



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2022 - 2023

CAS - Organizational Leadership (MA) (100%
Online)

General Information

Mission

The mission of the Master of Arts in Organizational Leadership is to enable individuals to lead effectively while helping organizations enhance their leadership capacity. The program is designed to improve the performance of individuals, teams, and organizations.

College

Arts & Sciences

Department/School/Division

Arts and Sciences

Assessment Liaison

Jennifer Kisamore

SLO 1 Interdisciplinary Problem Solving - To be assessed in AY 22-23

Student Learning Outcome (SLO)

Conduct academic research with a level of competence that exhibits mastery of academic writing and interdisciplinary research; advancing interdisciplinary research and analysis skills. Final grade represents faculty evaluation of all assignments completed in the course.

- Create and support arguments using research using information from within multiple discipline
- Access, analyze, and synthesize interdisciplinary information and ideas to identify underlying assumptions and formulate conclusions
- Communicate accurately and clearly in writing using a scholarly interdisciplinary approach to administrative leadership.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Formative Measures

Research Paper in LSTD 5003 (Introduction to Graduate Studies)
(Fall 2016 N=61; Spring 2017 N=47; Summer 2017=24)

All Students are required to conduct academic research and write a 7-10 page paper summarizing, paraphrasing, synthesizing and analyzing interdisciplinary research.

Performance scale

The performance scale for this assessment: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

See Rubric: LSTD 5003 Interdisciplinary Rubric

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Formative Measures

Final paper in LSTD 5013 (Interdisciplinary Foundations)

(Fall 2016 N=71; Spring 2017 N=60; Summer 2017=18) All students are required to research and write a paper interdisciplinary paper on a topic related to their field of study.

Performance scale

The performance scale for this assessment: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

See Rubric: LSTD 5013 Interdisciplinary Rubric

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Summative Measure

Interdisciplinary Question in the Comprehensive Exams

One of the comprehensive exams questions relates specifically to Interdisciplinarity of their field of study. All students (Fall 2016 N=38; Spring 2017 N=56) are required to take a comprehensive exam during the last semester of their graduate program.

Comprehensive exams are evaluated by a team of three faculty members using a Comprehensive Examination Rubric for each of the four questions. The four questions pertain to students' ability to respond to a questions involving:

- " Interdisciplinarity and Specialized Study in their field
- " Core courses in their field
- " Qualitative or Quantitative research.
- " Critical Analysis Question

Criteria for General Exam Interdisciplinary Question

The General Exam Interdisciplinary Question were scored using the rating scale of 1 to 10 with 7 being passing:

- " 9-10 Exceeds expectations
- " 7-8 Meets the Expectations
- " 1-6 Does not Meet Expectations

Performance Target

80% of students meet or exceed expectations.

Related Documents

[Interdisciplinary Rubric for Comp Exams for AY2016-2017.pdf](#)

Indirect - Student Survey

Assessment Method Description

Student perceptions from the student evaluations for Fall 2016 and Spring 2017:

Have your [PACS] courses encouraged interdisciplinary thought? [Fall 2016 N = 1496] [Spring 2017 N = 1195]

Performance Target

On a scale of 1-5, the target was 4.0

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Formative Measures: Research Paper in LSTD 5003 (Introduction to Graduate Studies) (AY 2017/2018 N= 104). All Students are required to conduct academic research and write a 7-10 page paper summarizing, paraphrasing, synthesizing and analyzing interdisciplinary research.

Performance scale:

The performance scale for this assessment: A grade of A=Exceeds Expectations, B=Meets Expectations, C, D, and F = Does Not Meet Expectations.

See Rubric: LSTD 5003 Interdisciplinary Rubric

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Formative Measures: Final Paper in LSTD 5013 (Interdisciplinary Foundations) (AY 2017/2018 N= 104). All Students are required to research and write an interdisciplinary paper on a topic related to their field of study.

Performance scale:

The performance scale for this assessment: A grade of A=Exceeds Expectations, B=Meets Expectations, C, D, and F = Does Not Meet Expectations.

See Rubric: LSTD 5013 Interdisciplinary Rubric

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Summative Measure Interdisciplinary Question in the Comprehensive Exams: One of the comprehensive exams questions relates specifically to Interdisciplinarity in the students' field of study. All students (Fall 2017 N= 45; Spring 2018 N=53) are required to take a comprehensive exam during the last semester of their graduate program.

