SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: **Leadership and Organizational Behavior**	Department: **NA**
Degree or Certificate Level: **UG Major**	College/School: **School for Professional Studies**
Date (Month/Year): **May 2020**	Primary Assessment Contact:

In what year was the data upon which this report is based collected? **2019-2020**

In what year was the program's assessment plan most recently reviewed/updated? **2019**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

The following student learning outcomes were assessed:

- Student LO #1: Analyze data to formulate evidence-based decisions.
- Student LO #4: Apply leadership principles in multiple contexts.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Student LO #1 Artifacts
- ORLD 1500 (Online) – Research Paper
- ORLD 2500 (Online) – Financial Plan Assessment
- ORLD 2700 (Online) - Organizational Assessment Final Project
- ORLD 4960 (Not offered this AY)

Student LO # 4 Artifacts
- ORLD 1000 (Online) – Leadership Development Plan
- ORLD 3800 (Online) – Organizational Assessment Final Project
- ORLD 4960 (Not offered this AY)

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

An assessment survey (included with this report) was completed by each instructor at the end of the course in which this program learning outcome exists. This survey inquired about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. The survey was reviewed by the Program Director following the conclusion of each term. Individual assignment rubrics were also used to assess the artifacts.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site?

As all courses are taught online through the main SLU campus no difference can be derived based on modality or location. The results of the assessment for each learning outcome is presented below.

LO #1: The majority of students (83%) successfully demonstrated the objective, 10% partially demonstrated the objective, and 7% did not demonstrate the objective as assessed through completion of the related artifacts.

LO #4: The majority of students (76%) successfully demonstrated the objective, 16% partially demonstrated the objective, and 8% not demonstrate the objective as assessed through completion of the related artifacts.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

LO #1:

The data from ORLD 1500 provided evidence that students are able to recruit from their own sources on topics of interest to them. They are asked to explain the conclusions they can and cannot draw, as well as the degree to which and ways in which the available data in forms practical application for decision making. However, because there were many objectives in the paper, some students may get lost in other objectives at the expense of not properly or thoroughly addressing this one. To that end, more targeted assessment, along with practice examples/case studies, might better prepare the student for (and complement) the final paper in relation to this objective.

The data from ORLD 2700 presents strong evidence of research and application of material to the final paper. However, the majority of students missed the same questions on the final exam requiring further analysis and improvement in future terms.

LO #4:

The data from ORLD 1000 indicated that several students seemed "intimidated" by the assignment and requested to view a template. In future terms, guidelines and expectations will be more streamlined as well as multiple examples of templates that students have used in the past to deliver the learning development plan. This approach still requires current students to think and choose among options and indicate why that approach was best for them.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   As the assessment cycle has just ended, the results will be disseminated to all faculty at the beginning of the next academic year, Fall 2020, for review and assessment.

   B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies
   ● Course content
   ● Teaching techniques
   ● Improvements in technology
   ● Prerequisites
   ● Course sequence
   ● New courses
   ● Deletion of courses
   ● Changes in frequency or scheduling of course offerings

   Changes to the Assessment Plan
   ● Student learning outcomes
   ● Student artifacts collected
   ● Evaluation process
   ● Evaluation tools (e.g., rubrics)
   ● Data collection methods
   ● Frequency of data collection

   Please describe the actions you are taking as a result of the findings.

   The program director will be working with the course instructors to review the results and discuss applicable changes to the course for the next iteration.

If no changes are being made, please explain why.

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7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes

    A. What is at least one change your program has implemented in recent years as a result of assessment data?

| This is the first assessment cycle for this program. |
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    B. How has this change/have these changes been assessed?

| Any changes will be assessed in coordination with both subject matter experts and full-time faculty. |

    C. What were the findings of the assessment?

| This is the first assessment cycle for this program. |
| |

    D. How do you plan to (continue to) use this information moving forward?

| We will continue to follow the steps in the assessment plan to ensure learning objectives remain relative and accurately assess student learning. |

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

The assessment tool is attached below for further review.

