

Program-Level Assessment: Annual Report

Program: **EdD EDUCATION LEADERSHIP**

Department: **Education Leadership**

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

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 artifacts directly measuring student learning of *applying evidence-based practices in educational administration, aspects of running a school district, and educational theories to analyze issues related to executive level administration* 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

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 the rubric used for written comprehensive exams, and aligned to program learning outcomes (see attached). The rubric was intentionally designed to align to the EDL Assessment Plan and SLO 2.

The artifact used to measure student performance on SLO2 were the scores on the first two rows of the rubric (“Problem/theoretical challenges defined”).

The instructor of EDL 6110 discussed results of the assessment, including strengths and weaknesses in relation to SLO #2. Program faculty discussed synthesis of strengths and weaknesses regarding the application of evidence-based practices in educational administration to determine program improvements based on alignment/lack of alignment in August 2021. These collaborative conversations and analysis of strengths and weaknesses informed the onboarding of new faculty assigned to teach this course in the Fall of 2021.

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)?

EDL 6110 Analysis of Data - Final Exam Fall 2020

N=15

Element	C Range	B range	A Range
Analysis of the problem or the theoretical issues or foundational problems of practice in school district administration.		2 (13.3%)	13 (86.6%)
Application of leadership theory learned in the course.		3 (20%)	12 (80%)

5. Findings: Interpretations & Conclusions

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

Strengths: This is one of students’ first courses in the EdD sequence, so the outcome is being introduced and developed. Students were required to apply evidence-based best practices to a case scenario involving the need for district strategic planning and change leadership. Students demonstrated an initial acceptable understanding of the application of evidence-based practices in educational administration, aspects of running a school district, and educational theories to analyze issues related to executive level administration.

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?

The EDL faculty met in June 2021 to review the EDL assessment plan and this year’s data cycle. Strengths and weaknesses in the data were discussed and documented. The relationship of this artifact to written comprehensive examinations, data from which were analyzed in the prior year’s assessment cycle, was noted. Faculty agreed to continue to use final examinations and projects in content courses to scaffold student analysis and application of evidence-based practices to the problems of practice in running a school district. Pedagogical approaches to this outcome were discussed.

Faculty responsible for teaching EDL 6110 met in August 2021 to review these results and plan specific adjustments to the course in the Fall 2021 semester.

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 content of EDL 6110 School District Administration is being updated to include additional focus on school district strategic planning, leadership for collective efficacy, and change leadership.

The rubrics used to score and provide feedback to students are being revised in additional courses: EDL 6190 School/Community Relations/Politics, EDL 6470 School Facilities, and EDL 6200 Ethics of Educational Leadership.

The EDL faculty met again in August 2021 to review pedagogical approaches and agreed that as a culminating activity for each content course, faculty will highlight , with students, the central theoretical constructs/big ideas learned in the course, that students are responsible for applying to problems of practice in the course final and, eventually, in their written comprehensive exams.

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?

Based on the 2019-2020 Assessment Plan analysis of Comprehensive Examination responses and SLO #1, faculty integrated case study methodology and assessments into courses, using final examinations aligned with

the expectations assessed in the culminating comprehensive exams, and aligning rubrics to the SLOs. Data from course final exam artifacts are the subject of this 2020-2021 Assessment Report.

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

Faculty share artifacts of student work (e.g. final examinations) to discuss strengths and weaknesses in students' ability to apply discipline-based literature and educational theory to problems of practice. Student responses to comprehensive examinations the following year are being analyzed for strengths and weaknesses.

C. What were the findings of the assessment?

Students have improved their demonstrated ability to apply discipline based literature to educational practice. Faculty also observed a relative weakness in students' ability to apply evidence-based practices to the specific plan to address the problems identified, which led to faculty analysis of SLO #2 in the 2020-2021 cycle.