Comprehensive exams are evaluated by a team of three faculty members using a Comprehensive Examination Rubric for each of the four questions. The four questions pertain to students' ability to respond to questions involving:

- Interdisciplinarity and Specialized Study in their field
- Core courses in their field
- Qualitative or Quantitative research.
- Critical Analysis Question

Criteria for General Exam Interdisciplinary Question:

The General Exam Interdisciplinary Question were scored using the rating scale of 1 to 10 with 7 being passing:

- " 9-10 Exceeds expectations
- " 7-8 Meets the Expectations
- " 1-6 Does not Meet Expectations

Performance Target

80% of students meet or exceed expectations.

Indirect - Student Course Evaluation

Assessment Method Description

Student perceptions from the all LSAL student evaluations for Fall 2017 and Spring 2018

Survey Question: This course encouraged interdisciplinary thought (1-5). [Fall 2017 N= 1157] [Spring 2018 N= 1031]

Performance Target

On a scale of 1-5, the target was 4.0.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018.

Survey Question 2: The program prepared me to conduct academic research that exhibits mastery of academic writing and interdisciplinary research, progressing my research and analysis skills (n= 160).

Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Final grade represents faculty evaluation of all assignments completed in the course.

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure):

Performance of students on the Interdisciplinary Comprehensive Exam Question (all students are required to take a comprehensive exam consisting of four questions during the last semester of their graduate program). Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

- " Structure and organization
- " Comprehensiveness
- " Substance and content
- " References and style

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

1. This course encouraged interdisciplinary thought.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 MAAL Student Outcomes Survey should indicate agreement with the following: "Pursuing my degree has contributed to my ability to&."

1. Comprehend, think, and write as an interdisciplinary professional
2. Apply interdisciplinarity to real world situations and problems in my field
3. Think critically and creatively, formulate my own understandings, and effectively communicate ideas with an interdisciplinary approach
4. Create and support arguments using a variety of perspectives and approaches
5. Understand and apply research and data to real world situations

Performance Target

80% of students pass with a score of 7 or greater on Q1: Interdisciplinary Core Specialized Study within the field

80% of students earn a final course grade of "B" or greater

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

80% of students Strongly Agree/Agree

Related Documents

[PACS Comprehensive Exams Evaluation Rubric.xlsx](#)

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure):

Performance of students on the Interdisciplinary Comprehensive Exam Question (all students are required to take a comprehensive exam consisting of four questions during the last semester of their graduate program). Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

" Structure and organization

" Comprehensiveness

" Substance and content

" References and style

Performance Target

Student Learning Outcome (SLO) Assessment Methods Target Results and Recommendations
1. Interdisciplinary Problem Solving - Conduct academic research with a level of competence that exhibits mastery of academic writing and interdisciplinary research; advancing interdisciplinary research and analysis skills.

- a. Create and support arguments using research using information from within multiple disciplines
- b. Access, analyze, and synthesize interdisciplinary information and ideas to identify underlying assumptions and formulate conclusions
- c. Communicate accurately and clearly in writing using a scholarly interdisciplinary approach to administrative leadership.

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure):

Performance of students on the Interdisciplinary Comprehensive Exam Question (all students are required to take a comprehensive exam consisting of four questions during the last semester of their graduate program). Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

- " Structure and organization
- " Comprehensiveness
- " Substance and content
- " References and style

Related Documents:

- " Comprehensive Exam Rubric

80% of students pass with a score of 7 or greater on Q1: Interdisciplinary Core Specialized Study within the field Summer 2018 Met (N = 21; Range of 8.6– 9.3; Mean of 7.83, STD = .47; 100% pass rate on first attempt)

Fall 2018 Met (N = 47; Range of 0 – 9.3; Mean of 7.8, STD = 1.4; 13% fail rate (6/47) on first attempt)

Spring 2019 Met (N = 89; Range of 0 – 10; Mean of 7.5, STD = 2.2; 12% fail rate (11/89) on first attempt)

Recommendation: While target was met, to increase the reliability of the assessment data (and comprehensive exam), several actions are recommended to ensure student responses to comprehensive exam questions are evaluated consistently and in alignment with the scoring rubric.

In 2018, a more comprehensive, behaviorally-based evaluation rubric was created to standardize the evaluation criteria for each of the 4 areas. Each area was behaviorally defined at four levels:

- " Does not meet acceptable standard
- " Approaching acceptable standard
- " Meets acceptable standard
- " Approaching standard of excellence

Further, more stringent committee member selection was implemented.

- " It is recommended that student expectations be standardized across all comprehensive exam questions (e.g., use and minimum number of primary scholarly sources, originality expectations).

