



2024-2025

ANNUAL ASSESSMENT REPORT

Organizational Leadership PhD

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2024-2025 Assessment Narrative on Findings

Organizational Leadership (PHD)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

The Ph.D. in Organizational Leadership is housed within the School of Business and Technology at William Woods University. This doctoral program represents a significant addition to the university's graduate offerings, having launched in August 2023 as a fully online program designed for working professionals. The program operates under the leadership of Dr. Miriam O'Callaghan, Executive Dean of the School of Business and Technology, and is supported by dedicated faculty members including Dr. Clint Ramirez Stephens (program chair), Dr. Janet Testerman, and Dr. Carolynn Komanski.

The program's mission is to prepare graduates to excel in senior leadership roles across military, governmental, educational, and private industry sectors. Through a comprehensive 54-credit curriculum delivered in sequential five-week courses, the program equips students with the knowledge, skills, and ethical values necessary to lead effectively in a rapidly evolving global landscape. The program emphasizes critical thinking, research skills, and ethical decision-making to empower students to drive positive change in their organizations and communities.

Evidence:

- [PhD in Organizational Leadership 2025 Flyer](#)

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

To prepare graduates to excel in senior leadership roles in military, governmental, educational, and private industry sectors. The program aims to provide a comprehensive curriculum and through rigorous coursework, research opportunities, and dissertation projects, equip students with the knowledge, skills, and ethical values necessary to lead effectively in a rapidly evolving global landscape. The program is committed to fostering critical thinking, research skills, and ethical decision-making to empower students to drive positive change in their organizations and communities.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The program objectives are well-aligned with the university's overarching goal of fostering knowledge and scholarship. Each program objective ensures that students engage deeply with leadership, develop their critical thinking and research skills, and contribute new knowledge through their original research. By ensuring that students are well-versed in the discipline of leadership, the program contributes to the university's educational objectives. This alignment ensures that the program is anchored in the institution's objectives.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

The Program Student Learning Outcomes are well-aligned with the university's overarching goal of fostering knowledge and scholarship. Each program objective ensures that students engage deeply with leadership, develop their critical thinking and research skills, and contribute new knowledge through their original research. By ensuring that students are well-versed in the discipline of leadership, the program contributes to the university's educational objectives. This alignment ensures that the program is anchored in the institution's objectives.

[Organizational Leadership \(PHD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

[PhD Annual Assessment 2023-2024](#)

Evidence:

- [Organizational Leadership \(PHD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [PhD Annual Assessment 2023-2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

The Ph.D. in Organizational Leadership program follows a structured 54-credit-hour pathway delivered sequentially as one five-week course at a time over three years. Students begin with LDR 705: Introduction to Leadership as their foundational course, which provides program overview, theoretical foundations, and introduces dissertation expectations. Following this introductory course, students enter a standing course rotation that includes core leadership courses such as LDR 715 (Culture and Leading), LDR 720 (Ethical Leading), and LDR 725 (Strategy and Execution), among others.

The research methodology sequence represents a critical component of the pathway, consisting of RSH 715 (Research Methods), RSH 720 (Quantitative Analysis), and RSH 740 (Exploration of Qualitative Research). These courses prepare students for the dissertation phase, which progresses through DIS 780 (Dissertation I) for literature review and research questions, DIS 781 (Dissertation II) for methods and data collection, and DIS 790 (Dissertation III) for data analysis and findings summary.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

The PhD in Organizational Leadership program has established a comprehensive assessment framework utilizing multiple direct measures across five core program learning outcomes. The assessment measures were strategically selected to align with the program's mission of preparing graduates for senior leadership roles across diverse sectors. Research methodology courses (RSH 720 and RSH 740) serve as foundational assessment points, utilizing end-of-course evaluations, essays, and presentations to measure students' mastery of quantitative and qualitative research techniques. The dissertation sequence (DIS 780, 781, 790, 791) provides the primary vehicle for assessing advanced competencies, with research papers serving as direct measures for evaluating students' ability to articulate leadership theories, demonstrate disciplinary knowledge, utilize theoretical constructs, and present original research.

During this assessment cycle, the program underwent significant curriculum modifications that necessitated changes to the assessment framework. The program title was changed from "PhD in Ethical Leadership" to "PhD in Organizational Leadership," with corresponding curriculum enhancements including the addition of four new courses (LDR 705, 735, 745, 785), renaming of three existing courses, and removal of four courses that were deemed less aligned with organizational leadership focus. These changes were implemented to strengthen the curriculum and better align with institutional goals and similar programs at peer institutions. For future assessment cycles, the program plans to implement more robust data collection procedures as students' progress through the revised curriculum, with particular

emphasis on developing assessment rubrics and establishing benchmark criteria for each learning outcome.

