College/School: School of Education

Date (Month/Year): September 2023   Assessment Contact: Jody Wood

In what year was the data upon which this report is based collected? 2022- 2023

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Department of Elementary and Secondary Education (Principal/Superintendent Licensure is an option for Ph.D. Students)

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.): Not Applicable; it does not affect the process.

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

SLU Outcome:
Assess relevant literature or scholarly contributions in the field(s) of study.

Ph.D. Outcome #1:
Graduates will apply evidence based literature to leadership practices.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. 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 applying evidence based literature to leadership practice are

Comprehensive Exams
     The Comprehensive Exam is a written, take-home exam given to Ph.D. students who are in the final semester of coursework and before the dissertation process begins. It is exemplary of Ph.D. students' most advanced work outside of the dissertation. Students are given a number of questions, one for each of the Ph.D. courses they have taken during their program. They have 2

3.

were approaching passing in that the plan was supported through multiple citations to the discipline-based literature, but the application of course content was limited to one course. In addition, only three of the four elements of the plan of action were adequately addressed. The student outcomes for this signature assignment could have been improved by increasing the detail, substantive nature, and citations regarding the timeline and monitoring/evaluation plan.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

Given the data from the artifacts assessed during the 2022-2023 assessment cycle, our Ph.D. graduates are able

- Revise the rubric with new language that provides clarity and ability to retain professional judgment when scoring the comprehensive exams.
- Increase initial instruction and support for students in developing plans, with specific focus on timelines and monitoring and evaluating plans, that are supported by evidence-based practice with literature citations.
- Review the prompts to highlight the importance of a fully developed leadership plan for action that addresses all challenges.

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 previous assessment data**?

   As a faculty, we decided to realign the rubrics used in EDR 6970 (Research Topics) to address all student learning outcomes for EDR 6990 last year. In EDR 6970, the teacher of record reviewed the course materials and adjusted the curriculum to include instruction and review on the research methods and technical writing skills necessary to finish Chapter 4 and 5. The rationale for this change was that it is imperative students learn how to analyze data, report findings, and draw conclusions before enrolling in EDR 6990 and EDR 6970. Beginning in Spring 2023, students in the Ph.D. program began to receive feedback on the rubric related to the student learning outcomes in EDR 6970.

Chapter 1: Introduction				
Proposal Attribute	Accomplished*	Proficient	Developing	
		demonstrates adequate competence in establishing a framework for the research, creates reader interest, lays the broad foundation for the problem, places the study within the larger context of scholarly literature. The introduction also includes an outline of the dissertation.	demonstrates limited knowledge and application of presenting the introduction, exhibits basic understanding, appears to have omissions in linking thoughts, limited quality of engaging the reader or using scholarly literature. The introduction may omit the outline of the dissertation.	demonstrates minimal knowledge and application of presenting the introduction, exhibits limited understanding, appears to have difficulty in linking thoughts, minimal quality of engaging the reader or using scholarly literature.
Background	demonstrates exemplary critical knowledge and application in presenting an issue/problem that exists in the literature, theory, or practice. Part of the background demonstrates in- depth knowledge and thoughtful application in stating an in depth analysis of key theories supporting the study.	demonstrates adequate critical knowledge and application in presenting an issue/problem that exists in the literature, theory, or practice. Part of the background demonstrates in- depth knowledge and thoughtful application in stating an analysis of key theories supporting the study.	demonstrates limited critical knowledge and application in presenting an issue/problem that exists in the literature, theory, or practice. Part of the background demonstrates limited knowledge and application in stating an analysis of key theories supporting the study.	demonstrates minimal critical knowledge and application in presenting an issue/problem. Part of the background demonstrates minimal knowledge and application in stating an analysis of key theories supporting the study.
Rationale/Key Concepts/Purpose Statement	demonstrates exemplary competence in orienting the reader to the central intent and reasoning for the study. The purpose statement is clear and concise.	demonstrates adequate competence in orienting the reader to the central intent and reasoning for the study. The purpose statement is clear and concise.	demonstrates limited competence in orienting the reader to the central intent or reasoning for the study. The purpose statement is present but lacks clarity or conciseness.	demonstrates minimal competence in presenting the central intent or reasoning for the study.

Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Research Questions/Hypotheses/Variables	demonstrates exemplary critical knowledge and application in presenting clear, interrogative statements or hypotheses be answered by the research. If necessary, variables are presented accurately.	demonstrates adequate critical knowledge and application in presenting clear, interrogative statements or hypotheses to be answered by the research. If necessary, variables are presented accurately.	demonstrates limited crit knowledge and application 0.5 (p)0.5 (l)9.1 (i)-1 353.28 503.4 Tm [(c)-b940.5 (e a)0.5 (n)11.	

Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Chapter Summary	demonstrates an exemplary conclusion to the chapter that brings the content together and prepares the reader for the next chapter. New content is avoided in the chapter summary.	demonstrates an adequate conclusion to the chapter that brings the content together and prepares the reader for the next chapter. New content is avoided in the chapter summary.	demonstrates a limited conclusion to the chapter that plausibly brings the content together and prepares the reader for the next chapter. New content is presented in the chapter summary.	demonstrates a minimal conclusion to the chapter that neglects to bring the content together or prepare the reader for the next chapter.
Logic Model Organization	demonstrates exemplary competence in organizing the sections of the chapter using the logic model, where one section builds on the contents of the previous section.	demonstrates adequate competence in organizing the sections of the chapter using the logic model, where one section builds on the contents of the previous section.	demonstrates limited competence in organizing the sections of the chapter using the logic model, where one section builds on the contents of the previous section.	demonstrates minimal competence in organizing the sections of the chapter using the logic model. Sections do not build on the contents of the previous section.
APA references, citations, style	demonstrates competence in presenting references according to APA guidelines; properly formatted; abundant and significant use of references	demonstrates an acceptable level of presenting references according to APA guidelines; properly	demonstrates limited knowledge of application of presenting the references; formatting mistakes; lack of significant or sufficient references	demonstrates minimal knowledge of application of presenting the references; incorrect formatting; missing references

EDR 6970 Ph.D. Dissertation Proposal Rubric

2023 Rubric - Final

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 problems of practice in educational administration.	The answer provides a plausible analysis of some obvious problems, issues, or challenges, identifying one theoretical issue or foundational problems 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	The answer has an adequate application of knowledge of educational			

administration
practices.

The answer
synthesizes theories
from more than one
course in supporting

clear about what you would prioritize.	The explanation of the plan is supported by 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

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/ evaluate your work.

EDL Outcomes Alignment: 1.1 Graduates will assess discipline-based literature to analyze educational administration practices.

2023 Rubric - Final

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2023 Rubric - Final

APA References/
Citations