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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *College of Education and Behavioral Sciences* | | *School of Leadership and Professional Studies* |
| *Master of Arts in Organizational Leadership, 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)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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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** | **Leader Analysis** | | |
| **Instrument 2** | **Portfolio** | | |
| **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** | **Leader Analysis** | | |
| **Instrument 2** | **Portfolio** | | |
| **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: Develop a personal leadership approach to include leading oneself, others, and organizations.** | | | |
| **Instrument 1** | **Portfolio** | | |
| **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, 2, and 5 were evaluated during this assessment cycle. The graduate program is undergoing transformation with a proposed implementation during the 2025-2026 academic year. Some of the artifacts currently reviewed will be revised as the program strives 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 leader analysis in LEAD 500. The rubric based on the leader analysis is as follows:   |  |  |  |  | | --- | --- | --- | --- | |  | **25-22.5** | **22-17.5** | **17-0** | | **Introduction and Biographical Sketch** | The paper contains a brief but detailed (1-2 paragraphs), personal biographical sketch of the leader--where he/she was born, when, what their childhood was like, who (if) they married, etc. AND a thesis statement about the leader's effectiveness. | A sketch is provided but it may be too in depth (more than 2 paragraphs) or too brief (less than 1 paragraph). There might not be a clear thesis statement concerning the leader's efficacy. | This is omitted or takes over more than 1 page of the paper. Or there is no thesis statement. | |  | **125-112.5** | **112-87.5** | **87-0** | | **Analysis of key leadership concepts and constructs from Chapters 1-4 & 15 (25 points per chapter)** | In a rich, detailed discussion, you fully analyze your leader on each chapter’s topics and cite 2 specific examples that detail how the leader has or has not demonstrated each. | In a discussion that might be lacking in detail, you analyze your leader on each chapter’s topics and cite 1 specific example that details how the leader has or has not demonstrated each. | In a discussion that is not well developed, you discuss but do not analyze the leader OR you may fail to cite a specific example of the leader's actions OR you omit a chapter or this component entirely. | |  | **50-45** | **44-35** | **34-0** | | **Other Leadership Styles, Approaches, or Theories** | In a detailed discussion, you share specific, cited examples of 2 leadership approaches, theories, and/or styles your leader uses/has used. | In a discussion that might be lacking in detail, you share specific, cited examples of 1 leadership approach, theory, and/or style your leader uses/has used. | In a discussion that is not well-developed, you share ideas about other leadership approaches and/or theories your leaders uses/has used, and you might not not cite specific examples. OR you omit this component entirely. | |  | **30-27** | **26-21** | **20-0** | | **Final Assessment and Conclusion** | A detailed discussion revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. | There is a limited discussion that revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. | There is a brief statement that revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. OR you might omit some of those components. OR you might omit this entirely. | | **Writing Skills, Sources Used, & APA** | **20-18** | **17-14** | **13-0** | |  | You have few to no writing errors. You made a good attempt to use APA Style in the paper's set-up and in your citations, and there are few errors. The paper uses an essay format with an introduction and conclusion. You use at least 5 credible sources outside of your text. | You have several writing errors. You made a good attempt to use APA Style in the paper's set-up and in your citations, but there are many errors, or you might not use 5 credible sources outside of your text. | You have many errors, some of which impede reading/understanding. You have used citations, but they nor the paper's set-up are APA Style. OR you have no citations despite using sources. You may not use credible sources. | | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate the ability to apply leadership theories, models, and approaches to a leader’s behaviors. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 83% | |
| **Methods** | A sample of students (n=12) were used to evaluate this program student learning outcome. The individual submissions of the leader analysis were assessed. | | | | | | |