- " It is recommended that the evaluation rubric be shared with students when the comprehensive exam is administered.

- " It is recommended that a self-paced, brief CANVAS course be created where students learn about the importance of the comprehensive exam, expectations, tips for success, common reasons for failure, etc).

- " It is recommended that all individuals who serve on the comprehensive exam committee attend training to ensure they understand the importance of using the rubric and how to use the rubric effectively. During the 2019 year, there were many cases where committee members had significant differences in scoring, even with the use of the rubric.

- " It is recommended that the comprehensive exam quiz in CANVAS be updated to ensure quiz questions align with the updated expectations/evaluation rubric.

- " Develop a Comp Exam course in Canvas with basic writing and research information, FAQs, as well

as copies of the grading rubric and expectations

" Periodically host a comp exam live conference call to communicate expectations to students

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure):

Performance of students on the Interdisciplinary Comprehensive Exam Question (all students are required to take a comprehensive exam consisting of four questions during the last semester of their graduate program). Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

" Structure and organization

" Comprehensiveness

" Substance and content

" References and style

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

1. This course encouraged interdisciplinary thought.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 MAAL Student Outcomes Survey should indicate agreement with the following: "Pursuing my degree has contributed to my ability to&."

1. Comprehend, think, and write as an interdisciplinary professional
2. Apply interdisciplinarity to real world situations and problems in my field
3. Think critically and creatively, formulate my own understandings, and effectively communicate ideas with an interdisciplinary approach
4. Create and support arguments using a variety of perspectives and approaches
5. Understand and apply research and data to real world situations 80% of students Strongly Agree/Agree
Met

1. Met (93%, N= 39/42 Strongly Agree/Agree)
2. Met (98%, N= 41/42 Strongly Agree/Agree)
3. Met (100%, N= 42/42 Strongly Agree/Agree)
4. Met (98%, N= 40/41 Strongly Agree/Agree)
5. Met (90%, N= 38/42 Strongly Agree/Agree)

Recommendation: While the target was met, it is recommended that questions directly related to the Program Student Learning Outcomes, that allow students to reflect on their mastery of the Learning Outcomes, be included in both the student course evaluations and the student outcomes survey. Results from these new questions should then be the ones included in the next year's Program Assessment. The student outcomes survey results can provide an overall indicator of whether the MAAL Program is meeting overall objectives, while the student course evaluation results can provide more specific information regarding which courses might be contributing to the overall results.

Performance Target

80% of students pass with a score of 7 or greater on Q1: Interdisciplinary Core Specialized Study within the field

80% of students earn a final course grade of "B" or greater

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

80% of students Strongly Agree/Agree

Direct - Course Embedded Assessment

Assessment Method Description

The Master of Arts in Organizational Leadership program includes the following courses designed to promote interdisciplinarity:

" LSTD 5003: Introduction to Graduate Interdisciplinary Studies

" LSTD 5013: Interdisciplinary Foundations

Performance Target

80% of students meet or exceed expectations each academic year.

The performance scale for this assessment: Score of 75% is considered "Meets Expectations".

Direct - Examination

Assessment Method Description

Passing scores on question 1 of comprehensive exams, focusing on interdisciplinarity.

Performance Target

80% of students meet or exceed expectations (score of 7.0 or higher) on question category 1 on first attempt.

Indirect - Student Course Evaluation

Assessment Method Description

Student course evaluations were completed by MAOL students in Fall 2020 and Summer 2021. PACS participated in the pilot for the proposed updated Student Experience Survey in Spring 2021. There is not an analogous question about interdisciplinarity on that survey, so we have no data on this question for the Spring 2021. For this outcome, scores on Question 10 of the course evaluation for all graduate Organizational Leadership courses are included.

Q.10 "This course encouraged interdisciplinary thought."

Performance Target

Average student scores of 4.0 or higher.

SLO 2 Scholarly Communication

Student Learning Outcome (SLO)

Communicate ideas and concepts, through writing and other media, from an administrative leadership perspective.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Evaluate assignments in core courses to see which integrate some form of scholarly communication other than a simple essay format.

Performance Target

- 90% of courses should include graded discussion boards
- Because this is a new program outcome, the secondary target for this assessment cycle is to determine how many courses within the program include graded assignments that integrate forms of scholarly communication outside of the simple essay or research paper (example, multimedia presentations, Power Point presentations, blogs, journals, videos, etc.) Additionally, the goal of this assessment is to determine best practices for these assignments moving forward.

