

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Interdisciplinary PhD in Leadership, PhD in Leadership Studies</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The Interdisciplinary PhD in Leadership prepares contemporary leaders to work across public sectors for the enhancement of community and human capabilities.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers. Graduates will demonstrate the need to collaborate across public sectors, to lead with scholarly excellence, and to target social good.</p>
	<p>Goal 2: Graduates will be knowledgeable about the use of leadership and change theory in research and action.</p>
	<p>Goal 3: Graduates will be knowledgeable about enhancing human and community capabilities.</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	<p>Who & How: Indicate who will collect the data and how data will be collected. Goal 1: The program director will use a rubric to assess the final essay in LEAD 8305. Class is taught annually. Goal 2: The program director will use a rubric to assess the final essay in LEAD 8334. Class is taught annually. Goal 3: The program director will use and distribute a rubric to committee members for the assessment of the qualifying paper (LEAD 8308). Will occur throughout the year.</p>
		<p>Timeline: Indicate when the data will be collected. G1: Annually at the end of the fall semester G2: Annually at the end of the spring semester G3: At the end of relevant semester</p>
	Data Analysis	<p>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. G1: Director will collect and analyze data. G2: Instructor will collect and the program director will analyze data. G3: Director will collect the data and analyze the data.</p>
		<p>Timeline: Indicate when the data will be analyzed. G1: Director will analyze data annually at the end of the fall semester. G2: Director will analyze data annually at the end of the spring semester. G3: Director will analyze data at the end of fall and spring semester—if students are defending qualify paper.</p>
	Data Dissemination	<p>Who & How: Indicate who will share data with relevant faculty and how data will be shared. Director will share findings of analyzed data to the program’s Program Review and Assessment Advisory Board who will make recommended changes to the director who will then share with relevant faculty.</p>
		<p>Timeline: Indicate when the data will be shared. G1: Beginning of spring semester G2: Beginning of fall semester G3: Beginning of fall and spring semesters and dependent upon student defense of qualify paper</p>
	Resulting Actions	<p>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority Director will share findings and recommended changes with the relevant faculty and decide how to implement</p>
		<p>Timeline: Indicate when the data and faculty feedback will be shared. G1: Beginning of spring semester G2: Beginning of fall semester G3: Immediately after analysis and presentation to the Program Review and Assessment Committee—each semester when relevant.</p>

	Re-assessment/ Evaluation	<p>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</p> <p>In collaboration with faculty, the director will oversee--</p> <p>G1: Changes will occur when the class is offered the following fall.</p> <p>G2: Changes will occur when the class is offered the following spring.</p> <p>G3: Changes will occur when the next committee is formed to supervise qualifying paper students.</p> <hr/> <p>Timeline: Indicate when the data will be collected following these changes.</p> <p>Process will follow the same timeline as above: (G1) end of fall collected, shared with board/faculty spring, changes implemented following fall; (G2) end of spring collected, shared with board/faculty fall, changes implemented in the following spring; (G3) end of every relevant semester collected, shared with board and QP committee members.</p>
--	--------------------------------------	---

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Graduates will demonstrate the need to collaborate across public sectors, to lead with scholarly excellence, and to target social good.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals. Goal 1: Graduates will acknowledge the need for leadership theory to guide research and action toward work for the common good.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Final Paper
	Assessment Method	Explain how the quality of the above activity will be assessed. Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Eighty percent of the students will score a 3. (B) or better.
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in LEAD 8305
	Frequency	State when AND how frequently the above activity will be assessed. Annually as class is offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of the Interdisciplinary PhD in Leadership Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department / Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Graduates will propose leading social advocacy using leadership and change theories to frame practice and research.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2: Graduates will be knowledgeable about the use of leadership and organizational change theory in research and action.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Final essay in LEAD 8334
	Assessment Method	Explain how the quality of the above activity will be assessed. Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Eighty percent of the students will score a 3. (B) or better.
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in 8334
	Frequency	State when AND how frequently the above activity will be assessed. Annually as class is offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of the Interdisciplinary PhD in Leadership Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Graduates will be able to craft and defend a plan for original research that targets enhancing human and community capabilities.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3: Graduates will be knowledgeable about enhancing human and community capabilities.
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Defense of qualifying paper
	Assessment Method	Explain how the quality of the above activity will be assessed. Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Eighty percent of the students will receive a passing vote
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in LEAD 8308
	Frequency	State when AND how frequently the above activity will be assessed. When students orally defend their qualifying papers to committee; any relevant semester
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of the Interdisciplinary PhD in Leadership Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Example: Date of Presentation: Provide the date on which presentation to faculty was conducted. Example: Comments: Provide comments about the data from the relevant faculty Example:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Interdisciplinary PhD in Leadership

LEAD 8305, Final Essay Rubric

Learning Objective: Graduates will demonstrate the need to collaborate across public sectors, to lead with scholarly excellence, and to target social good.

Goal 1: Graduates will acknowledge the need for leadership theory to guide research and action toward work for the common good.

