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| **Assurance of Student Learning Report****2023-2024** |
| *College of Education and Behavioral Sciences* | *School of Leadership and Professional Studies* |
| *Organizational Leadership Undergraduate certificate, 1721* |
| *Program Coordinator: Dr. Tanja Bibbs* |
| ***Is this an online program***? [x]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  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:** Apply core concepts of organizational leadership theories,models, and approaches. |
| **Instrument 1** | **Personal Assessment Reflection** |
| **Instrument 2** | **Leadership Development Plan** |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2:** Analyze behaviors of effective leaders. |
| **Instrument 1** | **Personal Assessment Reflection** |
| **Instrument 2** | **Leadership Development Plan** |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  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. Full transformation of this program will resume once the graduate program is addressed.  |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Apply core concepts of organizational leadership theories,models, and approaches. |
| **Measurement Instrument 1**  | **Direct:** Students complete a personal assessment reflection in LEAD 300. The rubric based on the personal assessment reflection is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **30-27** | **26-21** | **20-0** |
| **Personal Leadership Philosophy** | In good detail, you share your current your personal leadership philosophy. | In a discussion that might be lacking in detail, you share your current your personal leadership philosophy. | You briefly state you share your current your personal leadership philosophy., but you fail to use much detail. OR you omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **CliftonStrengths Analysis** | In good detail, you analyze your identified strengths from the CliftonStrengths assessment. You share and define your top 5 strengths and discuss the results and whether or not you agree with the results and why.  | In a discussion that might be lacking in detail, you analyze your identified strengths from the CliftonStrengths assessment, but you might omit one of the following: sharing and defining your top 5 strengths, and whether or not you agree with the results and why. | You state but do not discuss your identified strengths from the CliftonStrengths assessment. You might or might not discuss the whether or not you agree with the results and why. OR you might omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **Jung Typology Analysis** | In good detail, you share and define each component of your four-letter code and describe what that means about you. You also discuss the results and whether or not you agree with the results and why. | In a discussion that might be lacking in detail, you share and but might not define each component of your four-letter code or describe what that means about you. You also discuss the results and whether or not you agree with the results and why. | You state or do not describe with detail your four letter code. You might or might not state whether or not you agree with the results and why. OR you might omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **Comparison of Assessments** | In a detailed discussion, you comment on the linkages perceived between the assessments. Are there themes or similarities that appear? Are there disconnects? | In a discussion that might be lacking in detail, you comment on the linkages perceived between the assessments. | You briefly state linkages perceived between the assessments. OR you omit this component entirely. |

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| **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 on how different leadership theories, models, and approaches have influenced their leadership approach.  |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 95% |
| **Methods**  | A sample of students (n=22) were used to evaluate this program student learning outcome. The individual submissions of the personal leadership reflection were assessed. |
| **Measurement Instrument 2** | **Direct:** Students complete a leadership development plan in LEAD 400. The rubric based on the leadership development plan is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Much improvement needed | Good, but some issues | Excellent |
| **Summarize present leadership style** | 0 - 6 points The summary is vague or incomplete, lacking in specific details about the student's current leadership style. Minimal or no mention of personal values or ethical perspectives and their influence on the leadership style. | 7 - 13 points The summary provides a basic overview of the current leadership style but lacks depth or specific examples. Addresses personal values and ethical perspectives, but the connection to the leadership style is weak or unclear. | 14 - 20 points Offers a comprehensive and well-reasoned summary of the leadership style thought needed for the position/profession. Demonstrates a strong connection between the identified leadership style and the specific demands of the chosen position/profession. |
| **Summarize Leadership Style You Thought was Needed** | 0 - 6 points The summary is unclear or irrelevant, failing to specifically identify or elaborate on the leadership style thought needed for the desired position/profession. Lacks connection between the leadership style and the requirements of the chosen position/profession. | 7 - 13 points Provides a basic outline of the anticipated leadership style needed, but with limited detail or justification. Shows some understanding of the relationship between the leadership style and the chosen position/profession, but the explanation is superficial. | 14 - 20 points Offers a comprehensive and well-reasoned summary of the leadership style thought needed for the position/profession. Demonstrates a strong connection between the identified leadership style and the specific demands of the chosen position/profession. |
| **Summarize Key Leadership Lessons Learned** | 0 - 19 points Provides minimal or irrelevant lessons learned from the interviews. Fails to link leadership theories, approaches, and models to interview results. | 20 - 39 points Summarizes some leadership lessons learned, but lacks depth or critical reflection. Makes a basic attempt to link leadership theories to interview results but lacks comprehensive integration. | 40 - 50 points Provides a thorough and insightful summary of key leadership lessons learned, with clear examples and critical reflection. Effectively integrates leadership theories, approaches, and models with interview findings. |
| **Describe Needed Leadership Style** | 0 - 14 points Fails to clearly identify or discuss the necessary leadership style for success in the chosen position/profession. Lacks specificity in actions, intended results, or accountability measures for adapting the leadership style. | 15 - 24 points Identifies the needed leadership style but with limited detail or rationale. Includes some actions and intended outcomes for leadership adaptation, but they are vague or poorly developed. Mentions accountability or mentorship aspects, but they are not well integrated into the plan. | 25 - 50 points Clearly and comprehensively describes the leadership style needed for the chosen position/profession. Outlines specific, actionable steps for adapting the current leadership style, with clear intended outcomes and detailed plans for accountability and mentorship. |
| **Grammar and APA Format** | 0 - 1 points Numerous grammatical errors and APA formatting mistakes. The paper lacks coherence | 2 - 3 points Contains some grammatical errors and APA formatting inconsistencies. | 4 - 10 points The paper is well-written with minimal to no grammatical errors. Adheres strictly to APA formatting guidelines, including cover sheet, page numbers, and references. |

