Ashley Becker, Ph.D., MBA

Stephanie Klie, MBA

Melissa Rossi, MA

Michelle Wessel, EdD, MHA, PT

The Importance of Shared Governance in Institutional Culture & Success of Outcomes Assessment

- Learning Objectives
  - Identify critical aspects in the development of an integrated framework of outcomes assessment processes, committee structures, and shared governance
  - Discuss barriers to shared governance and a positive institutional culture
  - Describe the process to establish shared governance at an institution of higher education through outcomes assessment
  - Imagine strategies to create shared governance, a positive institutional culture, and broad participation in outcomes assessment at your institution

slido

At your institution, how well does leadership share a common view of the mission, vision, and philosophy?

ⓘ Start presenting to display the poll results on this slide.

SWIC

- Founded in 1946

- Campus locations

- Degree, Certificate options

- Mission, Vision, Values

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Rebuilding SWIC's Assessment Model

- Lacked systematic assessment process
- No shared governance
- Top-down decision-making process
- Lacked transparency and applicability

- Time to rebuild

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Overview

- Strategic objectives
- Regular communication on progress
- Tracking and reporting
- Longer-term measures tracked over time
- Significance of Outcomes Assessment Office

Goals

- Focus on the purpose
- Create a meaningful process
- Assess to learn
- Realistic expectations about faculty/staff involvement
- Ensure professional and logistical support
- Provide professional development
- Recognize data limitations
- Ensure closing the loop
- Celebrate good work

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

slido

What are some barriers to a positive culture at your institution?

Building Shared Governance

- Trust, Collaboration and Support
  - Create shared governance
  - Remove barriers and breakdown silos
  - Create culture of transparent communication
  - Make trust systemwide

Establishing a Culture of Assessment

- Faculty ownership
- Faculty Development Coordinator
- Administrative support
- Sustainable Assessment Plan
- Impactful Institutional Effectiveness
- Information Sharing
- Celebration of Successes

Who Benefits from Assessment

When student learning outcomes assessment is done in a meaningful and systematic way, it benefits all facets of the institution from students, to faculty, to administration.

SWIC's Guiding Principles for Outcomes Assessment

- General Education Goals
- Common use of assessment terms
- Peer to peer feedback
- Student Learning Outcomes

- Ongoing professional development
- Systematic Assessment
- Program Review
- Assessment of Co-Curricular Activities
- Strategic Planning
- Planning & Budgeting

Restructuring

- Committees
- Curriculum Maps
- Student Learning Outcomes
- General Education Core Competencies, Rubrics
- Annual & 5-yr Review Process, Feedback
- Master Syllabi Template