![Saint Louis University - School for Professional Studies]

2019-2020 LOB Program Assessment Report

LOB Courses, Instructors and Enrollment

11 Responses

Select the Leadership & Organizational Behavior (LOB) course	Instructor Name	Calendar Year Course Taught	Term Course was Taught	Total Number of Students in Class
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	2019	Fall 1	22
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	2020	Spring 1	25
ORLD 1000 Foundations of Effective Leadership	Willis Kierce	2020	Spring 1	22
ORLD 1500 Organizational Research Methods	Kristi Lavigne	2020	Spring 2	7
ORLD 1800 Organizational Behavior, Work and Wellbeing	Dr. Ricardy Pierre	2020	Spring 1	7
ORLD 2000 Organizational Foundations: Business Essentials	Steve Holley	2019	Fall 1	16
ORLD 2000 Organizational Foundations: Business Essentials	Alma Torres Rojo	2020	Spring 1	13
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	2019	Fall 2	9
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	2020	Spring 2	13
ORLD 3300 Organizational Behavior & Team Effectiveness	Willis Kierce	2020	Spring 2	7
ORLD 3800 Leadership Context: Culture, Structure and Strategy	Katie Devany	2020	Spring 1	6

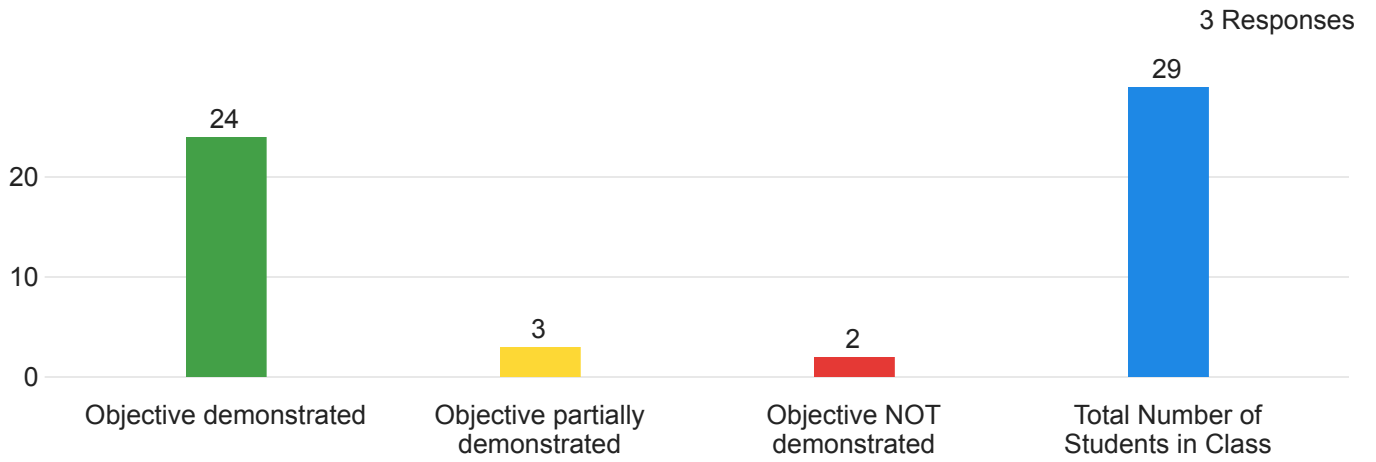| Field	Sum
Total Number of Students in Class	147

NOTE: NOT all learning objectives apply to each course. Blank spaces are for Learning Objectives Not Applicable for the assessed courses.

LOB Learning Objectives Assessments

LOB LO #1. Analyze data to formulate evidence-based decisions.

