

## 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 2021** Primary Assessment Contact: **Katie Devany**  
In what year was the data upon which this report is based collected? **2020-2021**  
In what year was the program's assessment plan most recently reviewed/updated? **2020**

### 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 #2: Apply fundamental competencies from business functions.
- Student LO #3: Evaluate organizational behavior at multiple levels.
- Student LO #5: Evaluate ethical implications in organizational decision making.

### 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 #2 Artifacts

- ORLD 2000 – Key Business Functions Analysis Presentation
- ORLD 2500 – Comprehensive Budgeting Project
- ORLD 2700 – Human Resources Organizational Assessment
- ORLD 4960 - Capstone Experience Project

#### Student LO # 3 Artifacts

- ORLD 1800 - Case Study Analysis
- ORLD 3300 - Final Team Improvement Project
- ORLD 4000 - Personal Global Leadership Analysis Presentation
- ORLD 4960 - Capstone Experience Project

#### Student LO # 5 Artifacts

- ORLD 1000 – Leadership Development Plan
- ORLD 1800 – Case Study Analysis
- ORLD 3800 – Final Presentation on Organizational Design Analysis
- ORLD 4000 - Personal Global Leadership Analysis Presentation
- ORLD 4960 - Capstone Experience Project

**All courses were offered online.**

### 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 #2:** The majority of students (88%) successfully demonstrated the objective, 2% partially demonstrated the objective, and 10% did not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #3:** The majority of students (70%) successfully demonstrated the objective, 20% partially demonstrated the objective, and 10% not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #5:** The majority of students (60%) successfully demonstrated the objective, 31% partially demonstrated the objective, and 14% not demonstrate the objective as assessed through completion of the related artifacts\*.  
\*Note: The summation of the scores is greater than 100% (105%). It is not able to be determined where the inaccuracy in reporting occurred.

### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

#### **Student LO #2: Apply fundamental competencies from business functions**

- **ORLD 2000**
  - The artifact is effective in demonstrating application of business concepts and organizational strategies. The scaffolding of the project components over the course of the term allows for increased understanding and demonstration of this learning outcome.
- **ORLD 2500**
  - The artifact is mostly effective in demonstrating object and critical thinking through application of course content in a comprehensive project. However, one semester is not enough to grasp the essentials of Accounting, Finance, Budgeting, and decision-making. Creating a second class focused on Accounting and Finance and specifically budgeting and decision-making would result in students being better prepared for the real world.
- **ORLD 2700**
  - Students applied previous experiences and critical thinking related to business functions of Human Resources management to discussion board prompts. However, some responses were not substantial with additional critical thinking and application needed. An example of an “exceptional post” will be added in future terms to better communicate expectations.
- **ORLD 4960**
  - Students were asked to submit a proforma in conjunction with their project report. While a specific budget was not required, they applied skills from accounting, marketing, and HR to determine which

line items were necessary and what resources were needed to implement the solution. However, the list of line items was not exhaustive limiting the practical application of the project.

### **Student LO #3: Evaluate organizational behavior at multiple levels**

- **ORLD 1800**
  - The artifact was effective in demonstrating evidence in using critical thinking to evaluate organizational behavior reflected in the required drafts and culminating in the final draft. However, there was some confusion regarding perceived repetition of content among drafts. A video will be provided to decrease this confusion in future terms.
- **ORLD 4000**
  - The artifact was effective in demonstrating evidence-based examples of cultural and organizational norms and ways in which students could better understand and work with individuals from various demographic locations and cultures.
- **ORLD 4960**
  - The evaluation of organizational behavior at multiple levels was largely considered in completion of the artifact. The organizational problem was directly impacted by organizational behavior theory thus critical thinking and analysis was needed to identify the tasks needed to implement the solution from multiple organizational levels. The data indicates that the artifact was effective.

