

Program-Level Assessment: Annual Report (Due October 1, 2023)

Program Name (no acronyms): Education Leadership

Department: Education Leadership

Degree or Certificate Level: Ph.D.

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 practices* 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-weeks to respond to half of the questions of their choosing, using literature to support a discussion of the problems or challenges presented in the case and a leadership plan for addressing the issues.

- a) Assessed by two Education Leadership Faculty members as Pass/Fail for each student (see rubric in folder)
- b) Collected in EDR 6950 Written Comps (Summer 2023)
- c) n = 2

All courses are taught in-person on SLU Campus.

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

- 1.) For each student, a team of 2 faculty members evaluated each comprehensive exam question. During the first phase, the faculty members grade comps using the rubric as a guide. A determination of Pass or Fail is made for each question. Students are required to Pass all three questions. If there is a disagreement between scores, a third reader is required to grade the exam question. In addition, the EDL Faculty members who grade comps then convened to discuss strengths and areas of improvement across all comprehensive exams a focus on *applying evidence based literature to leadership practices*. The comprehensive exam rubric addresses this student learning outcome.
- 2.) The EDL Faculty members analyzed the effectiveness of the program based on the data gathered from the 2 Ph.D. comprehensive exams, relevant to student learning outcomes #1, for the 2022-2023 assessment cycle.
- 3.) The EDL Faculty members identified themes of strength and areas of growth across courses for discussion 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)?

Written Dissertations

Two Ph.D. students took EDL 6950 during the summer semester, which led to the following results of the assessment of Student Learning Outcome #1, *applying evidence based literature to leadership practices*. Both students completed their comprehensive exams with an Overall "Pass." Specifically, the data is included below for each quality indicator on the rubric.

	Overall	Challenge/Problem SLO #1 (Row 1, 2, 3)	Plan SLO #1 (Row 1, 2, 3)
Student 1	Pass	Row 1 Pass Row 2 Pass Row 3 Pass	Row 1 Pass Row 2 Pass/Approaching Pass Row 3 Approaching Pass
Student 2	Pass	Row 1 Pass Row 2 Pass Row 3 Pass	Row 1 Pass Row 2 Approaching Pass Row 3 Approaching Pass

Notable strengths for these Ph.D. students' written comprehensive exams in relation to the student learning outcome (*applying evidence based literature to leadership practices*) included: Answers with an adequate application of knowledge of educational leadership theory; a synthesis of theories from more than one course in supporting the problem analysis; and an adequate and workable plan of action based on evidence-based best practices that addresses all the identified leadership challenges.

Possible areas of growth drawn from this signature assignment included: Overall, students performed well on their written comprehensive exams, but there were some notable areas of growth in the plan. The explanations of the plan

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 to *apply evidence based literature to leadership practices*. We have learned that the Written Comprehensive Exam, assigned to Ph.D. students who take EDR 6950 occurs at the end of their program, following the completion of all leadership courses. Evidence of applying evidence-based literature to leadership practices was clearly demonstrated in the written comprehensive exams. While all students received a “Pass” on the written comprehensive exams, we have learned that our students have difficulty supporting the plan through multiple citations to the discipline-based literature and the application of course content to the case from more than one course. Another learning gap is the lack of application of monitoring and evaluating the plan to a particular leadership case. A possible curricular or pedagogical remedy for our Ph.D. student is to look at the signature assignments for each leadership course and determine the degree to which students are being prepared to apply evidence based literature to leadership practices in planning for action, especially the monitoring and evaluating portion of the plan. Increasing instruction, practice, and remediation will help ensure Ph.D. students are adequately prepared for the final written comprehensive exam, but more so, to apply in the field. The strengths in the overall student outcomes of comprehensive exams demonstrates strengths in the curriculum, resources, and pedagogy of the Ph.D. leadership courses. This indicates that our approach to meet this outcome is succeeding because they are clearly able to apply leadership concepts and apply evidence based literature to leadership challenges and planning. us details regarding the necessity of being intentional about teaching how to analyze the data, report the findings, and draw conclusions from those findings.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

These results were discussed at an EDL Faculty meeting in September 2023. The scorers (all faculty members) shared the results and findings of the written comprehensive exams. The committee discussed overall strengths, areas of growth needed for students, and possible curricular and pedagogical recommendations. Particular focus was on the need to improve parts of the rubric to more clearly define “Pass” and “Approaching Passing” language in the quality indicators on the rubric to address all student learning outcomes and ensure student success.

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.

The EDL Faculty will...

- 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.

B. How has the change/have these changes identified in 7A been assessed?

Ph.D. students turned in the signature artifact, the dissertation proposal in Spring 2023. These were assessed using the rubric related to the student learning outcomes for the program. (See rubric).