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| **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 on how different leadership theories, models, and approaches have influenced their leadership approach.  |
| **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 leadership development plan were assessed. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| The assessments were appropriate in assessing the SLO. Although our goal of revising the undergraduate programs was temporarily put on hold due to the focus on our graduate program, we plan to revise LEAD 300 to use a different textbook and create different assessments. The assessments for LEAD 400 will be refined to ensure their practicality based on market research conducted about the skills and knowledge our graduates should have when (re)entering the workforce as well as making certain they continue to meet the SLO. Because of the likelihood of certificate students taking classes with the undergraduate major students, it is possible the sample included students from both programs. We will consider a process in future assessment cycles to identify those specific undergraduate certificate students to better assess the SLOs for this program once the assessments are revised.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Analyze behaviors of effective leaders. |
| **Measurement Instrument 1** | **Direct:** Students complete a personal assessment reflection in LEAD 300. The rubric based on the personal assessment reflection is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **30-27** | **26-21** | **20-0** |
| **Personal Leadership Philosophy** | In good detail, you share your current your personal leadership philosophy. | In a discussion that might be lacking in detail, you share your current your personal leadership philosophy. | You briefly state you share your current your personal leadership philosophy., but you fail to use much detail. OR you omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **CliftonStrengths Analysis** | In good detail, you analyze your identified strengths from the CliftonStrengths assessment. You share and define your top 5 strengths and discuss the results and whether or not you agree with the results and why.  | In a discussion that might be lacking in detail, you analyze your identified strengths from the CliftonStrengths assessment, but you might omit one of the following: sharing and defining your top 5 strengths, and whether or not you agree with the results and why. | You state but do not discuss your identified strengths from the CliftonStrengths assessment. You might or might not discuss the whether or not you agree with the results and why. OR you might omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **Jung Typology Analysis** | In good detail, you share and define each component of your four-letter code and describe what that means about you. You also discuss the results and whether or not you agree with the results and why. | In a discussion that might be lacking in detail, you share and but might not define each component of your four-letter code or describe what that means about you. You also discuss the results and whether or not you agree with the results and why. | You state or do not describe with detail your four letter code. You might or might not state whether or not you agree with the results and why. OR you might omit this component entirely. |
|  | **30-27** | **26-21** | **20-0** |
| **Comparison of Assessments** | In a detailed discussion, you comment on the linkages perceived between the assessments. Are there themes or similarities that appear? Are there disconnects? | In a discussion that might be lacking in detail, you comment on the linkages perceived between the assessments. | You briefly state linkages perceived between the assessments. OR you omit this component entirely. |

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| **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 on how to analyze and understand the behaviors of effective leaders through detailed reflection. |
| **Program Success Target for this Measurement** | 80% | **Percent of Program Achieving Target** | 95% |
| **Methods**  | A sample of students (n=22) were used to evaluate this program student learning outcome. The individual submissions of the personal assessments reflection were assessed. |
| **Measurement Instrument 2** | **Direct:** Students complete a leadership development plan. The rubric based on the leadership development plan is as follows:

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| --- | --- | --- | --- |
|  | Much improvement needed | Good, but some issues | Excellent |
| **Summarize present leadership style** | 0 - 6 points The summary is vague or incomplete, lacking in specific details about the student's current leadership style. Minimal or no mention of personal values or ethical perspectives and their influence on the leadership style. | 7 - 13 points The summary provides a basic overview of the current leadership style but lacks depth or specific examples. Addresses personal values and ethical perspectives, but the connection to the leadership style is weak or unclear. | 14 - 20 points Offers a comprehensive and well-reasoned summary of the leadership style thought needed for the position/profession. Demonstrates a strong connection between the identified leadership style and the specific demands of the chosen position/profession. |
| **Summarize Leadership Style You Thought was Needed** | 0 - 6 points The summary is unclear or irrelevant, failing to specifically identify or elaborate on the leadership style thought needed for the desired position/profession. Lacks connection between the leadership style and the requirements of the chosen position/profession. | 7 - 13 points Provides a basic outline of the anticipated leadership style needed, but with limited detail or justification. Shows some understanding of the relationship between the leadership style and the chosen position/profession, but the explanation is superficial. | 14 - 20 points Offers a comprehensive and well-reasoned summary of the leadership style thought needed for the position/profession. Demonstrates a strong connection between the identified leadership style and the specific demands of the chosen position/profession. |
| **Summarize Key Leadership Lessons Learned** | 0 - 19 points Provides minimal or irrelevant lessons learned from the interviews. Fails to link leadership theories, approaches, and models to interview results. | 20 - 39 points Summarizes some leadership lessons learned, but lacks depth or critical reflection. Makes a basic attempt to link leadership theories to interview results but lacks comprehensive integration. | 40 - 50 points Provides a thorough and insightful summary of key leadership lessons learned, with clear examples and critical reflection. Effectively integrates leadership theories, approaches, and models with interview findings. |
| **Describe Needed Leadership Style** | 0 - 14 points Fails to clearly identify or discuss the necessary leadership style for success in the chosen position/profession. Lacks specificity in actions, intended results, or accountability measures for adapting the leadership style. | 15 - 24 points Identifies the needed leadership style but with limited detail or rationale. Includes some actions and intended outcomes for leadership adaptation, but they are vague or poorly developed. Mentions accountability or mentorship aspects, but they are not well integrated into the plan. | 25 - 50 points Clearly and comprehensively describes the leadership style needed for the chosen position/profession. Outlines specific, actionable steps for adapting the current leadership style, with clear intended outcomes and detailed plans for accountability and mentorship. |
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| **Criteria for Student Success** | Students will earn an average score of 80% based on the rubric. For students meeting the target, they will demonstrate a comprehensive understanding of the behaviors of effective leaders.  |
| **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 leadership development plan were assessed. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| The assessments were appropriate in assessing the SLO. Although our goal of revising the undergraduate program was temporarily put on hold due to the focus on our graduate program, we plan to revise LEAD 300 to use a different textbook and create different assessments. The assessments for LEAD 400 will be refined to ensure their practicality based on market research conducted about the skills and knowledge our graduates should have when (re)entering the workforce as well as make certain they continue to meet the SLO. Because of the likelihood of certificate students taking classes with the undergraduate major students, it is possible the sample included students from both programs. We will consider a process in future assessment cycles to identify those specific undergraduate certificate students to better assess the SLOs for this program once the assessments are revised.  |

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| **CURRICULUM MAP TEMPLATE** |  |  |
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| **Program name:** | Organizational Leadership, Undergraduate Certificate 1721 |  |
| **Department:** | School of Leadership and Professional Studies |  |
| **College:** | College of Education and Behavioral Sciences |  |
| **Contact person:** | Dr. Tanja Bibbs |  |
| **Email:** | bibbstn@wku.edu |  |
|   |  |  |  |  |
| **KEY:** |  |  |  |
| **I = Introduced** |  |  |  |
| **R = Reinforced/Developed** |  |  |  |
| **M = Mastered** |  |  |  |
| **A = Assessed** |  |  |  |
|  |  |  | **Learning Outcomes** |  |
|  |  |  | **LO1:** | **LO2:** |
|   |  |  | Apply core concepts of organizational leadership theories, models, and approaches. | Analyze behaviors of effective leaders.  |
| **Course Subject** | **Number** | **Course Title** |   |   |
| LEAD | 200 | Introduction to Leadership Studies | I | R |
| LEAD | 300 | Leadership Theory and Application | A | R |
| LEAD | 325 | Leading Change | A | A  |
| LEAD | 330 | Leadership Ethics and Decision-Making | A  | A  |
| LEAD | 395 | Contemporary Leadership Issues | R | A |
| LEAD | 400 | Practicum in Leadership | M | M, A |
| LEAD | 440 | Leading Teams | R, A | R, A |
| LEAD | 450 | Leadership in Global Contexts | I, R | I, R |