### **Student LO #5: Evaluate ethical implications in organizational decision making.**

- **ORLD 1000**
  - Many students discussed how ethical leadership is critical to their philosophy of leadership. However, this had less to do with the students and more to do with the artifact and other assignments. While ethical leadership is covered, it is not directly assessed in the artifact. Thus, the results indicate a stronger alignment to this learning outcome is needed.
- **ORLD 1800**
  - Concise questions regarding the case study prompted quality and concise answers. Relevant case study topics applied to current marketplaces students could relate to. Case study analysis prompted students to step into a leadership role in which they were prompted again to make ethical decisions based on the topic. However, some responses were not well supported and instead flimsy and weak. The artifact provides an effective assessment of the learning outcome.
- **ORLD 3800**
  - Students understood the role of ethics in organizational culture. They could also apply the principle to a case study. However, a minority of students had difficulty apply ethical concepts to the case study. Additional time is needed to assist in distinguishing ethical viewpoints. The artifact is mostly effective in demonstrating this objective. However, some enhancement is needed related to integration of ethical components to ensure understanding and application.
- **ORLD 4000**
  - Students were required to assess the ethical leadership considerations for the country of their selection. For example, one student noted in South Africa that black and women leaders are far less evident than white, male leaders. Additionally, students described and discussed the differences between multiple country integrity and ethical standards. While personal ethical issues were discussed in the weekly discussion board they were not assessed to the same degree as the presentation (main artifact). Furthermore, the students are having to rely on the experience of the author, the experience of facility, and each other because of the limited exposure to international ethical standards and international leaders. The inclusion of group assignments or video interviews with leaders who have international experience would enhance the effectiveness of the artifact in meeting this outcome.
- **ORLD 4960**
  - Ethical consideration was evaluated during the literature review of the artifact as well as the project procedure components. Additional focus on ethical implications may be included in future projects as this component was indirectly included.

6. Closing the Loop: Dissemination and Use of Current 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 2021, 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. Among these will be changes to some course content related to the artifacts to ensure better alignment with the learning outcome(s).

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

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

A task force of faculty who teach sequenced courses (ORLD 1800 and ORLD 3300) was convened to ensure course content was being covered progressively (beginner to intermediate) to meet the learning outcomes.

B. How has this change/have these changes been assessed?

The task force has assessed this change through student evaluation as well as through peer review of each other's courses in which they are not the instructor to ensure an objective evaluation is conducted. Student evaluations revealed the perception that some course content was duplicated instead of progressively taught.

C. What were the findings of the assessment?

Most content was in fact being covered in greater depth in the upper-level course thus satisfying the intermediate designation of the affiliated learning outcomes.

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.**



## 2020-2021 LOB Program Assessment Report

### LOB Courses, Instructors and Enrollment

13 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	Winton	2020	Summer 2	13
ORLD 1500 Organizational Research Methods	Kristi Lavigne	2020	Fall 2	13
ORLD 1500 Organizational Research Methods	Kristi Lavigne	2021	Spring 2	6
ORLD 1800 Organizational Behavior, Work and Wellbeing	Judith Collins	2021	Spring 1	13
ORLD 2000 Organizational Foundations: Business Essentials	Steve Holley	2020	Fall 1	7
ORLD 2000 Organizational Foundations: Business Essentials	Alma Torres Rojo	2021	Spring 1	14
ORLD 2500 Financial Concepts	David Juriga	2020	Fall 1	2
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	2020	Fall 2	17
ORLD 2700 Human Resources & Personnel Management	Justin Lacy	2021	Spring 2	10
ORLD 3800 Leadership Context: Culture, Structure and Strategy	Giancola	2020	Fall 2	9
ORLD 4000 Global Leadership and Organizational Behavior	Katie Devany	2020	Fall 1	3
ORLD 4000 Global Leadership and Organizational Behavior	Donald Murray	2021	Spring 1	2
ORLD 4960 Leadership & Organizational Behavior Capstone	Katie Devany	2021	Spring 2	2