Committee structure graphic

```
          ┌─────────────────┐
          │   Assessment    │
          │    Steering     │
          │   Committee     │
          └────────┬────────┘
     ┌─────────────┼─────────────┐
┌────┴────┐   ┌────┴────┐   ┌────┴────┐
│  Core   │   │   Co-   │   │ Program │
│Competency│  │Curricular│  │ Review  │
│Committee│   │Committee│   │Committee│
└─────────┘   └─────────┘   └─────────┘
```
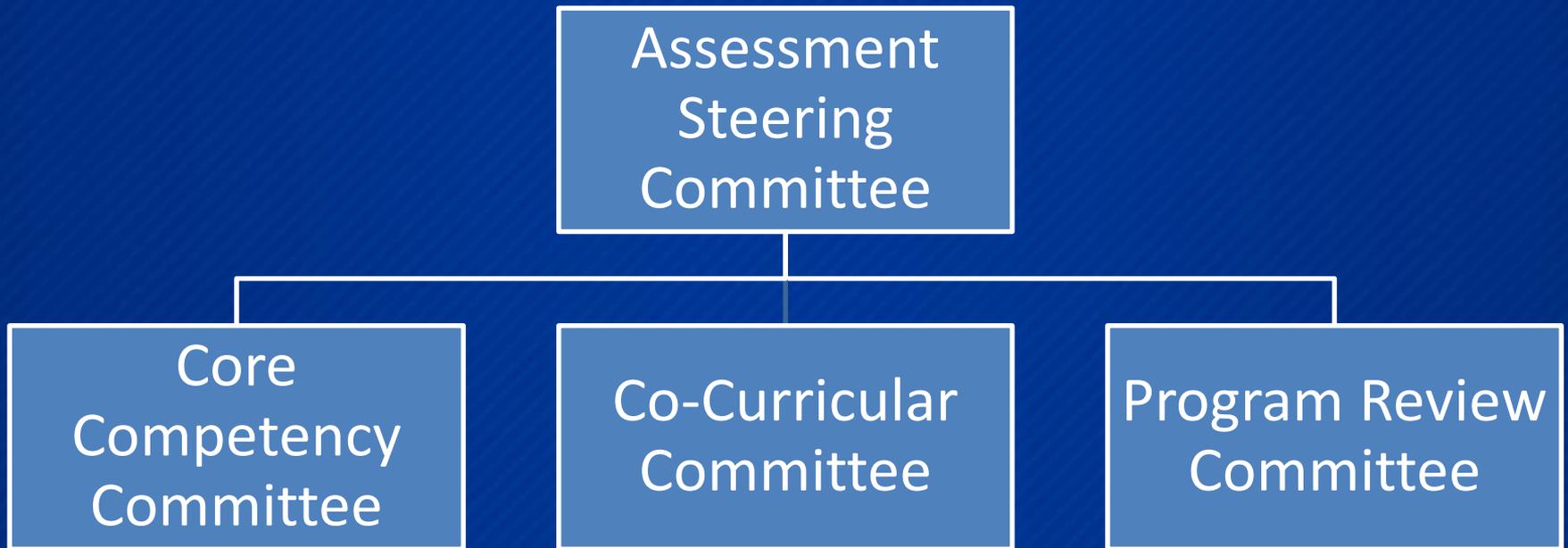
Outcomes Assessment Educational Support Committees at SWIC

Online Learning Committee

- Quality of online learning
- Course templates
- Online data collection
- Learning management system processes

# Outcomes Assessment Educational Support Committees at SWIC

Assessment Training Team (A-Team)

- Faculty, staff, administration professional development
- Assessment and accreditation focused
- Receives feedback across institution for areas of improvement

