

**UNIVERSITY OF CENTRAL ARKANSAS**  
**ACADEMIC ASSESSMENT PLAN**  
Requirements, Template, and Example

**Requirements**

1. *Submit with New Program Proposal*
  - a. *Programs are encouraged to consult with the Office of University Assessment.*
  - b. *Contact information [assessment@uca.edu](mailto:assessment@uca.edu)*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

**Basic Information**

Program Name: Change Leadership for Equity and Inclusion Ph.D. Program (Online)

College: College of Education

Department: COE Dean's Office (Program is housed in Dean's Office)

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted:

College Dean & email: Vicki Groves-Scott [vickigs@uca.edu](mailto:vickigs@uca.edu)

College Curriculum Committee Chairperson & Email: Michael Mills; [mmills@uca.edu](mailto:mmills@uca.edu)

Program Chair & email: Michael Mills; [mmills@uca.edu](mailto:mmills@uca.edu)

Program Coordinator: Alicia Cotabish; [acotabish@uca.edu](mailto:acotabish@uca.edu)

Curriculum Committee Chairperson & email: Michael Mills

COE Assessment Coordinator: Donna Wake; [dwake@uca.edu](mailto:dwake@uca.edu)

**1. Introduction** (identify college, unit, and degree programs)

**College:** College of Education

**Unit:** Dean's Office

**Degree Program:** Change Leadership for Equity and Inclusion Ph.D. Program (Online)

## **Mission**

The Change Leadership for Equity and Inclusion Ph.D. program prepares students for leadership roles through an executive-focused scholarly practitioner model. Graduates will understand their roles in conserving, expanding, and transforming the discipline of leadership studies and research that enhance equitable and inclusive leadership practices leading toward an improved quality of life for all.

## **Vision**

The Change Leadership for Equity and Inclusion (CLEI) Ph.D. program prepares professionals from nonprofit, public health, government, business, K-12 education, and higher education to contribute to the body of knowledge in leadership studies and to enhance human and community development with a change-agent focus on equity and inclusion through their research, practice, and service.

## **Core Values**

- Fostering an environment of applied scholarly innovation in leadership that results in equitable and inclusive outcomes that improve quality life for all.
- Developing student leaders with clear identity as change agents who are equipped with the knowledge, skills, and confidence to promote change through practitioner-focused scholarship and leadership.
- Supporting a faculty that engages in scholarly and creative activities that provide educational opportunities for students.
- Providing students with a theoretical and practitioner-focused of knowledge in critical leadership, and equitable and inclusive practices.

## **2. Student Outcomes**

**1. Leadership Theory:** Graduates will exhibit leadership skills necessary to initiate and manage transformative change initiatives that promote equity and inclusion within diverse settings, including businesses, educational institutions, nonprofits, and government agencies. Graduates will have a deep understanding of the theories, concepts, and practices related to change leadership, equity, and inclusion, including their historical and contemporary contexts. Graduates will uphold high ethical standards in their leadership practices, demonstrating a commitment to fairness, justice, and ethical decision-making.

**2. Research Competence:** Graduates will be proficient in conducting original research related to change leadership for equity and inclusion, including the ability to design and execute rigorous research projects. Graduates will be able to critically analyze complex social and organizational issues, identify systemic inequities, and develop evidence-based solutions.

**3. Equity & Cultural Competence:** Graduates will demonstrate cultural competence and sensitivity, understanding the importance of diversity and inclusion in change leadership efforts. Graduates will be advocates for positive social change and equity, actively engaging in efforts to dismantle systemic barriers and promote a more inclusive society. Graduates will have a global perspective on issues of equity and inclusion, recognizing the interconnectedness of social justice challenges worldwide. Graduates will be proficient in evaluating the impact of change initiatives and programs aimed at promoting equity and inclusion, using both quantitative and qualitative assessment methods. Graduates will be capable of adapting to evolving social, cultural, and organizational contexts and using innovative approaches to address emerging equity and inclusion challenges.

**3. Assessment Cycle**

- Annual

**4. Curriculum Map**

The CLEI Ph.D. program has three specialized concentrations for students to choose from (K12 Leadership; Digital Age Curriculum and Instruction, and Community Leadership). Concentration courses are not included in the table since they differ for each concentration.

