

Program-Level Assessment: Annual Report

Program Name (no acronyms): Educational Leadership

Department: Educational Leadership

Degree or Certificate Level: Bachelor's Degree

Date (Month/Year): 9/2022

Assessment Contact: Dr. Jaime Welborn

In what year was the data upon which this report is based collected? 2021

In what year was the program's assessment plan most recently reviewed/updated? 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? no

1. Student Learning Outcomes

Which of the program's student learning outcomes were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Final projects from EDL 6450 were analyzed from the fall of 2021 to determine evidence-based practices in guiding district level curriculum. These curriculum audits of district practice compared to best practices as outlined in a PDK type curriculum audit reviewed the district policies relevant to curriculum, the district personnel and their job descriptions, and the district's curriculum. The state 5.9 rubric was used to evaluate this outcome. The state 5.9 rubric specifically assesses "application of evidence-based practice in educational administration, aspects of running a school district, and educational theories to analyze

issues related to execu

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)?

During Fall 2021, there were 29 students who worked on teams to complete the curriculum audit. This resulted in 10 completed audits. Five the audits received 20/20; four of the audits received 19/20; and one received 18/20. The classes were face to face classes and students engaged in both classwork and teamwork throughout the completion of the curriculum audit. It became obvious the audit did not go into enough depth in terms of equity either in the curriculum reviewed or the practices of the district. The audit format was updated to be used in fall of 2022.

5. Findings: Interpretations & Conclusions

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

The data tell us that students who completed the curriculum audit are achieving SLO2 at 90% or greater. If we are to identify a learning gap, it was in the connection between the findings and recommendations. The recommendations are directly connected to the "application of evidence-

Student Name: _____

| CATEGORY | | | | |
|----------|--|---|--|--|
| | All topics are addressed and all forms completed with indepth information from the school district | All topics were addressed and all forms completed with district information | All topics are addressed, and most forms completed | One or more topics/forms were not addressed (internet) |

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| | | All sources (information and graphics) are accurately documented, but a few are not in the desired format. (cited from if copied from Internet) | All sources (information and graphics) are accurately documented, but many are not in the desired format. (cited from if copied from Internet) | Some sources are not accurately documented. |
| | 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. |

the roadmap for improvement

provides the roadmap for improvement

roadmap for improvement

added

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| | 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. |

Diagrams and illustrations