Assessment of Core Competencies & SLOs

- Alignment from course to program to institution-level

- Supported student learning activities

- Annual assessment minimum expectations

- Appropriate methods for assessment chosen

- Plan for assessment identified

- Assessment results are analyzed

- Close the loop
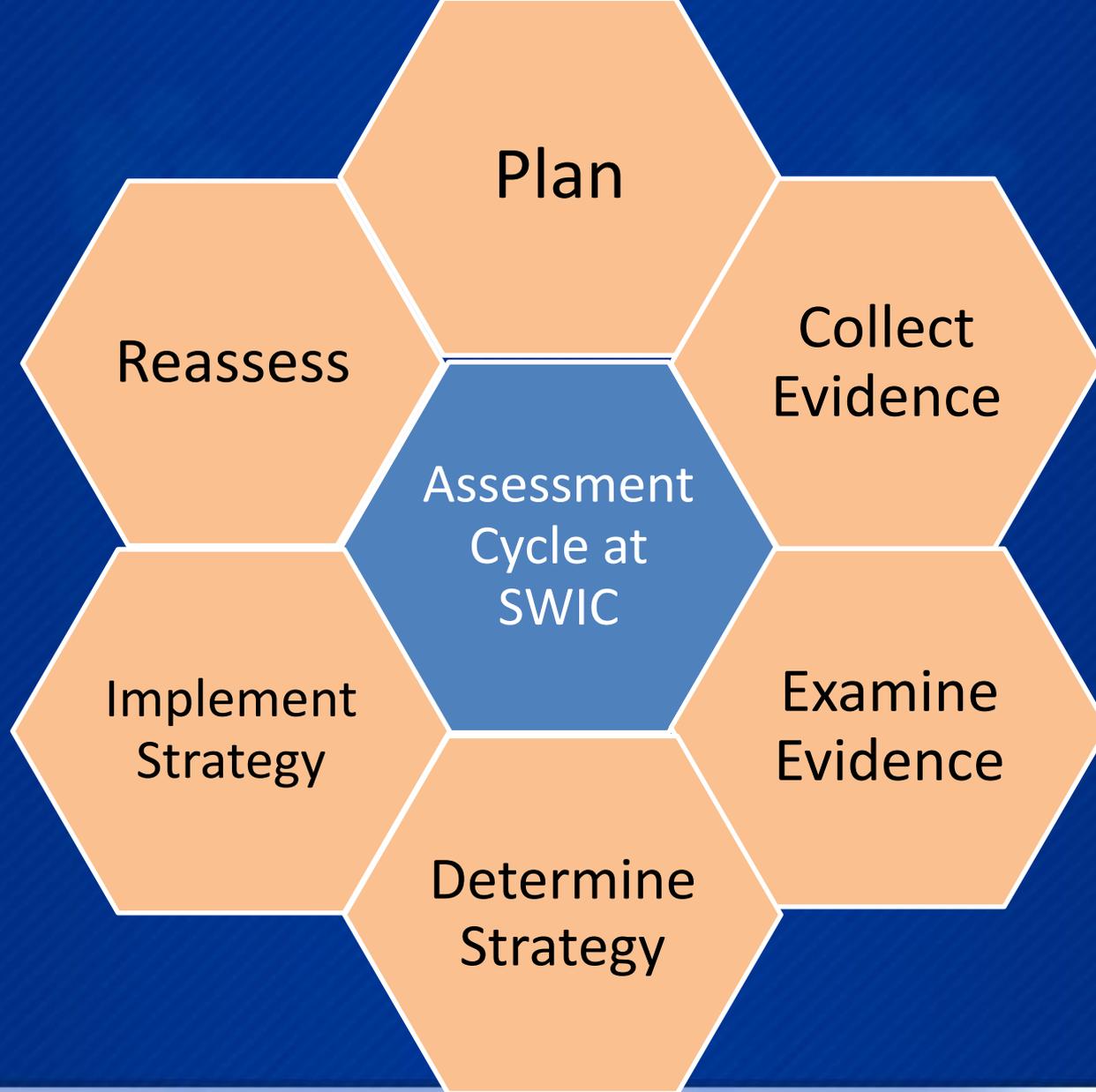
Program Review Process

- Annual Review
  - Focuses on assessment of SLOs
  - Creation of action items
  - Addresses need and quality
  - Performance & Equity
  - Review past results
  - Peer-to-peer feedback

- 5-year Review
  - Addresses in depth need, cost, quality
  - Performance & Equity per course/program
  - Intended action steps
  - Peer-to-peer feedback

Examples of Program Reviews

5-Year ICCB Review

– Program: Radiologic Technology

– Discipline: Transfer Math

– Co-Curricular: Success Center

Annual Review Examples

– Program: Welding

– Discipline: Political Science

– Co-Curricular: Library

Examples of Program Reviews

Career & Technical Education

College Name:	Southwestern Illinois College			
Academic Years Reviewed:	2018-2022			

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Radiologic Technology	0028	73.00	51.0911	Computed Tomography 028A

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*

Programmatic Outcomes:
1. Program maintains 80% pass rate on first attempt of national certification exam.
2. Program has 75% graduate employment rate.
3. Program retains 75% or more of the students admitted.

Student Learning Outcomes:
The Radiologic Technology program at Southwestern Illinois College will graduate students that:
1. are clinically competent.
2. utilize critical thinking skills.
3. have effective communication skills.
4. demonstrate professionalism.

This program prepares students for careers as Radiologic Technologists.

