SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name: **Ph.D. Higher Education Administration**	Department: **Higher Education Administration**
Degree or Certificate Level: **Ph.D.**	College/School: **School of Education**
Date (Month/Year): **September 2022**	Assessment Contact: **Mark Pousson, Program Director**

In what year was the data upon which this report is based collected? **Fall 2021, Spring, 2022 (2021 - 2022)**

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

Is this program accredited by an external program/disciplinary/specialized accrediting organization? **2022**

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.)

Student Learning Outcome 1
Graduates will apply discipline-based literature 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 describe the artifacts in detail and identify the course(s) in which they 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 artifacts directly measuring students' application of discipline-based literature to higher education administration practices are:

1. **Final Exam**
   a. Assessed by instructor of record using rubric (see attached)
   b. Collected in EDH 6050 Disability in Higher Education and Society (Fall 2021)
2. **Final Projects**
   a. Assessed by instructor of record using rubric (see attached)
   b. Collected in EDH 5350 Student Development Theory I (Fall 2021)
   c. Collected in EDH 6580 Financial Administration in Higher Education (Spring 2022)
   d. Collected in EDH 6150 Organization and Administration in Higher Education (Spring 2022)

All courses were taught in-person on Frost 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).

A rubric was developed to assess each of the artifacts aligned with Learning Outcome 1 (see attached). At the end of the semester, each instructor of record utilized the rubric against the students' final project or final exam.

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)?

EDH 5350 - Student Development Theory I - There were five (5) doctoral students in this course in Fall 2021. The students' written work was variable with application of theory to practice, yet there was consistency with their demonstration of understanding of student development literature in higher education. In the end, on average, the students were able to apply these theories to higher education administration practices.

EDH 6050 - Disability in Higher Education and Society - There were ten (10) doctoral students in this course in Fall 2021. The students' written work was variable with application of theory to practice, yet there was consistency with their demonstration of understanding the disability literature in higher education. In the end, on average, the students could apply this literature to higher education administration practices.

EDH 6580 - Financial Administration in Higher Education - There were eight (8) doctoral students in this course in Spring 2022. The results of the assessment showed that students are completing the higher education finance class with a broader and more in-depth understanding of the financial administration of higher education (e.g., economic reasoning, financial decision making, institutional and governmental finance policy, student finance). Two areas in need of further strengthening are 1) Considering the implications of various policies or college/university-level issues on institutional practice (applying the literature to these situations) and 2) writing style.

EDH 6150 - Organization and Administration in Higher Education - There were nine (9) doctoral students in this course in Spring 2022. The student's written work was variable with application of theory to practice, yet there was consistency with their demonstration of understanding the organization and administration literature in higher education. In the end, on average, the students were able to apply these theories to higher education administration practices.

EDH 5250 - This course was not offered in AY 2021-2022.

5. **Findings: Interpretations & Conclusions**

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

The data suggests that while the students appear to understand the literature, overall their written demonstration suggests minor variability in their understanding. It seems their ability to synthesize course content bears continued skill building. This may resolve the variability in written demonstration of application of literature to higher education practices.

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?

   The results of this current assessment findings were shared with faculty in departmental meetings.

   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.

We, as faculty, need to continue to find ways to model and help students practice this level of synthesis in all courses in both verbal and written formats. We will be discussing what type of artifacts of student learning would facilitate this and the creation of appropriate rubrics to assess improvement of synthesis skills. In addition, we will be incorporating case studies to help students apply the readings to current issues in higher education and integrating units on key attributes of strong, graduate-level writing.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   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 (e.g., artifact prompts, 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.

Higher Education Administration

Ph.D. Program Assessment:
LO 1: Graduates will apply discipline-based literature to higher education administration practices

Signature Assignments: Rubric scores on: EDH 5350 Applications Project, EDH 6150 Case Study, EDH 6580 Final Project, EDH 5250 Final Project, EDH 6050 Final Project, Comprehensive Exams

Breadth and Depth of Understanding of the Literature in the Field	Excellent (8-10 points)	Competent (7-4 points)	Needs Work (0-3 points)	Comments
Product show evidence of a broad and deep understanding of literature from the field.	The product represents a broad and deep literature base for the course topic or topics.	The product includes a variety of sources, but shows gaps in literature.	The product shows evidence of appropriate depth and breadth for the content area(s).	**Points earned = X.**
Interpretation and Application	**Excellent (8-10 points)**	**Competent (7-4 points)**	**Needs Work (0-3 points)**	**Comments**
Literature is interpreted and applied appropriately	The product includes appropriate interpretation and application of literature that is clearly connected to the topic presented.	The product includes discussion/presentation of literature that is applied appropriately but not fully interpreted or associated with the topic presented.	The product includes discussion/presentation of literature that is not interpreted or applied appropriately to the topic presented.	**Points earned = X.**
Integration in Practice	**Excellent (4-5 points)**	**Competent (3 points)**	**Needs Work (0-2 points)**	**Comments**
Product shows integration of knowledge and professional competencies into student's practice	The product shows evidence that student has integrated learning of knowledge, development of skills and disposition into their practice.	The product shows evidence that the student has some minor knowledge, skill or dispositional gaps in their practice	The product shows evidence that the student has significant gaps in knowledge, skills or dispositions for effective practice.	**Points earned = X.**

Total Points Earned (out of 25 total) = _____