Program-Level Assessment: Annual Report

Program Name (no acronyms): **Ed.D. Educational Leadership**	Department: **Education Leadership**
Degree or Certificate Level: **Ed.D.**	College/School: **School of Education**
Date (Month/Year): **September 2022**	Assessment Contact: **Sally Beth Lyon, Program Director**

In what year was the data upon which this report is based collected? **2021-2022**

In what year was the program's assessment plan most recently reviewed/updated? **August 2021**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome #4: Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and 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.

EDL 6960 Project Guidance.

1. Team Projects and Individual Analysis Reports. Students produce a project report describing the results of their culminating doctoral project, in which they applied evidence-based practice to a team-identified problem, conducted appropriate data collection, and produced recommendations. Students write an Individual Analysis Report reflecting upon this project and their leadership development through the program.
2. Artifact is collected in EDL 6960 Project Guidance.
3. Student feedback for program improvement is collected during student oral examinations.

EDL 6960 Project Guidance is an individually guided course, similar to Dissertation Research. Students complete their team project throughout the 3-year program, and produce culminating reports and sit for an oral exam in the spring of their final year. Data for this Assessment Report were collected in Spring of 2022.

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 document** (do not just refer to the assessment plan).

Rubrics were developed to evaluate student performance on SLOs 1 through 4 on the following artifacts:
Team Project Report
Individual Analysis Report
Team Oral Examination

The rubrics were piloted during spring 2022 oral examinations, as faculty committees (3 faculty members per oral examination) used them to score team and individual written project reports and to score student performance during the oral examination. The rubrics used are included in this report.

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)?

Doctoral Project Report: n= 14 students, scored by 8 faculty x 3 rubric rows

	Total	Average	Exceeds	Meets	Below
SLO 1	34	2.43	6	8	0
SLO 2	62	2.21	6	22	0
SLO 3	28	2	0	14	0
SLO 4	69	2.46	13	15	0

Individual Analysis Reports: n= 15 students, scored by 8 faculty x 3 rubric rows

	Total	Average	Exceeds	Meets	Below
SLO 1	277	2.25	34	86	3
SLO 2	272	2.23	31	88	3
SLO 3	182	2.19	21	57	5
SLO 4	393	2.38	63	102	0

Oral Defense: n= 16 students, scored by 7 faculty x 3 rubric rows

	Total	Average	Exceeds	Meets	Below
SLO 3	128	2.67	32	16	0
SLO 3 &1	32	2	0	16	0

SLO#4 Summary	Average	Exceeds	Meets	Below
Doctoral Project	2.46	13	15	0
IAR	2.38	63	102	0

5. Findings: Interpretations & Conclusions

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

Noticings:

- One project was a policy analysis; students emphasized the importance of policy supporting all students
- Discussion of evaluating SLO 4 via the written project report vs. the oral exam
- SLO 4 is pretty wide. What does professional integrity in leadership practices look like? Should we develop descriptors?
- We like evidence of integrity to bubble up organically

Improvements

Advisers should emphasize professional integrity as a focus of the implications of their recommendations

We need to revise Row 5 on the Project rubric. We need to separate and have an evaluation of SLO 4 on both the project rubric and the oral defense rubric

Revise the EdD Handbook to prompt them to write about sLO4 in the project reports and the IAR

Add "professor notes" to the IAR rubric being specific about "look at the 5 dimensions / superintendent standards for integrity

Update the handbook to emphasize a synthesis of the readings vs. 10 book reviews

Karen and Sally Beth will do a draft revision of the rubrics by the end of June and we will all look at it in the fall

We will revise our rubrics and shortly before oral exam season (December) we will review what we are looking for, create "professor notes" and prompts to ask during the orals to "get at" what we are looking for.

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?

Program Faculty reviewed the above data, and generated the list of strengths and weaknesses reported above, during the end of year faculty meeting in May 2022.

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.

Improvements are noted above. Specifically, updates and revisions were made to the EdD Handbook for implementation in Fall 2022 to reflect learnings from this assessment cycle.

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?

In prior years, written comprehensive examinations were revised in format to better demonstrate student achievement of SLOs. The case study analysis format now used for written comprehensive examinations has now been integrated into most EdD courses. Final examinations in EDL 6110, EDL 6400, and other courses mirror the case study analysis format and students receive feedback using an aligned rubric, to better prepare them to demonstrate learning outcomes during comps.

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

Student outcomes using rubric-scored comprehensive examinations are compared to previous years.