Direct - Course Embedded Assessment

Assessment Method Description

General Comprehensive Exams: All students are required to take a comprehensive exam during the last semester of their graduate program. Comprehensive exams are evaluated by a team of three faculty members using a Comprehensive Examination Rubric for each of the four questions. The four questions pertain to students' ability to respond to a questions involving:

Area 1: Interdisciplinary Core Specialized Study within the field

Area 2: Program Core

Area 3: Research Methods (Qualitative or Quantitative)

Area 4: Electives

Criteria for General Exam: The General Exam questions were scored using the rating scale of 1 to 10 with 7 being passing: · 9-10 + Exceeds expectations · 7-8 Meets the Expectations · 1-6 Does not Meet Expectations. Students must pass the exam to Graduate (see appended rubric).

Performance Target

80% meet or exceed expectations

Related Documents

[PACS Comprehensive Exam Rubric for 2016-2017.pdf](#)

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

General Comprehensive Exams: All students are required to take comprehensive exams during the last semester of their graduate programs. Comprehensive exams are evaluated by a team of three faculty members using a Comprehensive Examination Rubric for each of the four questions. The four questions pertain to students' ability to respond, in essay format, to questions involving:

Area 1: Interdisciplinary Core Specialized Study within the field

Area 2: Program Core

Area 3: Research Methods (Qualitative or Quantitative)

Area 4: Electives

Criteria for General Exam: The General Exam questions were scored using the rating scale of 1 to 10 with 7 being passing: · 9-10 Exceeds expectations · 7-8 Meets the Expectations · 1-6 Does not Meet Expectations. Students must pass the exam to graduate (see appended rubric)

Performance Target

80% Meet or Exceed Expectations

Related Documents

[Interdisciplinary Rubric for Comp Exams for AY2017-2018.pdf](#)

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Evaluate assignments in newly developed and/or revised courses to see which integrate some form of scholarly communication other than a simple essay format.

Performance Target

1. 100% of newly developed and revised courses should include graded discussion boards.
2. 100% of newly developed and revised courses should include assessments of scholarly communication beyond quizzes, essays, and graded discussion boards. Examples of target types of scholarly communication include journals, blogs, e-portfolios, communication through multimedia, presentations, etc., and the use of meeting, conferencing, and presentation software such as Canvas Conferences and/or Zoom.
3. 100% of new target examples of scholarly communication in new and revised courses should have direct application to skills applicable to careers in the field of Administrative Leadership.

Indirect - Student Course Evaluation

Assessment Method Description

Evaluation of the Comprehensive Exam process and standards.

Performance Target

Determine issues and create an action plan for the AY 2018/2019.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018.

Survey Question 3: The program prepared me to Communicate ideas and concepts, through writing and other media, from a leadership perspective (n= 166).

Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure): Performance of students across all four questions of the comprehensive exam:

- " Area 1: Interdisciplinary Core Specialized Study within the field
- " Area 2: Program Core
- " Area 3: Research Method (Qualitative or Quantitative)
- " Area 4: Electives

Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

- " Structure and organization
- " Comprehensiveness
- " Substance and content
- " References and style

Direct: Course Embedded Assessment: Review course assignments to determine which courses integrate some form of scholarly communication, other than simple essay format.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey should indicate agreement with, "Pursuing my degree has contributed to my ability to&."

1. Comprehend, think, and write as an interdisciplinary professional
2. Communicate professionally and clearly in speech and writing
3. Use professional online communication

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

- " This course helped me develop my writing skills

Performance Target

80% of students pass with a score of 7 or greater on all four questions

80% of students Strongly Agree/Agree

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded

Assessment - Student Learning

Assessment (Summative Measure): Performance of students across all four questions of the comprehensive exam:

- " Area 1: Interdisciplinary Core Specialized Study within the field
- " Area 2: Program Core
- " Area 3: Research Method (Qualitative or Quantitative)
- " Area 4: Electives

Comprehensive exams are evaluated by a team of three faculty members on 4 areas, with scores ranging from 1 to 10, with a score of 7 needed to pass

- " Structure and organization
- " Comprehensiveness
- " Substance and content
- " References and style

Performance Target

80% of students pass with a score of 7 or greater on all four questions

Direct - Course Embedded Assessment

Assessment Method Description

The Master of Arts in Organizational Leadership program includes the following assignments in courses that assess communication beyond essay writing:

- " LSAL 5113: consulting scenarios
- " LSAL 5133: blogs, consulting scenarios
- " LSAL 5223: evaluate the net present value of a project
- " LSAL 5283: individual consulting scenarios, final team presentation
- " LSAL 5353: group projects, individual video/audio, presentations

Performance Target

80% of students meet or exceed expectations each academic year.

