

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Organizational Leadership

For 2019-2020 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
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>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.</p> <p>Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research, and university</p>	<p>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.</p>	<p>The BS in Organizational Leadership prepares students for success in corporate, industrial, government, and non-profit careers. The curriculum was created to meet the needs of today's businesses. Students build knowledge and skill in areas such as organizational behavior, management, ethics, interpersonal skills, communication, and finance.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	service. The programs in the SPS are dynamic, and foster student 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, and nursing.	Offer baccalaureate program that promotes critical thinking in various facets of business and excellence in business communication for business practices in the private for-profit, private non-profit, and public sectors.	SLO #3: The student will demonstrate the ability to think critically, while using excellent business communication practices.
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 student with an educational foundation containing the crucial body of knowledge necessary for employment in business or organizational leadership. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	Revised SLO #1: The student will demonstrate competency in theory and research regarding current aspects of organizational leadership.
To provide a general liberal arts education that supports specialized academic programs and prepares	The baccalaureate degrees are taught with a general education liberal arts perspective and an emphasis in a specialized field.	Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs so that students	Revised SLO #2: The student will be able to use this degree for career advancement or graduate school placement.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.		truly become lifelong learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in their academic pursuits.	
To provide university-wide student services, activities and resources that complement academic programs.		Provide ORGL graduates with the education needed to meet the needs of the area, state, region, and nation in the area of organizational leadership.	
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 department will look at methods to improve verbal communication skills and increase opportunities for ORGL students to practice these skills.	Y	Added SLO #3 to specifically address the student's ability to communicate in a business setting.

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
Should there be more learning objectives to assess the effectiveness of an entire bachelor's degree? Should the objectives be tied to several classes along the way to determine if students are improving before reaching the capstone? Are three assignments enough to effectively assess the entire degree?	Y	Reworded SLO #1 & #2 to be more specific and added a third SLO. Also added an assessment regarding SLO #3.
Very good job of noting that students are struggling with the ability to communicate. However, if employees are all expected to communicate verbally in an articulate and above average professional manner, why is the standard only set at 80% rather than 100%. Is the problem that students cannot communicate effectively or do not care to do so? Did students have the rubric to enhance their preparation? Also, please ensure you remember this	Y	Added an SLO to address communication. We will keep the standard at 80% and change according to assessments.

concern as you prepare your classes for next semester/next year to document the ways you are working to improve this.		
SLO #2 Conclusion. The Conclusion says that the majority of students are fully employed while completing the program. If this is correct, how is having employment after the program showing the value of the program? Also, the fact that students who completed our bachelors program were accepted into the school's graduate program does not reveal that the degree prepared them for a career in business, but rather that we accept our own students into our graduate programs. To not do so would reflect extremely poorly on ourselves and says almost nothing about the capabilities of our students to work in the real world.	Y	SLO #2 was changed to more accurately reflect the expected outcomes of students who attain this degree.

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.

**A.
Student Learning Outcome**

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 Met (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. 25	<p>1A. Twenty-one (84%) of students earned a B or better.</p> <table border="1"> <thead> <tr> <th></th> <th>N</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>11</td> <td>6</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>14</td> <td>8</td> <td>4</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Year</td> <td>25</td> <td>14</td> <td>7</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>Percentages</td> <td></td> <td>56%</td> <td>28%</td> <td>8%</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table>		N	A	B	C	D	F	Fall	11	6	3	2	0	0	Spring	14	8	4	0	0	2	Year	25	14	7	2	0	2	Percentages		56%	28%	8%	0%	8%	1A. Y
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Year	25	14	7	2	0	2																																		
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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. 15	<p>1B. All fifteen students earned A on the assignment.</p> <table border="1"> <thead> <tr> <th></th> <th>N</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year</td> <td>15</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentages</td> <td></td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		N	A	B	C	D	F	Fall	5	5	0	0	0	0	Spring	10	10	0	0	0	0	Year	15	15	0	0	0	0	Percentages		100%	0%	0%	0%	0%	1B. Y
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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. 15	<p>1C. Thirteen (87%) of students earned B or better.</p> <table border="1"> <thead> <tr> <th></th> <th>N</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>10</td> <td>8</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year</td> <td>15</td> <td>13</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Percentages</td> <td></td> <td>87%</td> <td>0%</td> <td>0%</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table>		N	A	B	C	D	F	Fall	5	5	0	0	0	0	Spring	10	8	0	0	1	1	Year	15	13	0	0	1	1	Percentages		87%	0%	0%	7%	7%	1C. Y
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**H.
Conclusions**

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	G. Standard Met (Y/N)
2. RSU Graduating Student Survey Report (2018-2019)	2. Qualitative responses reported.	2. Graduating student responses to survey.	2. 2	2. All respondents reported having full-time employment after graduation and half indicated plans to pursue another degree. All respondents indicated that they were very satisfied in their progression toward mastering the specific outcomes of the degree program.	2. Y
H. Conclusions					
The small number of survey respondents does not enable specific insights.					

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
Reworded SLO #1 to read: The student will demonstrate competency in theory and research regarding current aspects of organizational leadership	SLO #1	Changing the wording of the SLO will make it more clear to the students what is expected of them.


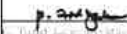

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Reworded SLO #2 to read: The student will be able to use this degree for career advancement or graduate school placement.	SLO #2	We want to know how this degree will impact our students' future plans.
Created SLO #3: The student will demonstrate the ability to think critically, while using excellent business communication practices. Also added an assessment in ORGL 3223 Professional Communications for this SLO.	SLO#3	We want to ensure that ORGL graduates can communicate in a business setting.
Remove assessment from the Foundations of Leadership course (ORGL 3113).	SLO #2	This course is an introduction to the program and not an appropriate place to conduct an assessment.
Remove the "Responses to RSU Alumni Survey" as an assessment measure and replace it with a "Yes" or "No" survey completed in the capstone course.	SLO #2	The new survey will help us identify for what this degree is being used. The new survey given in the capstone course will directly reflect if this degree is helping further the student's career or moving them on to graduate school.

PART 6
Summary of Assessment Measures



- A. How many different assessment measures were used? 4
- B. List the direct measures: Rubric-graded research paper in ORGL 3113, Rubric-graded e-portfolio assignment in ORGL 4553, and rubric-graded leadership research presentation in ORGL 4553.
- C. List the indirect measures: Responses to RSU Alumni Survey

PART 7
Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Angela Morris	Data collection for ORGL 3113 and ORGL 4553	 Angela Morris (May 26, 2020 17:28 CDT)
Todd Jackson	Advise on revisions and compile data	 Todd Jackson (May 26, 2020 09:34 CDT)
Stephanie Jones	Make corrections and write assessment report	 Stephanie Jones (May 28, 2020 14:28 CDT)

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		5-29-20
Dean	Dr. Susan Willis		5-29-20

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?