



WILLIAM WOODS
UNIVERSITY

AA Leadership Annual Assessment 2023-2024

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Annual Assessment 2023-2024

Associate of Arts in Leadership

Program Profile

Program Mission Statement

Please insert your program mission statement here

The A.A. in Leadership offers training to students in the principles of leadership through academic and hands-on environments. Students learn crucial leadership skills demanded by the private sector, government organizations, and the military.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2023-2024

Student Majors 2022-2023

Student Minors 2023-2024

Student Minors 2022-2023

Concentrations 2023-2024

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

Providing quality, hands-on leadership instruction is critical to student retention and degree completion. Active advising and bi-weekly grade checks ensure persistence and completion. Only one student was working towards completion of the AA in Leadership, but could not officially declare due to being a student at the Missouri Military Academy taking dual-credit courses through WWU.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

60

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

There is no specific accrediting path for "Leadership" programs, but falls under business course/program accreditation under HLC.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

There is not deliberate marketing program in place for this program. Word of mouth and engagement with strategic partners such as the Missouri Military Academy and their dual-credit program is the only effort in place so far to market the AA in Leadership.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
LDR.1	Develop a strong foundation in the theories of management and leadership.
LDR.2	Develop effective managerial and leadership skills
LDR.3	Apply leadership to personal, social, community, and organizational environments.
LDR.4	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
LDR.5	Analyze leading and leadership from a personal, team, organizational, and global perspective.

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Objective 1.4 – Engage students in high-impact experiences to promote in and outside the classroom.

The A.A. in Leadership offers training to students in the principles of leadership through academic and hands-on environments. Exposure to senior leaders in various professions both inside and outside of the classroom environment contribute to meeting Obj. 1.4. Situational learning through group work and sharing of individual experiences also contribute to high-impact learning.

Objective 1.5 – Strategically add new programs that complement or augment the existing curriculum.

This program is an important component to emerging WWU partnerships with educational, military, and government agencies and provides the flexibility to address specific needs of current and future external partners. Our partnership with Missouri Military Academy's (MMA) Triumph program provides an opportunity for an additional stream of students who would consider attending WWU up to a year beyond high school graduation to complete a degree of this type and MMA wants to pursue this relationship.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

No general education requirements are added with this program, however, two courses, LDR 231 Philosophy of Leadership - T and LDR 230 Psychology of Leadership - S, were designed to qualify as General Education courses, meeting the Expression and Invention and Inquiry and Analysis GE requirements. Students in this program who choose one or both of these courses to meet their GE requirements in Expression and Invention and Inquiry and Analysis will take additional elective courses to meet minimum program credit requirements of 61 credit hours.

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

1C - Program courses provide many opportunities for students to explain various leadership and management concepts and theories to each other and to instructors. This is accomplished through oral presentations, discussion, and written assignments. Explaining leadership approaches and personal experiences of students reinforce this particular objective.

2E - Leadership and management courses are deliberate in reinforcing how effective leadership requires consideration of subordinate's, peer's, and supervisor's perspectives. Extensive discussion and written assignments explore consideration of other's perspectives when addressing servant leadership and the contrast between sympathy and empathy.

4C - Course sections on decision-making are specific in analyzing ideas, experiences, and reasoning in depth. Analysis of various decision-making techniques and matrices require deep examination of the component parts of decision-making approaches.

4D - Related to decision-making and considering differing perspectives, evaluation of other points of view and information sources are included as part of the broader scope of decision-making.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

AA in Leadership

	LDR 201	LDR 345	LDR 320
LDR.2 Develop effective managerial and leadership skills	I	I	I
LDR.3 Apply leadership to personal, social, community, and organizational environments.	I, A	I	A
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I	I	A
LDR.1 Develop a strong foundation in the theories of management and leadership.	I	I	I
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.	A	A	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

LDR 320 Adaptive Leadership was lowered to LDR 220 Adaptive Leadership. Marks for LDR 320 reflect assessment of LDR 220.

Assessment Findings

Assessment Findings for the Assessment Measure level for AA in Leadership

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The AA in Leadership uses coursework exclusively for program-wide assessment. No changes have occurred to the assessment process since the previous year. For on-ground courses, classroom discussion and group projects continue to provide quality, real-time assessment opportunities. For online courses, the challenge of student interaction with each other is limited to discussion boards and some opportunities for live, group discussions via Zoom or other virtual classroom method. Written assignments in both online and on-ground formats prove as the most effective assessment tool for assessing critical thinking, writing, and application of leadership concepts. The process of collection of various assessment means is primarily through the LMS and instructor observation.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

No students were assessed as part of student performance review activities.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

N/A

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

No LEAD events conducted this year.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

N/A

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

N/A

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

N/A

Assessment Rubric

<u>Clear</u>	<u>3.00 Exceeds</u>	<u>2.00 Meets</u>	<u>1.00 Falls Below Expectations</u>	<u>N/A</u>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	the program has 9 students in Fall23 and 1 returning student from Fall 2022 that were not listed in the data on the program - the Program Data Sheets should be used to answer this information			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	there is no true marketing strategy for this program.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	In the report the program aligned to the Strategic Plan and not the university mission but it still aligned to the overall goals of the institution.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	due to the program being spread out over a variety of courses and across the curriculum, it is difficult to hone in on specific assignments and activities focused on NSSE objectives. could use the three leadership courses that are specific to the program to focus on these goals.			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	skills are only introduced - none are reinforced or mastered. and only two objectives are assessed.			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	No assessment map is produced due to the program not describing the assessment activities in the courses listed.			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	No assessment map is produced due to the program not describing the assessment activities in the courses listed.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	No assessment map is produced due to the program not describing the assessment activities in the courses listed.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	there is a difference between course assessments (assignments) and program based assessments.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	this is primarily an online program so there would not have been any students for performance review			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	this is primarily an online program s			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	this is primarily an online program s			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				