



Assessment Status 2018

Program: O&L MA and EdD

Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?	Y		Provided below
Has a rubric been developed for at least one PLO?	Y		Yes, a rubric has been created for all PLOs for each program. They are provided below
Has a direct assignment been identified?	Y		Yes: O&L MA program will use the MA thesis/field project O&L EdD program will use the EdD portfolio and dissertation
Is the annual assessment plan complete?		N	To be completed in the Fall 2018 semester
Are student entry and exit surveys reviewed?	Y		
Has program review been completed for this cycle?	Y		PR completed in 2018.
Has the action plan been completed?		N	Action plan due by December 2018
What actions have the program taken as a result of annual assessment or program review?	Y		

Program Learning Outcomes:

I. Current PLOs

O&L EdD PLOs:

- Develop a nuanced and integrative understanding of traditional leadership theories and critical perspectives.
- Develop an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.
- Produce knowledge and interventions that build the capacity within schools, communities, and organizations to work towards justice.
- Develop competency as leaders by practicing reflexivity and self-awareness grounded in a social justice orientation.

O&L MA PLOs:

- Critique Systems of Power
 - Identify ways institutions perpetuate, and create opportunities to challenge, injustice, inequality, and oppression.
- Organizational Complexities
 - Identify, describe, and critique theories for analyzing organizations and institutions and their relationship to society.
- Leadership
 - Identify, describe, and critique leadership theory and traditional approaches to leadership in educational settings and community contexts.
 - Articulate a leadership philosophy and develop practical approaches to function as agents of change.

When were the PLOs last reviewed or updated?

The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

SOE Curriculum Map Template

LEARNING OUTCOMES¹ (I = Introduced; R = Reinforced; A = Achieved)	REQUIRED COURSES												
	614	655	615	618	622	627	630	652	654	656	663	670	698
Critique Systems of Power Identify ways institutions perpetuate, and create opportunities to challenge, injustice, inequality, and oppression	I/R	R	R	R/A	R/A	I/R/A	R	A	A		A	I/R	R
Leadership Identify, describe, and critique leadership theory and traditional approaches to leadership in educational settings and community contexts.	I/R	R	R			R/A	R	R	R			R/A	R
Articulate a leadership philosophy and develop practical approaches to function as agents of change.	I/R	R	R	I	I	R	R/A	A	A		A	R/A	R

SOE Curriculum Map : Organization and Leadership Ed.D. Program

LEARNING OUTCOMES¹ (I = Introduced; R = Reinforced; A = Achieved)	REQUIRED COURSES											
	750	751	754	763	770	709	790	791	737	718	761	
Develop a nuanced and integrative understanding of traditional leadership theories and critical perspectives.	I/R	I/R	R	R	I/R	A	A	A			R	
Develop an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.	I/R	I/R	I/A	R	R	A	A	A	R	R/A	R/A	
Produce knowledge and interventions that build the capacity within schools, communities, and organizations to work towards justice.	I/R	I/R	A	A	R	A	A	A	R	R	R/A	
Develop competency as leaders by practicing reflexivity, self-awareness, and practice grounded in a social justice orientation.	I/R	I/R	R/A	A	R	A	A	A	R		R/A	

¹O&L 750- Organizational Theory-Desi
O&L 754- School, Community and Society- Darrick
O&L 770- Ethical Organization- Pat
O&L 790- Dissertation Proposal Development

O&L 751- Leadership Theories- Pat
O&L 763- Race, Diversity and Higher Education- Darrick
O&L 709- Dissertation Proposal Seminar
O&L 791- Dissertation Research and Writing

