College/School: Program/s

School of Education

Date (Month/Year):September 2022   Primary Assessment Contact:Sally Beth Lyon/Jaime E. Welborn

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number

2 SLU Outcome:
   Apply the major practices,

	combined. SLU Outcome: Apply knowledge from the field(s) of study to address problems in broader contexts. Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms. PhD Outcome Graduates will apply leadership concepts in their doctoral research and scholarship.	*EDL 6110 District Level Administration *EDL 5100 Foundation of Education Administration Student Development Developed and Reinforced EDR 6970 Research Topics in Education EDR 6990 Dissertation Research *Other leadership courses are available to match the goals of the Ph.D. student.	2. EDR 6970 EDR 6990	three-person dissertation committee made up of graduate faculty members. 2. Written feedback from the committee members during the development of the dissertation. This feedback is individualized and in rubric form to include overall components (rationale and purpose, literature review, purpose statement, research methodology, findings, and explanation).
5	SLU Outcome 1. Evidence scholarly and/or professional integrity in the field of study. PhD outcome: Graduates will address the philosophy and ethical foundations in their oral examinations focusing on their dissertation	Student Development Developed and Reinforced EDR 6970 Research Topics in Education EDR 6990 Dissertation Research EDL 6200 The Ethics of Educational Leadership	1. Preliminary Examination/Project Defense Public Dissertation Defense 2.EDR 6970 EDR 6990	1. Dissertations will be assessed by a three-person dissertation committee made up of graduate faculty members. 2. Written feedback from the committee members during the development of the dissertation. This feedback is individualized and in rubric form to include overall components (rationale and purpose, literature review, purpose statement, research methodology,findings, and explanation).

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

   Because of the importance of continuous program improvement, the program faculty embeds the process of assessment into each faculty meeting. Depending on the month and availability of the data identified in the assessment cycle term, the faculty reviews and analyzes the data. Following this analysis, faculty members discuss the strengths and weaknesses in the data, and then, make recommendations for improving pedagogy, curriculum design, and/or assessment practices. A small team of faculty who teaches courses in the Ph.D. program first reviews the data; presents the findings and recommendations to whole program faculty; and then solicits feedback that informs the annual assessment report.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

   Part of the design in the Education Leadership Ph.D. program's annual assessment cycle is to ensure an evaluation of the assessment-informed changes in previous years occurs. In the cycle, this is accounted for by looping data and focus of program student learning outcomes. For example, in

		Licensure			
2024-2025	2024-2025	Internship/ Team Projects/Individual Reports	Assessment Plan 2022	2	3-4
2025-2026	2025-2026		Assessment Plan 2022		