Course Area	Course Title	Student Learning Outcomes	Content
<b>Research Core Courses</b>	CLEI 8311 Research Design and Methods	2, 3	Research design, data collection, and analysis techniques for studying change leadership in the context of equity and inclusion.
	CLEI 8313 Qualitative Research I  CLEI 8319 Qualitative Research Methods 2	2	Explores qualitative methods used in social science research, focusing primarily on methods used in educational research

	CLEI 8388 Special Topics: Scholarly Writing	2, 3	Advanced research topics focused on equity and inclusion, literature reviews, and developing a research proposal.
	CLEI 8317 Quantitative Research 1  CLEI 8319 Quantitative Research 2	2	Explore a variety of statistical methods commonly used in research. Through the process of learning these techniques candidates will also develop skills in statistical analysis and logical reasoning.
<b>Leadership Core Courses</b>	CLEI 8301 Leadership Ethics	1, 3	Ethical dilemmas in leadership, strategies for promoting equity, and fostering community engagement.
	CLEI 8303 Leading and Learning	1, 3	Practical application of change leadership skills within the scope of institutional effectiveness, with a particular emphasis on the identification of strategies to confront bias and discrimination while reaffirming the principles and practices of an inclusive organization in which diverse voices are elevated and empowered.
	CLEI 8305 Leadership for Equity and Inclusion	3	Developing cultural competence and understanding the dimensions of equity and inclusion leadership.

	CLEI 8307 Leadership as a Agent of Change	1	Explore how leaders develop as agents of change, influencing people, policy, and conditions.
	CLEI 8309 Leadership and Community Collaboration	1	Explore how leaders collaborate with all sectors of the community (e.g. nonprofit, public, civic, and private organizations)

**5. Assessment Methods and Measures (Formative and Summative recommended) •**

Change Leadership for Equity and Inclusion Ph.D. Program

<b>Intended Outcome/Objective</b>	<b>Assessment Procedures and Criteria</b>
<p><b>1. Leadership Theory:</b> Graduates will exhibit leadership skills necessary to initiate and manage transformative change initiatives that promote equity and inclusion within diverse settings, including businesses, educational institutions, nonprofits, and government agencies. Graduates will have a deep understanding of the theories, concepts, and practices related to change leadership, equity, and inclusion, including their historical and contemporary contexts. Graduates will uphold high ethical standards in their leadership practices, demonstrating a commitment to fairness, justice, and ethical decision-making.</p>	<p>1. All graduates will have demonstrated competence on key assessments (listed below) administered by the Graduate Faculty and 50% will have achieved excellence (competence defined as an 80% or higher and excellence defined as a 90% or higher).</p> <ul style="list-style-type: none"> <li>(1) CLEI 8305 SCARF Action Plan Key Assessment Rubric</li> <li>(2) Through a rubric administered and completed by the dissertation committee for each student.</li> <li>(3) CLEI 8305 Cultural Competence Continuum Reflection Rubric</li> <li>(4) End-of-Program Survey</li> <li>(5) One-Year Post-Graduation Survey</li> </ul>

<p><b>2. Research Competence:</b> Graduates will be proficient in conducting original research related to change leadership for equity and inclusion, including the ability to design and execute rigorous research projects. Graduates will be able to critically analyze complex social and organizational issues, identify systemic inequities, and develop evidence-based solutions.</p>	<p>2. All graduates will have demonstrated competence on key assessments (listed below) administered by the Graduate Faculty and 50% will have achieved excellence (competence defined as an 80% or higher and excellence defined as a 90% or higher).</p> <ul style="list-style-type: none"> <li>(1) CLEI 8311 Research Design Final Project Rubric</li> <li>(2) Through a rubric administered and completed by the dissertation committee for each student.</li> </ul>
<p><b>3. Equity &amp; Cultural Competence:</b> Graduates will demonstrate cultural competence and sensitivity, understanding the importance of diversity and inclusion in change leadership efforts. Graduates will be advocates for positive social change and equity, actively engaging in efforts to dismantle systemic barriers and promote a more inclusive society. Graduates will have a global perspective on issues of equity and inclusion, recognizing the interconnectedness of social justice challenges worldwide. Graduates will be proficient in evaluating the impact of change initiatives and programs aimed at promoting equity and inclusion, using both quantitative and qualitative assessment methods. Graduates will be capable of adapting to evolving social, cultural, and organizational contexts and using innovative approaches to address emerging equity and inclusion challenges.</p>	<p>2. All graduates will have demonstrated competence on key assessments (listed below) administered by the Graduate Faculty and 50% will have achieved excellence (competence defined as an 80% or higher and excellence defined as a 90% or higher).</p> <ul style="list-style-type: none"> <li>(1) CLEI 8305 SCARF Action Plan Key Assessment Rubric</li> <li>(2) Through a rubric administered and completed by the dissertation committee for each student.</li> <li>(3) CLEI 8305 Cultural Competence Continuum Reflection Rubric</li> <li>(4) End-of-Program Survey</li> <li>(5) One-Year Post-Graduation Survey</li> </ul>