ORGANIZATION & LEADERSHIP MA THESIS/FIELD PROJECT RUBRIC

	Exceeds	Meets	Approaches	Does Not Meet
<i>Critique Systems of Power (PLO 1)</i>	Demonstrates a nuanced understanding of the multiple ways institutions perpetuate and create opportunities to challenge injustice, inequality, and oppression.	Demonstrates an understanding of the way(s) institutions perpetuate and create opportunities to challenge injustice, inequality, and oppression.	Demonstrates a limited or superficial understanding of the way(s) institutions perpetuate and create opportunities to challenge injustice, inequality, and oppression.	Fails to demonstrate an understanding of the way(s) institutions perpetuate and create opportunities to challenge injustice, inequality, and oppression. Relies largely on ahistorical or individualistic accounts of social phenomena.
<i>Explore & Understand Organizational Complexities (PLO 2)</i>	Demonstrates a nuanced and integrated understanding of multiple theories used to analyze organizations and institutions and their relationship to society.	Demonstrates an understanding of one or more theories used to analyze organizations and institutions and their relationship to society.	Demonstrates an understanding of at least one theory used to analyze organizations and institutions and their relationship to society.	Fails to demonstrate an understanding of theories used to analyze organizations and institutions and their relationship to society.
<i>Demonstrate Integrated Understanding of Leadership (PLO 3)*</i>	Demonstrates a nuanced and integrated understanding of multiple traditional leadership theories with critical perspectives. Articulates a powerful, reflexive, self-reflective leadership philosophy that provides insightful practical approaches for how to function as an agent of change.	Demonstrates an integrated understanding of one or more traditional leadership theories with a critical perspective. Articulates a self-reflective leadership philosophy that provides practical approaches for how to function as an agent of change.	Demonstrates an understanding of at least one traditional leadership theory but fails to integrate it with a critical perspective. Articulates a leadership philosophy but fails to provide practical approaches for how to function as an agent of change.	Fails to demonstrate either an understanding of traditional leadership theories or critical perspectives. Fails to articulate a self-reflective leadership philosophy and/or fails to provide practical approaches for how to function as an agent of change.
<i>Communicate Through Clear and Cogent Written Work</i>	Written work is consistently well-organized to make a clear and cogent argument. Writing is a joy to read and error-free.	For the most part, written work is well-organized to make a clear and cogent argument. For the most part, writing is error-free and does not detract from the comprehensibility of the text.	Some written work is well-organized to make a clear and cogent argument. Writing contains errors that sometimes detract from the comprehensibility of the text.	Most written work is no well-organized and fails to make a clear and cogent argument. Writing contains a substantial number of errors that regularly detracts from the comprehensibility of the text.

* For MA thesis students this will have to be assessed through their class assignment, "Leadership Philosophy" – OR we should have students attach this or some other version of it to their MA thesis.

ORGANIZATION & LEADERSHIP EDD PORTFOLIO RUBRIC

	Exceeds	Meets	Approaches	Does Not Meet
<i>Demonstrates understanding of leadership and/or organizational theories. (PLO 1 & 2)</i>	Demonstrates a nuanced and integrated understanding of multiple traditional leadership or organizational theories with critical perspectives.	Demonstrates an integrated understanding of one or more traditional leadership or organizational theories with a critical perspective.	Demonstrates an understanding of at least one traditional leadership or organizational theory but fails to integrate it with a critical perspective.	Fails to demonstrate either an understanding of traditional leadership and organizational theories or critical perspectives.
<i>Explores knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice. (PLO 3)</i>	Provides a thorough review of existing research on concept(s) or practice(s) that build the capacity within schools, communities, and organizations to work towards justice. Makes an original and compelling argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.	Provides a review of existing research on concept(s) or practice(s) that build the capacity within schools, communities, and organizations to work towards justice. Makes an original and plausible argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.	Provides a superficial or clearly incomplete review of existing research on concept(s) or practice(s) that build the capacity within schools, communities, and organizations to work towards justice. Makes a superficial and/or implausible argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.	Fails to provide a review of existing research on concept(s) or practice(s) that build the capacity within schools, communities, and organizations to work towards justice. Fails to make an argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.
<i>Demonstrates potential as a leader by engaging in reflexivity, self-awareness, and practice grounded in a social justice orientation. (PLO 4)</i>	Consistently demonstrates leadership potential by engaging in reflexivity, self-awareness, and social justice practice within classes and the school of education as a whole.	Often demonstrates leadership potential by engaging in reflexivity, self-awareness, and social justice practice within classes and/or the school of education as a whole.	Sometimes demonstrates leadership potential by engaging in reflexivity, self-awareness, and social justice practice within classes and/or the school of education as a whole.	Rarely engages in reflexivity, self-awareness, or social justice practice within classes or in the school of education as a whole.
<i>Demonstrates ability to produce clear and cogent written work.</i>	Written work is consistently well-organized to make a clear and cogent argument. Writing is a joy to read and error-free.	For the most part, written work is well-organized to make a clear and cogent argument. For the most part, writing is error-free and does not detract from the comprehensibility of the text.	Some written work is well-organized to make a clear and cogent argument. Writing contains errors that sometimes detract from the comprehensibility of the text.	Most written work is no well-organized and fails to make a clear and cogent argument. Writing contains a substantial number of errors that regularly detracts from the comprehensibility of the text.

