

Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Organizational Leadership

For 2022-2023 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 excellence in teaching, research, and university service. The</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
	<p>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.</p>		

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
<p>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.</p>	<p>The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.</p>	<p>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.</p>	<p>SLO # 1: Demonstrate critical thinking, while using excellent business communication practices.</p>
<p>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.</p>	<p>The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees</p>	<p>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.</p>	<p>SLO # 2: Demonstrate competency in theory and research regarding current aspects of organizational leadership.</p>
<p>To provide a general liberal arts education that supports specialized academic programs and prepares</p>	<p>The baccalaureate degrees are taught with a general education liberal arts perspective and an emphasis in a specialized field.</p>	<p>Facilitate students' willingness to expand their knowledge from baccalaureate programs to graduate degree programs so that students</p>	<p>SLO # 3: Apply knowledge acquired in the degree program</p>

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.	for 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
The performance standard for assessment measure 2A will be changed from 80 percent to 70 percent of students earning a B or better.	N	Based on the current year's result, the revision is not seen to be necessary.

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
This program was not subject to peer review in the prior year. The recommendations from the previous peer review were implemented in the 2021-2022 report.	N/A	

PART 4
Evidence of Student Learning

A. Student Learning Outcome																																				
SLO #1:	B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																														
Demonstrate critical thinking, while using excellent business communication practices.	1. Final examination scores in ORGL 3223: Professional Communication	1. 80% of students will score B (80%) or better.	1. All students enrolled in ORGL 3223	1. 30	<p>1. 80% earned B or better.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <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>17</td> <td>7</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>13</td> <td>5</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>30</td> <td>12</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentages</td> <td></td> <td>40.0%</td> <td>20.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table>	n	A	B	C	D	F	Fall	17	7	3	0	0	Spring	13	5	3	0	0	Total	30	12	6	0	0	Percentages		40.0%	20.0%	0.0%	0.0%	1. Y
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Total	30	12	6	0	0																															
Percentages		40.0%	20.0%	0.0%	0.0%																															
H. Conclusions																																				
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A 3. What are the most valuable insights gained from the assessment results? The results indicate that professional communication skills are being effectively imparted to ORGL students. 4. What strengths and weaknesses in student learning do the results indicate? Regarding strengths, course design and delivery appear to be effective in an online environment. No weaknesses are indicated. 5. What implications are there for enhancing teaching and learning? The instructor of ORGL 3223 should simply continue to fine tune the course design and delivery to take advantage of technological advancements in online teaching. 6. How can the assessment process be improved? The assessment instrument itself should be reviewed annually to ensure that it represents the specific course objectives in the appropriate proportions. 																																				

**A.
Student Learning Outcome**

SLO #2: Demonstrate competency in theory and research regarding current aspects of organizational leadership.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																																			
2A. Rubric-graded leadership research paper in ORGL 3113: Foundations of Organizational Leadership.	2A. Eighty percent of students will earn a B (80%) or better.	2A. Core Organizational Leadership course. Required of all ORGL students.	2A. 28	<p>2A. 85.7 percent earned B or better.</p> <table border="1" data-bbox="527 1144 722 1270"> <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>10</td> <td>5</td> <td>2</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td>Spring</td> <td>18</td> <td>12</td> <td>5</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>28</td> <td>17</td> <td>7</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>Percentages</td> <td></td> <td>60.7%</td> <td>25.0%</td> <td>7.1%</td> <td>0.0%</td> <td>7.1%</td> </tr> </tbody> </table>		n	A	B	C	D	F	Fall	10	5	2	1	0	2	Spring	18	12	5	1	0	0	Total	28	17	7	2	0	2	Percentages		60.7%	25.0%	7.1%	0.0%	7.1%	2A. Y
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2B. Rubric-graded e-portfolio assignment ORGL 4553: Capstone.	2B. Eighty percent of students will earn a B (80%) or better.	2B. Core Organizational Leadership course. Required of all ORGL students.	2B. 17	<p>2B. 94.1 percent earned B or better.</p> <table border="1" data-bbox="862 1144 1057 1270"> <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>9</td> <td>6</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>8</td> <td>6</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Totals</td> <td>17</td> <td>12</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentages</td> <td></td> <td>70.6%</td> <td>23.5%</td> <td>5.9%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table>		n	A	B	C	D	F	Fall	9	6	3	0	0	0	Spring	8	6	1	1	0	0	Totals	17	12	4	1	0	0	Percentages		70.6%	23.5%	5.9%	0.0%	0.0%	2B. Y
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2C. Rubric-graded leadership research presentation in ORGL 4553: Capstone.	2C. Eighty percent of students will earn a B (80%) or better.	2C. Core Organizational Leadership course. Required of all ORGL students.	2C. 17	<p>2C. 82.4 percent earned B or better.</p> <table border="1" data-bbox="1029 1144 1224 1270"> <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>9</td> <td>3</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Spring</td> <td>8</td> <td>6</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Totals</td> <td>17</td> <td>9</td> <td>5</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Percentages</td> <td></td> <td>52.9%</td> <td>29.4%</td> <td>11.8%</td> <td>5.9%</td> <td>0.0%</td> </tr> </tbody> </table>		n	A	B	C	D	F	Fall	9	3	3	2	1	0	Spring	8	6	2	0	0	0	Totals	17	9	5	2	1	0	Percentages		52.9%	29.4%	11.8%	5.9%	0.0%	2C. Y
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A. Student Learning Outcome						
SLO #2: Demonstrate competency in theory and research regarding current aspects of organizational leadership.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	H. Conclusions
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, the overall results indicate that the learning outcome is being satisfactorily met. 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent. 3. What are the most valuable insights gained from the assessment results? The performance standards for the assessment measures obtained each course appear to be tight, yet attainable. 4. What strengths and weaknesses in student learning do the results indicate? Regarding strengths, students in the capstone course appear to have acquired the targeted level of knowledge to be imparted by the degree program. 5. What implications are there for enhancing teaching and learning? The common instructor of ORGL 3113 and ORGL 4553 should simply continue to fine tune the course design and delivery to take advantage of technological advancements in online teaching. 6. How can the assessment process be improved? An appropriate combination of measures is being used for this SLO. 						

