

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavioral Sciences</i>	<i>School of Leadership and Professional Studies</i>
<i>Undergraduate Certificate in Organizational Leadership #1721</i>	
<i>Dr. Tanja Bibbs</i>	
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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Apply core concepts of organizational leadership theories, models, and approaches.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? If it has recently changed, please explain. Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? Do you have the appropriate numbers of SLOs to measure regularly? Please consider choosing the most important. This PLO is relevant and appropriate for the undergraduate certificate in Organizational Leadership. The outcome is measurable and focuses on a core component of leadership education, making it one of the most important outcomes to continue assessing. The action verb "apply" is appropriate.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? One of the main instruments for measuring this outcome has historically been assessments tied to LEAD 400. However, LEAD 400 is not a required course for certificate students. As a result, not all certificate students completed the related assessment. This created a challenge in ensuring we had accurate data specifically for certificate students. In LEAD 300, the primary measurement instruments for this outcome include a Leadership Case Study Analysis and a Personal Leadership Traits Infographic, both of which require students to apply leadership theories, models, and approaches from the course to real-world or personal contexts. These are direct measures that align closely with the outcome, as they prompt students to connect theoretical frameworks

	(e.g., transactional vs. transformational leadership) to practical leadership scenarios or self-reflection. With the rise of AI tools, both assignments remain largely AI-resilient due to their emphasis on individualized application and personal integration of course material. Rubrics may benefit from refinement to more explicitly assess the depth of theoretical application and the authenticity of the student's connection to leadership content from the course.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target. Since LEAD 300 was revised beginning in Fall 2024, the current cycle represents the first use of new assignments and rubrics aligned with this student learning outcome. As such, no formal criteria for success or performance targets have been established in previous cycles. Moving forward, a baseline criterion will be that students should score an average of 80% or higher on rubric dimensions directly tied to the application of leadership theories, models, and approaches. The initial program target will be for at least 85% of students to meet or exceed this threshold. These criteria and targets will be reviewed after one full year of data to determine whether they are appropriately rigorous. As assignment formats (e.g., infographics and case applications) are designed to promote deeper engagement and originality, the program will also monitor rubric alignment to ensure it accurately reflects the complexity and authenticity expected in applied leadership work.
Results & Conclusion	<u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain <u>Conclusions:</u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. Because LEAD 300 was significantly revised and implemented for the first time in Fall 2024, there are no prior assessment cycles using the new structure to compare against. As such, this academic year is serving as a baseline cycle for data collection and performance benchmarking. While final assessment results are still being gathered, early indications suggest that students are engaging well with the revised assignments, particularly those requiring personal application and multimedia formats. Results from the leadership traits infographic and ethics case study video suggest students are able to articulate personal connections to leadership theory, though some students need more support in using scholarly sources and APA citation accurately. These patterns will be monitored closely as part of establishing a data-informed performance baseline. The assessment data for certificate students has been somewhat incomplete due to the reliance on LEAD 400 assessments, which not all certificate students take. While LEAD 300 assessments provided valuable data, we recognize the need for a dedicated assessment that all certificate students must complete regardless of the electives they take for the certificate. A certificate assessment portfolio would be an appropriate instrument to consider.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map

	- sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. Over the next three assessment cycles, the program will: - Track certificate student data separately from major student data in assessment reporting - Implement end of certificate surveys to gauge students perceived ability to apply leadership theories - Create a separate assessment rubric to use for the ASL process
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Analyze behaviors of effective leaders.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? This PLO is relevant and appropriate for the undergraduate certificate in Organizational Leadership. The outcome is measurable and focuses on a core component of leadership education which is understanding how leader behavior impacts individuals, teams, and organizations. The action verb "analyze" is appropriate. Students are required to break down leadership behaviors and examine their effectiveness.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? In LEAD 300, the Leadership Traits Infographic and Application-Based Activities (ABAs) directly measure students' ability to analyze the behaviors of effective leaders. These assignments require students to reflect on their own traits or evaluate leadership behaviors in scenario-based contexts, encouraging critical thinking and connection to leadership theory. While SmartBook and Chapter Assessments reinforce foundational knowledge, the infographic and ABAs best align with this outcome as direct measures. The use of AI is a minimal concern, as these tasks require personal application and context-specific responses. Existing rubrics are effective but may benefit from refinement to better distinguish between simple description and deeper behavioral analysis tied to course content and theory. Like PLO 1, the assessment data for certificate students has been somewhat incomplete due to the reliance on LEAD 400 assessments, which not all certificate students take. While LEAD 300 assessments provided valuable data, we recognize the need for a dedicated assessment that all certificate students must complete regardless of the electives they take for the certificate. A certificate assessment portfolio would be an appropriate instrument to consider.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? Since LEAD 300 was revised beginning in Fall 2024, the current cycle represents the first use of new assignments and rubrics aligned with this student learning outcome. As such, no formal criteria for success or performance targets have been established in previous cycles.

	Moving forward, a baseline criterion will be that students should score an average of 80% or higher on rubric dimensions directly tied to the application of leadership theories, models, and approaches. The initial program target will be for at least 85% of students to meet or exceed this threshold. These criteria and targets will be reviewed after one full year of data to determine whether they are appropriately rigorous. As assignment formats (e.g., infographics and case applications) are designed to promote deeper engagement and originality, the program will also monitor rubric alignment to ensure it accurately reflects the complexity and authenticity expected in applied leadership work.
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. Because LEAD 300 was significantly revised and implemented for the first time in Fall 2024, there are no prior assessment cycles using the new structure to compare against. As such, this academic year is serving as a baseline cycle for data collection and performance benchmarking. While final assessment results are still being gathered, early indications suggest that students are engaging well with the revised assignments, particularly those requiring personal application and multimedia formats. The assessment data for certificate students has been somewhat incomplete due to the reliance on LEAD 400 assessments, which not all certificate students take. While LEAD 300 assessments provided valuable data, we recognize the need for a dedicated assessment that all certificate students must complete regardless of the electives they take for the certificate. A certificate assessment portfolio would be an appropriate instrument to consider.
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