

# Program

forwarded to the committee of three for an additional round of feedback. In the next phase, the student combined all feedback to produce a final version, which then was evaluated through the dissertation committee following the dissertation defense. The committee voted on the final evaluation of the written dissertations as one of the following: 1) Pass; 2) Pass with Distinction; or 3) Fail. In addition, the EDL Faculty members who served on the committee then convened to discuss strengths and areas of improvement across all written dissertations with a focus on applying leadership concepts in their doctoral research and scholarship.

- 2.) The EDL Faculty members analyzed the effectiveness of the program on the data gathered from the 5 dissertations, relevant to student learning outcomes #3 and #4, for the 2022 assessment cycle.
- 3.) The EDL Faculty members identified themes of strength and areas of growth across courses for discussion at 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

Five Ph.D. students took EDR 6990 during the fall and spring semesters and completed the Ph.D. program, including defending and publishing their written dissertation research studies, which led to the following results of the assessment of Student Learning Outcomes #3 and #4, "Applying leadership concepts in their doctoral research and scholarship." Four students completed their dissertations with a "Pass," and one student with a "Pass with Distinction." Notable strengths for these Ph.D. students' written dissertations included: Rich literature reviews, distinct alignment between the purpose statement, and questions/hypotheses, and research designs. In addition, all dissertations applied leadership concepts such as Culturally Proficient Leadership, Identification of Special Education, and HR practices. Each student's literature review had a section specifically designated to leadership.

Possible areas of growth drawn from this signature assignment included: Overall, students performed well on their dissertations, but there were some notable areas of growth in Chapters 4 and 5 of the dissertation. For example, all five students analyzed their data and reported their findings in "raw data" formatting in Chapter 4. Understanding of the difference between results and findings in the written dissertation seemed to be lacking. In Chapter 5, four out of five students did not understand how to move from findings to drawing conclusions. After direct instruction about the methodology and technical writing associated with the two chapters, the four students worked to improve their chapters. The outcomes of the assessment could have been strengthened by incorporating more class content related to data analysis, findings, and conclusions.

#### 5. Findings: Interpretations & Conclusions

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

Given the data from the artifacts assessed during the 2022 assessment cycle, our Ph.D. graduates are able to apply leadership concepts in their doctoral research and scholarship. We have learned that the Written Dissertation, assi. gradptstten p-4.3 (,) -4 (a) 7d -0.0012 (a) 11 (r) - (ed) 5.3 (.) 48 0. -s 7.44 41.88 542.52 004 Tc -0.005 Tw ag( ) Tj EM

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?

These results were discussed at a Ph.D. committee meeting in August 2022. The instructors of record for EDR 6990 and dissertation committee members shared the results and findings of the five written dissertations. The committee discussed overall strengths, areas of growth needed for students, and possible curricular and pedagogical recommendations. Particular focus was on the need to use the rubric from EDR

The change of the comprehensive examination was implemented in fall 2020. Faculty members who teach courses aligned to the examination questions assess students' attainment of the student learning outcomes. Strengths and areas of growth are discussed at faculty meeting following the grading of the examinations using the Comprehensive Exam Rubric (see attached)

C. What were the findings of the assessment?

During the 2021-2022 assessment cycle, we had 1 Ph.D. students take the comprehensive examination. hundred percent (100%) of students passed the comprehensive examination.

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

The Ph.D. faculty plans to continue monitoring the change of the comprehensive examination and discuss