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| **Assurance of Student Learning Report**  **2022-2023** | | |
| College of Education and Behavioral Sciences | | School of Leadership and Professional Studies |
| Undergraduate Organizational Leadership Certificate, 1721 | | |
| Program Coordinator: Dr. Tanja Bibbs | | |
| ***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 **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1: Apply core concepts of organizational leadership theories, models, and approaches.** | | | |
| **Instrument 1** | **Analysis of Guided Leadership Reflection Paper.** | | |
| **Instrument 2** | **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** |
| **Program Student Learning Outcome 2: Analyze behaviors of effective leaders.** | | | |
| **Instrument 1** | **Analysis of Guided Leadership Reflection Paper** | | |
| **Instrument 2** | **Analysis 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** |
| **Program Student Learning Outcome 3:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Due to efforts to address program transformation at the graduate level, program revisions were not complete for the undergraduate Organizational Leadership programs. Some curricular requirements were addressed; however, program assessments were not revised as originally planned. Transformation of this program will continue during the 2023-2024 academic year with the revision of LEAD 300, which includes the assessments for this program. The document outlines what the process will look like once the assesments are updated as assessment of this year’s data could impact the proposed program revisions as the artifacts used for program assessment moving forward will not be commensurate. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | **Apply core concepts of organizational leadership theories, models, and approaches.** | | | | | | |
| **Measurement Instrument 1** | Direct: Students will complete a Reflection Paper during the first core class, LEAD 300. | | | | | | |
| **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** | TBD  . | |
| **Methods** | Direct: 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 300. | | | | | | |
| **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** | | TBD | |
| **Methods** | Direct: Strategic Leadership 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** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| Transformation of this program will continue during the 2023-2024 academic year with the revision of LEAD 300. Assessment of this year’s data could impact the proposed program revisions as the artifacts used for program assessment moving forward will not be commensurate. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Analyze behaviors of effective leaders. | | | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Guided Leadership Reflection Paper during the first core class, LEAD 300. 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** | TBD | |
| **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 2). | | | | | | |
| **Measurement Instrument 2** | Direct: Students complete a Leader Analysis of a chosen public leader in the first core course LEAD 300. 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** | | TBD | |
| **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 2). | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| Transformation of this program will continue during the 2023-2024 academic year with the revision of LEAD 300, which includes the assessments for this program. Assessment of this year’s data could impact the proposed program revisions as the artifacts used for program assessment moving forward will not be commensurate. | | | | | | | |

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| **CURRICULUM MAP TEMPLATE** | | |  |  |
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| **Program name:** | Organizational Leadership, Undergraduate Certificate 1721 | | |  |
| **Department:** | School of Leadership and Professional Studies | | |  |
| **College:** | College of Education and Behavioral Sciences | | |  |
| **Contact person:** | Dr. Tanja Bibbs | | |  |
| **Email:** | [bibbstn@wku.edu](mailto:bibbstn@wku.edu) | | |  |
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| **KEY:** | |  |  |  |
| **I = Introduced** | |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |
| **M = Mastered** | |  |  |  |
| **A = Assessed** | |  |  |  |
|  |  |  | **Learning Outcomes** |  |
|  |  |  | **LO1:** | **LO2:** |
|  |  |  | Apply core concepts of organizational leadership theories, models, and approaches. | Analyze behaviors of effective leaders. |
| **Course Subject** | **Number** | **Course Title** |  |  |
| LEAD | 200 | Introduction to Leadership Studies | I | R |
| LEAD | 300 | Leadership Theory and Application | A | R |
| LEAD | 325 | Leading Change | A | A |
| LEAD | 330 | Leadership Ethics and Decision-Making | A | A |
| LEAD | 395 | Contemporary Leadership Issues | R | A |
| LEAD | 400 | Practicum in Leadership | M | M, A |
| LEAD | 440 | Leading Teams | R, A | R, A |
| LEAD | 450 | Leadership in Global Contexts | I, R | I, R |