

Transformative Leadership Assessment Overview - 2015

The TLD program has scaffolded PLOs, meaning they build on each other over the 4 semesters. In the 4 semesters, students should develop the required knowledge base, capacities, and skills to be able to articulate and embody their leadership values and goals.

The PLOs are quite explicit in most if not all of the courses. For instance, *Ways of Relating* addresses the way human beings relate at a philosophical level in terms of their basic assumptions, social and personal, implicit and explicit, and in terms of developing basic skills for collaboration and communication. *Ways of Knowing* presents developments in complexity and systems theory and focuses on the development of skills to think and approach complex problems systemically and creatively. As students go through the first semester, they are monitored by the faculty of record and the advisor who works with them in a one-unit course entitled *Integrative Seminar*. This course is an opportunity to see how students are integrating the material from the three main courses they are taking, and for students to discuss their progress.

At the end of the first semester, the faculty teaching the first semester courses have a meeting to assess student progress, see if there are students who need help or are at risk, and discuss how the various syllabi across the semester are working together. At the end of the second semester, a similar process occurs. Students who are struggling are identified, and there is a review of all the second semester courses. In the third semester, students begin their 2-semester capstone. The first part involves articulating their leadership philosophy, and receiving a 360 feedback to see how they are perceived by others. This also gives us feedback on how the students are doing, and to what extent we are successfully achieving the program learning outcomes.

In the final semester, the Action Capstone gives us an opportunity to see how the entire cohort did, and assess whether their individual capstones were up to the desired quality. If we see recurring issues (for instance, we noticed at one point that their executive summaries varied drastically in length and quality), we address them before the course is taught again.

The advisor and faculty designated to monitor the curriculum get together on a weekly basis to discuss the progress of students as a whole and individually, overall satisfaction with progress, individual courses, and areas that need to be improved.