



Program Assessment Report (PAR)

Organizational Studies (OS) Doctoral Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to become 1. organizational leaders who incorporate their knowledge of organizational and leadership theories into skillful interactions within larger systems (organizational, local, regional, national, and global) while enhancing the development of others in surrounding contexts; 2. research practitioners who identify organizational processes, demonstrate the research process through systematic inquiries, and share the findings through broad-scale oral and written means to expand the knowledge in the field; 3. professional mentors and leaders who build a capacity for and promote a culture of change in their workplace; and, 4. educational facilitators and problem solvers who develop and inspire diverse and critical thinking, group knowledge-building, and open-ended processes to manage problems that cannot be anticipated and require non-linear problem solving.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

1. organizational leaders who incorporate their knowledge of organizational and leadership theories into skillful interactions within larger systems (organizational, local, regional, national, and global) while enhancing the development of others in surrounding contexts; Numerous course projects, mid-term & final examinations, research papers, and multiple student presentation both in groups and individually. Assessment methods varies from rating rubrics for research paper, course project exam, and presentations as well as written feedback on the research papers, and major papers. [Courses] DOS 9010 History and Theory in Organizational Studies DOS 9015 Leadership Theory DOS 9020 Organizational Leadership Skills Communication, Ethics, & Relationships DOS 9030 Systems and Change in Organizational Settings DOS 9035 Emerging Issues in Organizational Studies DOS 9040 Organizations in a Global Environment 2. research practitioners who identify organizational processes, demonstrate the

research process through systematic inquiries, and share the findings through broad-scale oral and written means to expand the knowledge in the field; Numerous course projects, mid-term & final examinations, research papers, and multiple student presentation both in groups and individually. Assessment methods varies from rating rubrics for research paper, course project exam, and presentations as well as written feedback on the research papers, and major papers. [Courses] DOS 9050 Advanced Research Methods I DOS 9060 Advanced Research Methods II DOS 9070 Selected Multivariate Statistics DOS 9080 Structural Equation Modeling DOS 9090 Advanced Qualitative Methods Seminar 3. professional mentors and leaders who build a capacity for and promote a culture of change in their workplace; and, Numerous course projects, mid-term & final examinations, research papers, and multiple student presentation both in groups and individually. Assessment methods varies from rating rubrics for research paper, course project exam, and presentations as well as written feedback on the research papers, and major papers. [Courses] DOS 9020 Organizational Leadership Skills Communication, Ethics, & Relationships DOS 9030 Systems and Change in Organizational Settings 4. educational facilitators and problem solvers who develop and inspire diverse and critical thinking, group knowledge-building, and open-ended processes to manage problems that cannot be anticipated and require non-linear problem solving. Numerous course projects, mid-term & final examinations, research papers, and multiple student presentation both in groups and individually. Assessment methods varies from rating rubrics for research paper, course project exam, and presentations as well as written feedback on the research papers, and major papers. [Courses] DOS 9000 Colloquium in Organizational Studies DOS 9800 Internship in Organizational Studies DOS 9980 Qualifying Preparation in Organizational Studies Doctorate [Important Note about Evaluating Doctoral Level Learning Objectives] The doctoral learning objectives require higher cognitive knowledge and skills coupled with higher dispositions than masters learning objectives. Doctoral learning objectives require evaluative measures beyond one-on-one correspondence between each learning objective and an assessment tool as described in the “tips.” Illustrating within the frameworks of the Revised Bloom’s Taxonomy (Anderson, Krathwohl, and Bloom, 2001), the DOS program objectives are assessed at the metacognitive level of knowledge in all cognitive processing dimensions. To meet all 4 learning objectives together, DOS program utilizes the following evaluations. 1) Internship Presentation (Evaluated by Internship Supervisor and Faculty) 2) Qualifying Exam (Evaluated by DOS Program Curriculum Committee) 3) Doctoral Dissertation Proposal Defense (Doctoral Candidacy Evaluated by Dissertation Committee) 4) Doctoral Dissertation Defense (Evaluated by Dissertation Committee)

