SAINT LOUIS UNIVERSITY.

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

Program Name (no acronyms): EdS Educational Leadership   Department: Educational Leadership

Degree or Certificate Level: Education Specialist   College/School: School of Education

Date (Month/Year): August 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? November 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Yes

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.): Our program assessment includes data generated through state testing requirements for graduates pursuing principal certification.

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.)

SLO 1: Graduates will assess data, relevant literature, administration practices, and educational theories to analyze issues related to building-level administration practices.

SLO 2: Graduates will apply knowledge about evidence-based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building-level educational administration areas.

SLO 3:

Graduates will apply knowledge about evidence-based leadership, communication, financial, legal, curriculum/instruction/assessment, and management practices to work in building-level educational administration areas.

SLO 4: Graduates will evidence educational leadership practices demonstrating professional ethics in building-level educational administration areas.

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.

EDL faculty used data from state licensure testing to determine if students have mastered course content as described in SLO #3. These data are summative artifacts reflecting on the entire educational specialist program. The specific data assessed are student GPA and student scores on two state assessments, the "MoCA" and the "MPEA." The MoCA is administered by Pearson and scores are reported back to SLU. The MPEA is a performance assessment completed during the student's internship, scored by SLU faculty, and scores are reported to the state.

Data are solely from program majors/graduates. The program is only offered on campus/on-site.

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).

Data were provided to faculty through the Annual Performance Report created by the state of Missouri. Our assessment coordinator brought the data to a faculty meeting on April 5, 2023, where the entire EDL faculty reviewed the data, identifying strengths, weaknesses, and areas for improvement. We obtained student-level score data from the MoCA from the DESE web site and a faculty member computed means and standard deviations by standard domain:

INSERT BOB'S DATA for EDS students HERE

Faculty noted the test map for the MoCA reveals the following distribution of questions/weight across the test domains:
10 – visionary leadership; 30 – instructional leadership; 30 – managerial leadership; 20 – relational leadership; 10 – innovative leadership.

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)?

Faculty noted declines in student performance from 2021 to 2022. Faculty discussed the impact of COVID on student preparation.

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.

Faculty noted the following opportunities for improvement:

- Faculty will evaluate the alignment of content in all courses to the five domains.
- Faculty will take the MoCA practice test again together.
- Using practice test, make a test map of standards assessed and be sure we have them mapped to courses.
- Faculty will consider developing a test preparation seminar for students.

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?

Faculty shared and discussed the results and findings from this cycle of assessment at the April 5, 2023 faculty meeting.

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.

> Per the above, faculty is evaluating course content for alignment to Missouri content standards, and developing a test preparation seminar.

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**?

> During the fall of 2022, faculty collaborated during monthly faculty meetings around curriculum scope and sequence using the following collaborative plan:
>
> Outcomes:
>
> · September: share Syllabi, update course outcomes and materials
>
> · October: evaluate course content for equity
>
> · November: share and update assessments and rubrics

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

> Faculty will continue to use annual data from the DESE Annual Performance Report, including MoCA and MPEA scores, to evaluate student outcomes and determine program improvements.

C. What were the findings of the assessment?

> As described above, faculty are considering content alignment in courses to DESE domains as assessed on the MoCA.

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

> The EDL faculty consider improvement planning/program assessment in every faculty meeting during the academic year.
> Faculty are incorporating curricular improvements based on these deliberations, such as integration of preparation for the principal internship into the curriculum content for EDL 5630 Principalship I, and EDL 5100 Foundations of Educational Administration.

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.