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| **Assurance of Student Learning Report**  **2022-2023** | | |
| College of Education and Behavioral Sciences | | School of Leadership and Professional Studies |
| Graduate Organizational Leadership Certificate, 1723 | | |
| 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: Evaluate core concepts of organizational leadership theories, models, and approaches.** | | | |
| **Instrument 1** | **Guided Leadership Reflection Paper** | | |
| **Instrument 2** | **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: Discuss behaviors of effective leaders.** | | | |
| **Instrument 1** | **Guided Leadership Reflection Paper** | | |
| **Instrument 2** | **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: Explain personal and organizational ethics.** | | | |
| **Instrument 1** | **Analysis of Personal Ethical Statement** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 4: Determine the impact of diversity and culture on the leadership process.** | | | |
| |  |  | | --- | --- | | **Instrument 1** | **Cultural Intelligence Development Plan** | | **Instrument 2** |  | | **Instrument 3** |  | | | | |
| |  |  |  | | --- | --- | --- | | **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | **Met** | **Not Met** | | | | |
| **Assessment Cycle Plan:** | | | |
| The graduate Organizational Leadership programs continue to undergo transformation. While curricular changes were made, all assessments were not updated to reflect the corresponding revisions. Some of the artifacts reviewed will be (or have been revised) for the 2023-2024 academic year, as the program continues to address curricular changes. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | **Evaluate 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 rubric based on the Guided Leadership Reflection Paper is as follows:  SLPI Analysis (13.33%): the level in which the analysis addresses their self and observer ratings from the SLPI.  Summary of Model the Way (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Inspire A Shared Vision (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Challenge the Heart (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Enable Others to Act (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Encourage the Heart (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Strengths Assessment Analysis (13.33%): the level in which the analysis addresses their identified strengths and compares them to the SLPI assessment  Personality Assessment Analysis (13.33%): the level in which the analysis addresses their personality assessment and compares them to the SLPI and CliftonStrengths assessment  Perceived Present Leadership Approach (13.33%): the level in which the summary addresses their perceived leadership approach  Future Leadership Approach (13.33%): the level in which the summary addresses their desired leadership approach | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the assignment rubric. For students meeting the target, they will gain knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the guided leadership reflection papers were assessed. | | | | | | |
| **Measurement Instrument 2** | Direct: Students complete a Strategic Leadership Analysis of an organization during the first core class, LEAD 500.  The rubric based on the Strategic Leadership Analysis is as follows:  Overview of Organization (10%): the level in which the overview addresses key features of the organization  Values Analysis (10%): the level in which the analysis addresses the identified values of the organization and how the organization defines it  Vision Analysis (10%): the level in which the analysis addresses the identified vision of the organization and if the organization believes in it  Mission/Purpose (10%): the level in which the analysis addresses the mission and purpose statement and if it supports the organization’s values and vision  Leadership Style of Organization (10%): the level in which the analysis addresses the organization’s leadership style  Senior Leader Analysis (10%): the level in which the analysis addresses the leadership models of the senior leaders of the organization  Adaptive/Transformational Analysis (10%): the level in which the analysis addresses if the organization is adaptive, transformational, or neither  Ethical Climate Analysis (10%): the level in which the analysis addresses the ethical climate of the organization  Diversity Analysis (10%): the level in which the summary addresses the effects of diversity on the organization  Overall Impression/Format/Grammar (10%): the level of quality of the paper and its use of APA and correct grammar | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the assignment rubric. For students meeting the target, they will gain knowledge of leadership theories, models, and leadership constructs within an organization. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the Strategic Leadership Analysis were assessed. | | | | | | |
| **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)** | | | | | | | |
| During the assessment cycle, it was realized that the rubrics for these assessments needed to be further developed. The program recognized the Guided Leadership Reflection and Strategic Leadership Analysis warranted some improvements. Thus, this assessment will be updated to be more applicable to professional practice, which will change the rubric. As the transformation process of Organizational Leadership programs resumes, we will follow a continuous improvement process to identify other opportunities to strengthen the assessment. Additionally, because of the likelihood of certificate students taking classes with the graduate major students, it is likely the sample included students from both programs. We will consider a process next assessment cycle to identify those specific graduate certificate students to better assess the PLOs for this program. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | **Discuss behaviors of effective leaders.** | | | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Guided Leadership Reflection Paper during the first core class, LEAD 500.  The rubric based on the Guided Leadership Reflection Paper is as follows:  SLPI Analysis (13.33%): the level in which the analysis addresses their self and observer ratings from the SLPI.  Summary of Model the Way (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Inspire A Shared Vision (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Challenge the Heart (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Enable Others to Act (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Summary of Encourage the Heart (6.66%): the level in which the summary addresses their understanding of this aspect of a leadership challenge model  Strengths Assessment Analysis (13.33%): the level in which the analysis addresses their identified strengths and compares them to the SLPI assessment  Personality Assessment Analysis (13.33%): the level in which the analysis addresses their personality assessment and compares them to the SLPI and CliftonStrengths assessment  Perceived Present Leadership Approach (13.33%): the level in which the summary addresses their perceived leadership approach  Future Leadership Approach (13.33%): the level in which the summary addresses their desired leadership approach | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will gain knowledge of leadership theories, models, and approaches based on personal assessments and practical experience. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the Guided Leadership Reflection Paper were assessed. | | | | | | |
| **Measurement Instrument 2** | Direct: Students complete a Leader Analysis of a chosen public leader in the first core course LEAD 500.  The rubric based on the Leader Analysis is as follows:  Biographical sketch (10%): the level in which the analysis provides a biography of the chosen leader  Summary of Model the Way (15%): the level in which the analysis evaluates the chosen leader according to the Five Exemplary Practices of Leaders model  Summary of Inspire A Shared Vision (15%): the level in which the analysis evaluates the chosen leader according to the Five Exemplary Practices of Leaders model  Summary of Challenge the Heart (15%): the level in which the analysis evaluates the chosen leader according to the Five Exemplary Practices of Leaders model  Summary of Enable Others to Act (15%): the level in which the analysis evaluates the chosen leader according to the Five Exemplary Practices of Leaders model  Summary of Encourage the Heart (15%): the level in which the analysis evaluates the chosen leader according to the Five Exemplary Practices of Leaders model  SLPI, Strengths, and Personality Profile (10%): the level in which the analysis addresses the leader’s SLPI profile, dominant strengths and 4-letter personality profile  Future Leadership Approach (13.33%): the level in which the summary addresses their desired leadership approach | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will gain knowledge of effective leader behaviors. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | 89% | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the Leader Analysis were assessed. | | | | | | |
| **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)** | | | | | | | |
| During the assessment cycle, it was realized that the rubrics for these assessments needed to be further developed. The program recognized the Strategic Leadership Analysis warranted some improvements. Thus, this assessment will be updated to be more applicable to professional practice, which will change the rubric. As the transformation process of Organizational Leadership programs resumes, we will follow a continuous improvement process to identify other opportunities to strengthen the assessment. Additionally, because of the likelihood of certificate students taking classes with the graduate major students, it is likely the sample included students from both programs. We will consider a process next assessment cycle to identify those specific graduate certificate students to better assess the PLOs for this program. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | **Explain personal and organizational ethics.** | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Personal Ethical Statement based on their ethical perspective. The rubric based on the assignment is as follows:   |  |  |  | | --- | --- | --- | | **Excellent** | **Some Improvement Needed** | **Poor or Missing** | | (22.5 - 30 points)  9-12 of the assessments results and reflections are shared (2.5 points each) | (15 – 20 points)  6-8 of the assessments results and reflections are shared. | (0 – 12.5 points)  5 or fewer of the assessments results and reflections are shared. | | (32 – 40 points)  You share a detailed plan for the 3 biggest priorities you have (at least 1 detailed paragraph per priority), based on the results of your assessments, to develop yourself as an Ethical and Exemplary Leader, as per Kouzes and Posner’s model | (26 – 31 points)  You share a plan for the 3 biggest priorities you have (at least 1 paragraph per priority), based on the results of your assessments, to develop yourself as an Ethical and Exemplary Leader, as per Kouzes and Posner’s model, but it might be lacking in details. | (0 – 25 points)  You share a plan for fewer than 3 priorities you have, based on the results of your assessments, to develop yourself as an Ethical and Exemplary Leader, as per Kouzes and Posner’s model, or you do not do this part of the assignment at all. | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will gain knowledge of personal and organizational ethics. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the Personal Ethics Statement were assessed. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| During the assessment cycle, it was realized that the rubrics for these assessments needed to be further developed. As the transformation process of Organizational Leadership programs resumes, we will follow a continuous improvement process to identify other opportunities to strengthen the assessment. Additionally, because of the likelihood of certificate students taking classes with the graduate major students, it is likely the sample included students from both programs. We will consider a process next assessment cycle to identify those specific graduate certificate students to better assess the PLOs for this program. | | | | | |

