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| **Assurance of Student Learning Report**  **2022-2023** | | |
| College of Education and Behavioral Sciences | | School of Leadership and Professional Studies |
| Organizational Leadership undergraduate major, 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 personal and organizational ethics.** | | | |
| **Instrument 1** | **Analysis of Personal Ethical Analysis Paper** | | |
| **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 2: Interpret the impact of diversity and culture on the leadership process.** | | | |
| **Instrument 1** | **Analysis of Leader Analysis Paper** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Develop a personal leadership approach to include leading oneself, others, and organizations.** | | | |
| **Instrument 1** | **Analysis of Capstone Project/Research Paper** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 5.** | | **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, 330, and 400, which includes many assessments for SLO 3, 4, 5 which were to be assessed this cycle. 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 personal and organizational ethics.** | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Personal Ethical Analysis paper in LEAD 330. The artifact measures students’ knowledge of personal and organizational ethical 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: Personal Ethical 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 330, which includes the assessments for this program SLO. 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** | **Interpret the impact of diversity and culture on the leadership process.** | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Leader Analysis of a chosen public leader in the first core course LEAD 300. The artifact measures students’ knowledge of the impact of culture and diversity on the leadership process. | | | | |
| **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 SLO. 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 3** | | | | | |
| **Program Student Learning Outcome** | **Develop a personal leadership approach to include leading oneself, others, and organizations.** | | | | |
| **Measurement Instrument 1** | Direct: Students complete a Capstone project in the culminating course, LEAD 400. The artifact measures students’ ability to create a personal leadership approach. | | | | |
| **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: Capstone research projects 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 3). | | | | |
| **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)** | | | | | |
| Transformation of this program will continue during the 2023-2024 academic year with the revision of LEAD 400, which includes the assessments for this program SLO. 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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