Course Title	MATH 112 College Algebra
Course Description	Topics included are: conics; complex numbers; intercepts, asymptotes, and symmetry; transformations of graphs; algebra of functions; inverse functions; zeros of polynomial functions; properties and graphs of linear, quadratic, polynomial, radical, rational, exponential, and logarithmic functions; systems of linear and non-linear equations; matrix solutions to linear systems of equations; and an introduction to sequences and series. Students will be required to use graphing calculators on some assignments and/or tests. **Requisite:** Math placement above MATH 97 or completion of MATH 97 with a grade of "C" or better; Completion of the geometry requirement

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	858	792	766	800	777
Credit Hours Produced	3852	3568	3388	3596	3400
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.4	76.9	84.1	72.7	73.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU 6/6/18 UIS 6/28/18 UIUC 6/29/18 SIUC 10/8/18	EIU 6/6/18 UIS 6/28/18 UIUC 6/29/18 SIUC 10/8/18	EIU 6/6/18 UIS 6/28/18 UIUC 6/29/18 SIUC 10/8/18	EIU 6/6/18 UIS 6/28/18 UIUC 6/29/18 SIUC 10/8/18	EIU 6/6/18 UIS 6/28/18 UIUC 6/29/18 SIUC 10/8/18 SIUE 12/13/22

SWIC
SOUTHWESTERN ILLINOIS COLLEGE

Co-Curricular Program Reviews

5-year Review

Annual Review

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?

The Success Centers have six measurable Key Performance Indicators (KPI) that show the efficacy of the Centers in achieving their primary objectives. These KPIs are reviewed annually and adjusted based on evolving trends.

Pre-pandemic the percentage of students utilizing the Success Center was 38-40% per year. For FY21, that percent dropped to 23%, which is likely a result of the continued impacts of COVID-19 such as reduced capacity classrooms, increased enrollments in online classes, and the college's recommendation to students to reduce contact by only coming onto campus for in-person courses. Students who take courses remotely are less likely to visit the Success Center for in-person support. In FY20, the Success Center implemented new online tutoring options, beyond the OWL, to better support its online learners. Success Center Online Tutoring for You (SCOTY) became available to students in April 2020. The Success Center continues its efforts to increase the faculty and students' awareness of SCOTY.

FY 2022 Success Programs Top Six Key Performance Indicators

	KPI	FY21 SC %	FY22 SC %
1	Percent of students enrolled in UGRD classes (10th day of semester) who visit one or more of the Success Centers.	23%	25%
2	Percent of students who agree or strongly agree to the satisfaction survey question: I am satisfied with and have benefited from my experiences in the Success Center.	95%	94%
3	Student successful completion rate in courses for which they receive academic assistance (tutoring).	68%	71%
4	Persistence rate for students who received academic assistance in the Success Center (fall to spring, spring to fall, summer to fall). Combined annual rate, district-wide.	72%	77%
4.1	Fall to spring semester retention rate for students who receive academic assistance in the Success Centers.	79%	82%
4.2	Spring to fall semester persistence rate for students who receive academic assistance in the Success Centers district-wide.	68%	72%

Service Name:	Library
Student Learning Outcome:	Student applies evaluation criteria to assess the reliability, validit...

Means of Assessment:	2022-2023
	Pre/Post Test administered prior to and following a Library Instruction Session

Threshold for Success:	2022-2023
	70% of students score ≥ 80% on each section of the test

Summary of Data Collected:	2022-2023
	Section 1: SLO(a) Identify the value and differences of potential resources in a variety of formats (e.g., book, website, article, audio/visual). **Students meeting or exceeding threshold: S1: pre-test 25%; post-test 70%**
	Section 2: SLO(b) Differentiate between popular and scholarly information and their applications. **Students meeting or exceeding threshold: S2: pre-test 67%; post-test 86%**
	Section 3: SLO(c) Identify primary, secondary, and tertiary informational sources. **Students meeting or exceeding threshold: S3: pre-test 29%; post-test 70%**

Action Steps, Use of Results (enter at right, see Steps 1 & 2 for suggestions):	2022-2023
	Instructional modification: SLO(b) - less weight; Increase teaching emphasis on SLO(a) and SLO(c) where pre-test scores show students fall far below threshold. Continue with modifed instructional design and monitor.

