

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education & Behavioral Science</i>	<i>School of Leadership & Professional Studies</i>
<i>Educational Leadership Doctoral Program (001)</i>	
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Is this an online program? ☒ 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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	The Ed.D. program candidate performs rigorous scholarship, accesses sources of data, synthesizes and communicates ideas, and applies acquired knowledge to theoretical and practice issues relevant to the work of scholar-practitioners in education-related fields (Research Methods Standard 2 – Professional Scholarship)
Evaluation	This SLO was adopted following the extensive revision of the program in 2024. Only two year's worth of data have been gathered to assess this SLO. It remains relevant, as this SLO reflects key domains of knowledge and skill around with the program is now based. In 2024, 11 of 14 students (79%) assessed on this SLO demonstrated proficiency on this SLO on the EDLD 710 literature review, indicating that while this SLO is well-aligned to the content of the first two semesters of the program, students are still growing in this domain. In 2025, the next cohort improved their performance on this assignment, with 13 out of 16, or 81%, demonstrating mastery. In 2024, from among this same cohort of students, only 6 of 13 students (less than half) demonstrated proficiency on the root cause analysis plan for EDLD 722. Students who were not proficient were reassigned to an intervention group for the Spring 2025 term to assist them in mastering the root cause analysis design. Students in this cohort have not yet reached the third assessment of this SLO in EDLD 798. These results indicate that the assessment measures are effectively distinguishing between students who are advancing toward mastery of the SLO, and those who need more time and support. These results have also informed the design of new rubrics that will better inform learning for this and future cohorts.
Measurement Instruments	Because students grow in their knowledge and capacity to demonstrate this SLO throughout the program, it is assessed three times: first through a literature review written in EDLD 710 during the first year of the program, a second time in EDLD 722 during the second year of the program when students design the root cause analysis for their dissertation-in-practice, and finally in EDLD 798 during the third year of their program, when students design their first intervention cycle. These assessments are good measures of the SLO because they require the student to apply knowledge and skill in ways that contribute directly to a successful dissertation study. Rubrics have been designed to better guide students, instructors, and dissertation committees in communicating what high quality examples of these dissertation components should look like.
Criteria & Targets	Our target is that all students should be proficient in this SLO since all students must design a successful, rigorous dissertation study for completion of the program. We see no reason to alter our criteria or targets currently.

Results & Conclusion	Results: We have only one year's worth of assessment data given the recent changes to the program. Results indicated that a sizable number of students in the Fall 2023 cohort were struggling to demonstrate mastery of this SLO. Conclusions: We have used an intervention strategy with students who were not proficient on the second assessment and will determine at the end of the Spring 2025 cohort how many of these students are now on target. We have also developed new rubrics and provided a more consistent course shell so that content and expectations are the same regardless of instructor. Assessments are effectively distinguishing between students who are advancing toward mastery of the SLO and those who need more time and support.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Administer the third assessment for this SLO with the Fall 2023 cohort during Summer 2025. Repeat assessments 1 and 2 with the Fall 2024 cohort in Spring 2025 and Fall 2025.

Program Student Learning Outcome 2	
Program Student Learning Outcome	The Ed.D. program candidate demonstrates knowledge of the components of adaptive leadership and how to utilize adaptive approaches to effect organizational improvement (Leadership Standard 3 – Adaptive Leadership).
Evaluation	This SLO was adopted following the extensive revision of the program in 2024. Only one year's worth of data have been gathered to assess this SLO. It remains relevant, as this SLO reflects key domains of leadership knowledge and skill around with the program is now based. In 2024, from among Fall 2023 cohort of students, only 6 of 13 (less than half) demonstrated proficiency on the root cause analysis plan for EDLD 722. Students who were not proficient were reassigned to an intervention group for the Spring 2025 term to assist them in mastering root cause analysis design. Students in this cohort have not yet reached the second assessment of this SLO in EDLD 798. These results indicate that the assessment measures are effectively distinguishing between students who are advancing toward mastery of the SLO, and those who need more time and support. These results have also informed the design of new rubrics that will better inform learning for this and future cohorts.
Measurement Instruments	Because students grow in their knowledge and capacity to demonstrate this SLO throughout the program, it is assessed twice: first during the second year of the program when students design the root cause analysis for their dissertation-in-practice, and again in EDLD 798 during the third year of their program, when students design their first intervention cycle. These assessments are good measures of the SLO because they require the student to apply adaptive leadership skills in ways that contribute directly to a successful dissertation study. Rubrics have been designed to better guide students, instructors, and dissertation committees in communicating what high quality examples of these dissertation components should look like.
Criteria & Targets	Our target is that all students should be proficient in this SLO since all students must design a successful, rigorous dissertation study for completion of the program. We see no reason to alter our criteria or targets at this time.
Results & Conclusion	Results: We have only one year's worth of assessment data given the recent changes to the program. Results indicated that a sizable number of students in the Fall 2023 cohort were struggling to demonstrate mastery of this SLO. Conclusions: We have used an intervention strategy with students who were not proficient on the second assessment and will determine at the end of the Spring 2025 cohort how many of these students are now on target. We have also developed new rubrics and provided a more

	consistent course shell so that content and expectations are the same regardless of instructor. Assessments are effectively distinguishing between students who are advancing toward mastery of the SLO and those who need more time and support.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Administer the second assessment for this SLO with the Fall 2023 cohort during Summer or Fall 2025. Repeat assessments with the Fall 2024 cohort in Fall 2025 and Spring 2026.

Program Student Learning Outcome 3	
Program Student Learning Outcome	The Ed.D. program candidate demonstrates knowledge and skill in methods of effectively leading organizational change and improvement (Leadership Standard 4 – Leading Organizational Improvement).
Evaluation	This SLO was adopted during extensive program revisions in 2024 and has not yet been assessed.
Measurement Instruments	This SLO will be assessed with the completion of the student's first dissertation intervention cycle. For the Fall 2023 cohort, this should take place sometime in Fall 2025 or Spring 2026.
Criteria & Targets	This SLO has yet to be assessed. Our target is that all students should be proficient in this SLO since all students must design a successful, rigorous dissertation study for completion of the program. We see no reason to alter our criteria or targets at this time.
Results & Conclusion	<u>Results:</u> N/A <u>Conclusions:</u> N/A
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	This SLO will be assessed with the Fall 2023 cohort in Fall 2025 or Spring 2026; and with the Fall 2024 cohort in Fall 2026.

To add more outcomes, if needed, select the table above and copy & paste below.