C. What were the findings of the assessment?

Students continue to show achievement of Student Learning Outcomes both in course final examinations and written comprehensive examinations

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

Our Assessment Plan calls for evaluation of SLO1 using data collected from written comprehensive examinations in 2023-2024.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Ed.D. Assessment Notes 2021 - 2022

Schedule

August 2021 - Collaborative faculty meeting to review foundational principles of Ed.D. program design and team project expectations

September 2021 -

- Create an action plan to implement the 2021 - 2022 Program Assessment Cycle; analyzing SLO #4 using Team Projects and IAR
- Begin work on scoring guide to measure SLOs using IARs and projects as artifacts

October, November 2021

- Discuss EdD projects, especially PBL approaches
- Closing the loop from 2019-2020 and 2020-2021comps and course assignments data: share “big ideas”/theoretical constructs from each course

December/January 2022 - Distribute, deploy, and train on rubrics and scoring processes; agree on data collection processes

Spring 2022 (Season of oral exam) - faculty advisors and committee members utilize rubrics and report data (strengths and weaknesses regarding SLO #4) in Google Form, which will be distributed by Jaime.

May/June 2022 - Faculty will analyze consolidated data for strengths and weaknesses in SLO #4 and determine needed improvements in pedagogy, curriculum, or assessments.

Saint Louis University – School of Education – Ed Leadership Department
Individual Analysis Report (IAR) scoring guide

Teacher Name: _____

Student Name: _____

CATEGORY	3 Exceeds expectations	2 Meets expectations	1 Below expectations
SLO #1 Graduates will apply discipline-based literature to educational leadership practices IAR part III	The IAR synthesizes the analysis of concepts from the reading list sf integrates them focused on the relationship to the project/program and the learning about Educational leadership.	The IAR analyzes learning from the reading list with a focus on the relationship to the project/program and the learning about educational leadership.	The IAR has only superficial analysis about how the reading list relates to the project/program or the learning about educational leadership
Overall quality SLO #1 Graduates will apply discipline, evidence-based literature to educational administration practices	Student presentation clearly exhibited how his/her learning is: a. Extremely relevant or has significant importance to the field and will make an important contribution b. Based on the presentation of the focused purpose/ guiding questions and objectives which were well defined c. Exhibited mature, critical thinking skills, and d. Mastery of subject matter using associated literature of theoretical concepts	Student presentation exhibited how his/her learning is: a. Extremely relevant or has significant importance to the field and will make an important contribution b. Based on the presentation of the focused purpose/ guiding questions and objectives which were well defined c. Exhibited mature, critical thinking skills, and d. Mastery of subject matter using associated literature of theoretical concepts	Student presentation only superficially exhibited how his/her learning is: a. Extremely relevant or has significant importance to the field and will make an important contribution b. Based on the presentation of the focused purpose/ guiding questions and objectives which were well defined c. Exhibited mature, critical thinking skills, and d. Mastery of subject matter using associated literature of theoretical concepts
Originality SLO #1 Graduates will apply discipline/evidence-based literature to educational administration practices	Student defense specifically demonstrated how discipline-based literature was related to educational administration practices as shown by their design/approach which introduced new or expanded on established ideas & literature	Student defense demonstrated how discipline-based literature was related to educational administration practices as shown by their design/approach which introduced new or expanded on established ideas & literature	Student defense superficially demonstrated how discipline-based literature was related to educational administration practices as shown by their design/approach which introduced new or expanded on established ideas & literature
SLO 2 - Graduates will apply evidence-based-practices in Educational administration IAR Part 1	Student defense clearly applied evidence-based practices when explaining how the team explored an original topic and discovered more than one new possible outcome.	Student defense applied evidence-based practices when explaining how the team explored an original topic and discovered a new possible outcome	Student defense only superficially applied evidence-based practices when explaining how the team explored an original topic and discovered more than one new possible outcome
SLO 2 - Graduates will apply evidence-based-practices in Educational admin, aspects of running a school district, & educational theories to analyze issues related to executive level leadership. IAR Part 1	The IAR precisely analyzed the underlying assumptions or theoretical framework of the issue investigated	The IAR provided an analysis of the underlying assumptions or theoretical framework of the issue investigated	The IAR has only superficial analyzed the underlying assumptions or theoretical framework of the issue investigated
SLO #2 Graduates will apply evidence-based practices in educational administration IAR part 1	The IAR provided an explicit analysis of the writer's perceptions of the users' readiness to implement the project's multiple recommendations providing relevant examples.	The IAR provides some analysis of the writer's perceptions of the users' readiness to implement any of the project's recommendations.	The IAR provides little to minimal analyze of the writer's perceptions of the users' readiness to implement the project's recommendations.