Semester/Year: _____

Student: _____ Advisor: _____

Portfolio Decision

- Pass. This student is prepared to complete a dissertation that will meet the Program Learning Outcomes below.
- Pass with reservations. We recommend/require the following additional supports before the student enrolls in O&L 709:
 - Writing course
 - Individualized writing support

- Routine copy editing
- Fail with the opportunity to resubmit. The student is required to submit
- Fail without the opportunity to resubmit. We recommend that the student be counseled out of the program.

EdD in Organization & Leadership – Program Learning Outcomes

By the time that a student completes his/her dissertation, the student will:

- 1: Develop a nuanced and integrative understanding of traditional leadership theories and critical perspectives.
- 2: Develop an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.
- 3: Produce knowledge and interventions that build the capacity within schools, communities, and organizations to work towards justice.
- 4: Develop competency as leaders by demonstrating reflexivity, self-awareness, and practice grounded in a social justice orientation.

ORGANIZATION & LEADERSHIP EDD DISSERTATION RUBRIC

	Exceeds	Meets	Approaches	Does Not Meet
<p><i>Engages thoughtfully with existing knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</i> (PLO 3)</p>	<p>Through the dissertation literature review, the candidate provides a thorough review of existing knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</p> <p>Through the literature review, the candidate makes an original and compelling argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.</p>	<p>Through the dissertation literature review, the candidate provides a review of existing knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</p> <p>Through the literature review, the candidate makes an original and plausible argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.</p>	<p>Through the dissertation literature review, the candidate provides a superficial or clearly incomplete review of existing knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</p> <p>Through the dissertation literature review, the candidate makes a superficial and/or implausible argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.</p>	<p>Through the dissertation literature review, the candidate fails to provide a review of existing knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</p> <p>Through the dissertation literature review, the candidate fails to make an argument about the state of knowledge or interventions and its potential to build the capacity of schools, communities, and organizations to work towards justice.</p>
<p><i>Produces knowledge and/or interventions that build the capacity within schools, communities, and organizations to work towards justice.</i> (PLO 3)</p>	<p>Through the dissertation, the candidate produces new and important knowledge and/or interventions that build the capacity of schools, communities, and organizations to work towards justice.</p> <p>The methods chosen and the rigor by which methods were utilized strengthen the credibility of the findings.</p>	<p>Through the dissertation, the candidate produces knowledge and/or interventions that have the potential to build the capacity of schools, communities, and organizations to work towards justice.</p> <p>The methods chosen and the rigor by which methods were utilized support the credibility of the findings.</p>	<p>Through the dissertation, the candidate confirms existing knowledge and/or interventions that have the potential to build the capacity of schools, communities, and organizations to work towards justice.</p> <p>The methods chosen and the rigor by which methods were utilized weaken the credibility of the findings.</p>	<p>Through the dissertation, the candidate fails to produce knowledge and/or interventions that have the potential to build the capacity of schools, communities, and organizations to work towards justice.</p> <p>The methods chosen and the rigor by which methods were utilized severely weaken the credibility of the findings.</p>
