

School of Education
Department of Leadership Studies
Organization and Leadership Program
Program Assessment (Ed.D.)

I. Program Goal(s)

1. Applies research & inquiry skills.
2. Communicates effectively across ethnicities and cultures.
3. Demonstrates ethical & professional standards.
4. Understands current issues and theories in the field of organizational leadership and development.
5. Demonstrates use of technology in organizational research.
6. Gains personal awareness and engages in a process of continuous self-development.
7. Understands the place of service in leadership and attempts to provide such service to appropriate organizational contexts.

II. Learning Outcomes

1. a. Describe primary research approaches used in organizational settings.
2. a. Utilize the body of knowledge in the areas of communication, leadership, organization, and development.
3. a. Develop personal philosophy and ethical principles.
b. Understand their connection to the organizational community.
4. a. Apply practice and experience in public, private, and non-profit organization in local, national and international settings.
5. a. Utilize the body of knowledge in the areas of communication, media and technology.
6. a. Develop personal philosophy and ethical principles.
b. Identify relationship to others in their community and organization.
7. a. Respond to immediate needs and strategic issues in educational communities and organizations.

III. Assessment Method(s)

- a. Each student is assigned a final grade upon completion of individual coursework.
- b. First year doctoral students submit a portfolio after completing a required set of 12 units of coursework. The portfolio also includes a final course paper with instructor's comments. This academic paper must be from one of the required core courses. The O&L faculty review each portfolio using a standard checklist and upon satisfaction signs the portfolio cover sheet. When all the faculty members approve a student's work, the student gains full admission to the O&L program.
- c. Upon successful completion of O&L 709, each student is prepared to launch into the dissertation proposal or to defend the dissertation proposal.
- d. The final assessment process is the successful completion and defense of the doctoral dissertation.

IV. Timeframe

- a. Each Ed.D. candidate works in concert with a faculty advisor and ultimately the dissertation chair. They establish a plan for the time frame for the proposal defense and the dissertation defense.

V. Who will do the Assessment?

- a. Course instructors, dissertation committee members, faculty (portfolio review).

VI. How data will be used to improve program or revise curricula:

Below represents a three-year plan with the purpose to review courses, student interests and program direction.

Year One

1. Documentation through checklist of specific courses elected by students.
2. Patterns of student interests exhibited by topic chosen for dissertation. Documented by titles and personal communication with students. Records will be kept by faculty.

Year Two

1. Review of courses selected and student interest will be reviewed with the intent to determine if some courses need revision or need to be deleted from course offerings.
2. Continued review of students interests to determine if new courses should be considered by offering special topics on a particular subject. If so, special topics can be offered only three times. If each time the special topic is offered it draws a sufficient number of students (10), and is approved by the Department, then it may be submitted to the Curriculum Committee for consideration to be included in the official list of O&L course offerings.
3. Review of students interests, faculty specializations, and current program description to determine if the program represents an integrated curriculum.

Year Three

1. Construction of rubrics for above-listed activities pertaining to course interest, program integration, and print materials that reflect improved directions.