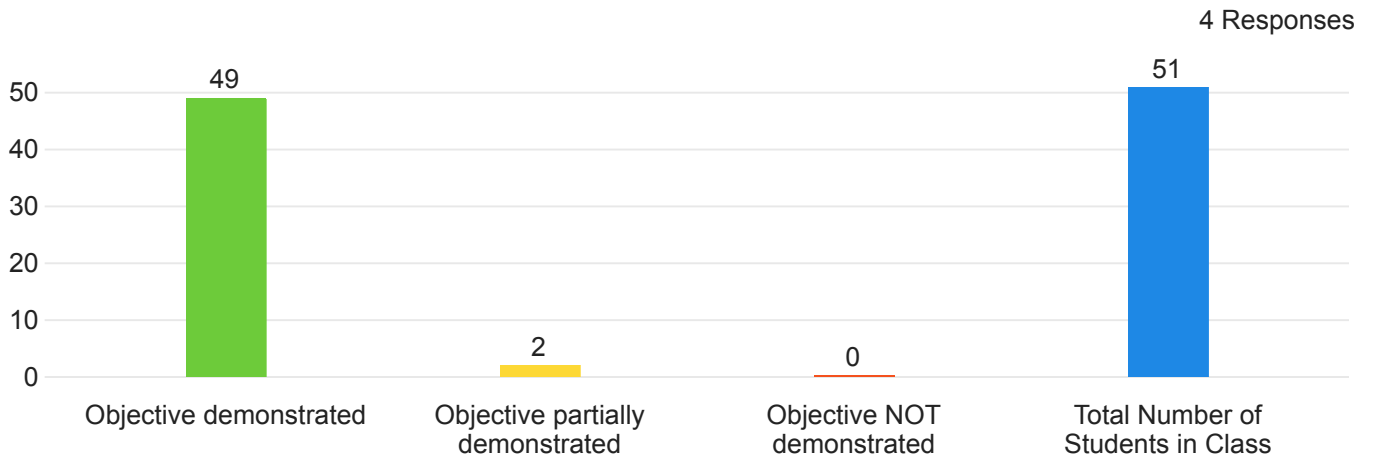LOB LO #1 Assessment by number of students

Artifact used to assess LO#1

3 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1500 Organizational Research Methods	Kristi Lavigne	Written assignments, Final paper	Students are able to recruit from their own sources on topics of interest to them. They are asked to explain the conclusions they can and cannot draw, as well as the degree to which and ways in which the available data informs practical application for decision making.	Because there were many objectives in the paper, some students may get lost in other objectives at the expense of not properly or thoroughly addressing this one.	More targeted assessment, along with practice examples / case studies, might better prepare the student for (and complement) the final paper in relation to this objective.	7
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	Final Research Paper	Strong evidence of research and application of material to the paper.	Stylistic differences among the students	None	9
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	Course Project and Final Exam	Strong research papers were submitted	A few questions on the final exam were missed by a majority of the class	N/A	13

LOB LO #2. Apply functional competencies from business functions.

LOB LO #2 Assessment by number of students

4 Responses

Artifact used to assess LO#2

4 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 2000 Organizational Foundations: Business Essentials	Steve Holley	Weekly project based on real world application that built from week to week for a final comprehensive project.	Writing skills. Critical thinking. Communication skills.	None.	Nothing..students did a great job.	16
ORLD 2000 Organizational Foundations: Business Essentials	Alma Torres Rojo	Executive summary presentation	The artifact required students to create a video presentation summarizing the course assignments and providing a recommendation. Students apply concepts and theories reviewed during each module to summarize the highlights of their research, analyzed information, provided examples and evaluated company performance.	Students new to technology and video recording might had to attempt it several times.	Provide more opportunities to gain experience in doing presentations.	13
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	Discussion Boards	Strong responsiveness	Less importance on responding to classmates	None	9

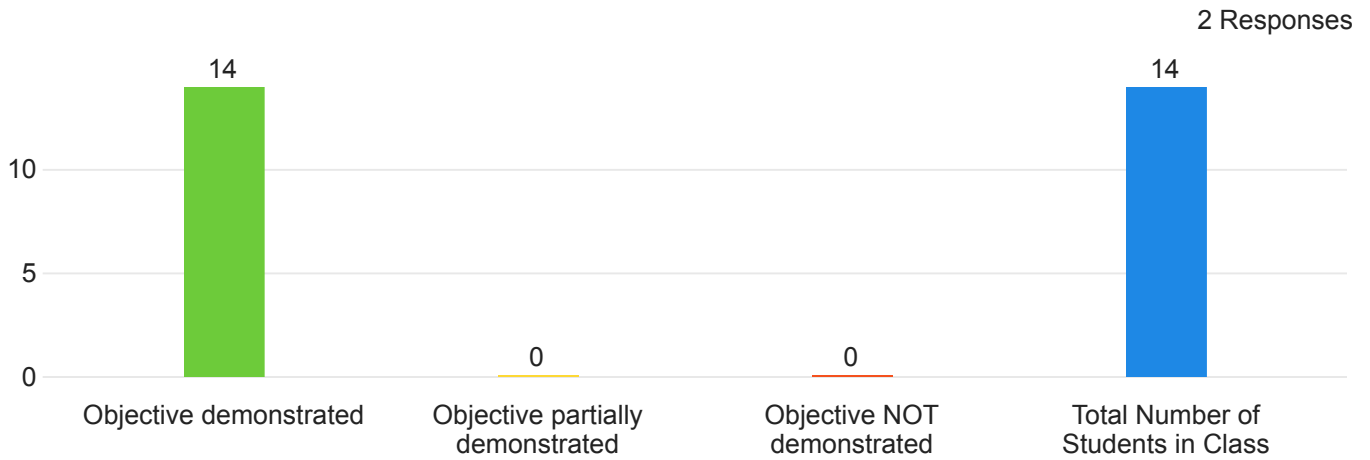| ORLD 2700 Human Resources & Personnel Management | Justin Lacy | Course Paper | Strong research applications | Works cited page not consistent | More training on a proper works cited page | 13 |