| **Measurement Instrument 2** | **Direct:**  Students have the option to complete a project in LEAD 600. The rubric based on the portfolio is as follows:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Capstone (4)** | **Milestone (3) Milestone (2)** | | **Benchmark (1)** | | Understanding and application of leadership theories and models | Demonstrates exceptional comprehension and application of leadership theories and models. Analyzes and synthesizes complex concepts to form innovative leadership approaches. | Shows a solid understanding and application of leadership theories and models. Analysis is thorough, leading to well-founded leadership approaches. | Displays basic understanding of leadership theories and models. Analysis is somewhat superficial, resulting in basic leadership approaches. | Exhibits minimal understanding of the core concepts with limited or incorrect application of leadership theories and models. | | Critical analysis and evaluation of leadership approaches | Provides a deep and insightful critical analysis of various leadership approaches, evaluating their effectiveness and applicability in different organizational contexts. | Conducts a comprehensive analysis of leadership approaches, demonstrating an understanding of their relevance and effectiveness. | Offers limited analysis with some evaluation of leadership approaches, but lacks depth or detail. | Analysis is superficial or missing; demonstrates a fundamental misunderstanding or oversimplification of leadership approaches. | | Written communication of organizational leadership concepts | Articulates organizational leadership concepts with exceptional clarity and precision, using well-integrated evidence and nearly flawless writing. | Clearly communicates organizational leadership concepts, with minor errors in writing or evidence integration. | Adequately communicates leadership concepts, but writing includes errors or inconsistencies that detract from the overall clarity. | Struggles to communicate leadership concepts clearly; writing is flawed with significant errors and poor integration of evidence. | | Integration of theory and practice in leadership | Excellently integrates theoretical knowledge with practical examples, showing a sophisticated understanding of how leadership theories and models can be applied in real-world settings. | Effectively integrates theory with practice, demonstrating how leadership concepts are applied in organizational settings. | Shows some integration of theory and practice but lacks depth or practical examples. | Minimal or incorrect integration of theory and practice; fails to demonstrate a practical application of leadership theories in organizational settings. | | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate the ability to apply leadership theories, models, and approaches to their behaviors. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | **72%** | |
| **Methods** | A sample of students (n=11) were used to evaluate this program student learning outcome. The individual submissions of the portfolio 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)** | | | | | | | |
| It appears some students struggled with integrating multiple leadership theories into their portfolios, suggesting a need for further emphasis on these areas within the curriculum or adjustment to criteria for student success. This was the first full year that included the revised portfolio as part of the assessment for LEAD 600. We recently added a project option so students can choose between completing a portfolio or project. As the transformation process of the graduate Organizational Leadership programs continues, it is likely new assessments will be created as the curriculum is updated. We will follow a continuous improvement process to identify other opportunities to strengthen or reimagine current assessments. | | | | | | | |

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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 leader analysis in LEAD 500. The rubric based on the leader analysis is as follows:   |  |  |  |  | | --- | --- | --- | --- | |  | **25-22.5** | **22-17.5** | **17-0** | | **Introduction and Biographical Sketch** | The paper contains a brief but detailed (1-2 paragraphs), personal biographical sketch of the leader--where he/she was born, when, what their childhood was like, who (if) they married, etc. AND a thesis statement about the leader's effectiveness. | A sketch is provided but it may be too in depth (more than 2 paragraphs) or too brief (less than 1 paragraph). There might not be a clear thesis statement concerning the leader's efficacy. | This is omitted or takes over more than 1 page of the paper. Or there is no thesis statement. | |  | **125-112.5** | **112-87.5** | **87-0** | | **Analysis of key leadership concepts and constructs from Chapters 1-4 & 15 (25 points per chapter)** | In a rich, detailed discussion, you fully analyze your leader on each chapter’s topics and cite 2 specific examples that detail how the leader has or has not demonstrated each. | In a discussion that might be lacking in detail, you analyze your leader on each chapter’s topics and cite 1 specific example that details how the leader has or has not demonstrated each. | In a discussion that is not well developed, you discuss but do not analyze the leader OR you may fail to cite a specific example of the leader's actions OR you omit a chapter or this component entirely. | |  | **50-45** | **44-35** | **34-0** | | **Other Leadership Styles, Approaches, or Theories** | In a detailed discussion, you