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| **Assurance of Student Learning Report**  **2020-2021** | |
| College of Education and Behavioral Science | School of Leadership and Professional Studies |
| Graduate Organizational Leadership Certificate 1723 | |
| Program Coordinator: Dr. John Baker | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  Apply core concepts of organizational leadership theories, models, and approaches. | | | |
| **Instrument 1** | **Direct:** Analysis of Guided Leadership Reflection Paper | | |
| **Instrument 2** | **Direct:**  Analysis of the Strategic Leadership Analysis of an Organization | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Analyze behaviors of effective leaders. | | | |
| **Instrument 1** | **Direct:**  Analysis of Guided Leadership Reflection Paper | | |
| **Instrument 2** | **Direct:**  Analyze of the Leader Analysis Paper | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Overall, the program is not assessable for this past year due to program revisions. This program has undergone transformation and is significantly revised. What is outlined in this document is the plan for assessment going forward with the revised program. The current program requires only two LEAD courses: LEAD 500 and 600 with two electives from two broad areas making program assessment difficult and not realistic. The new curriculum is effective during the fall 2021 term and will require four LEAD courses: LEAD 500, 525 (ethics), 550 (Global Leadership) and one LEAD elective increasing leadership content and allowing for realistic program assessment. It will take at least one full academic year for this program to generate data to accurately assess. The program assessment of these two student learning outcomes may be assessable next year if adequate data is generated by program enrollment and completion. Assessment of this year’s data could lead to erroneous conclusions and adversely affect the revised program as the artifacts used for program assessment going forward are not equivalent. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Apply core concepts of organizational leadership theories, models, and approaches. | | | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Guided Leadership Reflection Paper during the first core class, LEAD 500. The artifact measures students’ knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. | | | | | | |
| **Criteria for Student Success** | Students should at the end of the program score between upper “milestone” and lower “capstone” on the Association of American Colleges and Universities (AACU) Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLOs). Scores on the rubric item for this SLO ranged from “Capstone (4),” “Milestones (3)/(2),” and “Benchmark (1).” | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | Not assessable for this time period. | |
| **Methods** | Direct: Guided Leadership Reflection papers will be collected from a random sample of students in the course. All identifiers removed (student name, course numbers, faculty name) from all papers. The rubric used for scoring was the AACU Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLO 1). | | | | | | |
| **Measurement Instrument 2** | Direct: Students complete a Strategic Leadership Analysis of an organization during the first core class, LEAD 500. The artifact measures students’ knowledge of leadership theories, models, and leadership constructs within an organization. | | | | | | |
| **Criteria for Student Success** | Students should at the end of the program score between upper “milestone” and lower “capstone” on the Association of American Colleges and Universities (AACU) Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLOs). Scores on the rubric item for this SLO ranged from “Capstone (4),” “Milestones (3)/(2),” and “Benchmark (1).” | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | Not assessable for this time period. | |
| **Methods** | Direct: Guided Leadership Reflection papers will be collected from a random sample of students in the course. All identifiers removed (student name, course numbers, faculty name) from all papers. The rubric used for scoring was the AACU Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLO 1). | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| The program summary best describes the actions to correct program deficiencies for this SLO. The program assessment of these two student learning outcomes may be assessable next year if adequate data is generated by program enrollment and completion. Assessment of this year’s data could lead to erroneous conclusions and adversely affect the revised program as the artifacts used for program assessment going forward are not equivalent. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| The transformation process of Organizational Leadership programs over the past two academic years have provided significant changes to both programs and program assessments. The cycle plan below describes the planned assessment and when analysis could lead to program improvements. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| SLOs 1 and 2 assessed every other year alternating with SLOs 3 and 4. For SLOs 1 and 2: fall 2021 the revised program is implemented. Summer 2023: revised program assessment conducted. An interim program assessment of these two SLOs may occur after the 2021-2022 AY if sufficient data exists. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | | |
| **Student Learning Outcome** | Analyze behaviors of effective leaders. | | | | | | | |
| **Measurement Instrument 1** | D Direct: Students complete a Guided Leadership Reflection Paper during the first core class, LEAD 500. The artifact measures students’ knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. | | | | | | | |
| **Criteria for Student Success** | Students should at the end of the program score between upper “milestone” and lower “capstone” on the Association of American Colleges and Universities (AACU) Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLOs). Scores on the rubric item for this SLO ranged from “Capstone (4),” “Milestones (3)/(2),” and “Benchmark (1).” | | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | | Not assessable for this time period. | |
| **Methods** | Direct: Guided Leadership Reflection papers will be collected from a random sample of students in the course. All identifiers removed (student name, course numbers, faculty name) from all papers. The rubric used for scoring was the AACU Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLO 1). | | | | | | | |
| **Measurement Instrument 2** | Direct: Students complete a Leader Analysis of a chosen public leader in the first core course LEAD 500. The artifact measures students’ knowledge of effective leader behaviors. | | | | | | | |
| **Criteria for Student Success** | Students should at the end of the program score between upper “milestone” and lower “capstone” on the Association of American Colleges and Universities (AACU) Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLOs). Scores on the rubric item for this SLO ranged from “Capstone (4),” “Milestones (3)/(2),” and “Benchmark (1).” | | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | | Not assessable for this time period. | |
| **Methods** | Direct: Leader Analysis papers will be collected from a random sample of students in the course. All identifiers removed (student name, course numbers, faculty name) from all papers. The rubric used for scoring was the AACU Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLO 1). | | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | | |
| The program summary best describes the actions to correct program deficiencies for this SLO. The program assessment of these two student learning outcomes may be assessable next year if adequate data is generated by program enrollment and completion. Assessment of this year’s data could lead to erroneous conclusions and adversely affect the revised program as the artifacts used for program assessment going forward are not equivalent. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| The transformation process of Organizational Leadership programs over the past two academic years have provided significant changes to both programs and program assessments. The cycle plan below describes the planned assessment and when analysis could lead to program improvements. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| SLOs 1 and 2 assessed every other year alternating with SLOs 3 and 4. For SLOs 1 and 2: fall 2021 the revised program is implemented. Summer 2023: revised program assessment conducted. An interim program assessment of these two SLOs may occur after the 2021-2022 AY if sufficient data exists. | | | | | | | | |