The performance scale for this assessment: Score of 75% is considered "Meets Expectations".

Direct - Examination

Assessment Method Description

Comprehensive Exams

Performance Target

80% of students passed comprehensive exams on the first attempt.

SLO 3 Ethics and Diversity -- To be assessed in AY 22-23

Student Learning Outcome (SLO)

Assess organizational change by integrating ethical responsibility and a commitment to diversity and cross-cultural leadership in the decision-making processes and organizational culture.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Review all courses within the program to determine how many courses are explicitly devoted to organizational change by integrating ethical responsibility and a commitment to diversity.

Performance Target

Increase from last year

Direct - Course Embedded Assessment

Assessment Method Description

Review all courses within the program to determine how many additional courses have course-level student learning outcomes that explicitly devoted to organizational change by integrating ethical responsibility and a commitment to diversity.

Performance Target

Increase from last year

Direct - Course Embedded Assessment

Assessment Method Description

Evaluate faculty training, faculty onboarding, and course revisions to determine ways in which PACS has increased both faculty and student exposure to the importance of ethics, diversity, and civil discourse within courses and assignments over the previous year.

Performance Target

Components/training increased from last year.

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Review all core courses within the program to determine how many courses are explicitly devoted to organizational change by integrating ethical responsibility and a commitment to diversity.

Performance Target

1. Increase from last year
2. All newly developed courses and redeveloped courses should include components focusing on ethics and/or diversity where possible and applicable.

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Evaluate faculty training, faculty onboarding, and course revisions to determine ways in which PACS has increased both faculty and student exposure to the importance of ethics, diversity, and civil discourse within courses and assignments over the previous year.

Performance Target

Components/training increased from last year.

Indirect - Student Course Evaluation

Assessment Method Description

Student perceptions from the all LSAL student evaluations for Fall 2017 and Spring 2018

Survey Question: This course helped me develop my writing skills (1-5): [Fall 2017 N= 1158] [Spring 2018 N=1037]

Performance Target

On a scale of 1-5, the target was 4.0.

Indirect - Student Course Evaluation

Assessment Method Description

Student perceptions from the all LSAL student evaluations for Fall 2017 and Spring 2018

Survey Question: This course encouraged intellectual thought and discussion (1-5): [Fall 2017 N= 1159] [Spring 2018 N=1035]

Performance Target

On a scale of 1-5, the target was 4.0.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018. Survey Question 5: The program prepared me to facilitate organizational change by integrating ethical responsibility and a commitment to diversity and cross-cultural leadership in decision-making processes and organizational culture (n= 158).

Performance Target

Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Direct - Course Embedded Assessment

Assessment Method Description

Final grade represents faculty evaluation of all assignments completed in the course.

Direct - Course Embedded Assessment - Review all courses within the program to determine how many courses are explicitly devoted to organizational change by integrating ethical responsibility and a commitment to diversity

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to the Program SLO, final student grades should reflect achievement of the SLO

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey should indicate agreement with&. "Pursuing my degree has contributed to my ability to&."

1. Demonstrate an awareness of my own and others' values and ethical reasoning
2. Appreciate diverse perspectives and viewpoints
3. Evaluate ethical decisions and articulate how to demonstrate ethical responsibility

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

- " This course helped me develop my writing skills
- " This course encouraged intellectual thought and discussion

Performance Target

A minimum of 3 courses should be devoted to values, ethical reasoning, diversity, and civic responsibility

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many courses are explicitly devoted to organizational change by integrating ethical responsibility and a commitment to diversity.

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to the Program SLO, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey should indicate agreement with&. "Pursuing my degree has contributed to my ability to&."

1. Demonstrate an awareness of my own and others' values and ethical reasoning
2. Appreciate diverse perspectives and viewpoints
3. Evaluate ethical decisions and articulate how to demonstrate ethical responsibility

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

- " This course helped me develop my writing skills
- " This course encouraged intellectual thought and discussion

Performance Target

A minimum of 3 courses should be devoted to values, ethical reasoning, diversity, and civic responsibility

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

Direct - Course Embedded Assessment

Assessment Method Description

The MAOL program includes the following courses designed with specific course objectives to examine ethical responsibility for issues of diversity and inclusion:

- " LSAL 5153: Ethical Decision-Making
- " LSAL 5153: Ethics in Leadership

Performance Target

80% of students meet or exceed expectations each academic year.