13 Responses

**Field****Sum**

Total Number of Students in Class

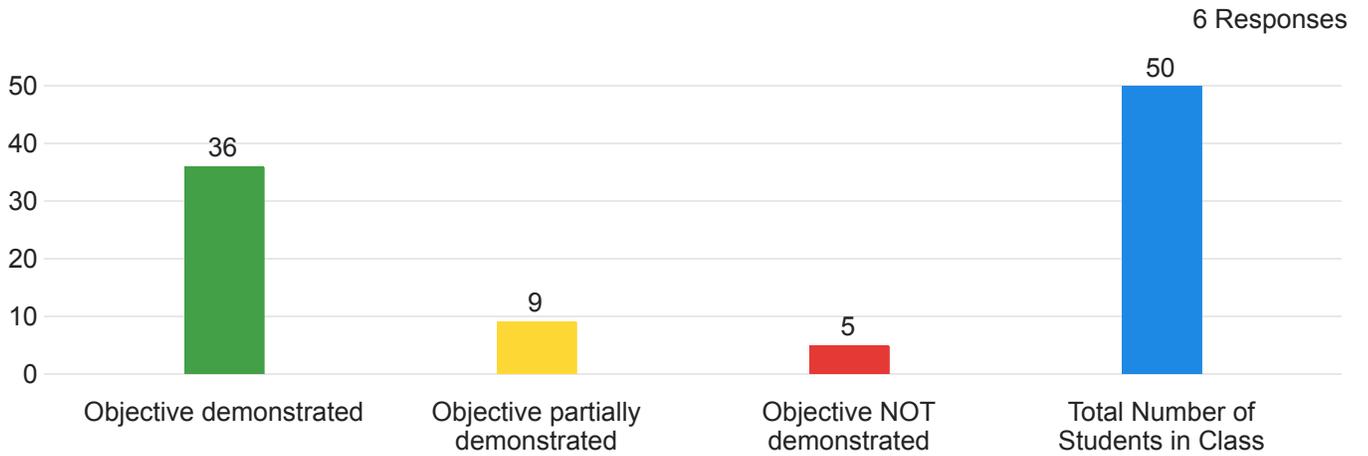
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NOTE: NOT all learning objectives apply to each course. Blank spaces are for Learning Objectives Not Applicable for the assessed courses.