C. What were the findings of the assessment?

In EDR 6970 during the Spring 2023 semester, two Ph.D. students completed their dissertation proposals. To understand the table below (Accomplished 5/10) means the student scored “accomplished” in 5 out of 10 categories.

	Student 1	Student 2
Chapter 1	Accomplished 5/10 Proficient 5/10 Developing Beginning	Accomplished 5/10 Proficient 4/10 Developing 1/10 Beginning
Chapter 2	Accomplished 3/7 Proficient 4/7 Developing Beginning	Accomplished 4/7 Proficient 2/7 Developing 1/7 Beginning
Chapter 3	Accomplished 5/10 Proficient 5/10 Developing Beginning	Accomplished 4/10 Proficient 6/10 Developing Beginning

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

Using this rubric provides the instructor of EDR 6970 and the EDL faculty with information regarding students' progress toward completion of the dissertation. The rubric allows the instructor to provide feedback on the three chapters of the dissertation proposal, better preparing students for the oral examination, a signature assignment and milestone of the Ph.D. program. The findings each year using this rubric will allow faculty to reflect on the strengths of the program's curriculum and pedagogy, as well as identify areas in which instruction can be improved to support students understanding of and application of research skills.

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

EDR 6970 Ph.D. Dissertation Proposal Rubric

Chapter 1: Introduction				
Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Introduction	demonstrates exemplary 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. proposal, as well as components of Chapter 1.	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. The purpose statement is present but lacks clarity or conciseness.

Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Research Questions/Hypotheses/Variables	demonstrates exemplary critical knowledge and application in presenting clear, interrogative statements or hypotheses to 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 critical knowledge and application in presenting clear, interrogative statements or hypotheses to be answered by the research. Variables may present but lack accuracy or completeness.	demonstrates minimal knowledge and application in presenting research questions or hypotheses. Variables are needed and not presented.
Research Design	demonstrates an exemplary level of competence in presenting the knowledge and application of the methodology and methods of the study.	demonstrates an adequate level of competence in presenting the knowledge and application of the methodology and methods of the study.	demonstrates a limited level of competence in presenting the knowledge and application of the methodology and methods of the study.	demonstrates a minimal level of competence in presenting the knowledge and application of the methodology and methods of the study.
Definition of Terms	demonstrates an exemplary level of competence of defining terms with special meanings, specific phrases, technical terms, and citations, where appropriate.	demonstrates an adequate knowledge in defining terms with special meanings, specific phrases, technical terms, and citations, where appropriate.	demonstrates a limited knowledge in defining terms with special meanings, specific phrases, technical terms, and citations, where appropriate.	demonstrates minimal knowledge and application of presenting the vocabulary used in the report.
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.

Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
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 chapter. Specifically, the purpose statement, research questions and/or hypotheses, and research design sections are in total alignment.	demonstrates adequate competence in organizing the sections of the chapter using the logic model, where one section builds on the contents of the previous chapter. Specifically, the purpose statement, research questions and/or hypotheses, and research design sections are adequately aligned.	demonstrates limited competence in organizing the sections of the chapter using the logic model, where one section builds on the contents of the previous chapter. The purpose statement, research questions and/or hypotheses, and research design sections may not be aligned.	demonstrates minimal competence in organizing the sections of the chapter using the logic model. Sections do not build on the contents of the previous chapter. The purpose statement, research questions and/or hypotheses, and research design sections are not aligned.
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 formatted; significant or sufficient references used	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
Overall Writing Quality	Every section has excellent introduction and conclusion, each section links to next section, the writing is very clearly focused, excellent in standard writing conventions.	Every section has adequate introduction and conclusion, each section has adequate links to next section, the writing is generally focused with adequate use of writing conventions.	Every section has limited introduction and conclusion, each section has limited links to next section, the writing is basic and has many conventional errors.	Every section has minimal or no introduction and conclusion, each section has minimal links to next section, writing is unfocused and weak; grammatical and spelling issues distract the reader.