While extensive quantitative assessment data is not yet available, the program has implemented robust formative assessment practices throughout the first two years. Regular student feedback collection in foundational courses (LDR 705, 715, 750, 760), individual student meetings with the program chair, and instructor feedback at course completion have provided valuable insights for curriculum refinement. The program's commitment to continuous improvement is evidenced by the iterative curriculum development process. The establishment of assessment protocols that will yield meaningful data as students advance through the dissertation sequence. As the cohort progresses into the research methodology courses and dissertation phases, the program anticipates generating comprehensive assessment data that will demonstrate student mastery of the established learning outcomes and inform future programmatic enhancements.

Evidence:

- [Organizational Leadership \(PHD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Faculty participation in the PhD in Organizational Leadership program's assessment process is embedded within the regular course delivery and curriculum development cycle. During this year, faculty engaged in assessment through multiple integrated mechanisms that support both formative and summative evaluation processes.

The assessment process involves faculty collecting end-of-term assessment data across multiple courses to evaluate student progress toward course objectives and gather feedback on instructional delivery. Specifically, faculty teaching LDR 705, LDR 745, LDR 760, and LDR 780 systematically collect this data, while the introductory LDR 705 course incorporates mid-term feedback collection as well. Additionally, faculty provide structured feedback at the conclusion of each course regarding curriculum improvements for future offerings and individual student support strategies. This creates a continuous feedback loop that informs both immediate instructional adjustments and longer-term programmatic changes.

The program has implemented an iterative assessment approach where faculty actively participate in curriculum strengthening and improvement to meet evolving institutional goals. Throughout the Fall and Spring semesters, faculty collaborated on curriculum revisions that resulted in the addition of new courses. Faculty also contribute to the assessment process through individual student meetings with the program chair during students' first weeks, generating formative assessment data on student needs. The integrated nature of assessment within regular teaching responsibilities and curriculum development requires a collaborative approach.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

The Ph.D. in Organizational Leadership program has demonstrated a proactive approach to continuous improvement throughout its assessment cycle, implementing several key action items based on evaluation findings. The program's commitment to enhancement is evident through both curricular modifications and strategic planning initiatives that directly respond to assessment data and institutional goals.

Curricular Restructuring and Enhancement: The most significant improvement initiative involved a comprehensive curriculum revision that included changing the program title from "Ph.D. in Ethical Leadership" to "Ph.D. in Organizational Leadership" to better align with institutional offerings and industry expectations. The program added four new courses (LDR 705 - Organizational Leadership Theory and Practice, LDR 735 - Communication for Impact, LDR 745 - Management Concepts for Leaders, and LDR 785 - Organizational Environment) while renaming three existing courses and removing four others. These changes were implemented to strengthen the curriculum and better prepare students for effective organizational leadership roles, demonstrating direct responsiveness to assessment findings regarding program alignment and student preparation needs.

Assessment Strategy Maintenance and Monitoring: Based on strong performance outcomes across multiple learning objectives, the program has adopted a "maintain assessment strategy" approach while committing to continued annual monitoring. This decision reflects the program's data-driven approach, as evidenced by the exceptional performance rates: 100% completion in LDR 705, 97% success rate in LDR 740, and 86% exceeding expectations in RSH 715. The program has established systematic feedback collection processes, including mid-term and end-of-term assessments in key courses, regular student-chair meetings, and instructor feedback mechanisms that contribute to ongoing formative assessment and curriculum refinement.

Infrastructure Development for Student Success: The program has implemented structural improvements to support student progression, including the establishment of dissertation coaching through annual summer residency retreats, writing workshops, and research design advisement. These initiatives directly address the program's goal of supporting students to complete their dissertations within three years, with flexible dissertation formats (traditional five chapters, publishable articles, or approved alternatives) to accommodate diverse student needs and career goals.

Evidence:

- [Organizational Leadership \(PHD\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

Not Applicable

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

Not Applicable

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

Not Applicable

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

Summary of Faculty Scholarship and Research Activities

The Ph.D. in Organizational Leadership program faculty demonstrated significant scholarly engagement and research productivity during this year, with activities spanning international conferences, peer review responsibilities, collaborative research projects, and innovative professional development initiatives. Faculty members engaged in diverse research areas including leadership theory, healthcare administration, data modeling, and cross-cultural leadership perspectives.