share specific, cited examples of 2 leadership approaches, theories, and/or styles your leader uses/has used. | In a discussion that might be lacking in detail, you share specific, cited examples of 1 leadership approach, theory, and/or style your leader uses/has used. | In a discussion that is not well-developed, you share ideas about other leadership approaches and/or theories your leaders uses/has used, and you might not not cite specific examples. OR you omit this component entirely. | |  | **30-27** | **26-21** | **20-0** | | **Final Assessment and Conclusion** | A detailed discussion revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. | There is a limited discussion that revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. | There is a brief statement that revisits the thesis statement and shares your final assessment of how effective the leader is according to the model and your findings and any key areas for improvement you would give to your leader. OR you might omit some of those components. OR you might omit this entirely. | | **Writing Skills, Sources Used, & APA** | **20-18** | **17-14** | **13-0** | |  | You have few to no writing errors. You made a good attempt to use APA Style in the paper's set-up and in your citations, and there are few errors. The paper uses an essay format with an introduction and conclusion. You use at least 5 credible sources outside of your text. | You have several writing errors. You made a good attempt to use APA Style in the paper's set-up and in your citations, but there are many errors, or you might not use 5 credible sources outside of your text. | You have many errors, some of which impede reading/understanding. You have used citations, but they nor the paper's set-up are APA Style. OR you have no citations despite using sources. You may not use credible sources. | | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate the ability to evaluate the effectiveness of behaviors of a leader. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 83% | |
| **Methods** | A sample of students (n=12) were used to evaluate this program student learning outcome. The individual submissions of the leader analysis were assessed. | | | | | | |
| **Measurement Instrument 2** | **Direct:**  Students have the option to complete a portfolio in LEAD 600. The rubric based on the portfolio is as follows:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Capstone (4)** | **Milestone (3) Milestone (2)** | | **Benchmark (1)** | | Explanation and analysis of effective leadership behaviors | Provides a comprehensive and insightful explanation of effective leadership behaviors. Demonstrates a nuanced understanding of these behaviors through systematic and thorough analysis of related challenges and contexts. | Provides a clear and coherent explanation of effective leadership behaviors. Demonstrates understanding with a good analysis that acknowledges different perspectives and contexts. | Provides a basic explanation with some analysis of effective leadership behaviors but lacks depth or insight, showing only superficial understanding. | Provides a minimal or unclear explanation of effective leadership behaviors with little to no analysis of their impact or importance. | | Application of inquiry and analysis techniques | Skillfully applies appropriate and innovative inquiry and analysis techniques to explore and address complex issues surrounding effective leadership, showing depth in understanding and creativity in approach. | Appropriately applies inquiry and analysis techniques to explore issues related to effective leadership, with a clear understanding of the methods used. | Demonstrates basic application of inquiry and analysis techniques, but the approach is simplistic or not fully effective. | Shows minimal or incorrect application of inquiry and analysis techniques, lacking depth and effectiveness. | | Written communication of leadership concepts | Demonstrates exceptional written communication skills, articulating complex leadership concepts clearly and persuasively with well-supported evidence and flawless syntax. | Communicates leadership concepts clearly with adequate support and minor errors in syntax or mechanics. | Communicates leadership concepts with some clarity and support, but includes errors that detract from the overall presentation. | Poorly communicates leadership concepts, with significant errors and lack of clarity and coherence. | | Integration of multiple perspectives and reflection on leadership practices | Excellently integrates multiple perspectives in discussing effective leadership behaviors, providing deep reflective insights on various leadership styles and strategies. | Adequately integrates different perspectives and demonstrates clear reflection on various effective leadership behaviors and strategies. | Somewhat integrates perspectives with basic reflection on effective leadership behaviors but lacks depth. | Minimal integration of perspectives and superficial reflection on leadership behaviors. | | | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate the ability to evaluate the effectiveness of their leadership behaviors. | | | | | | |
| **Program Success Target for this Measurement** | | **80%** | | **Percent of Program Achieving Target** | | **72%** | |