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| **Program Student Learning Outcome 4** | | | | | |
| **Program Student Learning Outcome** | **Determine the impact of diversity and culture on the leadership process.** | | | | |
| **Measurement Instrument 1** | Direct: Students develop a culture and diversity plan for an organization. The artifact measures students’ knowledge on how to establish and maintain a culture that is inclusive and diverse.   |  |  |  | | --- | --- | --- | | **Excellent** | **Good but some issues** | **Much Improvement Needed** | | 9 – 10 points  Provides the mission and vision of the organization OR clearly states the organization is lacking one or more. | 7 to 8 points  Provides either a mission or vision statement but does not state whether the other exists. | 0 to 6 points  Does not provide a mission or vision statement nor does the student state that neither exists. | | 45 to 50 points  Identification of current strategies utilized for the assurance of cultural diversity and CQ are comprehensive and show deep level of thought. Includes a glimpse into HR practices, federal compliance, etc. | 35 to 44 points  Identification of current strategies utilized for the assurance of cultura diversity and CQ are given; however, a deeper analysis was needed to explain how HR enforces federal laws within the organization, etc. | 0 to 34 points  Provides a vague explanation of current strategies used by the organization to promote cultural diversity or CQ. A more in-depth analysis was needed to fully understand the organization. | | 45 to 50  Provides a thorough explanation on the return on investment in hiring a diverse staff and investing in CQ among employees. | 35 to 44  Provides an explanation on the return on investment in hiring a diverse staff and investing in CQ among employees; however, the explanation needed a deeper analysis. | 0-34 points  Limited explanation on the return on investment would be helpful to the organization. Student did not connect the ROI information given by Livermore to their workplace. | | 18 to 20 points  Identifies feasible coping mechanisms the employees may use to become more culturally aware in the other country. | 14 to 17 points  Identifies coping mechanisms the employees may use to become more culturally aware in the other country; however, they may be too difficult or not feasible. | 0 to 13 points  Identifies vauge coping mechanisms for the employees or the coping mechanisms may not be helpful, feasible, or relevant. | | 18 to 20 points  Fully completes the CQ Drive slide with strong entries in all sections. | 14 to 17  One or two of the sections did not fully meet the expectations. | 0 to 13 points  Three or more of the sections did not fully meet the expectations. Or, the slide was not completed. | | 18 to 20 points  Fully completes the CQ Knowledge slide with strong entries in all sections. | 14 to 17  One or two of the sections did not fully meet the expectations. | 0 to 13 points  Three or more of the sections did not fully meet the expectations. Or, the slide was not completed. | | 18 to 20 points  Fully completes the CQ Strategy slide with strong entries in all sections. | 14 to 17  One or two of the sections did not fully meet the expectations. | 0 to 13 points  Three or more of the sections did not fully meet the expectations. Or, the slide was not completed. | | 18 to 20 points  Fully completes the Action slide with strong entries in all sections. | 14 to 17  One or two of the sections did not fully meet the expectations. | 0 to 13 points  Three or more of the sections did not fully meet the expectations. Or, the slide was not completed. | | 18 to 20 points  Lists at least 6 resources to further CQ. | 14 to 17 points  Lists at least 4-5 resources to further CQ. | 0 to 12 points  Lists less than 3 resources to further CQ. | | 45 to 50 points  Student crafts a pledge statement for each of the five exemplary practices of leaders. | 35 to 44 points  Students crafts a pledge for 3-4 of the five exemplary practices of leaders. | 0 to 34 points  Student crafts a pledge for 2 or less of the five exemplary practices of leaders. | | 18 to 20 points  Professional plan with no grammatical or spelling errors. | 14 to 17 points  Professional plan with limited grammatical or spelling errors that do not take away from the plan. | 0 to 13  Plan had many grammatical or spelling errors that took away from the plan. | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will develop a culture and diversity plan for an organization. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Based on 2022-2023 program enrollment, a sample of students (n=9) were used to evaluate this program student learning outcome. The individual submission of the culture and diversity plan were assessed. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| This course will be revised during the 2024-2025 academic year; thus, the assessments will be revisited. As the transformation process of Organizational Leadership programs resumes, we will follow a continuous improvement process to identify other opportunities to strengthen the assessment. Additionally, because of the likelihood of certificate students taking classes with the graduate major students, it is likely the sample included students from both programs. We will consider a process next assessment cycle to identify those specific graduate certificate students to better assess the PLOs for this program. | | | | | |