A: Paper presents a research design that is founded on leadership theory and an investigation of quality of life factor or factors measured by the HDI. The student includes a discussion of the theoretical frame, its historical and empirical backing. Components of the theoretical frame align with what is sought in the investigation. Paper is well-organized and demonstrates a clear progression of ideas. Proper APA use of citation and references.

B: Paper presents a research design that is founded on leadership theory and an investigation of quality of life factor or factors measured by the HDI. The student includes a discussion of the theoretical frame, its historical and empirical backing. Gaps in this discussion will be evident. The majority of the components of the theoretical frame align with what is sought in the investigation. Paper is somewhat organized and demonstrates a fairly clear progression of ideas. Minor errors APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.

C: Paper presents a research design that is founded on poor understanding of the leadership theory and may or may not provide an investigation of quality of life factor or factors measured by the HDI. The student includes a discussion of the theoretical frame, its historical and empirical backing. Gaps in this discussion will be evident. A majority to few of the components of the theoretical frame align with what is sought in the investigation. Paper is somewhat organized and demonstrates a fair to poor progression of ideas. Minor errors APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.

Interdisciplinary PhD in Leadership

LEAD 8308, Qualifying Paper Rubric

Learning Objective: Graduates will be knowledgeable about enhancing human and community capabilities.

Goal 3: Graduates will be able to craft and defend a plan for original research that targets enhancing human and community capabilities.

Pass: Paper presents an original research design that is founded on leadership theory and an investigation of quality of life factor or factors measured by the HDI. The paper includes the essential parts of problem statement, study significance, purpose of a study, research questions/hypotheses, methodology, methods, plan of analysis, and references. The student includes a discussion of the theoretical frame, its historical and empirical backing. Components of the theoretical frame align with what is sought in the investigation. Paper is well-organized and demonstrates a clear progression of ideas. Paper provides proper APA use of citation and references with minor errors. The student will also successfully present this plan to dissertation committee members and receive a passing vote.

Pass with Revisions and Resubmission to Committee Members: Paper presents an original research design that is founded on leadership theory and an investigation of quality of life factor or factors measured by the HDI. The paper includes the essential parts of problem statement, study significance, purpose of a study, research questions/hypotheses, methodology, methods, plan of analysis, and references. The development of one or two of these sections may need strengthening. Committee recommends rewriting of these sections due to lack of development or cohesiveness. The student includes a discussion of the theoretical frame, its historical and empirical backing. Components of the theoretical frame align with what is sought in the investigation. Paper is somewhat-organized and demonstrates a fairly clear progression of ideas. Understanding of APA use of citation and references is evident but may have minor errors. The student will also successfully present this plan to dissertation committee members and receive a passing vote from the majority.

Retake the Course: Student does not successfully present an original research design founded on leadership theory and an investigation of quality of life factor or factors measured by the HDI. The paper does not contain expected component to the standard expectant of doctoral candidates. The student must retake the course and rewrite the paper until the standard is met. The majority approval vote from the committee is not awarded.

Interdisciplinary PhD in Leadership

LEAD 8334, Advocacy Paper Rubric

Learning Objective: Graduates will be knowledgeable about the use of leadership and change theory in research and action.

Goal 2: Graduates will propose leading social advocacy using leadership and change theories to frame practice and research.

A: The advocacy paper clearly integrates leadership and change theories as a frame in the discussion surrounding a societal issue or cause in need of change and/or support. The paper provides solid rationale for advocating for specific actions and changes in practices and/or policies. A detailed background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influence (pros and cons) over the issue, and the current status of the issue. Relevant and detailed data provide supporting evidence for the need to advocate the issue. Benefits of the proposed action for those whom the changes will primarily affect are provided. The paper concludes with a call to readers to support the issue or cause by stressing the difference the proposed awareness/action can make. Paper is well-organized and demonstrates a clear progression of ideas. Proper APA use of citation and references.

B: The advocacy paper presents leadership and change theories to frame the discussion surrounding a societal issue or cause in need of change and/or support. The paper provides a rationale for advocating for specific actions and changes in practices and/or policies. The paper gives some background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influence (pros and cons) over the issue, and the current status of the issue. Data provide some evidence for the need to advocate the issue. Benefits of the proposed action for those affected by the changes are provided. The paper may or may not conclude with a call to readers to support the issue or cause. Paper is somewhat organized and demonstrates a fairly clear progression of ideas. Minor errors in APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.

C: The advocacy paper demonstrates a poor understanding of leadership and change theories in the discussion surrounding a societal issue or cause in need of change and/or support. The rationale for advocating for specific actions and changes in practices and/or policies is not fully developed. The paper lacks a thorough understanding of background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influence (pros and cons) over the issue, and the current status of the issue. Data provide limited evidence for the need to advocate the issue. Some benefits of the proposed action for those affected by the changes are provided. The paper may or may not conclude with a call to readers

to support the issue or cause. Paper is somewhat organized and demonstrates a fair to poor progression of ideas. Minor errors in APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.