Annual Program Reviews

Discipline/Program Title	Degree or Cert	Total Credit Hours	Discipline/Program Title	Degree or Cert
Welding Technology	0062 Degree	69	**Political Science**	**AA**
				Address a

		Address all fields in the template		
Discipline/Program SLO #1:		Maintain a safe, effective, and pr	**Discipline/Program SLO #3:**	Describe how to participate effectively and democratically in the political process

	Academic Year 2022-2023	Academic Year 2023-2024		Academic Year 2022-2023
Means of Assessment:	Safety Test	Safety & Professionalism Test	**Means of Assessment:**	This assessment was a pre-test/post-test designed to gather data about student understanding of the various methods available for participating in the political conversation. There were also attitudinal questions on interest and participation in the political arena.
	Academic Year 2022-2023	Academic Year 2023-2024		
Threshold for Success:	100%. Any student not achieving 100% on this test will be provided with continued remedial activities until they are capable of achieving 100%.	Test average on first attempt = 80% Any student not achieving 100% on this test will be provided with continued remedial activities until they are capable of achieving 100%.		Academic Year 2022-2023
Summary of Data Collected:	Academic Year 2022-2023	Academic Year 2023-2024	**Threshold for Success:**	The benchmarks established to assist in evaluation of our assessment data are as follows: >60% correct—acceptable >70% correct—good >80% correct—very good >90% correct—excellent Clearly our desire is for more than 60% of our students to respond correctly. However, given that 60% is considered to be a passing grade we considered that to be the minimally acceptable level.
	This was a trial run (pilot). We had 3 WLDT 101 sections participate. There were a total of 11 students that took the test. All students achieved a final score of 100%.			
	Academic Year 2022-2023	Academic Year 2023-2024		
Action Steps, Use of Results (enter at right, see Steps 1 & 2 for suggestions):	Implement the safety test in the new WLDT 102 courses that begin Fall 23. This will encompass the majority of students that are new to the welding program. Also, add professionalism and work effectiveness questions to the test along with the collection of data to record the first attempt percentage. See Academic Year 2023-2024.			

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Example of Core Competencies

Core Competency Map				
Core Competencies	**Course Prefix and Number**			
Communication Skills	HMS 100	HMS 200	HMS 250	HMS 280
1. Computer Literacy				X
2. Oral Communications			X	
3. Writing		X		
Reasoning Skills				
4. Critical Thinking			X	
5. Quantitative Literacy	X			
Citizenship				
6. Personal Accountability				X
7. Civic And Social Accountability	X			

Content	Content needs more development and/or is not balanced. It is bland and not supported with enough research, examples, and/or explanation. It does little to establish speaker credibility.	Content is developed, but not fully or in a balanced way. It is useful and/or interesting, but not necessarily both or fully. It is partially supported with research, examples, and/or explanation and begins to establish speaker credibility.	Content is well-developed, balanced, interesting, useful, engages the audience, supported with research, examples, and/or explanation, and establishes strong speaker credibility.	
Language	Language choices are confusing and/or contradictory. The language makes it difficult to follow along with the speech or keep up with the content.	Language choices are in keeping with the speaking style and tone. The language does not detract from the content.	Language choices are interesting, engaging, and in keeping with the speaking style and tone. The language elevates the content.	
Organization	The organization creates disruptions in the speech's overall through-line or is not organized in a way that allows the content to be understood. The movement of the speech is disjointed and clunky. The speech has missing transitions.	The organization supports the speech's overall through-line. There are sections of clumsy organization or a disjointed feel to the movement of ideas. The speech has some missing and/or poor transitions; others are stronger.	The organization is clear and consistent throughout the speech, supporting the overall through-line. The sections of the speech are clean and distinct with appropriately useful transitional material.	
Central Idea and/or Message	Central idea/message is unclear and/or changes throughout the speech. It is not supported well.	Central idea/message is understood but not as clear as it could be. It is partially supported and unchanging throughout the speech.	Central idea/message is clear, memorable, interestingly stated, well supported, and unchanging throughout the speech.	
Delivery	Delivery skills (eye contact, use of notes, vocal variety, speed, tone of voice, physicality) create confusion and/or distract from the speech - making it difficult to listen.	Delivery skills (eye contact, use of notes, vocal variety, speed, tone of voice, physicality) do not distract from the speech - making it possible to listen.	Delivery skills (eye contact, use of notes, vocal variety, speed, tone of voice, physicality) elevate the speech - making it enjoyable to listen.	

