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| **Assurance of Student Learning****2020-2021** |
| College of Education and Behavioral Science | Educational Administration, Leadership, and Research |
| Educational Leadership Doctoral Program  **010** |

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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:** Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success)  |
| **Instrument 1** | Discussion Boards |
| **Instrument 2** | Reflection Papers |
| **Instrument 3** | Case presentations |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans |
| **Instrument 1** | Literature review |
| **Instrument 2** | Papers  |
| **Instrument 3** | Case study assignments and presentations  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization |
| **Instrument 1** | Class discussion boards and discussion board assignments |
| **Instrument 2** | Papers  |
| **Instrument 3** | Case presentations |
| **Based on your results, circle or highlight 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.)**  |
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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success) that is shared and communicated by a group or organization |
| **Measurement Instrument 1**  | Discussion Boards—Taken together, the courses (EDLD 730, 720, 710, 702) used to examine this PLO included discussion boards as way to measure how students articulate and demonstrate their understanding of being a visionary leader. |
| **Criteria for Student Success** | (1) Demonstrate an understanding of the key assumptions, strengths, and limitations of each of the leadership approaches presented; (2) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others; (4) Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives. |
| **Program Success Target for this Measurement** | **Average score of 8 points** **across all students** | **Percent of Program Achieving Target** | 100% |
| **Methods**  | A sample of students (*n*=21) were used to assist in the examination of this PLO, using the discussion board was used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Demonstrate a high-level understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Demonstrate an understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Demonstrate a basic understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented | ***Does not demonstrate an understanding*** of the key assumptions, strengths, and limitations of each of the leadership approaches presented |
| ***Apply multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |
| ***Applies complex principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Applies, on a basic level, principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Does not apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives |

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| **Measurement Instrument 2** | Reflection Papers— Taken together, the core EDLD courses (EDLD 730, 720, 710, 702), required students to write a number of papers.  |
| **Criteria for Student Success** | (1) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (2) Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others. |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | **95% (average of two courses-EDLD 720, 710)** |
| **Methods** | A sample of students (*n*=21) were used to assist in the examination of this PLO, using he reflection papers used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Applies, on a basic level, theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Does not apply theories of employee motivation*** to appropriately direct follower efforts within the organization |
| ***Demonstrate at a high level, the continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Demonstrates, at a basic level, the continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively | ***Does not demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |

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| **Measurement Instrument 3** | Case presentations |
| **Criteria for Student Success** | (1) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (2) Describe your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; (3) Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity. |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** |

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| A sample of students (*n*=21) were used to assist in the examination of this PLO, using the case studies and presentations used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Describes, with a high level of detail, your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Describe your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Describes, on a basic level, your leadership style and strengths*** and best opportunities for enhancing leadership capacity and leading for equity | ***Does not describe your leadership style*** ***and strengths*** and best opportunities for enhancing leadership capacity and leading for equity |
| ***Apply multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Demonstrates, with a high level of detail, the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Demonstrate the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Demonstrates, on a basic level, the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity | ***Does not demonstrate the application of this content knowledge in a hands-on project*** that leads a group through a problem-solving activity |

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| **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 overall approach for the program requires more specific ways to ensure that additional courses, if not all in the program address this PLO. Some of the driving actions need to be informed by the answers to questions that include a) Are student learning outcomes (SLOs) at the course level aligned to the University mission? b) What artifacts will be preserved and will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable and what are the specific rubrics that measure SLOs? |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Program improvement for student success in writing papers should continue with care to the use of reflection papers. Students need to be able to effectively communicate. Fall 2020, ensure more courses incorporate rigorous writing. Courses should include papers that meet rigorous academic quality papers. Spring 2021, a sampling of student papers from the courses (EDLD 730, 720, 710, 702), should be used along with rubrics to serve as a criteria to examine the rigor of reflection papers.  |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans |
| **Measurement Instrument 1** | Literature review--taken together, core courses (EDLD 730, 720, 710, 702), were used to examine the use of literature reviews |
| **Criteria for Student Success** | (1) Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance; (2) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (3) Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture; (4) Demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement. |
| **Program Success Target for this Measurement** | **Average score of 8 points** **across all students** | **Percent of Program Achieving Target** | **95% (average of two courses-EDLD 720, 710)** |
| **Methods**  | A sample of students (*n*=21) were used to assist in the examination of this PLO, using the literature review that was used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Applies multiple principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance | ***Apply principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance | ***Applies basic principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Does not apply principles of and strategies for decision making and problem solving*** to lead followers to decisions that have both quality and acceptance |
| ***Applies multiple*** ***theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Applies, on a basic level, theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Does not apply*** theories of employee motivation to appropriately direct follower efforts within the organization; |
| ***Describes the complexity of research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describes, on a basic level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Does not describe*** ***research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture |
| ***Demonstrates, at a high-level, continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Demonstrates, on a basic level,*** ***continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement | ***Does not demonstrate continuing improvement*** of analytical and critical thinking skills as well as the ability to communicate ideas effectively in the context of K-12 school improvement |

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| **Measurement Instrument 2** | Case study assignments |
| **Criteria for Student Success** | (1) Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity; (2) Describe research related to effective educational leadership with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture |
| **Program Success Target for this Measurement** | **Average score of 4 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=21) were used to assist in the examination of this PLO, using the case study assignments used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 5 points), satisfactory (no more than 5 but no less than 4 points), need some work (no less than 3 and no more than 2 points), unacceptable (less than 1 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Demonstrate a high-level understanding*** ***the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Demonstrate*** ***the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Demonstrate a basic understanding*** ***of the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity | ***Does not demonstrate the application of this content knowledge*** in a hands-on project that leads a group through a problem-solving activity |
| ***Describes, on a complex level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others | ***Describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture | ***Describes, on a basic level, research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others | ***Does not describe research related to effective educational leadership*** with attention to select variables such as gender, power, ethics, motivation, personality, equity and culture leadership style and that of others |