Chapter 2: Review of Literature				
Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Introduction	demonstrates exemplary competence in establishing a framework for the purpose, organization, and contents of the review of literature. The introduction also includes an outline of components of Chapter 2.	demonstrates adequate competence in establishing a framework for the purpose, organization, and contents of the review of literature. The introduction also includes an outline of the review of literature.	demonstrates limited knowledge and application of presenting the purpose, organization, and contents of the review of literature. The introduction may omit the outline of the review of literature.	demonstrates minimal knowledge and application of presenting the purpose, organization, and contents of the review of literature. The introduction may omit the outline of the review of literature.
Themes	demonstrates exemplary, explicit review of a priori and emerging themes from the review of literature.	demonstrates adequate, explicit review of a priori and emerging themes from the review of literature.	demonstrates limited, explicit review of a priori and emerging themes from the review of literature.	demonstrates minimal, explicit review of a priori and emerging themes from the review of literature.
Review of Literature	demonstrates exemplary performance in presenting a comprehensive grasp of reviewing, describing, summarizing, and evaluating the relevant literature, well organized, related directly to the research questions, clear evidence all relevant literature included, must be sufficient in length to cover all relevant literature (recommended 40-50 pages).	demonstrates adequate performance in reviewing, describing, summarizing, and evaluating the relevant literature, fairly well-organized, relating directly to the research questions, evidence all relevant literature is included.	demonstrates limited sources reviewed, limited description, limited summarization, and limited evaluation of the relevant literature, not well organized, limited linkage to the research questions, limited evidence all relevant literature is included.	demonstrates minimal sources reviewed, minimal description, minimal summarization, and minimal evaluation of the relevant literature, not well organized, not clearly linked to the research questions, relevant literature is not sufficient, few sources, disconnected content, not organized by topic,

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

		formatted; significant or sufficient references used		
Overall Writing Quality	Every section has excellent introduction and conclusion, each section links to next section, the writing is very clearly focused, excellent in standard writing conventions.	Every section has adequate introduction and conclusion, each section has adequate links to next section, the writing is generally focused with adequate use of writing conventions.	Every section has limited introduction and conclusion, each section has limited links to next section, the writing is basic and has many conventional errors.	Every section has minimal or no introduction and conclusion, each section has minimal links to next section, writing is unfocused and weak; grammatical and spelling issues distract the reader.

Chapter 3: Methodology				
Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Introduction	demonstrates exemplary competence in establishing a framework for the methodology and methods of the research study. The introduction also includes an outline of Chapter 3.	demonstrates adequate competence in establishing a framework for the methodology and methods of the research study. The introduction also includes an outline of Chapter 3.	demonstrates limited competence in establishing a framework for the methodology and methods of the research study. The introduction also includes an outline of Chapter 3.	demonstrates minimal competence in establishing a framework for the methodology and methods of the research study. The introduction also includes an outline of Chapter 3.
Research Design/Methodology	demonstrates a high level of competence in presenting the proposed methodology for the study. A complex research design appropriate for subject resulting in in-depth analysis.	demonstrates an adequate level of competence in presenting the proposed methodology for the study, research design is appropriate for subject resulting in well executed surface analysis of data.	demonstrates a limited level of competence in presenting the research design and methodology for the study. The research design is appropriate for the subject but not well executed.	demonstrates a minimal level of competence in presenting the research design and proposed methodology for the study. The research design is inappropriate for the subject.
Description of Population/Site	provides an in-depth description of the population/site involved in the study, paints a picture for the reader of the population studied and why	provides an adequate description of the population/site involved in the study, provides rationale for selection of population studied.	provides a limited description of the population/site involved in the study, paints limited rationale of why this population was chosen.	provides a minimal description or rationale of the population/site chosen to be studied.

	these individuals were chosen.			
Instrumentation	provides an in-depth description of surveys, interviews, questionnaires, protocols - anything used to capture data and justification of why these instruments were used.	provides an adequate description of surveys, interviews, questionnaires, protocols - anything used to capture data and justification for use.	provides an minimal description of surveys, interviews, questionnaires, protocols - anything used to capture data, but fails to show justification.	provides an limited description of surveys, interviews, questionnaires, protocols - anything used to capture data, no justification.
Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Data Collection Description	demonstrates an exemplary description of any included steps for each instrument and/or population.	demonstrates an adequate description of any included steps for each instrument and/or population.	demonstrates a limited description of any included steps for each instrument and/or population with limited relevance to questions.	Demonstrates a minimal description of any included steps for each instrument and/or population, no relevance to questions.
Data Analysis Description	demonstrates exemplary description of any included steps for analysis of data collected. Includes citations and reference to answering research questions.	demonstrates adequate description of any included steps for analysis of data collected. Includes citations and reference to answering research questions.	demonstrates limited description of any included steps for analysis of data collected. Citations and reference to research questions not clear.	demonstrates minimal description of any included steps for analysis of data collected. Minimal citations or reference to research questions.
Chapter Summary	demonstrates an exemplary conclusion to the chapter that brings the content together and prepares the reader for the next chapter.	demonstrates an adequate conclusion to the chapter that brings the content together and prepares the reader for the next chapter.	demonstrates a limited conclusion to the chapter that plausibly brings the content together and prepares the reader for the next chapter. New content	demonstrates a minimal conclusion to the chapter that neglects to bring the content together or prepare the reader for the next chapter.