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Examples of SWIC's Assessment Strategies

- Share and Compare
  - Sample Schedule
- Curriculum Mapping
  - Program
  - Discipline
  - Co-Curricular
- Curriculum Proposals

Mission: The mission of the Disability & Access Center is to enhance the quality of life for students with disabilities and other special population students. This is accomplished by providing support services and reasonable accommodations to address individual learning needs; by providing equal access in the academic environment; by providing on-going collaboration with faculty, staff, students, and the community to increase student retention and success; and by promoting awareness and understanding of special needs. Students will acquire enhanced understanding of accommodative needs and subsequent ability to successfully advocate for self in education and employment.

Co-Curricular Map

Learning Outcomes	Initial Intake Appointments	Follow-Up Intake Appointments	Access Technology/ Software Training	Alternative Format Assistance	Outreach Presentations Internal/ External	Accommodated Testing	Faculty Assistance and Training	Written Policies and Procedures	Comments
1. The student shall be able to describe their disability-related needs and classroom accommodations to instructors.	X	X	X	X	X	X	X	X	
2. The student will be able to use identified access technology and software based on the impact of their	X	X	X	X		X		X	

learning is a lifelong process which enhances our lives as well as our clients' lives. Through the Human Services Technology Program, our purpose is to provide students with the knowledge, technical skills, communication skills, positive attitude, and work ethic needed for a paraprofessional career in human services. The Program continually assesses student learning and makes necessary modifications in teaching methods to best prepare students for practice as human services providers.

Program/Discipline Curriculum Map

I = Introduce: Student is first exposed to the concept/idea and is requested to apply the concept in a limited scope.
E = Emphasize: Student applies concept(s) in varying/multiple situations of greater complexity than when initially introduced.
R = Reinforce: Student may be expected to understand the concept upon taking the course and utilizes the concept in conjunction with other concepts/ideas to solve problems.

Program/Discipline Outcomes	Course Prefix and Number					
Graduates of this program/discipline shall be able to:	HMS 100	HMS 200	HMS 250	HMS 280		
1. Describe the historical development of human services, which includes ethics, social policy, and methods of the profession and demonstrate knowledge of current trends, research, supervision, policies, and issues in the field of human services.	I	E/R	E/R	E/R		
2. Communicate effectively with clients, their families, and co-workers and demonstrate skills of questioning, interviewing, crisis intervention, behavior modification, document completion, and treatment plan development.	I	E/R	E/R	E/R		
3. Provide collaboration between all community resources for holistic support of all clients and refer individuals appropriately within the human services system to ensure	I	E/R	E/R	E/R		

SWIC SOUTHWESTERN ILLINOIS COLLEGE

Examples of SWIC's Assessment Strategies

- Syllabus Review
  - Master syllabus template
  - Course/Section template

- Online Course Review
  - Review Rubric

			CHEM 101 - Introductory Chemistry

Term	Department	Class	Class Name
Fall 2023	**Chemistry**	**CHEM 101**	**Introductory Chemistry**

COLLEGE MISSION STATEMENT

Southwestern Illinois College upholds the dignity and worth of students, employees and community, which empowers learning and enhances the quality of life.

