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| **Assurance of Student Learning Report**  **2020-2021** | |
| College of Education and Behavioral Science | School of Leadership and Professional Studies |
| Organizational Leadership MAE #467 | |
| 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 taken during the first (LEAD 500) and capstone (LEAD 600) courses | | |
| **Instrument 2** | **Direct:**  Analysis of the leadership philosophy and overall leadership approach of the Organizational Leadership Strategic Plan in the capstone course | | |
| **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 taken during the first (LEAD 500) and capstone (LEAD 600) courses | | |
| **Instrument 2** | **Direct:**  Analyze of the pre-post Student Leader Practices Inventory (SLPI) assessments | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **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 three LEAD courses in the core with options for the other two core classes making core content less defined and program assessment problematic. The new curriculum effective during the fall 2021 term and will require six LEAD courses with only one core class option. The new core classes will provide a more deliberate and focused curriculum on organizational leadership and provide for effective 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 new and do not pertain to the revised Student Learning Outcomes. | | | |

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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, and the capstone course, LEAD 600. The artifacts measure students’ knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. Students then compare pre-post Guided Leadership Reflection Papers annotating differences. | | | | | | |
| **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 capstone course, LEAD 600. 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 an analysis of their leadership philosophy and overall leadership approach during the Organizational Leadership Strategic Plan in the capstone course, LEAD 600. | | | | | | |
| **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: Organizational Leadership Strategic Plans will be collected from a random sample of students in the capstone course, LEAD 600. 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, 4, and 5. 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** | Direct: Students complete a Guided Leadership Reflection Paper during the first core class, LEAD 500, and the capstone course, LEAD 600. The artifacts measure students’ knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. Students then compare pre-post Guided Leadership Reflection Papers annotating differences. | | | | | | | |
| **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 capstone course, LEAD 600. 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: Analyze of the pre-post Student Leader Practices Inventory (SLPI) assessments. Students take the pre survey (consisting of 30 questions) and have observers (at least five) anonymously rate them using the same survey at the beginning of LEAD 500, the first course taken in the program. Analysis is then conducted on the self-survey results, observer survey results, and a comparison between self and observer results. A student guided analysis paper summarizes the results. This process is repeated for the post survey conducted during the capstone course, LEAD 600. A student guided analysis paper summarizes the results between pre and post assessments. | | | | | | | |
| **Criteria for Student Success** | Students | | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | | Not assessable for this time period. | |
| **Methods** | Direct: Student guided analysis papers summarizing the results between pre and post SLPI assessments 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, 4, and 5. 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. | | | | | | | | |