Assurance of Student Learning
2019-2020

College of Education and Behavioral Science	Educational Administration, Leadership, and Research
Organizational Leadership Certificate 1721	
Program Coordinator: Dr. John Baker	

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: Analyze and apply leadership theories, models, approaches, and constructs that create and effective leadership process			
Instrument 1	**Direct:** Analysis of Leader Analysis Paper		
Instrument 2	**Direct:** Examination of Pre-Post Program Assessment Survey Results		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		**Met**	**Not Met**
Student Learning Outcome 2: Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership			
Instrument 1	**Direct:** Analysis of Capstone Project/Research Paper		
Instrument 2	**Direct:** Examination of Pre-Post Program Assessment Survey Results		
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.		**Met**	**Not Met**
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
Overall, the results are not acceptable in regard to achieving SLOs. The curriculum has needed revision and transformation that was not possible due to limited full-time faculty (three full-time faculty for approximately 450 students). The Program was moved to its present Department (EALR) at the end of the Fall 2018 term and has undergone WKU's Comprehensive Academic Program Evaluation (CAPE). The CAPE results indicated that the program needed transformation. The transformation process began during the 2019 fall term. This process reviewed SLOs to the University mission then assessed existing course SLOs to the program SLOs. The present program is more of a collection of courses rather than a program. The planned revisions are to sequence require classes to ensure a set and progressive program. Electives will consist of a specific focus approved by advisors. A new student learning assessment will replace the present process to provide faculty with better data for assessment. An exit survey on the program is also planned as in indirect measure of SLO achievement. Other program revisions may occur as the transformation process continues over the next year (2020-2021).			

Student Learning Outcome 1			
Student Learning Outcome	Analyze and apply leadership theories, models, approaches, and constructs that create and effective leadership process		
Measurement Instrument 1	DIRECT measures of student learning: Students in the core course (LEAD 200 or 300) were given a final, written project/research paper that required them conduct an in-depth analysis of a chosen public leader. The paper required an analysis of the chosen leader and apply the knowledge received during the course in the student learning outcome. This core course (LEAD 200 or 300) is the only course where the leadership subject of this SLO are taught to all students. Students have the option to take courses in specific subjects listed in this SLO but are not required to take these courses making an assessment of this SLO problematic. As stated below and in the previous 2018/2019 Assurance of Learning Outcomes this issue is known and will be corrected during the ongoing transformation of the Organizational Leadership curriculum.		
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**	40%
Methods	Direct: Leader analysis paper were collected from a random sample of students in the course ($N = 5$). 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 measures of student learning: Students completed a pre-post leadership assessment based on SLOs. The test consisted of 22 questions that required students to select all the correct answers.		
Criteria for Student Success	Students should at the end of the program should increase their score on the online assessment for each SLO by at least 10 percent.		
Program Success Target for this Measurement	10% increase in scores of correct answers between pre and post-tests by 80% of students	**Percent of Program Achieving Target**	80%
Methods	The pre-test was administered during the first core course (LEAD 200 or 300) and the post-test was administered during the capstone course (LEAD 400). The test consisted of 22 questions that required students to select all the correct answers. The test was online and developed using Qualtrics software. The results of the pre-post tests were collected and compared using the students WKU identification number that was included in the data.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The program summary best describes the actions to correct program deficiencies for this SLO. Specific actions to improve this SLO will emerge from the ongoing transformation process. Questions driving the transformation process included a) Are SLOs aligned to the University mission? b) What artifacts will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable? d) Are the learning outcomes of core courses appropriately designed to address program outcomes? E) How do we assess program electives in relationship to the core classes? As a result of the transformation process, the certificate is being revised from its current curriculum of requiring students to take LEAD 200 or 300 and three elective LEAD courses. The revised curriculum will consist of three core LEAD courses (300 - foundations, 330 - ethics, and 440 - teams) and one elective LEAD course. This revised curriculum will facilitate a more accurate and thorough program assessment. The revised program will be available starting fall term, 2021. Due to the expected low enrollment the program assessment for the revised curriculum will probably take place after the spring 2022 term.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Fall term 2020 through spring 2021: program revisions approved. Summer 2021: program assessment developed. Fall 2021: revised program implemented. Summer 2022: revised program assessment conducted. The current assessment process will be used until adequate students have completed the revised curriculum (expected summer of 2022).

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The next program assessment of this program outcome will be for the 2020 - 2021 academic year. Data will be collected after the spring 2021 term and program assessment conducted during the summer term, 2021.

Student Learning Outcome 2	
Student Learning Outcome	Synthesize and apply leadership literature and determine a methodology to develop a construct of personal or professional leadership
Measurement Instrument 1	DIRECT measures of student learning: Students in the capstone course were given a final, written project/research paper that required them to synthesize their work in the program's core courses. The paper required students to create a Leader Development Plan to evaluate SLOs. To assess this program SLO, students were asked to interview three people who were in their proposed professional field that they will pursue upon graduation to determine leadership lessons for success in that profession (Leadership Development Plan). Each interview focused on the leader behaviors viewed as most effective in that profession. Students then compared interview results to program defined effective leader behaviors linking theory and/or concepts to practice.
Criteria for Student Success	Students should at the end of the program score between upper "milestone" and lower "capstone" on the 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**	40%

Methods	Direct: Artifacts from the capstone course project/paper were collected from a random sample of students in the course ($N = 5$) and all identifiers removed (student name, course numbers, faculty name). There were a limited number of students enrolled during the fall (30) and spring (42) terms; this is why 5 random samples were assessed. The rubric used for scoring was the AACU Critical Thinking + Analysis + Written Communication Rubric (modified to accommodate leadership SLO 2).
Measurement Instrument 2	DIRECT measures of student learning: Students completed a pre-post leadership assessment based on SLOs. The test consisted of 22 questions that required students to select all the correct answers.
Criteria for Student Success	Students should at the end of the program should increase their score on the online assessment for each SLO by at least 10 percent.

Program Success Target for this Measurement	10% increase in scores of correct answers between pre and post-tests by 80% of students	**Percent of Program Achieving Target**	80%

Methods	The pre-test was administered during the first core course (LEAD 300) and the post-test was administered during the capstone course (LEAD 400). The test consisted of 22 questions that required students to select all the correct answers. The test was online and developed using Qualtrics software. The results of the pre-post tests were collected and compared using the students WKU identification number that was included in the data.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The program summary best describes the actions to correct program deficiencies for this SLO. Specific actions to improve this SLO will emerge from the ongoing transformation process. Questions driving the transformation process included a) Are SLOs aligned to the University mission? b) What artifacts will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable? d) Are the learning outcomes of core courses appropriately designed to address program outcomes? E) How do we assess program electives in relationship to the core classes? As a result of the transformation process, the certificate is being revised from its current curriculum of requiring students to take LEAD 200 or 300 and three elective LEAD courses. The revised curriculum will consist of three core LEAD courses (300 - foundations, 330 - ethics, and 440 - teams) and one elective LEAD course. This revised curriculum will facilitate a more accurate and thorough program assessment. The revised program will be available starting fall term, 2021. Due to the expected low enrollment the program assessment for the revised curriculum will probably take place after the spring 2022 term.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Fall term 2020 through spring 2021: program revisions approved. Summer 2021: program assessment developed. Fall 2021: revised program implemented. Summer 2023: revised program assessment conducted. The current assessment process will be used until adequate students have completed the revised curriculum (expected summer of 2022).

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The next program assessment of this program outcome will be for the 2020 - 2021 academic year. Data will be collected after the spring 2021 term and program assessment conducted during the summer term, 2021.