IMPORTANT COLLEGE POLICIES AND INFORMATION

The following referenced information is made part of this syllabus to the same extent as if bound herein. It is the student's responsibility to review all general information and College Policies using the links below

COLLEGE POLICIES AND INFORMATION: HTTPS://WWW.SWIC.EDU/ACADEMICS/COLLEGE-POLICIES

ADDITIONAL STUDENT REFERENCES: HTTPS://WWW.SWIC.EDU/STUDENTS/SERVICES/SUPPORT-SERVICES

COURSE INFORMATION

SEMESTER HOUR UNITS	Lecture Hours	Lab Hours	Credit Hours	
	3	4	5	

COURSE DESCRIPTION

Fundamental concepts in chemistry through discussion of the structure of matter, atomic theory, simple chemical calculations, the nature of chemical reactions, and introduction to organic chemistry. For students who have had no previous chemistry.

IAI NUMBER

P1 902L

PREREQUISITES

Eligible for Math 97, Math 107, Math 111 or higher; or completion of or concurrent enrollment in Math 94 or Math 95

COURSE OBJECTIVES

1. Use measurement to draw conclusions from data.
2. Distinguish differences in Matter and Energy
3. Use correct chemical terminology and nomenclature.
4. Provide a thorough description of the electronic structure of atoms.
5. Use acceptable chemical notation to describe bonding in simple molecules

Online Course Rubric

QUALITY ONLINE COURSE RUBRIC

Course Name	Section	Semester	Instructor

1 - COURSE INTRODUCTION AND OVERVIEW		Absent	Needs Improvement	Meets Expectation
*1.1	Does the course use the official SWIC syllabus template and does the syllabus include all required components?	⚪ 0 POINTS	⚪ 1 POINT	⚪ 2 POINTS
COMMENTS:				
*1.2	Do the instructions make clear how to get started and where to find various course components?	⚪ 0 POINTS	⚪ 1 POINT	⚪ 2 POINTS
COMMENTS:				
1.3	Is there a self-introduction by the instructor?	⚪ 0 POINTS	⚪ 1 POINT	⚪ 2 POINTS
COMMENTS:				
2 - COURSE ORGANIZATION AND NAVIGATION		Absent	Needs Improvement	Meets Expectation
*2.1	Does course navigation facilitate ease of use?	⚪ 0 POINTS	⚪ 1 POINT	⚪ 2 POINTS
COMMENTS:				
*2.2	Are there clear instructions describing what students should do each week/unit?	⚪ 0 POINTS	⚪ 1 POINT	⚪ 2 POINTS

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Progress to Date

- Core Competency Rubrics
- Program Review Cycle
- Co-Curricular Review Process
- Implementation of technology in assessment
- Professional Development training
- Data Team

Technology in Assessment

Welcome to the Outcomes Assessment By Department page!

Use the filter below to find available materials for that Program or Discipline

Start by choosing a Department or Discipline

Choose Dept or Discipline
Accounting AAS

Chair/Coordinator

☐ Peters, Dawn

Accounting AAS

Mission Statements

The mission of the Accounting AAS program is to provide the necessary skills for students to be successful in entry-level accounting related and bookkeeping careers. We will accomplish this by providing a dynamic learning environment emphasizing and developing students' abilities to make effective accounting-related decisions. This program fosters a commitment to lifelong learning as a key component to career success.

Disciplines/Program Student Learning Outcomes

Demonstrate understanding of basic accounting principles

Apply critical thinking and problem-solving skills to interpret financial data for planning, controlling and evaluating the performance of a business

Demonstrate the ability to use accounting software

Curriculum Map

Name	Status	PersonChair
Accounting AAS_2023	Accepted	☐ Peters, Dawn
Accounting AAS_2022	Posted	☐ Peters, Dawn
Accounting AAS_2021	Posted	☐ Peters, Dawn

Completed Annual Program Review

Name	Review Year	Division	Department ▼
Accounting-Annual Review 2022-2023	2022-2023	Business, Health Sciences & Homeland Security	Accounting AAS

Completed 5 Year Program Review

Name	Review Year	Division	Department ▼
Accounting and Bookkeeping Program Review FY 2014-2018	2018-2019	Business, Health Sciences & Homeland Security	Accounting AAS

Assessment of Student Learning Library

Attaching to an Assignment-Without a RUBRIC

Name *
Untitled

Outcomes

Grade Out Of
Ungraded

Due Date
M/D/YYYY

Browse Learning Outcomes X

Search

☐ Communication Skills-Oral - Central Idea and/or Message

☐ Communication Skills-Oral - Content

☐ Communication Skills-Oral - Delivery

☐ Communication Skills-Oral - Language

☐ Communication Skills-Oral - Organization

☐ Communication Skills-Written - Content and Structure-Organize writing around a central idea with pieces that move from one to the next effectively.