International Conference Presentations and Global Engagement: Faculty members exhibited strong international scholarly presence through multiple conference presentations and global collaborations. Miriam O'Callaghan delivered presentations on gender disparities in construction and workplace dynamics at international venues, including the IPER & CII MP's International Conference in Bhopal, India, and virtual presentations to Jagran Lake city University. This international engagement aligns with the program's mission to prepare leaders for a "rapidly evolving global landscape" and demonstrates faculty commitment to addressing global leadership challenges.

Healthcare Leadership and Innovation Research: Carolynn Nath Komanski led substantial research efforts in healthcare leadership and educational innovation, co-authoring multiple peer-reviewed publications and conference presentations focused on AI integration in healthcare operations, pharmacy education, and experiential learning. Her work on wellness programs for pharmacy students and AI integration in experiential education represents cutting-edge research at the intersection of leadership, technology, and healthcare education. Additionally, her leadership of four Continuing Education sessions on AI integration for healthcare leaders demonstrates direct application of research to professional practice.

Technology and Data Leadership: Kyle Allison contributed to the field through conference presentations on generative AI in data modeling at major industry conferences including Data Modeling Zone 2025 and SAS Innovate Conference 2025. His work hosting roundtable discussions on AI applications represents thought leadership in emerging technologies that are reshaping organizational leadership practices.

Dissertation Supervision and Cross-Cultural Leadership Research: Janet Testerman's scholarly activities included serving on dissertation committees and chairing doctoral student research, directly contributing to the development of new scholars in the field. Her unique approach to leadership research through diplomatic engagement—conducting informal interviews with high-level government officials including President Castro and various ministers—represents innovative qualitative research methods in cross-cultural leadership studies, providing real-world insights into leadership challenges, corruption, and security issues in international contexts.

These scholarly activities demonstrate the program faculty's commitment to advancing knowledge in organizational leadership through diverse methodologies, international perspectives, and practical applications that directly benefit both academic scholarship and professional practice.

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

Not Applicable

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

Faculty are being supported through several key mechanisms that ensure high quality teaching and learning outcomes. The program demonstrates a commitment to both professional development and collaborative assessment practices that enhance educational delivery.

Faculty members are actively supported through participation in professional development opportunities that directly enhance their teaching effectiveness and disciplinary expertise. Faculty members attended the International Leadership Association's annual conference, which provided them with current research insights and pedagogical approaches in leadership education. Additionally, faculty participated in specialized workshops including the ILA Conference Submission Symposium and the university's Symposium for Research, Scholarship, and Creativity. These professional development activities ensure faculty remain current with best practices in leadership education and doctoral-level instruction.

Faculty are supported in maintaining their scholarly credentials through research activities that enhance their teaching effectiveness. For example, faculty member Clint Ramirez Stephens serves as a Quantitative Methods Reviewer for the Journal of Leadership Studies and has submitted conference papers, integrating current research directly into classroom instruction. This dual focus on scholarship and teaching ensures that students receive instruction grounded in the latest research developments in organizational leadership, while faculty maintain their expertise through active scholarly engagement.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

The Ph.D. in Organizational Leadership program has demonstrated exceptional growth trajectory during its initial years of operation. Beginning as a new program with 18 students, the program has experienced remarkable expansion, reaching 41 students in the current academic year - representing a 128% increase in enrollment within just one year. This growth significantly exceeds the program's original projections, which anticipated five students per term at launch. The dramatic enrollment surge indicates strong market demand for doctoral-level organizational leadership education delivered in an accessible online format.

The program's recruitment strategy has proven highly effective, as evidenced by enrollment numbers that substantially surpassed initial projections. The marketing approach underwent multiple iterations during the first year, with the program currently implementing its third redesign of promotional materials. These updates reflect curriculum enhancements and student-friendly messaging that better communicates the program's value proposition to prospective doctoral candidates. The shift from "Ethical Leadership" to "Organizational Leadership" in the program title represents a strategic repositioning to broaden appeal and align with market expectations for comprehensive leadership development.

