Program (Major, Minor, Core): Leadership and Organizational Development Program

Department: College/School: School for Professional Studies

Person(s) Responsible for Implementing the Plan: Steven Winton, Ph.D.

Date Submitted: February 3, 2016

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you expect all students who complete the program to know, or be able to do?</td>
<td>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</td>
<td>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</td>
<td>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</td>
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<tr>
<td>At the personal level, make sound, ethical decisions.</td>
<td>ORLD 5010 ORLD 5750 ORLD 5900/5950</td>
<td>Direct Measures:  o Final Projects/Papers (ORLD 5010; or ORLD 5750) o Action research proposal (ORLD 5900) o Leadership Development Plan (ORLD 5900) o Final action research project (ORLD 5950) <strong>Indirect Measures:</strong>  o Annual Review  o Exit Survey (includes competency assessment)</td>
<td><strong>See description below</strong></td>
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| At the personal level, effectively leverage their current leadership competencies and manage their future leadership development. | ORLD 5010 ORLD 5100 ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5010; or 5100)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| At the personal level, apply innovation and creativity to leadership situations. | ORLD 5100 ORLD 5650 ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5010; or 5650)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| At the personal level, practice evidence-based decision making. | ORLD 5020 ORLD 5030 ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5020; or 5030)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| At the team level, provide coaching and mentoring to assist in employee development. | ORLD 5150 ORLD 5250 ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5150; or 5250)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| At the team level, effectively facilitate group and interpersonal interactions. | ORLD 5150  
ORLD 5350  
ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5150; or 5350)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| **At the team level, create and sustain a culture that promotes collaborative learning and performance across a diverse work environment.** | ORLD 5000  
ORLD 5150  
ORLD 5350  
ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5000; 5150; or 5350)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| **At the organizational level, effectively engage in strategic visioning, with an emphasis on future-focused leadership.** | ORLD 5450  
ORLD 5650  
ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5450; or 5650)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
| **At the organizational level, apply a systems thinking framework in work settings.** | ORLD 5000  
ORLD 5450  
ORLD 5900/5950 | **Direct Measures:**  
- Final Projects/Papers (ORLD 5000; or 5450)  
- Action research proposal (ORLD 5900)  
- Leadership Development Plan (ORLD 5900)  
- Final action research project (ORLD 5950)  
**Indirect Measures:**  
- Annual Review  
- Exit Survey (includes competency assessment) | **See description below** |
At the organizational level, implement projects in a way that integrates project management logistical needs with interpersonal leadership needs.

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At the organizational level, lead change initiative efforts in an organization.

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<td>ORLD 5250, 5450, 5650, 5900/5950</td>
<td><strong>Direct Measures:</strong>&lt;br&gt;○ Final Projects/Papers (ORLD 5250; 5450; or 5650)&lt;br&gt;○ Action research proposal (ORLD 5900)&lt;br&gt;○ Leadership Development Plan (ORLD 5900)&lt;br&gt;○ Final action research project (ORLD 5950)&lt;br&gt;&lt;br&gt;<strong>Indirect Measures:</strong>&lt;br&gt;○ Annual Review&lt;br&gt;○ Exit Survey (includes competency assessment)</td>
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At the organizational level, apply the consultation skills necessary to develop high-impact, results-focused initiatives.

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**How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?**

There are several mechanisms through which curriculum and operational matters are evaluated and action plans developed:

- A yearly exit survey report, which includes a self-report competency assessment, is compiled with recommendations for action. This document is shared with faculty, the MA LOD Program Director, the OS Program Chair, the Associate Dean of Graduate and Professional Education, the Associate Dean of Learning Outcomes and Assessment, and the Dean.
- Final Action Research Projects, Leadership Development Plans, and Competency Evaluations require students to describe and apply program competencies (learning outcomes). These are graded using a rubric. This information is collated with the data from the exit survey that soon-to-be-graduates complete to obtain a more holistic view of the achievement of the program’s
learning outcomes. Any gaps that are identified are used to revise the individual courses where these learning outcomes are addressed, so as to ensure that, in the next iteration of the offering of these courses, the outcomes are operationalized in a more effective way.

- Students are required to complete an Annual Review in January of each year. A summary of the review provides administrators a formative evaluation of the program. This report is shared with MA LOD Program Director, the OS Program Chair, the Associate Dean of Graduate and Professional Education, the Associate Dean of Learning Outcomes and Assessment, and the Dean.
- The websites of all courses on Blackboard are evaluated by third parties to determine whether they conform to the standards associated with the design of course websites proposed by Quality Matters. For each course, the website-related review will be combined with the end-of-course evaluations provided by students taking the course to obtain a comprehensive evaluation of the design and delivery of the course. A report will be compiled to include information about how well the learning outcomes associated with the course were operationalized via various course delivery mechanisms, how well the evaluation methods test the achievement of the learning outcomes, the students’ perceptions of how well the learning outcomes were achieved, and the faculty member’s perception of how well the learning outcomes were achieved. Any discrepancies/gaps will be identified and investigated to determine the steps that need to be taken to improve the course the next time it is offered. The report, prepared by the Graduate Program Director, will be shared with the faculty member teaching the course, with the Associate Dean for Graduate Education, and with the Associate Dean for Learning Outcomes.
- Frequent meetings take place among the MA LOD and MS AA Program Directors, the Associate Dean of Graduate and Professional Education, and the Associate Dean of Learning Outcomes and Assessment to discuss improvements.

1. **It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

   The MA LOD program is currently under program review. There is a strong possibility that the current 12 program learning outcomes will be reduced. Furthermore, a detailed action plan will be developed to assess the modified learning outcomes. The annual assessment of learning outcomes will be a collaborative effort among the Program Directors, the Associate Dean of Graduate and Professional Education, the Associate Dean of Learning Outcomes.

   **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

   N/A

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:
a. **Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**
   The MA LOD program is going through a program review this year. One of the deliverables is an action plan with clear goals and timelines.

b. **How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**
   As noted above, students are required to complete an exit survey, which includes a self-evaluation of learning outcomes. Student input is also provided during annual reviews in January and during the competency assessment completed during the capstone series.

c. **What external sources were consulted in the development of this assessment plan?**
   N/A

d. **Assessment of the manageability of the plan in relation to departmental resources and personnel.**
   Due to the number of courses being taught by adjunct faculty and the limited number of full-time faculty dedicated to the program, the manageability and consistency of assessment is very difficult. Our strategy to strengthen the current plan is as follows:
   
   - Complete the current program review and utilize findings and recommendations from external parties.
   - Streamline the program objectives and better align courses to each objective.