**A.
Student Learning Outcome**

SLO #3: Apply knowledge acquired in the degree program 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)
3. ORGL 4553 Survey	3. 50 percent of survey respondents will indicate having either obtained employment related to their program of study or admission to a graduate program.	3. All students enrolled in ORGL 4553 will be surveyed. Due to an instructor change in the fall section, the survey was only administered in the spring semester.	3. n = 6	3. One of six students (i.e., 16.7%) indicated having either obtained employment related to their program of study or admission to a graduate program. The other students indicated that they had not yet looked for employment.	3. N

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? No, but only the spring section was surveyed. In that section, most students indicated that they had not started looking for employment with their degree.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? The small number of responses precludes strong conclusions. However, there is evidence that the Reach Higher program enhances the employability of its graduates.
4. What strengths and weaknesses in student learning do the results indicate? The Organizational Leadership program imparts key knowledge to enable students to pursue their career and educational aspirations. No weaknesses have been noted by the assessment measure for this SLO.
5. What implications are there for enhancing teaching and learning? Inasmuch as this is a program that is coordinated by several state universities, the design of the program's courses is not subject to significant modification by individual instructors. The program's instructors should, however, continue to fine tune course delivery to take advantage of technology in online teaching.
6. How can the assessment process be improved? In addition to surveying students at the end of the capstone course, it would be good to survey students three years later to see how their ORGL degree has benefitted them.

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
We will study the possibility of administering a survey to program graduates three years after matriculation.	SLO # 3	A survey about employment or the acceptance to graduate school administered at the end of the capstone course may not capture the true benefit of the program to its graduates. A longer-term perspective is needed.

PART 6

Summary of Assessment Measures



- A. How many different assessment measures were used? 5
- B. List the direct measures: Comprehensive examination in ORGL 3223, rubric-graded leadership research paper in ORGL 3113: Foundations of Organizational Leadership, 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. Ronna Hatley	Data collection – ORGL 4553	Ronna Hatley
Ms. Angela Morris	Data collection – ORGL 3113 and ORGL 4553	Angie Morris
Dr. Brook Purdum	Data collection – ORGL 3223	Dr. Brook Purdum
Dr. Todd Jackson	Report writing	G. Todd Jackson

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6-12-2023
Dean	Dr. Susan Willis		6-13-23

Signature: *Ronna Hatley*
Email: rhatley@rsu.edu

Signature: *Angie Morris*
Angie Morris (Jun 7, 2023 15:56 CDT)
Email: amorris@rsu.edu

Signature: *Dr. Brook Purdum*
Dr. Brook Purdum (Jun 7, 2023 18:08 CDT)
Email: bpurdum@rsu.edu

Signature: *G. T. Jackson*
G. T. Jackson (Jun 8, 2023 11:32 CDT)
Email: tjackson@rsu.edu