LOB LO #3. Evaluate organizational behavior at multiple levels.

LOB LO #3 Assessment by number of students

2 Responses

Artifact used to assess LO#3

2 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1800 Organizational Behavior, Work and Wellbeing	Dr. Ricardy Pierre	Final Paper & Video Presentation Students had to write a case study paper based on a specific organizational Behavior (OB) issue. They could look at that issue through the eyes of an executive leader, a mid-level manager, a front-line manager or employee. The following format was followed by each student: 1. The problem Statement 2. Alternatives 3. Analysis 4. Decision 5. Action Plan 6. A short video presentation about the issue and the action plan.	Strengths: Leadership and Organizational Decision Making Students were able to identify a main OB issue.They found some alternatives, they have made a final decision, and they came up with a plan to implement the decision. Finally, they communicated their action plan via video.	Not every student was able to confidently deliver a video message. Not every student used proper business attire for the video presentation.	- Have a presentation on how to effectively and confidently deliver a message via video. - Seminar/Presentation on business attire for social media. - Tips for recording excellent business videos.	7

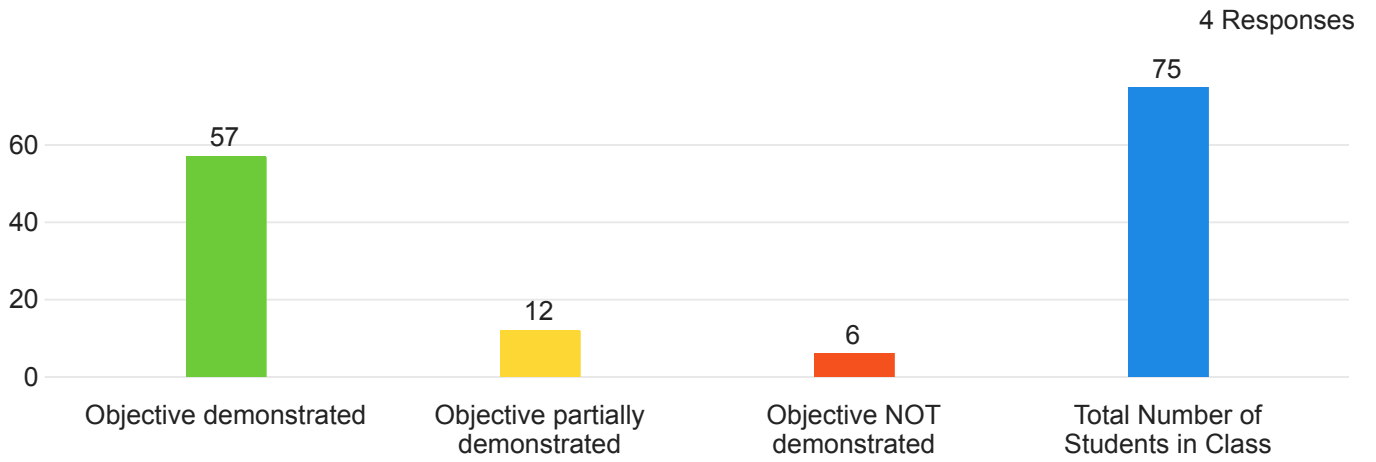| ORLD 3300 Organizational Behavior & Team Effectiveness | Willis Kierce | Individual Application Assignments. | The Individual Application Assignments are case study approaches to the application of course content and concepts. This gives students an opportunity to apply each week's learning directly to real organizational situations. | No specific weaknesses are evident. Students excelled with this exercise and their work was insightful and impressive. | None. | 7 |

LOB LO #4. Apply leadership principles in multiple contexts.