Diversity recruitment initiatives have achieved notable success, particularly in attracting students from underrepresented groups. The program's demographic data demonstrates meaningful diversity across multiple dimensions, with strong representation of female students and significant enrollment of African American students. The 100% online delivery model has effectively removed geographical barriers, enabling the program to recruit from a national pool of candidates rather than being constrained by regional demographics. This accessibility factor, combined with the program's design for working professionals, has contributed to both enrollment growth and demographic diversity, suggesting that the recruitment strategies are successfully reaching and enrolling the intended target population of experienced professionals seeking doctoral-level leadership development.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

Student retention has remained in an exceptionally strong range throughout the review cycle. The program, which launched in August 2023, has demonstrated remarkable retention success that significantly exceeds initial projections. The program originally projected enrollment of five students per term, but by October 2023 had achieved 18 students with sustained high persistence rates.

The program's retention success is further evidenced by the high course completion rates. For example, LDR 705 (Organizational Leadership - Theory and Practice) achieved a 100% completion rate among enrolled students. Similarly, LDR 740 (Coaching & Talent Management) demonstrated a 97% success rate, and RSH 715 (Research Methods) showed an 86% success rate. These completion metrics indicate that students are not only persisting in the program but are achieving strong academic outcomes.

The program emphasizes personalized student support through individualized meetings between each student and the program chair during the initial weeks of enrollment. These early intervention discussions contribute to formative assessment data and help identify individual student needs that could impact retention. Additionally, instructors provide detailed feedback at the end of each course regarding curriculum improvements and individual student support needs, creating a comprehensive support network. The program has also undergone multiple curriculum iterations based on student feedback and institutional alignment, demonstrating its commitment to continuously improving the student experience to support retention and degree completion.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

The Ph.D. in Organizational Leadership program has demonstrated remarkable growth since its inception in August 2023.

Student performance within the program's core courses has exceeded expectations across multiple metrics. In LDR 705 (Organizational Leadership - Theory and Practice), the foundational course, 100% of enrolled students successfully completed the course. Similarly, LDR 740 (Coaching & Talent Management) showed outstanding results with a 97% success rate. The research methods course RSH 715 achieved an 86% success rate. These completion rates are significantly above typical doctoral program expectations and reflect the program's commitment to student success through regular feedback collection, mid-term assessments, and individualized faculty mentoring.

Given that the Ph.D. in Organizational Leadership program operates exclusively through online delivery, all student performance data reflects online learning success. The program has implemented comprehensive support mechanisms specifically designed for online doctoral education, including optional live connections through "Woods Grad Link" for deeper content discussions and networking opportunities. Student feedback collected regularly throughout each semester has been instrumental in iterative curriculum improvements.

The high persistence rates and strong academic performance across all measured courses demonstrate that the online format is highly effective for doctoral-level organizational leadership education. The program's success in the online environment is further evidenced by students' professional accomplishments, including three students having conference proposals accepted for the International Leadership Association 2024 conference, indicating that the online format successfully prepares students for scholarly engagement and professional leadership roles.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

Not Applicable, the program is in its second year and has not yet had time for students to matriculate to graduation.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Student feedback has been systematically collected throughout the program's development cycle. The program has implemented a comprehensive feedback collection process that includes mid-term and end-of-term evaluations across multiple courses, as well as individual student meetings with program leadership.

The assessment data reveals several positive trends in student feedback. Students completing LDR 705 (Organizational Leadership - Theory and Practice) demonstrated exceptional performance outcomes. This strong performance suggests that students are effectively engaging with the foundational content and building the collegial relationships necessary for doctoral-level work. The assessment results indicate that students are successfully achieving all five core learning outcomes, including critiquing leadership theories, identifying key academic resources, and understanding dissertation expectations.

Similarly, LDR 740 (Coaching & Talent Management) showed outstanding results. This high achievement rate indicates that students are effectively mastering complex competencies related to talent management fundamentals, coaching interventions, and strategic design capabilities.

The research methods course (RSH 715) also demonstrated strong performance, with 86% of students exceeding course objectives, suggesting that students are developing sophisticated understanding of research methodologies and philosophical foundations essential for doctoral-level inquiry.

While the overall feedback has been positive, the assessment data reveals some areas requiring attention. In RSH 715, 14% of students did not successfully complete the course requirements, which warrants continued monitoring to ensure all students receive adequate support in mastering critical research competencies. The program recognizes that these research skills are fundamental for dissertation success and future scholarly work, making this an area of focus for improvement strategies.

The feedback collection process has been instrumental in driving iterative curriculum improvements throughout the program's first year. Student input has directly influenced multiple curriculum revisions, including the addition of four new courses (LDR 705, LDR 735, LDR 745, and LDR 785), the renaming of three existing courses to better reflect their content, and the removal of two courses that were not meeting student needs effectively. This responsive approach to curriculum development demonstrates the program's commitment to continuous improvement based on student feedback and academic outcomes.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

The Ph.D. in Organizational Leadership program has established several key advising mechanisms to support doctoral students throughout their academic journey.

