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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 Graduate Major, 0467 | | |
| 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: Explain personal and organizational ethics.** | | | |
| **Instrument 1** | **Personal Ethical Reflection** | | |
| **Instrument 2** |  | | |
| **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: Determine the role of diversity and culture on the leadership process.** | | | |
| **Instrument 1** | **Case Study Analysis of Leadership** | | |
| **Instrument 2** |  | | |
| **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:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| SLOs 1 and 2 were evaluated during last assessment cycle and will be revisited next year (2023-2024). SLOs 3 and 4 were evaluated during this assessment period and alternate years. The program is still undergoing transformation and the revised assessment for LEAD 600 was first piloted in one course while the other sections used the old assessment. Thus, SLO 5 will be evaluated during the next cycle with SLO 1 and 2 given at that time we will have sufficient data from 2023-2024 to assess our newly created and revised portfolio assessment that measures SLO 5. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | Explain personal and organizational ethics. | | | | |
| **Measurement Instrument 1** | **Direct:** Students complete a personal ethical reflection during the second core course, LEAD 525. The rubric based on the personal ethical reflection 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** | 86% | |
| **Methods** | A sample of students (n=35) were used to evaluate this program student learning outcome. The individual submission of the Personal Ethical Reflection 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, 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 and evaluate the assessment in 2024-2025. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | Determine the role of diversity and culture on the leadership process. | | | | |
| **Measurement Instrument 1** | **Direct:** Students complete a case study analysis of leadership in a global context during LEAD 580. The rubric based on the Case Study Analysis of Leadership is as follows:   |  |  |  | | --- | --- | --- | | **Excellent** | **Good, but some deficiencies** | **Much Improvement Needed** | | (23 – 25 points)  In a well-developed introduction, a detailed description is given about the organization or theme being analyzed. | (18 – 22 points)  In a somewhat developed introduction, a detailed background is given about the organizational setting and introduces the central ideas of the paper, but there might be some points that need clarification or so many non-essential details that the situation or paper focus not clear. | (0 – 17 points)  The introduction is brief. Not enough information is given for the situation at hand to be clearly understood by readers. | | 41 – 45  A thorough and detailed (multi-page) structural frame analysis highlights problems of control and any other concepts that apply to the organization's work arrangements. | 32 – 40  A detailed (multi-page) structural frame analysis highlights problems of control and any other concepts that apply to the organization's work arrangements but might have obvious gaps in the discussion. | 0 – 31  A structural frame analysis highlights problems of control and any other concepts that apply to the organization's work arrangements. It is not detailed. OR it is not present. | | 41 – 45  A thorough and detailed (multi-page) HR frame analysis focuses on commitment and any other concepts that apply. | 32 – 40  A detailed (multi-page) HR frame analysis focuses on commitment and any other concepts that apply but might have obvious gaps in the discussion. | 0 – 31  A HR frame analysis focuses on commitment and any other concepts that apply but has obvious gaps in the discussion and is not detailed. OR it is not present. | | 41 – 45  A thorough and detailed (multi-page) political frame analysis reveals "influence" aspects and any other concepts that apply. | 32 – 40  A detailed (multi-page) political frame analysis reveals "influence" aspects and any other concepts that apply but might have obvious gaps in the discussion. | 0 – 31  A political frame analysis reveals "influence" aspects and any other concepts that apply but has obvious gaps in the discussion and is not detailed. OR it is not present. | | 41 – 45  A thorough and detailed (multi-page) symbolic frame analysis concentrates on cultural patterns and problems of legitimization and any other concepts that apply. | 32 – 40  A detailed (multi-page) symbolic frame analysis concentrates on cultural patterns and problems of legitimization and any other concepts that apply but might have obvious gaps in the discussion. | 0 – 31  A symbolic frame analysis concentrates on cultural patterns and problems of legitimization and any other concepts that apply but has obvious gaps in the discussion and is not detailed. OR it is not present. | | 64 – 70  After identifying strengths and areas for improvement, the paper has an in-depth discussion of an issue and develops a detailed strategy for reframing the problem, including steps to be taken, anticipated results, and what the overall effect might be. | 50 – 63  After identifying strengths and areas for improvement, the paper has a good discussion of an issue and develops a somewhat-detailed strategy for reframing the problem, which steps should be taken, anticipated results, and what the overall effect might be but might omit one or more of these points of discussion. | 0 – 49  After identifying strengths or areas for improvement (but not both), the paper has a minimal discussion of an issue and develops but does not give good details on a strategy for reframing the problem, which steps should be taken, anticipated results, and what the overall effect might be, but it might omit one or more of these points of discussion. OR this is not present. | | 23 – 25  The analysis is written in a flowing academic style with few or no errors. APA is used and is correct or has only a few errors. | 18 – 22  The analysis is mostly written in a flowing academic style and with few or no errors OR the case is not written in a flowing style but has few or no errors. APA is used but there may be several errors. | 0 – 17  The analysis is not well-written and/or has many errors. APA is not used or there are MANY errors. | | | | | |
| **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 the role of diversity and culture in an organization. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | **83%** | |
| **Methods** | A sample of students (n=35) were used to evaluate this program student learning outcome. The individual submission of the Case Study Analysis of Leadership 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)** | | | | | |
| The results were expected as students strengthen their understanding of components of diversity and culture by analyzing mini cases about other organizations leading up to the in-depth analysis of their self-selected organization. LEAD 580 was taught for a full academic year during 2022-2023. Student feedback included a need for a more definitive assignment prompt to coincide with the rubric. We will refine the assessment tool parameters for the case study analysis for 2023-2024. | | | | | |

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