SAINT LOUIS UNIVERSITY.

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

Program Name: Higher Education Administration   Department: Higher Education Administration

Degree or Certificate Level: Ph.D.   College/School: School of Education

Date (Month/Year): September 2023   Assessment Contact: Mark Pousson

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

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

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.):

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.)

   Graduates will be able to contribute to new knowledge through the creation of original research related 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, 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.

   Artifacts used to determine achievement of this learning outcome included dissertation defense papers of those students who completed their public defense during the AY 2022/2023.

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).

   The process used to evaluate the artifacts of student learning was utilized by all faculty members in the Higher Education Administration program. As a means to determine if students were able to contribute new knowledge through the creation of original research related to higher education administration practices faculty reviewed the final dissertation defense papers by asking the questions:
   1. What strengths does this dissertation exhibit toward this learning outcome?
   2. What challenges does this dissertation show regarding this learning outcome?
   Upon receiving answers to these questions, I determined themes that provide evidence to these questions.

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)?

The results of the assessment of this learning outcome using dissertation defense papers clearly demonstrate that students do contribute new knowledge through the creation of original research related to higher education administration practices. It is the process of contributing to new knowledge that we evaluated. The strengths in the dissertations lie in identifying a gap in literature/or problem that needs to be studied, a basic understanding of research design, research methods, and analysis of data. The challenges inherent in these dissertations lie in the data collection, sample size, and lack of generalization of the results for the mixed methods and quantitative studies. In the mixed methods study the alignment with the quantitative and qualitative methods needed to be strengthened. While the qualitative study had many strengths to it, it could have considered how the findings could inform educational policy and practice.

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.

What this data demonstrates is the importance of structuring the use of dissertation hours so that the agreed upon deliverables each semester scaffold the structure of the dissertation. Additionally, it demonstrates the varied competencies students have regarding their understanding of research design and analysis. Inherent in these conversations with students we see there is a need to encourage more robust samples that could lead to findings be generalizable across the field. Another idea is to encourage the use of secondary data sources if it appears generalized random sampling would be difficult.

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?

Given these findings, we as a faculty will be discussing them further in ongoing faculty meetings throughout the academic year and with colleagues across the programs in the School of Education.

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	● Course sequence
	● Teaching techniques	● New courses
	● Improvements in technology	● Deletion of courses
	● Prerequisites	● Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	● Student learning outcomes	● Evaluation tools (e.g., rubrics)
	● Artifacts of student learning	● Data collection methods
	● Evaluation process	● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

I will be bringing up in subsequent faculty meetings how to embed research design and method content in our core content courses as well in the research courses. We will be discussing how to utilize a dissertation rubric that is being designed to assist with grading dissertation paper with either a Satisfactory (S) or Unsatisfactory (U).

If no changes are being made, please explain why.

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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 previous assessment data**?

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

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    C. What were the findings of the assessment?

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

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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.