Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Organizational Leadership

For 2020-2021 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. Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research, and university	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 non-profit careers. The curriculum was created to meet the needs of today's businesses. Students build knowledge and skill sin areas such as organizational behavior, management, ethics, interpersonal skills, communication, and finance.

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 faucets of business and excellence in business communication for business practices in the private for-profit, private non-profit, and public sectors.	New 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

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.	career advancement or graduate school placement.
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 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
Reworded SLO #1 to read: The student will demonstrate competency in theory and research regarding current aspects of organizational leadership.	Y	Changing the wording of the SLO will make it more clear to the students what is expected of them.
Reworded SLO #2 to read: The student will be able to use this degree for career advancement or graduate school placement.	Y	We want to know how this degree will impact our students' 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.	Y	We want to ensure that ORGL graduates can communicate in a business setting.
Remove assessment from the Foundations of Leadership course (ORGL 3113).	Y	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.	Y	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. Survey results are reported under SLO #2.

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
Program was not subject to review in the previous cycle.		

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. <u>Note</u>: 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.

<table>
<tr><td colspan="7">A.
Student Learning Outcome</td></tr>
<tr><td colspan="7">SLO #1: The student will demonstrate competency in theory and research regarding current aspects of organizational leadership.</td></tr>
<tr>
<td>B.
Assessment Measure</td>
<td>C.
Performance Standard</td>
<td>D.
Sampling Method</td>
<td>E.
Sample Size (n)</td>
<td colspan="2">F.
Results</td>
<td>G.
Standard Met (Y/N)</td>
</tr>
<tr>
<td>1A. Rubric-graded e-portfolio assignment ORGL 4553: Capstone.</td>
<td>1A. Eighty percent of students will earn a B (80%) or better.</td>
<td>1A. Core Organizational Leadership course. Required of all ORGL students.</td>
<td>1A. 20</td>
<td colspan="2">1A. 90% earned B or better.

	N	A	B	C	D	F
Fall	9	7	2	0	0	0
Spring	11	6	5	1	0	0
Year	20	13	7	1	0	0
Percentages		65%	35%	5%	0%	0%

</td>
<td>1A. Y</td>
</tr>
<tr>
<td>1B. Rubric-graded leadership research presentation in ORGL 4553: Capstone.</td>
<td>1B. Eighty percent of students will earn a B (80%) or better.</td>
<td>1B. Core Organizational Leadership course. Required of all ORGL students.</td>
<td>1B. 21</td>
<td colspan="2">1B. 81% earned B or better.

	N	A	B	C	D	F
Fall	9	3	3	2	0	1
Spring	12	6	5	1	0	0
Year	21	9	8	3	0	1
Percentages		43%	38%	14%	0%	5%

</td>
<td>1B. Y</td>
</tr>
<tr><td colspan="7">H.
Conclusions</td></tr>
<tr><td colspan="7">The performance standards appear to be tight, yet attainable. Both standards were met. The first standard was exceeded by 10 percent and the second standard was exceeded by 1 percent.</td></tr>
</table>

A. Student Learning Outcome					
SLO #2: The student will be able to use this degree for career advancement or graduate school placement.					

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2. ORGL 4553 Survey	2. 50 percent of survey respondents will indicate having either obtained employment related to their program of study or admission to a graduate program.	2. All students enrolled in ORGL 4553 will be surveyed.	2. 16 students from the Spring 2021 semester were survey, with 5 responses having been obtained at the time this report was prepared.	2. Three of five students (i.e., 60%) indicated having either obtained employment related to their program of study or admission to a graduate program.	2. Y

H. Conclusions
The survey was administered via a Google form the week after course completion. Additional responses may still be received. Accordingly, it is possibly premature to draw conclusions.

A. Student Learning Outcome					
SLO #3: The student will demonstrate the ability to think critically, while using excellent business communication practices.					

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
3. Final examination scores in ORGL 3223: Professional Communication	3. 80% of students will score 80% or better.	3. All students enrolled in ORGL 3223	3. n = 43	3. 81% earned B or better. |	N	A	B	C	D	F
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Fall	25	13	6	3	3	1
Spring	18	9	7	4	0	1
Year	43	22	13	7	3	2
Percentages		51%	30%	16%	7%	5%		3. Y

A. Student Learning Outcome						
SLO #3: The student will demonstrate the ability to think critically, while using excellent business communication practices.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)
H. Conclusions						
The performance standard is tight, yet attainable. Performance exceeded the standard by one percent.						

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
No changes are proposed for the next cycle.		

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 4

B. List the direct measures: Comprehensive examination in ORGL 3223, Rubric-graded e-portfolio assignment in ORGL 4553, and rubric-graded leadership research presentation in ORGL 4553.

C. List the indirect measures: Responses to survey of students completing the program capstone course, ORGL 4553.

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Ms. Angela Morris	Data collection – ORGL 4553	**Signature:** *Angie Morris* Angie Morris (May 26, 2021 15:46 EDT) **Email:** amorris@rsu.edu
Dr. Brook Purdum	Data collection – ORGL 3223	**Signature:** *Brook Purdum* Brook Purdum (May 25, 2021 20:14 CDT) **Email:** bpurdum@rsu.edu
Dr. Todd Jackson	Report writing	**Signature:** *[signature]* G. Todd Jackson (May 26, 2021 08:57 CDT) **Email:** tjackson@rsu.edu

B. Reviewed by:

Titles	Name	Signature	Date
UAC Business Rep	Dr. Brook Purdum	Signature: _Brook Purdum_ Brook Purdum (May 27, 2021 11:54 EDT) Email: bpurdum@rsu.edu	
Department Head	Dr. Todd Jackson	Signature: _G. Todd Jackson_ G. Todd Jackson (May 27, 2021 10:41 CDT) Email: tjackson@rsu.edu	
Dean	Dr. Susan Willis	Signature: _Susan Willis_ Susan Willis (May 27, 2021 10:43 CDT) Email: swillis@rsu.edu	

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.

<table>
<tr><td align="center">Direct Measures</td><td align="center">Indirect Measures</td></tr>
<tr><td>

- 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

</td><td>

- 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.

</td></tr>
</table>

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?