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| **Assurance of Student Learning Report****2023-2024** |
| *College of Education & Behavioral Sciences* | *School of Leadership & Professional Studies* |
| *Educational Leadership Doctoral Program 0010* |
| *Dr. Gary Houchens, Program Director* |
| ***Is this an online program***? [x]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [ ]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1:** The Ed.D. program candidate performs rigorous scholarship, accesses sources of data, synthesizes and communicates ideas, and applies acquired knowledge to theoretical and practice issues relevant to the work of scholar-practitioners in education-related fields (Research Methods Standard 2 – Professional Scholarship) |
| **Instrument 1** | Literature Review for EDLD 710 |
| **Instrument 2** | Root Cause Analysis proposal for EDLD 722 |
| **Instrument 3** | Intervention Chapter for EDLD 798 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[x]  Not Met** |
| **Program Student Learning Outcome 2:** The Ed.D. program candidate demonstrates demonstrates knowledge of the components of adaptive leadership and how to utilize adaptive approaches to effect organizational improvement (Leadership Standard 3 – Adaptive Leadership). |
| **Instrument 1** | Root Cause Analysis proposal for EDLD 734 |
| **Instrument 2** | Intervention chapter for EDLD 798 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2. N/A see notes** | **[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3:**  The Ed.D. program candidate demonstrates knowledge and skill in methods of effectively leading organizational change and improvement (Leadership Standard 4 – Leading Organizational Improvement). |
| **Instrument 1** | Intervention Chapter for EDLD 798 |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3. N/A – see notes** | **[ ]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| The WKU Ed.D. program is in the midst of a major program revision, including a new set of program learning outcomes. New courses and updates to existing courses have recently been initiated in Courseleaf and were approved by the School of Leadership and Professional Studies on April 26, 2024. New program requirements and learning outcomes will be presented to SLPS on May 10, 2024. This assessment plan has been revised from previous years to reflect the new program structure and learning outcomes. For students currently in the program, the only relevant portion of this assessment plan is for Program Student Learning Outcome 1, and only one assessment instrument has been available to us so far – the literature review for EDLD 710. For that course, which included 14 students in the Spring 2024 term, 11 scored proficiently on this assignment, for a total of 79% of students. During the 2024-2025 assessment cycle, we will implement the root cause analysis assessment, and in 2025-2026, the intervention chapter assessment. Once we have established baseline performance data for all SLO’s, we will review our target goals and update as needed, making changes to assessments, assignments, or curriculum if required. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | The Ed.D. program candidate performs rigorous scholarship, accesses sources of data, synthesizes and communicates ideas, and applies acquired knowledge to theoretical and practice issues relevant to the work of scholar-practitioners in education-related fields (Research Methods Standard 2 – Professional Scholarship). |
| **Measurement Instrument 1**  | Literature review: During EDLD 710, Leadership Theory and Ethics, students will complete a short literature review on the leadership dimensions and implications of the problem of practice they have chosen as the topic of their dissertation. |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization. |
| **Program Success Target for this Measurement** | All students participating in EDLD 710 will score at least 27 out of 36 points on the WKU Ed.D. student writing rubric on this assignment. | **Percent of Program Achieving Target** | **(79%) 11 of 14 students** |
| **Methods**  | All students participating in EDLD 710 will complete a literature review on the leadership dimensions and implications of the problem of practice they have chose as the topic of their dissertation. Literature reviews will be assessed using the attached writing rubric.  |
| **Measurement Instrument 2** | Root Cause Analysis Proposal; During EDLD 722 students will design a proposal for a mixed methods study to examine the root causes of their dissertation problem of practice.  |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization; 5) Apply improvement science to problems of practice; 6) Clearly describe a problem of practice and the context surrounding it, including variability; 7) Describe principles of and conduct root cause analyses; 8) Write surveys and interview protocols; 9) Demonstrate an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change; 9) Demonstrate an understanding and ability to apply effective adaptive leadership behaviors. |
| **Program Success Target for this Measurement** | **TBD** | **Percent of Program Achieving Target** | **N/A – see notes** |
| **Methods** | All students participating in EDLD 722 will design a proposal for a mixed methods mini-study examining the root causes of their dissertation problem of practice. The root cause analysis proposal rubric, attached, will be used to assess this assignment. |
| **Measurement Instrument 3** | Intervention Chapter: During EDLD 798, students will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization; 5) Apply improvement science to problems of practice; 6) Write surveys and interview protocols; 7) Calculate statistics and analyze quantitative and qualitative data; 8) Report results; 9) Demonstrate an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change; 10) Demonstrate an understanding and ability to apply effective adaptive leadership behaviors; 11) Demonstrates an ability to lead adaptive work through the application of improvement science; 12) Demonstrate an understanding of how leaders motivate individuals and groups to improve performance; 13) Demonstrate an understanding of how to lead and institutionalize organizational change and improvement. |
