

Degree Program Student Learning Report

Revised August 2017

Department of Business

Organizational Leadership

~~BS in Business Administration~~

For 2018-2019 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies' mission to prepare students to achieve professional and personal goals in the dynamic local and global communities.	The BS in Organizational Leadership prepares students for success in corporate, industrial, government and nonprofit careers. The curriculum was created to meet the needs of today's businesses. Students build knowledge and skills in areas like organizational behavior, management, ethics, interpersonal skills, communication and finance.
	Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic, and foster student		

University Mission	School Mission	Department Mission	Degree Program Mission
	achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in sport management, business, or law.	
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in organizational leadership or business.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The baccalaureate degrees are taught using a large array of innovative methods.	Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication.	SLO#1: The student will demonstrate mastery of current knowledge, theory and research in organizational leadership.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide university-wide student services, activities and resources that complement academic programs.		Provide ORGL graduates to meet the needs of the area, state, region and nation.	SLO#2: Students will be able to express substantive ways in which the degree has prepared them for a career in business.
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.			

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
The program was not subject to review in the previous cycle.	NA	NA

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
The program was not subject to review in the previous cycle.	NA	NA

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

SLO #1: The student will demonstrate mastery of current knowledge, theory and research in organizational leadership.																				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Measure (Y/N)															
1A. Rubric-graded leadership research paper in ORGL 3113: Foundations of Organizational Leadership.	1A. Eighty percent of students will earn a B (80%) or better.	1A. Core Organizational Leadership course. Required for all ORGL students.	1A. n=15	1A. Thirteen students (86.7%) earned a B or better on the paper. <table><tr><td></td><td>A</td><td>B</td><td>F</td></tr><tr><td>N</td><td>11</td><td>2</td><td>2</td></tr><tr><td>%</td><td>73.4</td><td>13.3</td><td>13.3</td></tr></table>		A	B	F	N	11	2	2	%	73.4	13.3	13.3	Y			
	A	B	F																	
N	11	2	2																	
%	73.4	13.3	13.3																	
1B. Rubric-graded e-portfolio assignment ORGL 4553: Capstone.	1B. Eighty percent of students will earn a B (80%) or better.	1B. Core Organizational Leadership course. Required for all ORGL students.	1B. n=17	1B. Twelve students earned an A; 3 students earned a B, on the assignment. <table><tr><td></td><td>A</td><td>B</td><td>F</td></tr><tr><td>N</td><td>12</td><td>3</td><td>2</td></tr><tr><td>%</td><td>70.5</td><td>17.7</td><td>11.8</td></tr></table>		A	B	F	N	12	3	2	%	70.5	17.7	11.8	Y			
	A	B	F																	
N	12	3	2																	
%	70.5	17.7	11.8																	
1C. Rubric-graded leadership research presentation in ORGL 4553: Capstone.	1C. Eighty percent of students will earn a B (80%) or better.	1C. Core Organizational Leadership course. Required for all ORGL students.	1C. n=17	1C. Ten students earned a B or better on the presentation. <table><tr><td></td><td>A</td><td>B</td><td>C</td><td>F</td></tr><tr><td>N</td><td>7</td><td>3</td><td>6</td><td>1</td></tr><tr><td>%</td><td>41</td><td>18</td><td>35</td><td>6</td></tr></table>		A	B	C	F	N	7	3	6	1	%	41	18	35	6	N
	A	B	C	F																
N	7	3	6	1																
%	41	18	35	6																
H. Conclusions																				

SLO #1: The student will demonstrate mastery of current knowledge, theory and research in organizational leadership.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results
Students performed at an average (C or better) level on the Capstone presentation assignment. The performance standard was set at eighty percent (B) however. Eighty percent was set as the standard because employees are expected to verbally communicate in an articulate and above-average professional manner. The department will look at methods to improve verbal communication skills and increase opportunities for ORGL students to practice these skills.				

A. Student Learning Outcome				
SLO #2: Students will be able to express substantive ways in which the degree has prepared them for a career in business.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results
2. Responses to RSU Alumni Survey.	2. Qualitative responses reported.	2. Graduating student responses to survey.	2. n=4	All students reported having full-time employment. Four students (one graduate from this current academic year) were accepted into the RSU MBA program.
H. Conclusions				
The majority of ORGL students are fully employed while completing the BS in Organizational Leadership. It is encouraging and speaks to the quality of both programs that ORGL students are becoming interested in and pursuing graduate education at RSU.				

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving

student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
The department will look at methods to improve verbal communication skills and increase opportunities for ORGL students to practice these skills.	The student will demonstrate mastery of current knowledge, theory and research in organizational leadership.	Demonstrating mastery of current knowledge also includes the ability to speak in an articulate manner in a professional setting.

PART 6
Summary of Assessment Measures

- A.** How many different assessment measures were used? 4
- B.** List the direct measures (see appendix): Rubric-graded leadership research paper in ORGL 3113: Foundations of Organizational Leadership, Rubric-graded e-portfolio assignment ORGL 4553: Capstone, Rubric-graded leadership research presentation in ORGL 4553: Capstone.
- C.** List the indirect measures (see appendix): Responses to RSU Alumni Survey.

PART 5

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description



PART 6 (A & B)

Documentation of Faculty Participation and Review

A. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles.

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head			5/31/19
Dean			5-31-19