LOB LO #4 Assessment by number of students
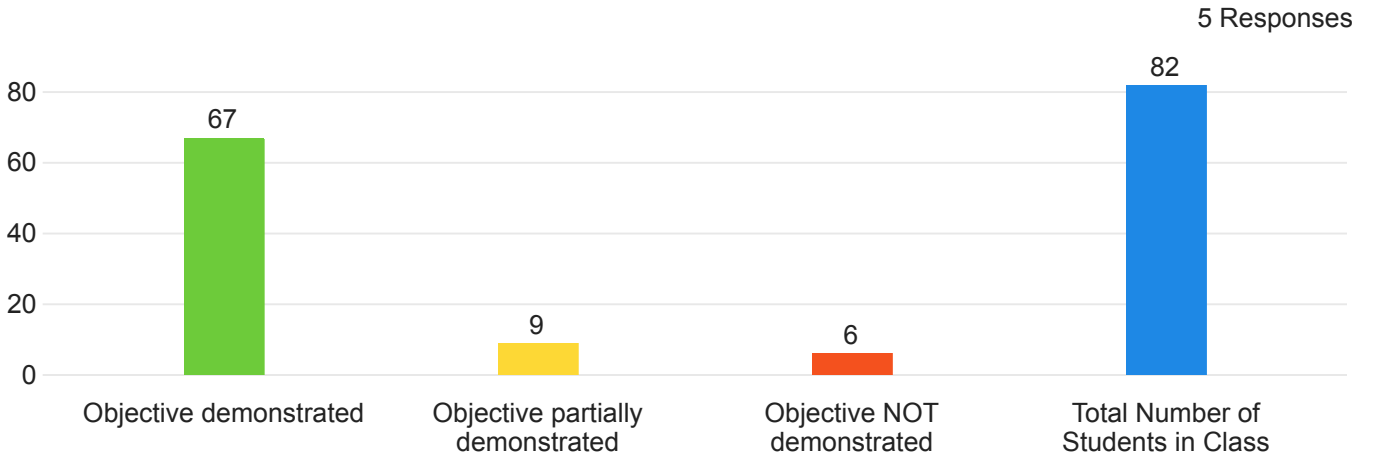
4 Responses

Artifact used to assess LO#4

4 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	The Leadership Development Plan (8-10 page document designed to assess the student's grasp of course content and concepts, along with the presentation of two developmental SMART goals -- one personal and one professional)	All but three students demonstrated a thorough grasp of course content and concepts. With varying degrees of visual design effectiveness, students presented clearly defined leadership development goals.	Several students seemed "intimidated" by the assignment; however, personal conversation with each seemed to ease their anxiety. I believe the assignment is well designed, but for the next rollout, I plan to streamline the guidelines and expectations for the assignment somewhat.	No curricular or pedogogical alterations are warranted, in my opinion.	22
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	Leadership Development Plan was primary. Final course reflection paper was also a key component.	The Leadership Development Plan (LDP) incorporates a comprehensive approach to course content and concepts. It also requires students to reflect strategically upon two developmental goals, one personal and one professional.	Several students indicated that they would like to see a template for how to present the assignment deliverable. I declined to provide because I wanted each student to personalize his or her approach. Also, this assignment is not a comfortable one for students who do not conceptualize well.	I will add some tutorials for the LDP in the future and offer one-on-one or group brainstorming for students who struggle with the reflection and conceptual application components of this assignment. Also, I will offer multiple examples of templates that students have used in the past to deliver the LDP, which still requires current students to think and choose among options and indicate why that approach was best for them.	25

ORLD 1000 Foundations of Effective Leadership	Willis Kierce	Leadership Development Plan	The Leadership Development Plan allows students to apply a comprehensive approach to course learning through personal application. Students are asked to identify one personal and one professional goal and apply course concepts and content to their plan for accomplishing those goals. Assessments on various leadership styles and approaches that students have taken throughout the course are a source of reflection in this assignment.	There are no inherent weaknesses in the assignment design, in my opinion. However, I want to continue working on clarifying the assignment instructions and expectations.	None, really, except for what is mentioned above.	22
ORLD 3800 Leadership Context: Culture, Structure and Strategy	Katie Devany	Final Presentation	Inclusion and relevant application of course content was evident in the presentations which served as the culminating product from a series of 4 written assignments that were submitted throughout the term.	None	None at this time, I think this course is off to a good start!	6

LOB LO #5. Apply leadership principles in multiple contexts.