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| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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 overall approach for the program requires more specific ways to ensure that more of the courses in the program address this PLO. Some of the driving actions need to be informed by the answers to questions that include a) Are student learning outcomes (SLOs) at the course level aligned to the University mission? b) What artifacts will be preserved and will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable and what are the specific rubrics that measure SLOs? |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Resource allocation is an important aspect of leadership skills. Program improvement for student success as it relates to designing and defending resource allocation should extend beyond these four courses (EDLD 730, 720, 710). Fall 2020, more courses should include projects that address the challenges of resource allocation relating to problems and possible solutions. Spring 2021, a sampling of student projects from the courses (EDLD 730, 720, 710, 702), should be used along with rubrics to serve as a criteria to examine the rigor of how students use methods and strategies in their approaches to solving resource allocation issues. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization |
| **Measurement Instrument 1** | Class discussion boards and discussion board assignments |
| **Criteria for Student Success** | (1) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (2) Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives; (3) Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance. |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | 100% |
| **Methods**  | A sample of students (*n*=21) were used to assist in the examination of this PLO, using the discussion board used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| --- | --- | --- | --- |
| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Applies, on a basic level,*** ***theories of employee motivation*** to appropriately direct follower efforts within the organization; | ***Does not theories of employee motivation*** to appropriately direct follower efforts within the organization; |
| ***Apply multiple principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Applies, on a basic level, the principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives | ***Does not apply principles of group processes and team dynamics*** to facilitate effective group interaction to accomplish organizational objectives |
| ***Applies complex principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Apply principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Applies, on a basic level, principles of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance | ***Does not apply principles*** ***of and strategies for decision making*** and problem solving to lead followers to decisions that have both quality and acceptance |

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| **Measurement Instrument 2** | Papers |
| **Criteria for Student Success** | (1) Describe your leadership style and strengths and best opportunities for enhancing leadership capacity and leading for equity; (2) Synthesize learning into a coherent and practical philosophy of leadership that reflects both personal and professional codes of ethics in the context of equity; (3) Apply theories of employee motivation to appropriately direct follower efforts within the organization; (4) Explain historical and contemporary perspectives of leadership.  |
| **Program Success Target for this Measurement** | **Average score of 8 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=21) were used to assist in the examination of this PLO, using papers used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 10 points), satisfactory (no more than 9 but no less than 8 points), need some work (no less than 5 and no more than 7 points), unacceptable (less than 5 points)

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| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Describe, with a high-level of complexity, your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Describe your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Describes, at a basic level, your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity | ***Does not describe your leadership style*** and strengths and best opportunities for enhancing leadership capacity and leading for equity |
| ***Complex synthesis of learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Synthesize learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Basic synthesis of learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity | ***Does not synthesize learning into a coherent and practical philosophy of leadership*** that reflects both personal and professional codes of ethics in the context of equity |
| ***Apply multiple theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Apply theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Applies basic theories of employee motivation*** to appropriately direct follower efforts within the organization | ***Does not apply theories of employee motivation*** to appropriately direct follower efforts within the organization |
| ***Explains with a high-level of complexity,*** historical and contemporary perspectives of leadership | ***Explain*** historical and contemporary perspectives of leadership | ***Explains basic*** historical and contemporary perspectives of leadership | ***Does not explain*** historical and contemporary perspectives of leadership |

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| **Measurement Instrument 3** | Case studies and presentations |
| **Criteria for Student Success** | (1) Apply leadership concepts and behaviors to other ideas, people, case studies and real-life situations, specifically related to equity and school improvement in K-12 settings; (2) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others; (3) Describe how goals and environmental context interacts with leadership and its potential implications for one’s own preferred leadership style and that of others;  |
| **Program Success Target for this Measurement** | **Average score of 6 points** **across all students** | **Percent of Program Achieving Target** | **100%** |
| **Methods** | A sample of students (*n*=21) were used to assist in the examination of this PLO, using the case studies and presentations used by students. The criteria used here is based on the attached rubric for the four criteria above scored based on the following point scale of the ***average score across all students*** in the sample: excellent (no less than 8 points), satisfactory (no more than 7 but no less than 6 points), need some work (no less than 4 and no more than 5 points), unacceptable (less than 4 points)

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| --- | --- | --- | --- |
| ***Excellent (3)*** | ***Satisfactory (2)*** | ***Needs Some Work (1)*** | ***Unacceptable (0)*** |
| ***Applies multiple leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Applies, on a basic level, the leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations | ***Does not apply leadership concepts and behaviors*** to other ideas, people, case studies and real-life situations |
| ***Describes the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describes, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |
| ***Describe the complexity of how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Describe, on a basic level, how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others | ***Does not describe how goals and environmental context interacts with leadership*** and its potential implications for one’s own preferred leadership style and that of others |

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| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| The overall approach for the program requires more specific ways to ensure that more of the courses in the program address this PLO. Some of the driving actions need to be informed by the answers to questions that include a) Are student learning outcomes (SLOs) at the course level aligned to the University mission? b) What artifacts will be preserved and will provide the most accurate data to assess SLOs? c) Are the learning outcomes measurable and what the specific rubrics that measure SLOs are. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Resource allocation is an important aspect of leadership skills. Program improvement for student success as it relates to effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization should extend beyond these four courses (EDLD 730, 720, 710, 702). Fall 2020, more courses should include projects that address the challenges of effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate. Spring 2021, a sampling of student projects and papers from the courses (EDLD 730, 720, 710, 702), should be used along with rubrics to serve as a criteria to examine the rigor of how students use methods and strategies in their approaches to solving organization culture and climate issues. |