# 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

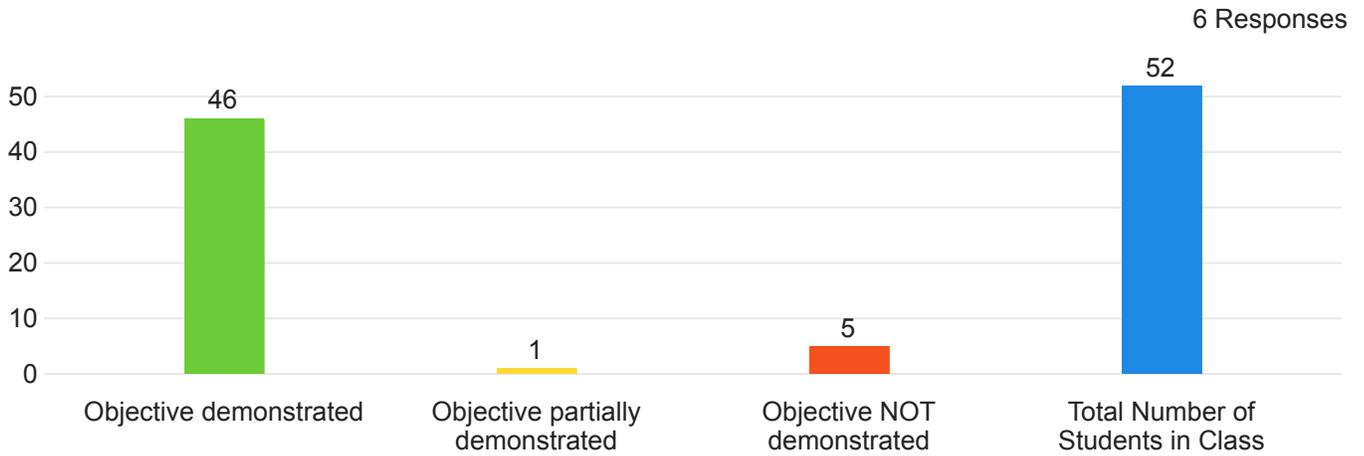
6 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1500 Organizational Research Methods	Kristi Lavigne	Journals, final team paper/presentation (and assignment s consisting of rough draft sections of final paper)	Discussions - Students find topics to be engaging. Topics require students to interpret findings to propose applied solutions. Final Paper - Students can demonstrate this competency from a number of different angles, both when evaluating data from other studies and when forecasting what their own study designs will reveal in relation to a specific, real world problem that piques the student's interest	Discussions - Students' response length and effort varies dramatically, with less engaged students avoiding evidence and relying on opinion. Final Paper - Students struggle with asynchronous collaboration, and the teamwork component poses an obstacle to the task work, which is challenging enough without the added collaboration software and interpersonal issues.	Discussions - Provide an example response for students. Frame discussions in such a way that a question is posed, and a limited number of solutions are offered up for evaluation (rather than leaving them open-ended). Final Paper - Make this assignment and individual assignment, but retain the peer review assignments as this gives them an added opportunity to engage with one another and see different ways to approach the project.	13
ORLD 1500 Organizational Research Methods	Kristi Lavigne	Discussions, final paper/presentation	Discussions - Students find topics to be engaging. Topics require students to interpret findings to propose applied solutions. Final Paper - Students can demonstrate this competency from a number of different angles, both when evaluating data from other studies and when forecasting what their own study designs will reveal in relation to a specific, real world problem that piques the student's interest	Discussions - Students' response length and effort varies dramatically, with less engaged students avoiding evidence and relying on opinion. Final Paper - It first requires students to conduct research ahead of time. If the student is unsuccessful at finding relevant articles, the student is unable to focus on demonstrating the competency successfully within the Introduction section.	Discussions - Provide an example response for students. Frame discussions in such a way that a question is posed, and a limited number of solutions are offered up for evaluation (rather than leaving them open-ended). Final Paper - If students fail to submit the preliminary articles during an earlier assignment, assign (a sufficient amount of) articles (to demonstrate competency) to students to use for subsequent assignments.	6
ORLD 2500 Financial Concepts	David Juriga	All students completed a flexible budgeting project along with quizzes, homework assignments, and two exams.	All students completed objective and critically thinking assignments which included homework assignments, quizzes, exams, and a comprehensive budgeting project.	I believe that students need to have two semester of this course. For one semester, the focus should be on Accounting (just the basics and also to learn the Accounting language). For the second semester, the focus should be on Managerial Accounting, which involves internal decision-making using financial accounting reports.	See comments above.	2

<p>ORLD 2700 Human Resources &amp; Personnel Managem ent</p>	<p>Justin Lacy</p>	<p>The semester- long course project</p>	<p>The data given to analyze on the course project was easy to understand and allowed students to be creative on how they analyzed the data. The recommendations they made allowed for creativity and flexibility.</p>	<p>The allowance of creativity produced a few results/recommendations that would not be realistic in a real world workplace setting.</p>	<p>I will make sure in future classes to narrow the scope of the desired outcomes for the research paper and provide examples of "A" papers from the past to narrow down the expectations.</p>	<p>17</p>
<p>ORLD 2700 Human Resources &amp; Personnel Managem ent</p>	<p>Justin Lacy</p>	<p>Course Research Paper and a Final Exam</p>	<p>Papers overall were well- researched and answered all the questions asked for. Exam final grades were very good overall.</p>	<p>Two students did not take the final exam or complete the paper. They basically stopped showing up for class.</p>	<p>N/A</p>	<p>10</p>
<p>ORLD 4960 Leadership &amp; Organizatio nal Behavior Capstone</p>	<p>Katie Devany</p>	<p>Written Report and Presentatio n</p>	<p>Students provided research to support the rationale for implementation of their proposed solution for an organizational problem.</p>	<p>Both students collected a blend of both academic and industry related research to support their thesis.</p>	<p>None at this time.</p>	<p>2</p>