☐ Communication Skills-Written - Control of Syntax and Mechanics- Make conscious choices regarding language use and grammar

☐ Communication Skills-Written - Disciplinary Conventions-

Save   Cancel

Choose the Learning Outcomes for the Entire Assignment

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

29

Professional Development

Welcome to the Faculty Teaching and Learning page

Content provided for Faculty by the Faculty Technology and Faculty Development areas.

Faculty Technology	Faculty Development	On Demand Workshops	Online Best Practices

The following materials are provided by the Faculty Development area

Faculty Development Documents

Faculty Resources	Handbook	Institutional Faculty Development Requests
How well do you know FERPA	Faculty Development Handbook	Fillable Individual Faculty Development Request Form
Navigating InfoShare for Faculty		Instructions for Institutional Faculty Development Requests
Paydate Info		Report of Benefit Form
Fall Opening Week		
Fall 2023 Opening Week Adjunct Faculty Schedule		
Fall 2023 Opening Week Full-Time Faculty Schedule		

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Lessons Learned

- Institutional engagement
- Uses of assessment results
- Importance of leadership, accountability
- Does not exist in a vacuum
- Keep it SIMPLE
- Ongoing, regular process

SWIC
SOUTHWESTERN
ILLINOIS COLLEGE

Cautions

- Do not attempt a one size fits all model
- Do not let administration and non-faculty drive assessment
- Do not assess without determining the intended outcomes
- Not making assessment an institutional priority

Discussion

- How can you improve your institutional culture and participation in Outcomes Assessment?

References

Canavesi, A., & Maxwell, D. L. (2022). Servant leadership and employee engagement: A qualitative study. *Employee Responsibilities & Rights Journal, 34*(4), 413-435. https://doi.org/10.1007/s10672-021-09389-9

Mince, R. V. (2019). Striving for excellence in program outcomes assessment. *New Directions for Community Colleges, 186*, 55-60.

Peterson, R. D., Cisarik De Jesus, N., & Salgado, R. E. (2022). The community college: Building a culture of assessment. *New Directions for Student Services, 2022*(178), 111-120. https://doi.org/10.1002/ss.20433

Salomon-Fernandez, Y., (2022). Using shared governance to advance completion and transfer. *New Directions for Community Colleges, 2022*(198), 161-170. https://doi.org/10.1002/cc.20518

Sarkus, D. J. (2022). Building community through servant leadership. *Professional Safety, 67*(11), 24-29.

Stauffer, D. C., & Maxwell, D. L. (2020). Transforming servant leadership, organizational culture, change, sustainability, and courageous leadership. *Journal of Leadership, Accountability & Ethics, 17*(1), 105-116. https://doi.org/10.33423/jlae.v17i1.2793

Tae-Wan, K., Yen-Yoo, Y., & Jung-Wan, H. (2021). A study on the relationship among servant leadership, authentic leadership, perceived organizational support (POS), and agile culture using PLS-SEM: Mediating Effect of POS. *Ilkogretim Online, 20*(3), 784-795. https://doi.org/10.17051/ilkonline.2021.03.84

Yokus, G. (2022). Developing a guiding model of educational leadership in higher education during the CIVD-19 pandemic: A grounded theory study. *Participatory Educational Research, 9*(1), 362-387. https://doi.org/10.17275/per.22.20.9.1

Contacts

Ashley Becker

Michelle Wessel

Melissa Rossi

Stephanie Klie