



## Program Assessment Report (PAR)

### Organizational Studies (OS) Doctoral Degree

**REPORT PREPARED by:** Miura, Yoko

**ACADEMIC YEAR COVERED BY THIS REPORT:** 2020-2021

#### 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 (Course Project, & Presentation) DOS 9015 Leadership Theory (Leadership Book Review/Analysis) DOS 9020 Organizational Leadership Skills Communication, Ethics, & Relationships (Leadership Platform, & Course Project) DOS 9030 Systems and Change in Organizational Settings (Leadership Book Review/Analysis) DOS 9035 Emerging

Issues in Organizational Studies (Leadership Book Review/Analysis) DOS 9040 Organizations in a Global Environment (Leadership Book Review/Analysis) 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 and DOS 9060 are Core courses. Students select the third research method course of their choices, so that DOS 9070, 9080, and 9090 are optional.) DOS 9050 Advanced Research Methods I (Weekly assignments for segments knowledge in basic qualitative & quantitative analysis, research design, logic model building, hypotheses construction, and statistical skills; Course Project, Statistical tests, Qualitative Capstone Project, Mix-Methods analysis paper, & Presentation) DOS 9060 Advanced Research Methods II (Weekly assignments for segments knowledge & skills in inferential statistics such as ANOVA, ANOCOVA, Multiple Regressions; Course project, & Presentation, Conference Proposal) DOS 9070 Selected Multivariate Statistics (Module assignments for segments knowledge & skills in Data Preparation, Screening & Cleaning, and multivariate statistics such as ANOCOVA, MAN(C)OVA, Factor Analysis, Multiple Regressions, Logistic Regression; Course project, & Presentation, Conference Poster) DOS 9080 Structural Equation Modeling (Module assignments for segments knowledge & skills in preparing and screening the data for SEM, designing different kinds of Structural Equation Models, calculating parameters, assessing indices; Course project, & Presentation, & Conference Proposal) DOS 9090 Advanced Qualitative Methods Seminar (Weekly assignments for segments knowledge in main qualitative analysis such as Narrative Research, Phenomenological Research, Grounded Theory Research, Ethnographic Research, Case Study Research; Qualitative Coding Analysis Methods; Course Project) 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 (Leadership Book Review/Analysis, Leadership Platform, & Course Project) DOS 9030 Systems and Change in Organizational Settings (Leadership Book Review/Analysis, & Course Project) 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 (Philosophical stance presentation, Internship presentation, Analysis of Current Research, & Reflection) DOS 9800 Internship in Organizational Studies (Internship hours with executive level leaders of an organization, Solution project presentation, Internship logs, and Reflections) 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**

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Proposal) DOS 9070 Selected Multivariate Statistics (Module assignments for segments knowledge & skills in Data Preparation, Screening & Cleaning, and multivariate statistics such as ANOCOVA, MAN(C)OVA, Factor Analysis, Multiple Regressions, Logistic Regression; Course project, & Presentation, Conference Poster) DOS 9080 Structural Equation Modeling (Module assignments for segments knowledge & skills in preparing and screening the data for SEM, designing different kinds of Structural Equation Models, calculating parameters, assessing indices; Course project, & Presentation, & Conference Proposal) DOS 9090 Advanced Qualitative Methods Seminar (Weekly assignments for segments knowledge in main qualitative analysis such as Narrative Research, Phenomenological Research, Grounded Theory Research, Ethnographic Research, Case Study Research; Qualitative Coding Analysis Methods; Course Project) 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 (Leadership Book Review/Analysis, Leadership Platform, & Course Project) DOS 9030 Systems and Change in Organizational Settings (Leadership Book Review/Analysis, & Course Project) 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 (Philosophical stance presentation, Internship presentation, Analysis of Current Research, & Reflection) DOS 9800 Internship in Organizational Studies (Internship hours with executive level leaders of an organization, Solution project presentation, Internship logs, and Reflections) 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)

### **C. Indirect Assessment**

The outside evaluator from Center for Practice Engaged Education Research (C-PEER) at University of Colorado, Denver conducted a focus group session among the 6 graduates (2020-2022) and submitted the summary finding report. Overall evaluation states as follows: Graduates report high levels of satisfaction with the DOS program, reporting that they have and will continue to recommend the program to others. While all respondents reported some challenges in the program design, they all described a program that has been continuously improving in response to feedback. Graduates spoke extensively about the program's support of outcomes one and two; They spoke less about outcomes three and four. The subsequent sections of this evaluation outline graduates' satisfaction with specific program components.

### **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. Curriculum alignment among courses is an ongoing tasks of DOS curriculum committee. 2. One student presented in spring 2021, and two students presented in fall 2022 among the cohort of 4 (75%). 3. Three DOS student passed with passing quality in fall 2022. One student decided not to take the qualifying exam due to personal reasons and graduated with a Master's degree. 4. Three DOS students became doctoral candidates after successfully defending dissertation in spring, summer and fall 2022. 5. Two DOS students successfully defended dissertation in 2021-2022. (2 in spring 2022).

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] The report of the outside evaluators from Center for Practice Engaged Education Research (C-PEER) at University of Colorado, Denver suggested areas for improvement in course content, and faculty commitment as a dissertation chair. The following action plans are in place based on this report, as well as internal student surveys. • DOS Curriculum Audit (DOS Curriculum Committee) • Revising dissertation stage handbook, and providing additional dissertation support sessions • Students & graduates survey feedback (ongoing) • 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, 2022) 2) Dissertation Prospectus to Dissertation Defense: A Handbook for Dissertation Chairs, Co-chairs. Committee Members and Students in the Organizational Studies Doctoral Program (Will be Updated January, 2023) 3) Report by the Center for Practice Engaged Education Research (C-PEER) at University of Colorado, Denver (April, 2022)

## **V. SUPPORTING DOCUMENTS**

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