**6. Data Collection and Review**

**Overview:**

Key assessments are collected in program core classes: (1) CLEI 8305 *Leadership for Equity and Inclusion*, (2) CLEI 8307 *Leaders as an Agent of Change*, (3) CLEI 8311 *Research Design and*

*Methods*, (4) Dissertation Defense Rubric, (5) End of Program Survey, and (6) One-Year Post-Graduation Survey.

**Date Collection Timeline:**

- **Annual Data Collection:** At the conclusion of each semester (CLEI 8305, CLEI 8311)
- **End of Program:** Dissertation Oral Defense; End of Program Survey
- **One-Year Post-Graduation:** One-Year Post-Graduation Survey

**How will data be collected for each outcome?**

o See Table Below

**What will be the benchmark/target for each outcome?**

o See Table in #5 Above

**What individuals/groups will be responsible for data collection?**

o See Table Below

<b>Intended Outcome/Objective</b>	<b>How Data Collected</b>	<b>Responsible Group</b>
<p><b>1. Leadership Theory:</b>            Graduates will exhibit leadership skills necessary to initiate and manage transformative change initiatives that promote equity and inclusion within diverse settings, including businesses, educational institutions, nonprofits, and government agencies. Graduates will have a deep understanding of the theories, concepts, and practices related to change leadership, equity, and inclusion, including their historical and contemporary contexts. Graduates will uphold high ethical standards in their leadership practices, demonstrating a commitment</p>	<p>(1) CLEI 8305 SCARF Action Plan Key Assessment Rubric            (2) Through a rubric administered and completed by the dissertation committee for each student - Dissertation Oral Defense Rubric            (3) CLEI 8305 Cultural Competence Continuum Reflection Rubric            (4) End-of-Program Survey            (5) One Year Post-Graduation Survey</p>	<p>(1) CLEI 8305 Faculty &amp; Program Coordinator            (2) Student’s Dissertation Committee &amp; Program Coordinator            (3) CLEI 8305 Faculty &amp; Program Coordinator            (4) Assessment Coordinator &amp; Program Coordinator            (5) Assessment Coordinator &amp; Program Coordinator</p>

<p>to fairness, justice, and ethical decision-making.</p>		
<p><b>2. Research Competence:</b>  Graduates will be proficient in conducting original research related to change leadership for equity and inclusion, including the ability to design and execute rigorous research projects. Graduates will be able to critically analyze complex social and organizational issues, identify systemic inequities, and develop evidence-based solutions.</p>	<ul style="list-style-type: none"> <li>(1) CLEI 8311 Research Design Final Project Rubric</li> <li>(2) Through a rubric administered and completed by the dissertation committee for each student.</li> </ul>	<ul style="list-style-type: none"> <li>(1) CLEI 8311 Faculty &amp; Program Coordinator</li> <li>(2) Student’s Dissertation Committee &amp; Program Coordinator</li> </ul>
<p><b>3. Equity &amp; Cultural Competence:</b> Graduates will demonstrate cultural competence and sensitivity, understanding the importance of diversity and inclusion in change leadership efforts. Graduates will be advocates for positive social change and equity, actively engaging in efforts to dismantle systemic barriers and promote a more inclusive society. Graduates will have a global perspective on issues of equity and inclusion, recognizing the interconnectedness of social justice challenges worldwide. Graduates will be proficient in evaluating the impact of change initiatives and programs aimed at promoting</p>	<ul style="list-style-type: none"> <li>(1) CLEI 8305 SCARF Action Plan Key Assessment Rubric</li> <li>(2) Through a rubric administered and completed by the dissertation committee for each student - Dissertation Oral Defense Rubric</li> <li>(3) CLEI 8305 Cultural Competence Continuum Reflection Rubric</li> <li>(4) End-of-Program Survey</li> <li>(5) One Year Post-Graduation Survey</li> </ul>	<ul style="list-style-type: none"> <li>(1) CLEI 8305 Faculty &amp; Program Coordinator</li> <li>(2) Student’s Dissertation Committee &amp; Program Coordinator</li> <li>(3) CLEI 8305 Faculty and Program Coordinator</li> <li>(4) Assessment Coordinator &amp; Program Coordinator</li> <li>(5) Assessment Coordinator &amp; Program Coordinator</li> </ul>