LOB LO #5 Assessment by number of students

5 Responses

	Objective demonstrated	Objective partially demonstrated	Objective NOT demonstrated	Total Number of Students in Class
Value	67	9	6	82

Artifact used to assess LO#5

5 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	A final reflection essay.	In keeping with our Jesuit ethos, the final reflection paper allows students to assess not only their progress in the course, but the implications (professionally and personally) of applying course concepts and content in their daily experience.	None that I can identify.	None.	22
ORLD 1000 Foundations of Effective Leadership	Willis C. Kierce	Two primary reflection papers	Reflection is a primary component of Ignation Pedagogy, thus important for our students at SLU.	None that I can think of.	None that I can think of.	25
ORLD 1000 Foundations of Effective Leadership	Willis Kierce	Individual Application Assignments	The Individual Application Assignments are case study approaches to course content application. There is an embedded ethical dimension to each assignment.	Leadership ethics is not explicit in the assignment.	Perhaps we need to address leadership ethics earlier in the course. Ethics is currently a part of the Week 7 subject matter.	22
ORLD 1800 Organizational Behavior, Work and Wellbeing	Dr. Ricardy Pierre	Discussion Board	Strengths: Organizational Decision Making and Group decision making Students had to come up with the best approach to address each issue. Each student had to post at least one thread and provide at least three posts in response to other participants' threads.	Being able to persuade others by presenting the "why" that serves as the pillar of your argument.	- Have a seminar or a presentation on business negotiation and persuasion	7

| ORLD 3800 Leadership Context: Culture, Structure and Strategy | Katie Devany | A final presentation | All students included component of ethics related to organizational design and decision making. | None | Students spent time discussing this LO during the discussion board assignments as well as in written reports and an oral presentation. | 6 |

Instructors additional suggestions to enhance student competencies.

11 Responses

LOB Course	Calendar Year	Section	Instructor	Suggestions
ORLD 1000 Foundations of Effective Leadership	2019	ORLD1000	Willis C. Kierce	None that are specific.
ORLD 1000 Foundations of Effective Leadership	2020	ORLD1000	Willis C. Kierce	I want to make efforts to be more interactive on a day-to-day and week-to-week basis with our students. I am very accessible and responsive to students, which is regularly affirmed in course evaluation surveys, but I plan to take a more hands on approach to guiding student learning experiences.
ORLD 1000 Foundations of Effective Leadership	2020	ORLD1000	Willis Kierce	Over the course of the past six years I have addressed this primarily in making myself accessible to students for questions, clarification or reflection on course assignments. The course is evolving with each presentation to make assignments and their applications as practical and purposeful as possible.
ORLD 1500 Organizational Research Methods	2020	21	Kristi Lavigne	Interactive and adaptive learning platforms might be advantageous. The current textbook does not have a companion site, but there are viable options out there. I found one that aligns particularly well with the way the course is currently developed. In addition, there is a new platform, PsycLearn, that is in beta right now and may be of use in the future to "liven up" what is typically a dry subject. Any engaging automation of the fundamental *knowledge* would also give the instructor more time to focus creatively on practice activities and *skill* development, integrating real-world decisions.
ORLD 1800 Organizational Behavior, Work and Wellbeing	2020	11	Dr. Ricardy Pierre	N/A
ORLD 2000 Organizational Foundations: Business Essentials	2019	PSYK 4760	Steve Holley	None right now.
ORLD 2000 Organizational Foundations: Business Essentials	2020	21	Alma Torres Rojo	Include more real-life examples or business cases.
ORLD 2700 Human Resources & Personnel Management	2019	21	Justin Lacy	None
ORLD 2700 Human Resources & Personnel Management	2020	21	Justin Lacy	Great class this semester!
ORLD 3300 Organizational Behavior & Team Effectiveness	2020	ORLD3300	Willis Kierce	The 2020 Spring II version of the course was delivered for the first time on Canvas. I actually prefer Canvas to Blackboard, but not all of the Canvas capabilities are supported by SLU at this point. Therefore, one assignment required a great deal of adjustments, which was a bit frustrating for our students. They handled it well. And I should have done what was necessary to know ahead of time which particular Canvas functions were not operational. We recovered well, though, I believe.

| ORLD 3800 Leadership Context: Culture, Structure and Strategy | 2020 | 11 | Katie Devany | I think we are on the right track for now! |