| **Program Success Target for this Measurement** | TBD | **Percent of Program Achieving Target** | **N/A – see notes** |
| **Methods** | All students participating in EDLD 798 will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. The intervention cycle rubric, attached, will be used to assess this assignment. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Results are limited because one one of the three assessment instruments has been implemented at this time. Based on that one assessment, only 79% of students were proficient in SLO #1. **Conclusions**: This was the first time this assessment was administered, and the program has just begun to use the rubric associated with this assessment. **Plans for Next Assessment Cycle**: Implement the root cause analysis assessment, which will provide another instrument to measure this SLO. |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | The Ed.D. program candidate demonstrates demonstrates knowledge of the components of adaptive leadership and how to utilize adaptive approaches to effect organizational improvement (Leadership Standard 3 – Adaptive Leadership). |
| **Measurement Instrument 1** | Root Cause Analysis Proposal; During EDLD 722 students will design a proposal for a mixed methods study to examine the root causes of their dissertation problem of practice.  |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization; 5) Apply improvement science to problems of practice; 6) Clearly describe a problem of practice and the context surrounding it, including variability; 7) Describe principles of and conduct root cause analyses; 8) Write surveys and interview protocols; 9) Demonstrate an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change; 9) Demonstrate an understanding and ability to apply effective adaptive leadership behaviors. |
| **Program Success Target for this Measurement** | TBD | **Percent of Program Achieving Target** |  |
| **Methods**  | All students participating in EDLD 722 will design a proposal for a mixed methods mini-study examining the root causes of their dissertation problem of practice. The root cause analysis proposal rubric, attached, will be used to assess this assignment. |
| **Measurement Instrument 2** | Intervention Chapter: During EDLD 798, students will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization; 5) Apply improvement science to problems of practice; 6) Write surveys and interview protocols; 7) Calculate statistics and analyze quantitative and qualitative data; 8) Report results; 9) Demonstrate an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change; 10) Demonstrate an understanding and ability to apply effective adaptive leadership behaviors; 11) Demonstrates an ability to lead adaptive work through the application of improvement science; 12) Demonstrate an understanding of how leaders motivate individuals and groups to improve performance; 13) Demonstrate an understanding of how to lead and institutionalize organizational change and improvement. |
| **Program Success Target for this Measurement** | **TBD** | **Percent of Program Achieving Target** |  |
| **Methods** | All students participating in EDLD 798 will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. The intervention cycle rubric, attached, will be used to assess this assignment. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: N/A**Conclusions**: N/A **Plans for Next Assessment Cycle**: Implement root cause analysis assessment |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | The Ed.D. program candidate demonstrates knowledge and skill in methods of effectively leading organizational change and improvement (Leadership Standard 4 – Leading Organizational Improvement). |
| **Measurement Instrument 1** | Intervention Chapter: During EDLD 798, students will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. |
| **Criteria for Student Success** | (1) Use library databases to locate peer-reviewed journal articles; (2) Conduct a rigorous, analytical review of the literature on a topic; (3) Write an academic paper in APA format; (4) Write papers using correct grammar, college-level vocabulary, skilled writing style and fluidity, and clear organization; 5) Apply improvement science to problems of practice; 6) Write surveys and interview protocols; 7) Calculate statistics and analyze quantitative and qualitative data; 8) Report results; 9) Demonstrate an understanding of the various kinds of challenges (situational, technical, and adaptive) that constitute the foundation of adaptive change; 10) Demonstrate an understanding and ability to apply effective adaptive leadership behaviors; 11) Demonstrates an ability to lead adaptive work through the application of improvement science; 12) Demonstrate an understanding of how leaders motivate individuals and groups to improve performance; 13) Demonstrate an understanding of how to lead and institutionalize organizational change and improvement. |
| **Program Success Target for this Measurement** | **TBD** | **Percent of Program Achieving Target** | **100%** |
| **Methods**  | All students participating in EDLD 798 will carry out the first cycle of interventions targeting their dissertation problem of practice and write up the results. The intervention cycle rubric, attached, will be used to assess this assignment. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: N/A**Conclusions**: N/A **Plans for Next Assessment Cycle**: N/A |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document:**

**Leadership Curriculum Map (proposed; currently in approval process):**



**Research Methods/Improvement Curriculum Map (proposed; currently in approval process):**