<p>equity and inclusion, using both quantitative and qualitative assessment methods. Graduates will be capable of adapting to evolving social, cultural, and organizational contexts and using innovative approaches to address emerging equity and inclusion challenges.</p>		
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**7. Participation in Assessment Process**

- The CLEI PhD Program Coordinator will oversee the carrying out of the assessment. The coordinator will work with faculty members and the COE Assessment Coordinator to assure assessment measures are completed, data is collected and analyzed, and results are shared with appropriate parties.

**8. Data Analysis**

- The CLEI PhD Program has both short and long-term approaches to analyzing the data. The PhD Concentration Leaders meet with the program coordinator and program chair twice a month to discuss assessment, strategic plan achievements, and other issues. Furthermore, a mid-semester survey is sent to all CLEI PhD students to tap student perceptions of program and course objectives and goodness of fit. These data inform ongoing programmatic decision-making and adjustments as necessary. In addition, program faculty meet in the fall and spring semester to discuss strategic direction. Results and trends in assessment inform strategic planning.

**9. Plan for Using Assessment Results to Improve Program**

- Generally, assessment results inform program improvement through targeted course revisions and/or new course proposals. These might result in new or revised course learning outcomes, new or revised assignments, changes in faculty assignments, or new courses to address significant issues as needed.
- In order to gather student feedback on the program, upon graduation, students will complete an “End of Program Survey.” Our goal is to have at least eighty percent of students to agree or strongly agree with the following statements:
  - Overall, I am very satisfied with the education I received in the CLEI PhD Program.
  - I would recommend the CLEI PhD Program to others.
- To gain additional insight into student success after graduation, program graduates receive a “One Year Post-Graduation Survey” one year after graduation to measure completer

satisfaction and success.

The CLEI Program Coordinator will collect and analyze survey results, communicate those results to faculty and other relevant stakeholders as needed, and consider program revisions in light of the results.

**10. What are the plans to evaluate students' post-graduate success?**

- The College of Education Assessment Coordinator sends the “One-Year Post-Graduation Survey” to measure completer satisfaction and success one year after graduation.

**11. What are the plans to evaluate teaching effectiveness?**

- The program chair and program coordinator reviews student evaluations on a regular basis.

**12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation**

See Below

**13. Submit Assessment Plan**

- Send completed form electronically to [assessment@uca.edu](mailto:assessment@uca.edu)

For questions or concerns please contact:  
Dr. Jacob Held 450-5307 [jmhheld@uca.edu](mailto:jmhheld@uca.edu)  
Alyson McEntire 450-5086 [amcentire@uca.edu](mailto:amcentire@uca.edu)

## Appendix

- **Key Assessment 1:** CLEI 8305 SCARF Action Plan Assessment with Rubric Link
- **Key Assessment 2:** CLEI 8305 Cultural Competence Continuum Reflection with Rubric Link
- **Key Assessment 3:** CLEI 8311 Research Design Final Project with Rubric Link
- **Key Assessment 4:** Dissertation Oral Defense Rubric
- **Key Assessment 5:** End of Program Survey
- **Key Assessment 6:** One-Year Post-Graduation Survey

## **Key Assessment 1: CLEI 8305 SCARF Action Plan Key Assessment**

Articulate an action plan for addressing an issue of DBIE concern in your organization. Treat this as an approach you would take in your current role and with the resources afforded to you at this time. Some issues may include empowering the voices of marginalized communities, mitigating bias, or improving the standing of those subjected to systemic barriers.

