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| **Assurance of Student Learning Report****2022-2023** |
| *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:**  Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success). |
| **Instrument 1** | Discussion Boards |
| **Instrument 2** | Reflection Papers |
| **Instrument 3** | Case presentations |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2:**  Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans. |
| **Instrument 1** | Literature review |
| **Instrument 2** | Papers  |
| **Instrument 3** | Case study assignments and presentations  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3:**  Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization. |
| **Instrument 1** | Class discussion boards and discussion board assignments |
| **Instrument 2** | Papers  |
| **Instrument 3** | Case presentations |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| The Educational Leadership doctoral program is in the process of a significant curricular review and revision. All components are being reviewed and updated to conform with and better support our commitment to Improvement Science as the theoretical and practical framework for the program. Student Learning Outcomes were updated in Courseleaf at some point in the last three years, but the Assessment Plan remained focused on the leadership outcomes described in this document. Program SLO’s will be updated, ideally in Fall of 2023, and a new assessment plan developed and deployed. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success) that is shared and communicated by a group or organization. |
| **Measurement Instrument 1**  | Discussion Boards—Taken together, the courses ( EDLD 710 AND 702) used to examine this PLO included discussion boards as way to measure how students articulate and demonstrate their understanding of being a visionary leader. |
| **Criteria for Student Success** | (1) Demonstrate an understanding of the key assumptions, strengths, and limitations of each of the leadership approaches presented; (2) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others; (4) Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives. |
| **Program Success Target for this Measurement** | Average score of 8 points across all students | **Percent of Program Achieving Target** | **100%** |
| **Methods**  | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the discussion board was used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Demonstrate a high-level understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Demonstrate an understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Demonstrate a basic understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Does not demonstrate an understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented |
| ***Apply multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |
| ***Applies complex principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Applies, on a basic level, principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Does not apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives |

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| **Measurement Instrument 2** | Reflection Papers— Taken together, the core EDLD courses ( EDLD 710, 702, and EDFN 726), required students to write a number of papers.  |
| **Criteria for Student Success** | (1) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (2) Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others. |
| **Program Success Target for this Measurement** | Average score of 6 points across all students | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=6) were used to assist in the examination of this PLO, using he reflection papers used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Applies, on a basic level, theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Does not apply theories of employee motivation*** to appropriately direct follower efforts within the organization |
| ***Demonstrate at a high level, the continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Demonstrates, at a basic level, the continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Does not demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |

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| **Measurement Instrument 3** | Case presentations |
| **Criteria for Student Success** | (1) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (2) Describe your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; (3) Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity. |
| **Program Success Target for this Measurement** | Average score of 6 points across all students | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the case studies and presentations used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Describes, with a high level of detail, your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Describe your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Describes, on a basic level, your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Does not describe your leadership style*** ***and strengths*** and best opportunities for enhancing leadership capacity and leading for equity |
| ***Apply multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Demonstrates, with a high level of detail, the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Demonstrate the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Demonstrates, on a basic level, the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Does not demonstrate the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity |

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| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: These results confirm that the leadership component of the doctoral program is mostly coherent and assessments are generally aligned to program outcomes.**Conclusions**: The leadership coursework is only one component of the program. The existing assessment plan does not adequately address students’proficiency with research and Improvement Science components. Leadership outcomes need to be reviewed and updated and integrated into a more comprehensive assessment plan.**Plans for Next Assessment Cycle**: The Educational Leadership doctoral program is in the process of a significant curricular review and revision. All components are being reviewed and updated to conform with and better support our commitment to Improvement Science as the theoretical and practical framework for the program. Student Learning Outcomes were updated in Courseleaf at some point in the last three years, but the Assessment Plan remained focused on the leadership outcomes described in this document. Program SLO’s will be updated, ideally in Fall of 2023, and a new assessment plan developed and deployed. |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans. |
| **Measurement Instrument 1** | Literature review--taken together, core courses ( EDLD 710, 702, and EDFN 726), were used to examine the use of literature reviews |
| **Criteria for Student Success** | (1) Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance; (2) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (3) Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture; (4) Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement. |
| **Program Success Target for this Measurement** | Average score of 8 points across all students | **Percent of Program Achieving Target** | **100%** |
| **Methods**  | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the literature review that was used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Applies multiple principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance | ***Apply principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance | ***Applies basic principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Does not apply principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance |
| ***Applies multiple*** ***theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Applies, on a basic level, theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Does not apply*** theories of employee motivation to appropriately direct follower efforts within the organization; |
| ***Describes the complexity of research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describes, on a basic level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Does not describe*** ***research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture |
| ***Demonstrates, at a high-level, continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Demonstrates, on a basic level,*** ***continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Does not demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement |

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| **Measurement Instrument 2** | Case study assignments |
| **Criteria for Student Success** | (1) Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity; (2) Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture |
| **Program Success Target for this Measurement** | **Average score of 4 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the case study assignments used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 5 points), satisfactory (no more than 5 but no less than 4 points), need some work (no less than 3 and no more than 2 points), unacceptable (less than 1 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Demonstrate a high-level understanding*** ***the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Demonstrate*** ***the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Demonstrate a basic understanding*** ***of the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Does not demonstrate the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity |
| ***Describes, on a complex level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others | ***Describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describes, on a basic level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others | ***Does not describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others |

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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: These results confirm that the leadership component of the doctoral program is mostly coherent and assessments are generally aligned to program outcomes.**Conclusions**: The leadership coursework is only one component of the program. The existing assessment plan does not adequately address students’proficiency with research and Improvement Science components. Leadership outcomes need to be reviewed and updated and integrated into a more comprehensive assessment plan.**Plans for Next Assessment Cycle**: The Educational Leadership doctoral program is in the process of a significant curricular review and revision. All components are being reviewed and updated to conform with and better support our commitment to Improvement Science as the theoretical and practical framework for the program. Student Learning Outcomes were updated in Courseleaf at some point in the last three years, but the Assessment Plan remained focused on the leadership outcomes described in this document. Program SLO’s will be updated, ideally in Fall of 2023, and a new assessment plan developed and deployed. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization |
| **Measurement Instrument 1** | Class discussion boards and discussion board assignments |
| **Criteria for Student Success** | (1) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (2) Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives; (3) Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance. |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods**  | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the discussion board used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| --- | --- | --- | --- |
| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Applies, on a basic level,*** ***theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Does not theories of employee motivation*** to appropriately direct follower efforts within the organization; |
| ***Apply multiple principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Applies, on a basic level, the principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Does not apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives |
| ***Applies complex principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Apply principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Applies, on a basic level, principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Does not apply principles*** ***of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance |

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| **Measurement Instrument 2** | Papers |
| **Criteria for Student Success** | (1) Describe your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; (2) Synthesize learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of ethics in the context of equity; (3) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (4) Explain historical and contemporary perspectives of leadership.  |
| **Program Success Target for this Measurement** | **Average score of 8 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=6) were used to assist in the examination of this PLO, using papers used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| --- | --- | --- | --- |
| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Describe, with a high-level of complexity, your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Describe your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Describes, at a basic level, your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Does not describe your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity |
| ***Complex synthesis of learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Synthesize learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Basic synthesis of learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Does not synthesize learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Applies basic theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Does not apply theories of employee motivation*** to appropriately direct follower efforts within the organization |
| ***Explains with a high-level of complexity,*** historical and contemporary perspectives of leadership | ***Explain*** historical and contemporary perspectives of leadership | ***Explains basic*** historical and contemporary perspectives of leadership | ***Does not explain*** historical and contemporary perspectives of leadership |

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| **Measurement Instrument 3** | Case studies and presentations |
| **Criteria for Student Success** | (1) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (2) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others;  |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=6) were used to assist in the examination of this PLO, using the case studies and presentations used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| --- | --- | --- | --- |
| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Applies multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |
| ***Describe the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |

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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: These results confirm that the leadership component of the doctoral program is mostly coherent and assessments are generally aligned to program outcomes.**Conclusions**: The leadership coursework is only one component of the program. The existing assessment plan does not adequately address students’proficiency with research and Improvement Science components. Leadership outcomes need to be reviewed and updated and integrated into a more comprehensive assessment plan.**Plans for Next Assessment Cycle**: The Educational Leadership doctoral program is in the process of a significant curricular review and revision. All components are being reviewed and updated to conform with and better support our commitment to Improvement Science as the theoretical and practical framework for the program. Student Learning Outcomes were updated in Courseleaf at some point in the last three years, but the Assessment Plan remained focused on the leadership outcomes described in this document. Program SLO’s will be updated, ideally in Fall of 2023, and a new assessment plan developed and deployed. |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document: Note: curriculum map for the entire program is under review and revision.**