<p><i>Demonstrates a nuanced understanding of organizations as complex, social and bureaucratic systems within a larger political environment.</i> (PLO 2)</p>	<p>Through the dissertation, the candidate demonstrates a nuanced understanding of organizations as complex, social and bureaucratic systems within a larger political environment.</p> <p>The research questions and research design situate the dissertation study well within this nuanced framework.</p>	<p>Through the dissertation, the candidate demonstrates a basic understanding of organizations as complex, social and bureaucratic systems within a larger political environment.</p> <p>The research questions and research design situate the dissertation study within this framework.</p>	<p>Through the dissertation, the candidate demonstrates an emerging understanding of organizations as complex, social and bureaucratic systems within a larger political environment.</p> <p>The research questions and research design fail to thoroughly situate the dissertation study within this larger framework.</p>	<p>Through the dissertation, the candidate does not demonstrate an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.</p> <p>The research questions and research design fail to connect to any larger framework related to organizations or the social, cultural, political, or economic context.</p>
	Exceeds	Meets	Approaches	Does Not Meet
<p><i>Demonstrates a nuanced and integrated understanding of leadership.</i> (PLO 1)</p>	<p>Through the Leadership Reflection, the candidate demonstrates a personal and nuanced understanding of what it means to lead for justice.</p> <p>Through the dissertation recommendations, the candidate demonstrates a nuanced understanding of how leaders can and should intervene to disrupt systems of injustice.</p>	<p>Through the Leadership Reflection, the candidate demonstrates a personal and thoughtful understanding of what it means to lead for justice.</p> <p>Through the dissertation recommendations, the candidate demonstrates an understanding of how leaders can and should intervene to disrupt systems of injustice.</p>	<p>Through the Leadership Reflection, the candidate demonstrates an emerging understanding of what it might mean to lead for justice.</p> <p>Through the dissertation recommendations, the candidate demonstrates an emerging understanding of how leaders can and should intervene to disrupt systems of injustice.</p>	<p>Fails to demonstrate an understanding of what it might mean to lead for justice.</p> <p>In the dissertation recommendations, the candidate fails to demonstrate a understanding of how leaders can and should intervene to disrupt systems of injustice.</p>
<p><i>Demonstrates competency as a leader by engaging in reflexivity, self-awareness,</i></p>	<p>In the dissertation, the candidate demonstrates a critical reflexivity and self-awareness throughout the research process.</p>	<p>In the dissertation, the candidate demonstrates reflexivity and self-awareness in the research process.</p>	<p>In the dissertation, the candidate demonstrates limited reflexivity and self-awareness in the research process.</p>	<p>In the dissertation, the candidate fails to demonstrate reflexivity and self-awareness in the research process.</p>

Semester/Year: _____ Student: _____ Advisor: _____

<p><i>and practice grounded in a social justice orientation.</i> (PLO 4)</p>	<p>The candidate consistently demonstrates leadership competency by engaging in reflexivity, self-awareness, and social justice practice within classes and the school of education as a whole.</p>	<p>The candidate often demonstrates leadership competency by engaging in reflexivity, self-awareness, and social justice practice within classes and/or the school of education as a whole.</p>	<p>The candidate sometimes demonstrates leadership competency by engaging in reflexivity, self-awareness, and social justice practice within classes and/or the school of education as a whole.</p>	<p>The candidate rarely engages in reflexivity, self-awareness, or social justice practice within classes or the school of education as a whole. Thus, the candidate fails to demonstrate leadership competency.</p>
<p><i>Demonstrates ability to produce clear and cogent written work.</i></p>	<p>Written work is consistently well-organized to make a clear and cogent argument. Writing is a joy to read and error-free.</p>	<p>For the most part, written work is well-organized to make a clear and cogent argument. For the most part, writing is error-free and does not detract from the comprehensibility of the text.</p>	<p>Some written work is well-organized to make a clear and cogent argument. Writing contains errors that sometimes detract from the comprehensibility of the text.</p>	<p>Most written work is no well-organized and fails to make a clear and cogent argument. Writing contains a substantial number of errors that regularly detracts from the comprehensibility of the text.</p>