Full-time Academic Advisor: Students work closely with a full-time academic advisor who closely monitors their progress toward degree and schedules them in courses to complete their degree in the shortest time possible while still learning and being academically successful.

Individual Faculty Mentoring: The program implements a personalized advising approach where each student meets with the program chair during their first weeks of enrollment. These initial discussions contribute to formative assessment data regarding students' individual needs and help establish tailored support strategies. This early intervention model ensures that students receive immediate guidance as they begin their doctoral studies.

Dissertation Committee Structure: The program provides comprehensive dissertation support through a three-faculty committee system that coaches students through each step of completing their dissertation. This collaborative mentoring approach ensures students receive diverse expertise and multiple perspectives throughout their research process. The committee structure is designed to facilitate timely degree completion, with the program supporting students to finish their dissertations within three years.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

Several students presented at the International Leadership Association 2024 fall conference in Chicago, IL.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

The Ph.D. in Organizational Leadership program demonstrates several significant strengths in its second year of operation. The program has achieved exceptional enrollment success, growing from zero students in 2022 to 18 students by 2024, far exceeding the original

projection of five students per term, to 41 students by 2025. This robust enrollment reflects strong market demand and effective program positioning. Assessment data reveals outstanding student performance across key learning outcomes, with 100% completion rates in foundational courses like LDR 705 and 97% success rates in advanced coursework such as LDR 740 (Coaching & Talent Management).

Faculty engagement and professional development represent another core strength, with multiple faculty members actively participating in the International Leadership Association conferences and contributing to scholarly publications. The program's flexible online delivery model, combined with annual summer residency retreats, effectively balances accessibility for working professionals with meaningful peer and faculty connections. Student accomplishments are already emerging, with three doctoral candidates submitting proposals to the International Leadership Association 2024 conference, demonstrating early research engagement and professional development.

The program faces several challenges that require attention as it matures. While 86% of students successfully completed RSH 715 (Research Methods), the 14% failure rate in this foundational research course raises concerns about student preparation for dissertation work. The program lacks graduates to date, which limits the ability to assess long-term outcomes and alumni success metrics that would strengthen program credibility and marketing efforts.

The program is well-positioned to capitalize on growing market demand for ethical and organizational leadership expertise. The program's comprehensive curriculum revision and rebranding to "Organizational Leadership" positions it more broadly in the leadership development market while maintaining its ethical foundation.

The establishment of systematic assessment processes presents an opportunity to demonstrate program effectiveness and continuous improvement to stakeholders. As the first cohort progresses toward dissertation completion, the program can develop showcase research projects and begin building an alumni network that will enhance reputation and recruitment. The strong faculty engagement in professional organizations like the International Leadership Association provides opportunities for increased visibility and partnerships within the academic and professional leadership communities.

Several external and internal factors pose potential risks to program success. Competition from established doctoral programs in leadership and business administration requires ongoing attention to program differentiation and value proposition. The program's heavy reliance on online delivery, while advantageous for accessibility, may face challenges as enrollment grows. Additionally, the program's rapid growth may strain resources and support systems, potentially affect educational quality if not properly managed through strategic planning and resource allocation.

Industry and Program Trends

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

Not applicable

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

The program identified several key action items and goals that have been systematically addressed in the current academic year. The previous assessment highlighted the need for curriculum strengthening, enhanced student support mechanisms, and improved assessment processes during the program's inaugural year.

The most significant action taken was the comprehensive curriculum revision and program rebranding from "PhD in Ethical Leadership" to "PhD in Organizational Leadership." This change was implemented with clear rationale to strengthen the curriculum offerings and better align with institutional goals and similar programs at other universities. The curriculum modifications included adding four new courses (LDR 705 - Organizational Leadership Theory and Practice, LDR 735 - Communication for Impact, LDR 745 - Management Concepts for Leaders, and LDR 785 - Organizational Environment), renaming three existing courses to better reflect their content, and removing four courses that were deemed less essential to the program's core objectives.

The program also addressed assessment process improvements identified in the previous year. The current assessment demonstrates significant progress with concrete performance data available for key courses like LDR 705, LDR 740, and RSH 715, that provide meaningful insights into student achievement. Additionally, the program has successfully implemented its established assessment strategy for dissertation proposals, with the first student meeting this milestone, demonstrating the effectiveness of the program's progression through its second year of operation.