Degree Program Student Learning Report

Revised November 2019

Department of Business

BS in Organizational Leadership

For 2023-2024 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 excellence in teaching, research, and university service. The	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 skills in areas such as organizational behavior, management, ethics, interpersonal skills, communication, and finance.

University Mission	School Mission	Department Mission	Degree Program Mission
	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.	SLO # 1: Demonstrate critical thinking, 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.	SLO # 2: 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	SLO # 3: Apply knowledge acquired in the degree program

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
We will study the possibility of administering a survey to program graduates three years after matriculation.	N	Due to time and other constraints, we have not yet been able to implement this change. We will continue to consider this proposed change for future implementation.

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
No specific changes were recommended for this report by the peer review committee.	N/A	

PART 4
Evidence of Student Learning

A.
Student Learning Outcome

SLO #1:	Demonstrate critical thinking, 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)
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. 37	1. 73.0% earned B or better.	1. N

1. 73.0% earned B or better.

	n	A	B	C	D	F
Fall	19	9	6	3	1	0
Spring	18	9	3	4	2	0
Total	37	18	9	7	3	0
Percentages		48.6%	24.3%	18.9%	8.1%	0.0%

H.
Conclusions

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? The results are inconclusive. The standard was barely met in the previous year and not met this year. The standard might be set too high.
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 are down from the 80.0 percent attained in the previous academic year. However, 73 percent scoring B or better is generally considered adequate performance in an upper-division course. Therefore, the performance standard likely needs to be revised.
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. A proper level of rigor is being maintained in the course, but students performed short of the 80 percent standard. As previously noted, the standard is likely set too high.
5. What implications are there for enhancing teaching and learning? The instructor of ORGL 3223 should review areas on the final exam where students appear to have underperformed relative to previous years. Additional emphasis could be given to those areas in the design of assignments.

A.
Student Learning Outcome

SLO #1: Demonstrate critical thinking, 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)

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. The standard should be reset to a tight yet attainable level. 75 percent appears appropriate for this upper-division course.

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. 39	2A. 87.2 percent earned a B or better.							2A. Y
						n	A	B	C	D	F	
					Fall	23	11	8	1	0	3	
					Spring	16	11	4	1	0	0	
					Total	39	22	12	2	0	3	
					Percentages		56.4%	30.8%	5.1%	0.0%	7.7%	

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)
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. 25	2B. 80.0 percent earned B or better. |	n	A	B	C	D	F
Fall	9	6	3	0	0	0
Spring	16	10	3	0	0	3
Totals	25	16	6	0	0	3
Percentages		64.0%	24.0%	0.0%	0.0%	12.0%		2B. Y
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. 25	2C. 88.0 percent earned B or better. |	n	A	B	C	D	F
Fall	9	6	3	0	0	0
Spring	16	10	3	0	0	3
Totals	25	16	6	0	0	3
Percentages		64.0%	24.0%	0.0%	0.0%	12.0%		2C. Y

H. Conclusions

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.

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)**

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. The survey was only administered in the spring semester.	3. n = 13	3. Seven of thirteen students (i.e., 53.8%) indicated having either obtained employment related to their program of study or admission to a graduate program.	3. Y

H. Conclusions

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? 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. We will continue to look for an opportunity to implement this proposed change.

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.

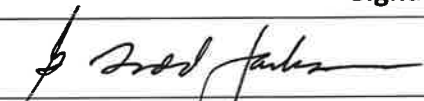| Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Adjust the assessment standard from 80 percent to 75 percent.	SLO # 1	The existing standard requires that 80 percent of the students taking the final examination receive a "B" or better. As an upper-division course, it is probably more realistic to expect 75 percent to receive a "B" or better. This will establish a tight, yet attainable standard.

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
Dr. Todd Jackson	Data collection and report writing	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6.4.24
Dean	Dr. Susan Willis		6-4-24

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?