SLO 3- Graduates will articulate arguments or explanations about evidence-based practice in leadership, communication, legal, financial, curriculum/ instruction/ assessment, and management in educational leadership. IAR PART 1	The IAR provides a detailed overview of the project's benefits to the field of educational leadership	The IAR provides an overview with some details of the project's benefits to the field of educational leadership	The IAR provides little to minimal overview or details of the project's benefits to the field of educational leadership
SLO 3- Graduates will articulate arguments or explanations about evidence-based practice in leadership, communication, legal, financial, curriculum/ instruction/ assessment, and management in educational leadership. IAR PART 1	The IAR provides a detailed overview with specific about the project's applicability to educational leadership in terms of evidence-based best practices.	The IAR provides an overview with some details about the project's applicability to educational leadership in terms of evidence-based best practices.	The IAR only provides little to minimal overview about the project's applicability to educational leadership in terms of evidence-based best practices.
SLO 4 - Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field. (IAR part II)	The IAR provides a analysis of the project experience related to the individual's growth as a leader with specific details	The IAR provided an analysis of the project experience related to the individual's growth as a leader with some details	The IAR has only little to minimal analysis of the project experience related to the individual's growth as a leader
SLO 4 - Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field. (IAR part II)	The IAR provides explicit connections of how the standards of teamwork were representative of the team members' personal integrity providing specific details	The IAR provides some connections of how the standards of teamwork were representative of the team members' personal integrity	The IAR provides little or minimal connections of how the standards of teamwork were representative of the team members' personal integrity
SLO 4 - Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field. (IAR part II)	The oral defense provided an in-depth discussion of how this project allowed the individuals to focus on the importance of their professional integrity	The oral defense provided a discussion of how this project allowed the individuals to focus on the importance of their professional integrity	The oral defense provided little or minimal discussion of how this project allowed the individuals to focus on the importance of their professional integrity
SLO #4 Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field (oral examination)	The oral individual defense provided an in-depth discussion of specifically how this project allowed the individual to focus on the importance of professional integrity	The oral individual defense provided a discussion how this project allowed the individual to focus on the importance of professional integrity	The oral individual defense provided little to minimal discussion of how this project allowed the individual to focus on the importance of professional integrity

Ed.D. Team Oral Defense Rubric

Examiner Name:_____ Date:_____

Team Names: _____

CATEGORY	3 Exceeds Expectations	2 Meets Expectations	1 Below expectations
Quality of presentation SLO#3 Graduates will articulate arguments or explanations about evidence-based practice in leadership, communication, legal, financial, CIA, and management.	Team oral presentation was a. Very organized; logical, coherent, and complete. b. Clearly and specifically articulated in terms of the guiding questions, approach taken, results, and conclusions with direct alignment to educational leadership.	Team oral presentation was a. Organized; logical, coherent, and complete. b. Articulated in terms of the guiding questions, approach taken, results, and conclusions with direct alignment to educational leadership.	Team oral presentation was a. Superficial in terms of organization; logic, coherence, and completeness. b. Superficially articulated in terms of the guiding questions, approach taken, results, and conclusions with direct alignment to educational leadership.
Quality of response to questions SLO# 3 Graduates will articulate arguments or explanations.	Students quickly grasped questions and responded in in-depth and apt ways to address the committee members' questions showing good understanding of theory and findings; many responses demonstrated significant insight into the problem.	Students grasped questions and responded in clear and apt ways to address the committee's questions showing good understanding of theory and findings; many responses demonstrated insight into the problem.	Students minimally grasped questions or respond to committee members' questions in clear and apt ways to address the questions showing little understanding of theory and findings.
Oral Discussion/ Summary SLO #3 & #1 Graduates will articulate arguments or explanations about evidence-based practice.	a. Team discussion was superior, accurate, engaging, and thought provoking. b. Team conclusions/summaries and recommendations were specific, clear, and appropriate and clearly aligned directly based on outcomes/findings. c. Team discussion clearly exhibited understanding of research findings/theory aptly contextualizing or interpreting findings in light of theory when appropriate and specifically suggesting how theory might be extended. based on research results as presented in the oral.	a. Team discussion was accurate, engaging, and thought provoking. b. Conclusions/summaries and recommendations were appropriate and based on outcomes/findings. c. Team discussion exhibited understanding of research findings/underlying theory and contextualized or interpreted findings in light of theory when appropriate plus provided suggestions of how theory might be extended based on research results.	a. Discussion was superficial with some inaccuracy, little engagement, and minimally thought provoking. b. Team conclusions/ summaries and recommendations were superficially appropriate based on outcomes/findings. c. Team discussion exhibited a superficial understanding of research findings aligned to the theory and minimally contextualized or interpreted findings in light of theory.