The performance scale for this assessment: A= Exceeds Expectations, B and C=Meets Expectations, D and F= Does Not Meet Expectations. Ratings of "Exceeds Expectations" and "Meets Expectations" constitute a "Pass" while the rating "Does Not Meet Expectations" is equivalent to "Fail."

SLO 4 Methods and Analysis

Student Learning Outcome (SLO)

Critically analyze research in the field of administrative leadership as consumers and producers of quality research.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Final Paper in LSTD 5043: Final Grade in LSTD 5043: (Fall 2016 N=19; Spring 2017 N=22; Summer 2017=10)

All students (N=27) are required to develop and a mini quantitative research paper that includes: Problem Statement, Purpose statement, Research questions, Literature Review, Methodology, Results, and Conclusion on a research topic concerning an issue in Administrative Leadership.

The performance scale for this assessment: A= Exceeds Expectations, B or C = Meets Expectations, D or F = Does Not Meet Expectations. Ratings of "Exceeds Expectations" and "Meets Expectations" constitute a "Pass" while the rating "Does Not Meet Expectations" is equivalent to "Fail".

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Final Paper in LSTD 5083:
(Fall 2016 N=16; Spring 2017 N=19; Summer 2017=5)

All students (N=15) are required to research and write a qualitative research paper that includes: Problem Statement, Purpose statement, Research questions, Literature Review, Qualitative Methodology, and Results, and Conclusion on a research topic concerning Administrative Leadership.

The performance scale for this assessment: A= Exceeds Expectations, B or C = Meets Expectations, D or F = Does Not Meet Expectations. Ratings of "Exceeds Expectations" and "Meets Expectations" constitute a "Pass" while the rating "Does Not Meet Expectations" is equivalent to "Fail".

Performance Target

80% of students meet or exceed expectations.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the student evaluations for Fall 2016 and Spring 2017:

1. The course[s] helped me develop my critical thinking skills. [Fall 2016 N = 1494] [Spring 2017 N = 1196];
2. The courses encouraged intellectual thought and discussion. [Fall 2016 N = 1494] [Spring 2017 N = 1193];
3. The courses help me develop my writing skills. [Fall 2016 N= 1494] [Spring 2017 N= 1494];
4. The Instructor encouraged critical and independent thinking. [Fall 2016 N= 1494] Spring 2017 N= 1494]

Performance Target

On a scale of 1-5, the target was 4.0

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Final Paper in LSTD 5043: Final Grade in LSTD 5043: (AY 2017/2018 N= 48)

All students (N=48) are required to develop and a mini quantitative research paper that includes: Problem Statement, Purpose statement, Research questions, Literature Review, Methodology, Results, and Conclusion on a research topic concerning an issue in Administrative Leadership.

The performance scale for this assessment: A grade of A=Exceeds Expectations, B=Meets Expectations, C, D, and F = Does Not Meet Expectations.

Performance Target

80% of students meet or exceed expectations.

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Final Paper in LSTD 5083: Final Grade in LSTD 5083: (Fall 2016 N=; Spring 2017 N=; Summer 2017=)

All students (N=23) are required to research and write a qualitative research paper that includes: Problem Statement, Purpose statement, Research questions, Literature Review, Qualitative Methodology, and Results, and Conclusion on a research topic concerning Administrative Leadership.

The performance scale for this assessment: A grade of A=Exceeds Expectations, B=Meets Expectations, C, D, and F = Does Not Meet Expectations.

Performance Target

80% of students meet or exceed expectations.

Indirect - Student Course Evaluation

Assessment Method Description

Student perceptions from the student evaluations for Fall 2017 and Spring 2018:

1. The course[s] helped me develop my critical thinking skills. [Fall 2017 N = 1494] [Spring 2018 N = 1033]:
2. The courses encouraged intellectual thought and discussion. [Fall 2017 N = 1494] [Spring 2018 N = 1193]:
3. The courses help me to develop my writing skills. [Fall 2017 N= 1494] [Spring 2018 N= 1494]:
4. The Instructor encouraged critical and independent thinking. [Fall 2017 N= 1494] Spring 2018 N= 1494]

Performance Target

On a scale of 1-5, the target was 4.0

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018.

Survey Question 1: The program prepared me to critically analyze research in the field of administrative leadership as a consumer and producer of quality research (n= 155).

Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Final grade represents faculty evaluation of all assignments completed in the course.

Direct: Course Embedded Summative Assessment: Of all courses explicitly devoted to methods and analysis, final student grades should reflect achievement of the SLO.