| **Methods** | A sample of students (n=11) were used to evaluate this program student learning outcome. The individual submissions of the portfolio 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)** | | | | | | | |
| It appears some students struggled with analyzing effective leadership behaviors in their portfolio, suggesting a need for further emphasis on these areas within the curriculum or adjustment to the criteria for student success. This was the first full year that included the revised portfolio as part of the assessment for LEAD 600. This was the first full year that included the revised portfolio as part of the assessment for LEAD 600. We recently added a project option so students can choose between completing a portfolio or project. As the transformation process of the graduate Organizational Leadership programs continues, it is likely new assessments will be created as the curriculum is updated. We will follow a continuous improvement process to identify other opportunities to strengthen or reimagine current assessments. | | | | | | | |

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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 have the option to complete a portfolio in LEAD 600. The rubric based on the portfolio is as follows:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Capstone (4)** | **Milestone (3) Milestone (2)** | | **Benchmark (1)** | | Explanation and analysis of personal leadership approach | Provides a comprehensive and insightful explanation of a personal leadership approach. Demonstrates a nuanced understanding of leading oneself, others, and organizations through a systematic and thorough analysis of related challenges and contexts. | Provides a clear and coherent explanation of a personal leadership approach. Demonstrates understanding of leading oneself, others, and organizations with a good analysis that acknowledges different perspectives. | Provides a basic explanation with some analysis of a personal leadership approach but lacks depth or insight in leading oneself, others, and organizations. | Provides a minimal or unclear explanation of a personal leadership approach with little to no analysis of leading oneself, others, and organizations. | | Application of inquiry and analysis techniques | Skillfully applies appropriate and innovative inquiry and analysis techniques to explore and address complex leadership challenges, showing depth in understanding and creativity in approach. | Appropriately applies inquiry and analysis techniques to explore leadership challenges, with a clear understanding of the methods used. | Demonstrates basic application of inquiry and analysis techniques, but the approach is simplistic or not fully effective. | Shows minimal or incorrect application of inquiry and analysis techniques, lacking depth and effectiveness. | | Written communication of leadership concepts | Demonstrates exceptional written communication skills, articulating complex leadership concepts clearly and persuasively with well-supported evidence and flawless syntax. | Communicates leadership concepts clearly with adequate support and minor errors in syntax or mechanics. | Communicates leadership concepts with some clarity and support, but includes errors that detract from the overall presentation. | Poorly communicates leadership concepts, with significant errors and lack of clarity and coherence. | | Integration of multiple perspectives and reflection | Excellently integrates multiple perspectives in developing a personal leadership approach, and provides deep reflective insights on personal growth and future leadership strategies. | Adequately integrates different perspectives and demonstrates clear reflection on personal leadership development and strategies. | Somewhat integrates perspectives with basic reflection on personal leadership approaches but lacks depth. | Minimal integration of perspectives and superficial reflection on personal leadership development. | | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate the ability to evaluate their current leadership approach. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 72% | |
| **Methods** | A sample of students (n=11) were used to evaluate this program student learning outcome. The individual submissions of the portfolio 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)** | | | | | |
| It appears some students struggled with articulating the development of their personal approach to leading into their portfolios, suggesting a need for further emphasis on these areas within the curriculum or adjustment to criteria for student success. This was the first full year that included the revised portfolio as part of the assessment for LEAD 600. We recently added a project option so students can choose between completing a portfolio or project. As the transformation process of the graduate Organizational Leadership programs continues, it is likely new assessments will be created as the curriculum is updated. We will follow a continuous improvement process to identify other opportunities to strengthen or reimagine current assessments. | | | | | |

**A screenshot of a spreadsheet

Description automatically generated**