Delivery SLO#3 Graduates will articulate arguments or explanations about evidence-based practice.	The team's presentation a. Almost never relied on notes, b. Expressed ideas fluently in own words, c. Genuinely interested and enthusiastic, d. Used exceptional voice mannerisms, body language and communication skills, e. Provided exceptional slides/presentation quality materials which greatly enhanced presentation, and f. Engaged committee with meaningful connection in a thoughtful well-paced and well-timed manner.	The team presentation: a. Relied little on notes, b. Expressed ideas in own words, c. Exhibited interest and enthusiasm, d. Exhibited good voice mannerisms, body language, and communication skills, e. Provided good slides/presentation quality materials which enhanced presentation, and f. Engaged committee with connections in a well-paced and well-timed manner.	The team presentation a. Relied on notes, b. Superficially expressed ideas in own words, c. Minimally exhibited interest and enthusiasm, d. Minimally exhibited good voice mannerisms, body language or communication skills, e. Slides/presentation materials minimally enhanced presentation, and f. Minimally engaged committee with connections and minimally was well-paced or well-timed.

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Saint Louis University - School of Education - Department of Educational Leadership
Doctoral Project Scoring Guide V 3 DRAFT

Element	Exceeds expectations	Meets expectations	Below expectations
Foundational Knowledge Section SLO #1 Graduates will apply discipline-based literature to educational administration practices.	The Foundational Knowledge Section succinctly synthesizes the analysis of concepts from the research literature and integrates them focused on the relationship to the topic of study and its relationship to educational leadership.	The Foundational Knowledge Section analyzes learning from the research literature with a focus on the relationship to the topic of study and the relationship to educational leadership.	The Foundational Knowledge Section has minimal clear analysis about how the research literature relates to the topic of study or the relationship to educational leadership.
Findings Section(s) SLO #2 Graduates will apply evidence-based practices in educational administration and to aspects of running a school district.	The Findings Section clearly analyzes the data gathered concerning the issue investigated related to evidence-based practices.	The Findings Section provides an analysis of the data gathered concerning the issue investigated related to evidence-based practices.	The Findings Section minimally analyzes the data gathered concerning the issue investigated related to evidence-based practices.
Findings and Answering the Questions Sections SLO #2 Graduates will apply evidence-based practices in educational administration aligned to educational theories to analyze issues related to executive level administration.	The Findings and/or Answering the Questions Sections provided an explicit analysis of evidence-based practices/ theories aligned to issues investigated related to executive level administration.	The Findings and/or Answering the Questions Section(s) provided an analysis of evidence-based practices/theories aligned to issues investigated related to executive level administration.	The Findings and/or Answering the Questions Section(s) provided minimal analysis of evidence-based practices/theories aligned to issues investigated related to executive level administration.
Recommendations Section SLO #3 Graduates will articulate arguments or explanations about evidence-based practice in leadership, communication, legal, financial, curriculum/instruction/assessment/ or management in educational leadership.	The Recommendations Section provided in-depth, detailed, sound rationales of the evidence-based leadership practices found in the research which focused the resulting recommendations.	The Recommendations Section provided a rationale with some details of the evidence-based leadership practices found in the research which focused the resulting recommendations.	The Recommendations Section minimally provided any rationale of the evidence-based leadership practices found in the research which focused the resulting recommendations.
Entire Project Report and Oral Examination SLO #4 Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field.	The project report provided an in-depth analysis of the project research related to educational leadership practices and professional integrity with specific details	The project report provided an analysis of the project research related to educational leadership practices and professional integrity with some details	The project report minimally provided an analysis of the project research related to leader practices and professional integrity
Background Knowledge & Methodology Sections SLO #4 Graduates will propose and conduct research related to educational leadership practices emphasizing professional integrity in the field.	Students exhibited excellent comprehension of the field or area of research. They exhibited a clear & concise structure of the investigation. They provided the specific theoretical & methodological perspectives grounded in the research literature.	Students exhibited comprehension of the field or area of research. They exhibited a clear & concise structure of the investigation. They provided the theoretical & methodological perspectives grounded in the research literature.	Students minimally exhibited comprehension of the field or area of research, exhibited a clear & concise structure of investigation. or provided the theoretical & methodological perspectives drawn from research literature.

Version 3 (1 10-22)