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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *Replace this with your College Name* | | *Replace this with your Department Name* |
| *Replace this with your Program Name and Reference Number* | | |
| *Replace this with the program director and/or assessment coordinator* | | |
| ***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** |  | | | |
| **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** |  | | | |
| **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 minor curricular changes were made, all assessments were not updated. 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. | | **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 analyze different leadership theories, models, and approaches as it relates to a well-known 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 analyses 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, the assessment was amended to focus only one of the required texts as the second text was no longer required for the second half of the year. The rubric was adjusted to reflect the minor change. 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.  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 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. | | **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 gain knowledge of effective leader 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. | | | | |
| **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, the assessment was slightly amended to focus only one of the required texts as the second text was no longer required for the second half of the year. The rubric was adjusted to reflect the minor change. 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. 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 Leadership Ethics Code based on their ethical perspective. The rubric based on the assignment is as follows:  **Grading Criteria for Personal Leadership Ethics Code**  Does the code:   * Provide some background on how you came to your beliefs **20 points**   Include these standards (pp 73-77)?   * Lying/Deceiving: 25 **points** * Stealing: 25 **points** * Harming: 25 **points** * Professional ethics: 25 **points** * Other (special) considerations?   Overall, the leadership ethical code should “…provide a basis for skillful ethical decision making, and in turn better our lives in concrete ways, improving character and strengthening relationships” and “… describe the very best version of you that you can be.” (p.82, 88) **20 points**  Writing Skills, APA style, 4 - 6 pages in length: **10 points**  **Total: 150 points** | | | | |
| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will construct their ethical beliefs and the underpinnings of their ethical perspective. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | A sample of students (n=10) were used to evaluate this program student learning outcome. The individual submissions of the personal ethical 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)** | | | | | |
| 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. 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 intelligence development plan for an organization. The rubric based on the assignment is as follows:   |  |  |  | | --- | --- | --- | | **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 demonstrate their knowledge on how to establish and maintain a culture that is inclusive and diverse. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | A sample of students (n=10) were used to evaluate this program student learning outcome. The individual submissions of the culture intelligence development plan were assessed. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| 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. 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. | | | | | |