Provide a narrative for each of the following areas (using the provided [template](#)):

1. Problem Statement
2. Symptoms of the Problem
3. Proposed Solution(s)
4. Expected Outcomes
5. Beneficiaries of the Proposed Solution(s)
6. Individual Responsibility: Your Role in the Solution
7. Community Support: The Role of Others in the Solution
8. Needed Resources for Proposed Solution(s)
9. Managing Status Threats
10. Managing Certainty Threats
11. Managing Autonomy Threats
12. Managing Relatedness Threats
13. Managing Fairness Threats

**CLEI 8305** [Rubric](#)

**Key Assessment 2: CLEI 8305: Cultural Competence Continuum Reflection**

**Complete the confidential cultural competence continuum survey and compose a reflection providing insights regarding the findings and the survey itself.**

Rubric [Link](#)

### Key Assessment 3: CLEI 8311 Research Design Final Project

As a final project for this course, you will design a research study that applies the principles and concepts learned throughout the course. Your project should address a research question that is relevant to your field of study or personal interests.

**Your research study should include the following components:**

- **Research question:** Develop a clear and focused research question that is answerable using the research design you choose.

- **Research design:** Choose an appropriate research design (experimental, quasi-experimental, or case study) that aligns with your research question and justify your choice. Describe the key features of your chosen research design and how it addresses potential limitations.

- Type of design... for example: experimental; quasi-experimental; survey; qualitative case study; etc.
- Rationale for design: why your selected design fits your study.

- **Participants:** Identify the target population and sampling strategy for your study. Describe the inclusion and exclusion criteria and how you will recruit participants.

- Describe the population of your study?
- How will your sample be selected (random, purposive, etc.)?
- How will you obtain consent?
- How will you ensure human protection?

- **Variables:** Define the independent and dependent variables in your study. Explain how you will measure these variables and the potential sources of measurement error.

- **Data collection / Instrumentation:** Describe the data collection methods you will use to collect data on your variables. Provide a detailed description of how you will collect, store, and analyze your data.

- What data will you collect that will allow you to answer your research questions?
- How can you ensure the reliability and validity of the data you obtain?

-**Data Analysis**

- How will you organize the data (charts, graphs, etc.)?
- What descriptive statistics will your report (mean, standard deviation, mode, frequency, etc.)?
- Will you conduct inferential analysis on the data (t tests, ANOVA, regression, correlation)?

- **Ethical considerations:** Discuss the ethical considerations involved in your research study, such as obtaining informed consent and protecting participant privacy.

- **Limitations:** Describe the limitations of your study, including potential sources of bias or confounding variables that may affect the validity of your results.

- What limits the external validity (generalizability) of your study?

- **Conclusion:** Summarize your research question, research design, and key findings.

Your final project should be written in a clear and concise manner, with proper citations and references. Be sure to follow APA style, 7<sup>th</sup> Edition guidelines for formatting and referencing.

Grading for your project will be based on the clarity and organization of your research proposal, the appropriateness of your research design, the feasibility and ethical considerations of your proposed study, and the overall quality of your writing.

**CLEI 8311** [Rubric](#)

### Key Assessment 4: Dissertation Oral Defense Review Form

**Instructions to the Dissertation Chair:** Complete this form at the Dissertation Oral Defense, give a copy to the student, and submit one copy to the Program Coordinator to be placed in the student's file.

**Date of Dissertation Proposal Oral Defense:** \_\_\_\_\_

**Name of Candidate:** \_\_\_\_\_

**Dissertation Chair:** \_\_\_\_\_

**Committee Members:** \_\_\_\_\_

**Title of Dissertation:** \_\_\_\_\_

Decision	Result of Dissertation Defense
<input type="checkbox"/>	<b>Pass:</b> Approval to proceed (no revisions needed)
<input type="checkbox"/>	<b>Pass:</b> Approval to proceed (minor revisions—Advisor withholds signature)
<input type="checkbox"/>	<b>Pass:</b> Approval to proceed (major revisions—Advisor withholds signature; relevant Advisory Committee members may withhold signatures)
<input type="checkbox"/>	<b>Resubmit:</b> Revise and resubmit—all Advisory Committee members withhold signatures. This decision requires another Oral Defense.

**Dissertation Chair signature:** \_\_\_\_\_

**Candidate signature:** \_\_\_\_\_

### **Key Assessment 5: End-of-Program Survey**

Survey Link [Here](#)

### **Key Assessment 6: One-Year Post-Graduation Survey**

Survey Link [Here](#)