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

LOB LO #2 Assessment by number of students



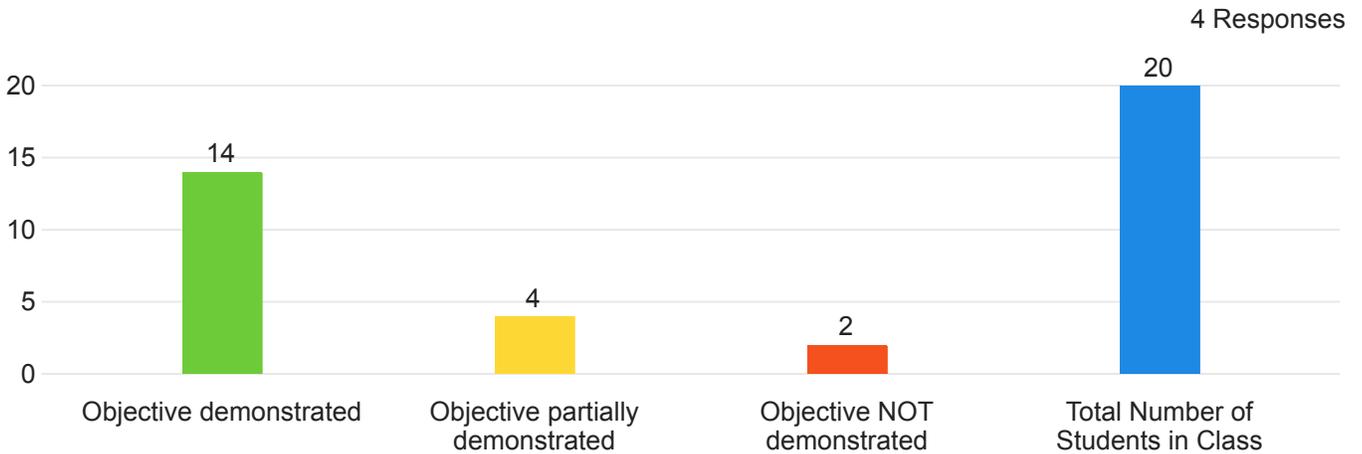
Artifact used to assess LO#2

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 2000 Organizational Foundations: Business Essentials	Steve Holley	Final video presentation, hard copy project and reflection journal	Good business decision and sound business strategy.	None	Team activities	7
ORLD 2000 Organizational Foundations: Business Essentials	Alma Torres Rojo	Executive Presentation and Final Company Paper	Students worked individually to demonstrate their knowledge of organizational foundations by applying the business concepts and organizational strategies to create a Final Company Paper and an Executive Presentation including a SWOT analysis of a Fortune 500 company. The paper included different sections that were completed throughout the course culminating in an Executive Presentation.	A student with a passing grade did not complete the presentation	Include only three sections in the paper to be delivered Sunday before week so students can focus on presentation during last week.	14
ORLD 2500 Financial Concepts	David Juriga	Students completed critically thinking assignments during the semester.	I have already answered this question on the previous page.	None	See previous comments.	2

ORLD 2700 Human Resources & Personnel Managem ent	Justin Lacy	We used weekly discussion boards to apply concepts from the textbook and lectures into solving real world applications.	Students were creative in their responses and utilized their own unique experiences to answer the discussion board questions. They also proposed their own hypothetical answers that helped spark further discussion and positive debate.	Some students routinely only provided 2-3 sentence answers, even though the syllabus and subsequent grading required longer responses.	I will provided more specific examples in future classes of a "exceptional response" to encourage a similar response from each student, while still allowing for flexibility and creativity.	17
ORLD 2700 Human Resources & Personnel Managem ent	Justin Lacy	Weekly class discussion forums	Everyone who participated had well-thought out discussion posts related to the business functions of HR management.	A few students only wrote responses of 50 words or so, when 200-250 were required.	N/A	10
ORLD 4960 Leadership & Organizatio nal Behavior Capstone	Katie Devany	Final project report and presentation	Students were asked to submit a proforma in conjunction with their project report. While a specific budget was not required, they applied skills from accounting, marketing, and HR to determine which line items were necessary and what resources were needed to implement the solution.	The list of line items was not exhaustive and additional resources will undoubtedly be needed.	None at this time.	2