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

1. This course helped me to develop my critical thinking skills
2. The courses encouraged intellectual thought and discussion
3. The courses helped me to develop my writing skills
4. The instructor encouraged critical and independent thinking

Performance Target

80% of students earn a final course grade of "B" or greater

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

Direct - Course Embedded Assessment

Assessment Method Description

Direct: Course Embedded Summative Assessment: Of all courses explicitly devoted to methods and analysis, final student grades should reflect achievement of the SLO.

Indirect: Student Course Evaluation*: Student perceptions from all MAAL student evaluations for AY 18-19 year for the following survey items:

1. This course helped me to develop my critical thinking skills
2. The courses encouraged intellectual thought and discussion
3. The courses helped me to develop my writing skills
4. The instructor encouraged critical and independent thinking

Performance Target

80% of students earn a final course grade of "B" or greater

Average (Median) evaluation should be 4 or higher, using a scale of 1-5

Direct - Course Embedded Assessment

Assessment Method Description

- " Final Paper Grade in LSTD 5043
- " Final Paper Grade in LSTD 5083

Performance Target

80% of students meet or exceed expectations each academic year.

The performance scale for this assessment: Score of 75% is considered "Meets Expectations".

SLO 5 Core Program Knowledge 1

Student Learning Outcome (SLO)

Apply techniques related to administrative leadership to create, sustain, and change cultures within organizations.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Of all courses identified as integrating components of the program outcome "Apply techniques related to administrative leadership to create, sustain, and change cultures within organizations," final project grades were collected for all students who were listed as an Administrative Leadership major.

The performance scale for this assessment: A = Exceeds Expectations, B = Meets Expectations, C, D or F = Does Not Meet Expectations. Ratings of "Exceeds Expectations" or "Meets Expectations" constitute a "Pass," while the rating "Does Not Meet Expectations" constitutes a "Fail."

Performance Target

80% of students Meet or Exceed Expectations

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

1. Review all core courses within the program to determine how many courses are explicitly devoted to creating, sustaining, and changing cultures within organizations.
2. Additionally, review all core courses within the program to determine how many courses have stated course student learning outcomes that are explicitly devoted to creating, sustaining, and changing cultures within organizations

Performance Target

Concepts surrounding this program outcome should be included both in core courses and within all leadership tracks.

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Program mapping has been completed to determine where the program outcomes fall within the courses.

Performance Target

Concepts surrounding this program outcome should be Introduced, Reinforced, and Mastered over the duration of the program either within or across courses.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018.

Survey Question 6: The program prepared me to apply techniques related to leadership to create, sustain, and change cultures within organizations (n= 161).

Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many courses are explicitly devoted to creating, sustaining, and changing cultures within organizations.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey should indicate agreement with "The program prepared me to apply techniques related to leadership to create, sustain, and change cultures within organizations."

Performance Target

A minimum of 3 courses should be devoted to values, ethical reasoning, diversity, and civic responsibility

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many courses are explicitly devoted to creating, sustaining, and changing cultures within organizations.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey should indicate agreement with "The program prepared me to apply techniques related to leadership to create, sustain, and change cultures within organizations."

Performance Target

A minimum of 3 courses should be devoted to values, ethical reasoning, diversity, and civic responsibility

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

SLO 6 Core Program Knowledge 2 - To be assessed in AY 22-23

Student Learning Outcome (SLO)

Construct effective plans to implement and enhance organizational communication.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Of all courses identified as integrating components of this program outcome, final project grades were collected for all students who were listed as an Administrative Leadership major.

The performance scale for this assessment: A = Exceeds Expectations, B = Meets Expectations, C, D or F = Does Not Meet Expectations. Ratings of "Exceeds Expectations" or "Meets Expectations" constitute a "Pass," while the rating "Does Not Meet Expectations" constitutes a "Fail."

Performance Target

80% of students Meet or Exceed Expectations

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

1. Review all core courses within the program to determine how many courses are explicitly devoted to constructing effective plans to implement and enhance organizational communication.
2. Additionally, review all core courses within the program to determine how many courses have stated course student learning outcomes that are explicitly devoted to constructing effective plans to implement and enhance organizational communication.

Performance Target

Concepts surrounding this program outcome should be included both in core courses and within all leadership tracks.

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Program mapping has been completed to determine where the program outcomes fall within the courses.

Performance Target

Concepts surrounding this program outcome should be Introduced, Reinforced, and Mastered over the duration of the program either within or across courses.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018.

Survey Question 7: The program prepared me to construct effective plans to implement and enhance organizational communication (n= 161).

Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many core courses are explicitly devoted to constructing effective plans to implement and enhance organizational communication.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey.