	New content is avoided in the chapter summary.	New content is avoided in the chapter summary.	is presented in the chapter summary.	
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 formatted; significant or sufficient references used	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
Proposal Attribute	Accomplished*	Proficient	Developing	Beginning
Overall Writing Quality	Every section has excellent introduction and conclusion, each section links to next section, the writing is very clearly focused, excellent in standard writing conventions.	Every section has adequate introduction and conclusion, each section has adequate links to next section, the writing is generally focused with adequate use of writing conventions.	Every section has limited introduction and conclusion, each section has limited links to next section, the writing is basic and has many conventional errors.	Every section has minimal or no introduction and conclusion, each section has minimal links to next section, writing is unfocused and weak; grammatical and spelling issues distract the reader.

*An accomplished section or attribute on this rubric means accomplished for the purposes and aligned with the learning outcomes of EDR 6970. Following the completion of this course, students will work with their advisors on subsequent versions of their dissertation proposals. Accomplished does not mean students are ready to move to their oral examinations or defenses.

Scorer: Comprehensive Written Exams Pass/Fail:

Student Number: Question: A

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

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

X

2023 Rubric - Final

<p><i>administration practices.</i></p>	<p>The answer <u>synthesizes</u> theories from more than one course in supporting the problem analysis. X</p>	<p>The answer provides theoretical support <u>from only one course.</u></p>		
<p>CATEGORY: Content</p>	<p>Pass</p>	<p>Approaching Passing</p>	<p>Not Pass</p>	<p>Comments</p>
<p>Plan of Action 1. Explain your plan (drawing upon the content of the specific courses identified). 2. Provide a detailed explanation of the steps of the plan and a timeline/sequence. Be</p>	<p>The answer provides an <u>adequate and workable</u> plan of action based on evidence-based best practices that addresses <u>all</u> the identified leadership challenges</p>	<p>The answer provides a <u>superficial</u> but workable plan of action based on evidence-based best practices that addresses <u>some</u> of the identified leadership challenges.</p>	<p>The answer <u>does not</u> provide an appropriate plan of action and does not reflect evidence-based practices.</p>	

X

2023 Rubric - Final

<p>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.</p> <p><i>EDL Outcomes Alignment: 1.1 Graduates will assess discipline-based literature to analyze educational administration practices.</i></p>	<p>The explanation of the plan is supported by multiple citations to the discipline-based literature and the application of course content to the case <u>from more than one course</u>.</p> <p>All four elements of the Plan of Action are <u>adequately</u> addressed.</p>	<p>The explanation of the plan is supported through multiple citations to the discipline-based literature and the application of course content to the case <u>from one course</u>.</p> <p>Three of the four <u>elements</u> of the Plan of Action are adequately addressed.</p>	<p>The explanation of the plan is <u>not supported</u> through references to the discipline-based literature or application of course content to the case.</p> <p><u>Fewer than three</u> elements of the Plan of Action were addressed</p>	
<p>CATEGORY: Content</p>	<p>Pass</p>	<p>Approaching Passing</p>	<p>Not Pass</p>	<p>Comments</p>
<p>Course content/evidence based practices (Support from the Literature)</p> <p><i>EDL Outcomes Alignment: 2.1 Graduates will apply evidence-based practices in educational</i></p>	<p>Writing represents the author's <u>accurate, appropriate and relevant</u> application of the literature and evidence-based practices content from <u>at least two courses</u>.</p>	<p>Writing represents the author's accurate, appropriate and relevant application of the literature and evidence-based practices content <u>from one course</u>. OR</p>	<p>Writing <u>does not</u> represent the author's accurate, appropriate and relevant application of the literature and evidence-based practices content from courses.</p>	

2023 Rubric - Final

<p><i>administration, aspects of running a school system, and educational theories to analyze issues related to executive level administration.</i></p> <p><i>EDL Outcomes Alignment: 4.1 Graduates will articulate arguments or explanations about leadership, communication, legal, financial, curriculum/instruction/assessment, and management in educational administration.</i></p>	<p style="text-align: center; color: red; font-weight: bold;">X</p> <p style="text-align: center; color: red; font-weight: bold;">X</p>	<p>Writing represents accurate but <u>superficial</u> application of the literature from at least two courses.</p>		
<p>CATEGORY: Style and Mechanics</p>	<p>Meets Expectations</p>	<p>Below Expectations</p>	<p>Comments</p>	
<p>Clear Writing Style</p>	<p>Descriptions and supporting details are provided in a logical order that make it easy to follow the author's train of thought. X</p>	<p>Writing is confusing or vague. Many of the supporting details or descriptions are not clear; and distracting to the reader. X</p>		

2023 Rubric - Final

APA References/ Citations	All sources, quoted or not, were appropriately cited in-text and on Reference page per APA guidelines. X	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. X	There were numerous errors in grammar, spelling, and/or punctuation. Sentence structure was not varied. There were errors in sentence tense and syntax.	