifacts directly measuring student learning of

are:

Case Study Final Exams

- a) Assessed by instructor (Lyon) of record using rubric (see attached)
 - i) Collected in EDL 6110 (Lyon) (Fall 2020)
 - ii) n = 15 (all EdD students)

This course is usually taught in-person on Frost Campus or Kansas City. In the Fall of 2020 this course was taught in face-to-face and then was moved to fully online due to the 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.

Case study analyses/final exams were scored using a rubric aligned to

Weaknesses: As many as 20% of students require additional instruction and coaching in the application of evidence-based practices, supported with appropriate references to the literature, to the practice of educational administration.

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?

Teacher name: _____
Student Number: _____

Comprehensive Written Exams

Pass/Fail _____

Question #: _____

Top Two categories are screening – if the question does not score a three in each of the top two areas – it would not pass

CATEGORY	4 – Exceeds Expectations	3 – Meets Expectations	2 - Approaching Expectations	1 - Below Expectations	Score
Content Depth & Breadth Indicated	The answer contains an extensive depth and breadth of knowledge of the subject which is distributed throughout in a meaningful manner and expands the question's meaning.	The answer contains both depth and breadth of knowledge of the subject with			

Use of discipline-based literature on finals

	4	3	2	1
Use of discipline-based literature	Synthesizes in-depth information from relevant sources representing various aspects of discipline-based literature relevant to the focus of the coursework.	Presents in-depth information from relevant disciplined-based literature representing various points of view/approaches.	Presents information from relevant disciplined-based literature representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence without it is a logical extrapolation from the disciplined-based literature findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

Lists evidence without it is a logical extrapolation from the disciplined-based literature findings. States a conclusion that is solely on the inquiry that, because the scope of the disciplined-based findings. States a conclusion that is solely on the inquiry that, because the scope of the disciplined-based findings. States a conclusion that is solely on the inquiry that, because the scope of the disciplined-based findings.

