

**Academic Affairs Assessment of Student Learning**

**Assessment Plan for Academic Years 2024-2025**

**Instructions:**

* Please submit a copy of this assessment plan to the Director of the Office of Institutional Research, Assessment and Effectiveness
* Please be sure to keep a copy of the assessment plan in your department office.

**Identifying Information:**

College: College of Professional Studies

Department/Program: Leadership Studies/EdD

Assessment Coordinator’s Name: Dr. Stephanie Burdette

Assessment Coordinator’s Email Address: stephanie.burdette@wvstateu.edu

Academic Year: 2024-2025

*Note: The first EdD cohort began coursework in May 2024. This assessment plan should be viewed as a fluid document as the department navigates the first cohort of students in the program.*

 **Program Learning Outcomes**

This program will positively increase organizational achievement in organizations of the region, state, and nation. The program will also address outreach in areas of social justice, fairness and equity and work with a variety of populations and communities in order to build and maintain safe, caring, and healthy organizational environments using research-based practices. In the context of the program, Educational Objectives will also be known as Program Learning Outcomes (PLOs). The program will develop students’ professional knowledge, skills, and dispositions so they may demonstrate their ability to:

1. Identify and implement components of organizational analysis for improvement, principles of leadership, and equity and leadership with diverse communities. (LS 800, LS 810, and LS 830)
2. Implement action-based opportunities for measurable organizational improvement with a focus on equitable practices, incorporated into the completion of a terminal degree. (LS 805, LS 815)
3. Evaluate knowledge base of current research related to leadership. (LS 815)
4. Identify local, state, and federal laws, rights, and policies related to organizations/institutions and act in accordance within ethical bounds in leadership. (LS 820)
5. Discern appropriate research approaches (including statistical methods and qualitative methods) and programmatic measures related to their work environment. (LS 825, LS 835)
6. Show organizational leadership skills in communications that follow ethical and professional norms, including understanding of backgrounds and cultures and responsiveness to the needs of a variety of audiences. (LS 840)
7. Incorporate literacy to constituents of the organization. (LS 850)
8. Integrate historical, legal, developmental, sociological research, and systems theories to allow students to meet the students’ personal and organizational goals and objectives. (LS 860, LS 870, LS 880)
9. Apply cultural responsiveness in leadership to ensure equity in organizations and for all constituents. (LS 830, LS 840, LS 860, and LS 870)
10. Design, develop, conduct, evaluate, and share findings from research projects that allow program participants to meet their organization and/or personal needs. Shared findings will include presentation and/or publication of results (LS 805, LS 845, LS 855, LS 865)

Additionally, the EdD program adheres to the WV essential graduation competencies (for graduate programs)

 Upon completion of their graduate education experience, students will:

1. Demonstrate Effective oral and written communication.

2. Apply technology appropriate to field of study.

3. Interpret scientific reasoning appropriate to field of study.

4. Demonstrate ability to work collaboratively and ethically in their field of study.

5. Understand and apply strategies that foster inclusion and cultural competency while advancing equity across various constituencies.

**Curriculum Map**\*

|  |  |  |
| --- | --- | --- |
| PLO | Course | Notes |
| 1.Identify and implement components of organizational analysis for improvement, principles of leadership, and equity and leadership with diverse communities. | LS 800, LS 810, and LS 830 |  |
| 2. Implement action-based opportunities for measurable organizational improvement with a focus on equitable practices, incorporated into the completion of a terminal degree.  | LS 805, LS 815 |  |
| 3.Evaluate knowledge base of current research related to leadership.  | LS 815 |  |
| 4.Identify local, state, and federal laws, rights, and policies related to organizations/institutions and act in accordance within ethical bounds in leadership.  | LS 820 |  |
| 5.Discern appropriate research approaches (including statistical methods and qualitative methods) and programmatic measures related to their work environment.  | LS 825^, LS 835 | ^course creation in progress and/or awaiting approval by GSC |
| 6.Show organizational leadership skills in communications that follow ethical and professional norms, including understanding of backgrounds and cultures and responsiveness to the needs of a variety of audiences. | LS 840^ | ^course creation in progress and/or awaiting approval by GSC |
| 7. Incorporate literacy to constituents of the organization. | LS 850^ | ^course creation in progress and/or awaiting approval by GSC |
| 8.Integrate historical, legal, developmental, sociological research, and systems theories to allow students to meet the students’ personal and organizational goals and objectives.  | LS 860^, LS 870^, LS 880 | ^course creation in progress and/or awaiting approval by GSC |
| 9.Apply cultural responsiveness in leadership to ensure equity in organizations and for all constituents.  | LS 830, LS 840^, LS 860^, and LS 870^ | ^course creation in progress and/or awaiting approval by GSC |
| 10.Design, develop, conduct, evaluate, and share findings from research projects that allow program participants to meet their organization and/or personal needs. Shared findings will include presentation and/or publication of results  | LS 805, LS 845^, LS 855^, LS 865^ | ^course creation in progress and/or awaiting approval by GSC |

*\*Unlike the MEIL program in LS, the EdD program is not governed by state or national standards.*

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

The curriculum map above provides an overview of the courses during which respective PLOs will be addressed. The chart below provides (tentative) sequential view of the course offerings across the span of the two-year program of study.

|  |  |  |
| --- | --- | --- |
| Semester 1 | Summer 2024 | LS 800 and LS 815 |
| Semester 2 | Fall 2024 | LS 810, LS 830, and LS 805 |
| Semester 3 | Spring 2025 | LS 825, LS 880, and LS 835 |
| Semester 4 | Summer 2025 | LS 820 and LS 845 |
| Semester 5 | Fall 2025 | LS 860, LS 850, and LS 855 |
| Semester 6 | Spring 2026 | LS 840, LS 870, and LS 865 |

1. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

Each class in the program includes coursework, primarily in the form of short-term or long-term projects, assessed using a unique rubric aligned with the course’s specific expectations and outcomes. While many courses are still in the drafting or approval phase, each is guided by a syllabus framework that outlines the program learning outcomes (PLOs) to be addressed. This framework serves as a resource for course developers as they design the study modules for the remaining classes.

1. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Given the recent initiation of the EdD program, opportunities to formalize an assessment plan have been limited. However, in alignment with the program's commitment to ongoing, continuous improvement, the faculty regularly convenes to discuss programmatic matters. These discussions have resulted in adjustments such as changes to the course rotation, revisions to how action research is introduced and facilitated, and notes for future course updates.

As with the other Leadership Studies programs, we plan to implement a multi-level review process for programmatic assessments. Initially, performance will be reviewed by course instructors, with changes made as needed. This process may prove more complex than that of the MEIL program, as several EdD courses will be taught by adjunct faculty from other WVSU departments. The method for data collection has yet to be finalized, with options under consideration including SLL or alternative electronic tools such as Google Forms. A comprehensive review of collected data is planned for late summer each year.