Performance Target

A minimum of three core courses will be explicitly devoted to constructing effective plans to implement and enhance organizational communication

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many core courses are explicitly devoted to constructing effective plans to implement and enhance organizational communication.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey.

Performance Target

A minimum of three core courses will be explicitly devoted to constructing effective plans to implement and enhance organizational communication

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Direct - Course Embedded Assessment

Assessment Method Description

The MAOL program has the following courses that emphasize organizational communication:

- " LSAL 5313: Organizational Communication
- " LSAL 5113: Theories of Management and Leadership
- " LSAL 5193: Creating, Leading, and Managing Teams
- " LSAL 5283: Building High Performance Teams

Performance Target

80% of students meet or exceed expectations.

The performance scale for assignments - score of 75% is considered "Meets Expectations".

The performance scale for final grades - grade of C (70%) meets expectations.

Indirect - Student Course Evaluation

Assessment Method Description

Student course evaluations were completed by MAOL students in Fall 2020 and Summer 2021. PACS participated in the pilot for the proposed updated Student Experience Survey in Spring 2021. There is not an analogous question about interdisciplinarity on that survey, so we have no data on this question for the Spring 2021. For this outcome, scores on Questions 6 and 7 of the course evaluation for all graduate Organizational Leadership courses are included.

Q.6 "This course helped me to develop my writing skills."

Performance Target

Average student scores of 4.0 or higher.

SLO 7 Core Program Knowledge 3

Student Learning Outcome (SLO)

Critique organizational culture and operations by informed management and leadership decision-making.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

Student Learning Assessment:

Of all courses identified as integrating components of this program outcome, final project grades were collected for all students who were listed as an Administrative Leadership major.

The performance scale for this assessment: A = Exceeds Expectations, B = Meets Expectations, C, D or F = Does Not Meet Expectations. Ratings of "Exceeds Expectations" or "Meets Expectations" constitute a "Pass," while the rating "Does Not Meet Expectations" constitutes a "Fail."

Performance Target

80% of students Meet or Exceed Expectations

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

1. Review all core courses within the program to determine how many courses are explicitly devoted to critiquing organizational culture and operations by informed management and leadership decision-making.
2. Additionally, review all core courses within the program to determine how many courses have stated course student learning outcomes that are explicitly devoted to critiquing organizational culture and operations by informed management and leadership decision-making.

Performance Target

Concepts surrounding this program outcome should be included both in core courses and within all leadership tracks.

Direct - Course Embedded Assessment

Assessment Method Description

Curriculum Assessment:

Program mapping has been completed to determine where the program outcomes fall within the courses.

Performance Target

Concepts surrounding this program outcome should be Introduced, Reinforced, and Mastered over the duration of the program either within or across courses.

Indirect - Student Survey

Assessment Method Description

Student perceptions from the Administrative Leadership student's survey (all students who had attended within the past seven years were provided with a survey). The survey was completed in Summer 2018. Survey Question 4: The program prepared me to critique the organizational culture and leadership through communication, problem-solving, and decision-making (n= 165). Performance Scale: Student options were Strongly Agree, Somewhat Agree, Neutral, Strongly Disagree, and Somewhat Disagree.

Performance Target

The target was 80% of students Somewhat Agree or Strongly Agree.

Direct - Course Embedded Assessment

Assessment Method Description

Final grade represents faculty evaluation of all assignments completed in the course
Direct - Course Embedded Assessment - Review all courses within the program to determine how many core courses are explicitly devoted to critiquing organizational culture and operations by informed management and leadership decision-making.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey

Performance Target

A minimum of three core courses will be explicitly devoted to constructing effective plans to implement and enhance

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree

Direct - Course Embedded Assessment

Assessment Method Description

Direct - Course Embedded Assessment - Review all courses within the program to determine how many core courses are explicitly devoted to critiquing organizational culture and operations by informed management and leadership decision-making.

Direct: Course Learning Outcomes: Review core courses and determine how many courses have Course Learning Outcomes aligned with the Program SLO

Direct: Course Embedded Summative Assessment: Of all core courses explicitly devoted to interdisciplinarity, final student grades should reflect achievement of the SLO.

Indirect: Student Outcomes Survey: Student perceptions from the AY 18-19 Administrative Leadership Certificate Program Student Outcomes Survey.

Performance Target

A minimum of three core courses will be explicitly devoted to constructing effective plans to implement and enhance

80% of students earn a final course grade of "B" or greater

80% of students Strongly Agree/Agree