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

Student responses to comprehensive examinations will be analyzed annually to ensure continued improvement.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Research Report : Curriculum Audit Report

Student Names: _____ yhgyh

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed and all questions answered with at least 3 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format. (taken from if copied from Internet)	All sources (information and graphics) are accurately documented, but a few are not in the desired format. (taken from if copied from Internet)	All sources (information and graphics) are accurately documented, but many are not in the desired format. (taken from if copied from Internet)	Some sources are not accurately documented.
Theory of Change	A specific and relevant theory of change is included and directly aligned to data	A relevant theory of change is included and aligns to the problem found in the data	A theory of change was included but did not align clearly to the data	No theory of change was included.
Logic Model	A clear and logical logic model provides the roadmap for improvement	A clear logic model provides the roadmap for improvement	A limited logic model provides the roadmap for improvement	No logic model was included.
Appendix	Attachments are recorded and organized in an extremely neat and orderly fashion.	Attachments are recorded legibly and are somewhat organized.	Attachments are recorded.	Attachments are recorded only with peer/teacher assistance and reminders.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Graphs & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Introduction	Introduction contained explicit demographic data and information relevant to the school.	Introduction contained necessary demographic data and information relevant to the school.	Introduction contained basic information and demographic data for the report.	Introduction contained only minimal demographic data.
Standards	Each of the 5 standards was addressed explicitly with documentation to back up the findings.	Each of the 5 standards was addressed with documentation to back up the findings.	Each of the 5 standards was addressed and findings were outlined carefully.	Each of the 5 standards was noted with some findings in each area.
Recommendations	Each finding that indicated less than the standard was addressed in a direct format.	Almost findings that indicated less than the standard were addressed in a direct format.	Most findings were directly addressed.	Findings were addressed, but recommendations were vague and not specific as far as what should be changed.
Reflection	Self-reflection was very thorough and explicit as far as learnings and how this new knowledge will be helpful in future.	Self-reflection was thorough as far as learning but did not reflect how this knowledge can be applied in future positions.	Self-reflection was surface level knowledge and did not delve into what knowledge had been internalized for future use.	Self-reflection did not directly link learning to how this knowledge could be helpful in future positions.

Comments:

Curriculum Audit - Analyzing Information : Reflection rubric

Teacher Name: **Jo Wood**

Student Name: _____

CATEGORY	4	3	2	1
Describes learning	Student clearly describes all the main points of the learning and how these will impact his/her work in the future. (standards and areas audited)	The student explains all the main learnings, but lists only a few in terms of impact. (standards and areas audited)	The student only lists without description main learnings, but only discusses importance of a couple. S/he does not highlight specific areas.	The student lists only a few learnings without describing impact.
identifies recommendations and their importance	Student accurately locates at least 5 recommendations in the audit and gives a clear explanation of why these are important to the school's improvement.	Student accurately locates four recommendations in the audit and gives a reasonable explanation of why they are important to the school's improvement.	Student accurately locates 3 recommendations in the audit. Explanation is weak.	Student has difficulty locating recommendations from the audit.
Identifies how recommendations will be implemented and monitored	Student accurately describes detailed steps for implementation and monitoring as well as who will be responsible and how it will be evaluated.	Student describes steps for implementation and monitoring as well as who will be responsible and how it will be evaluated.	Student describes some steps for implementation and monitoring.	Steps for implementation and monitoring have been omitted.
Audit details	Student recalls several details from the audit that made an impression which resulted in new learning and explains that learning.	Student recalls some details from the audit that made an impression which resulted in new learning.	Student recalls only a couple of details from the audit that made an impression which resulted in learning.	Student cannot recall details from the audit with accuracy.
ISLLC Standards	Student is able to align specific learnings to specific ISLLC standards and how the learning has helped him/her grow in terms of the ISLLC standards.	Student is able to align how some learning to ISLLC standards and how it has helped him/her grow in terms of the ISLLC standards	Student is able to cite some learning aligned to ISLLC standards	Student is not able to align how this learning helps him/her grow in terms of the ISLLC standards
Growth	Student can describe his/her growth in terms of working as a team member and how this relates to the real world of education.	Student can describe his/her growth in terms of working as a team member	Student lists his/her role in terms of working as a team member	Student can not describe his/her growth in terms of working as a team member
Understanding of importance of audit	Student can clearly articulate the importance of the curriculum audit to the school district in which it was performed.	Student can articulate the importance of the curriculum audit to the school district in which it was performed	Student can state functions of the curriculum audit which was completed.	Student can not articulate the importance of the curriculum audit to the school district in which it was performed.