B. Scoring of Student Work

Rubric(s) for academic writings & project(s) in each course, evaluated by each course instructor. 1. organizational leaders who incorporate their knowledge of organizational and leadership theories into skillful interactions within larger systems (organizational, local, regional, national, and global) while enhancing the development of others in surrounding contexts; Numerous course projects,

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C. Indirect Assessment

Graduates (2016-2019) comments concerning Appropriateness of current learning outcomes were positive. For example, in the survey response, a graduate of the program stated “The current learning outcomes for the EdD program are extremely valuable to workforce needs. From providing graduates with critical thinking

skills, knowledge of leadership and organizational theories, and skills to conduct research in the field, the course work provided by the expert faculty in the EdD program have been invaluable to myself and my classmates. The current learning outcomes are appropriate and necessary for those who wish to lead an organization. These learning outcomes are what immediately drew my attention to the DOS program and were key factors in my decision to pursue the degree. “Further, graduates assessed their own skills in research and performance as leaders with self-confidence, and reported about promotion to a higher-level leadership positions. “The education I received in the EdD program, especially related to advanced research methods and statistics was superb. I cannot imagine having felt confident enough to complete my dissertation without the high-level knowledge and skills obtained in the EdD coursework and from the extremely supportive and highly trained faculty.” “As a member of the first cohort in the DOS program, I have witnessed the DOS faculty continually evaluate and assess the program and make enhancements, when needed, to improve the program. They actively sought feedback from students and stakeholders and acted upon the information they received. Such efforts, in my opinion, are key to developing and maintaining a high-quality product. As a degree recipient, I feel the program has adequately provided me with the needed knowledge and skills to be an effective leader.”

III. ASSESSMENT RESULTS/INFORMATION:

1. DOS coursework 2. Internship Presentation 3. DOS Qualifying Exam 4. Doctoral Candidacy (defense of dissertation of proposal) 5. Doctoral Dissertation

1. Most DOS students maintained high quality work in courses. 2. One student completed presentation in fall 2019. Many DOS students who planned did not complete internship in spring - fall 2020 due to COVID-19. The next internship presentation is scheduled in 2021. 3. One DOS student passed with high quality in fall 2020. 4. Two DOS students became doctoral candidates after successfully defending dissertation in spring and summer 2020. 5. Four DOS students successfully defended dissertation in 2019-2020. (1 in fall 2019, 2 in summer 2020, and 1 in fall 2020). .

1. Various DOS coursework address different aspects of 4 learning outcomes. 2. Internship presentation addresses all 4 learning outcomes together. 3. Qualifying exam addresses all 4 learning outcomes together. 4. Doctoral dissertation proposal defense addresses all 4 learning outcomes together. 5. Doctoral dissertation addresses all 4 learning outcomes together

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Discussion with stakeholders regarding Program responsiveness to regional, state, national, and societal needs summarized as follows. • As previously stated, providing graduates with critical thinking skills, knowledge of leadership and organizational theories, and skills to conduct research in the field is invaluable to the needs in the workforce both locally and beyond. Training practitioners on how to work through organizational problems in a non-linear manner is critical to organizational success, no matter what type of organization that graduates of the EdD program are employed. In addition, it goes without saying that for those who chose to work in higher education, it is almost necessary to have a terminal degree in order to be at the same level of faculty colleagues to help invoke change, as well as be seen by students as having the expertise to teach and train them, specifically related to research and leadership training in my particular case. • As outlined in the current learning objectives, the DOS program is designed to train organizational members to be aware of and adaptive to various systems and environments, both internally and externally, to which they are coupled. As a result, graduates of the program have the necessary skills to respond appropriately to changes within any hierarchical or open system. [Actions to Improve Student Learning] • DOS Curriculum Audit (DOS Curriculum Committee) • Students & graduates survey feedback • Dissertation progress reports [Attachments] The following documents were created based on feedback from DOS program faculty, dissertation chairs, students, and graduates of the program. 1) Ed.D. in Organizational Studies Handbook (Updated May, 2020) 2) Dissertation Prospectus to Dissertation Defense A Handbook for Dissertation Chairs, Co-chairs. Committee Members and Students in the Organizational Studies Doctoral Program (Updated June, 2020) 3) EdD Graduates Survey Constituent Feedback (January, 2020)

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.