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

**LOB LO #3 Assessment by number of students**



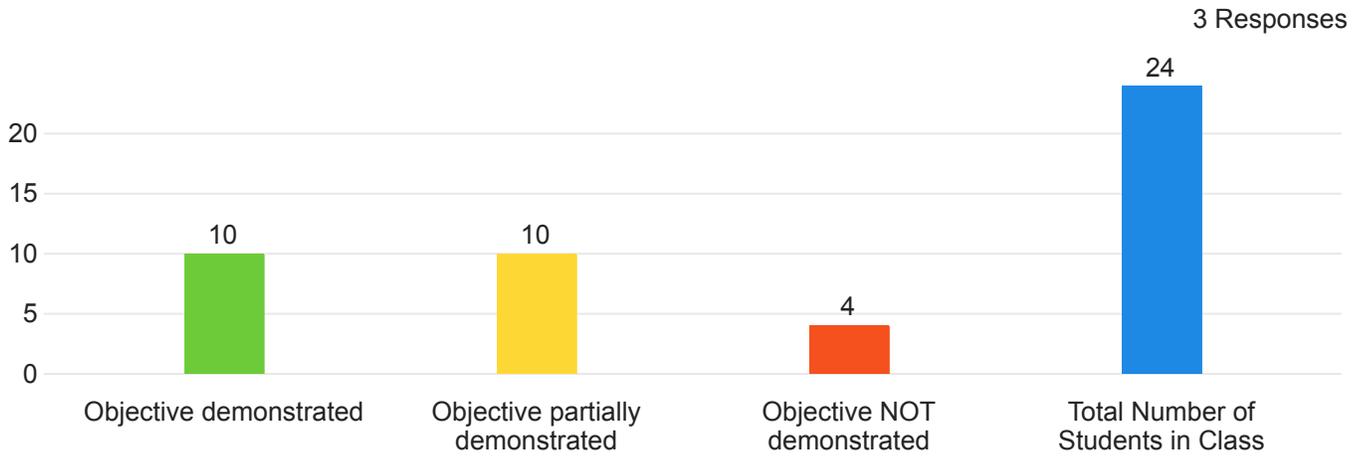
**Artifact used to assess LO#3**

						4 Responses
<b>Course</b>	<b>Instructor</b>	<b>Artifact</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Suggestions</b>	<b>Total Number of Students</b>
ORLD 1800 Organizational Behavior, Work and Wellbeing	Judith Collins	Case Study Project	1. Learning/application through layering - in other words drafts of each part due at specific times 2. The drafts related to the course content associated with the weekly module 3. The writing/critical thinking requirements were reflected in the required drafts culminating in the final draft.	1. Some confusion regarding alleged repetition of some of the draft parts	1. Better clarity for each part before the draft is due. In other words, reasons for what seemed to be repetition (which was not). This will be corrected with a video explanation...	13
ORLD 4000 Global Leadership and Organizational Behavior	Katie Devany	Presentation	The students were required to provide a presentation related to their ability to successfully interact with employee/colleagues in another country of their choosing. They provided detailed, evidence-based examples of cultural and organizational norms and ways in which through their own individual assessment they could better understand and work with those from the country.	As the information was empirical based (versus personal experience) the outcomes were limited to research and other case studies.	The course included two guest speakers on the topic of global leadership. However, additional interaction with those from varied cultures may provide additional interaction/experience in this area.	3

ORLD 4000 Global Leadership and Organizational Behavior	Donald Murray	Students submitted four artifacts for this objective: Reflection Essay 1-3, and Final presentation.	Students provided full and complete answers to the assignments questions, used references from multiple sources, and used quotes from experts in the area.	No weaknesses were identified.	Group assignments & Zoom attendance	2
ORLD 4960 Leadership & Organizational Behavior Capstone	Katie Devany	Final project report and presentation	This component was largely considered in completion of the artifacts. The organizational problem was directly impacted by organizational behavior theory thus critical thinking and analysis was needed to identify the tasks needed to implement the solution from multiple organizational levels.	None.	None.	2

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

LOB LO #4 Assessment by number of students



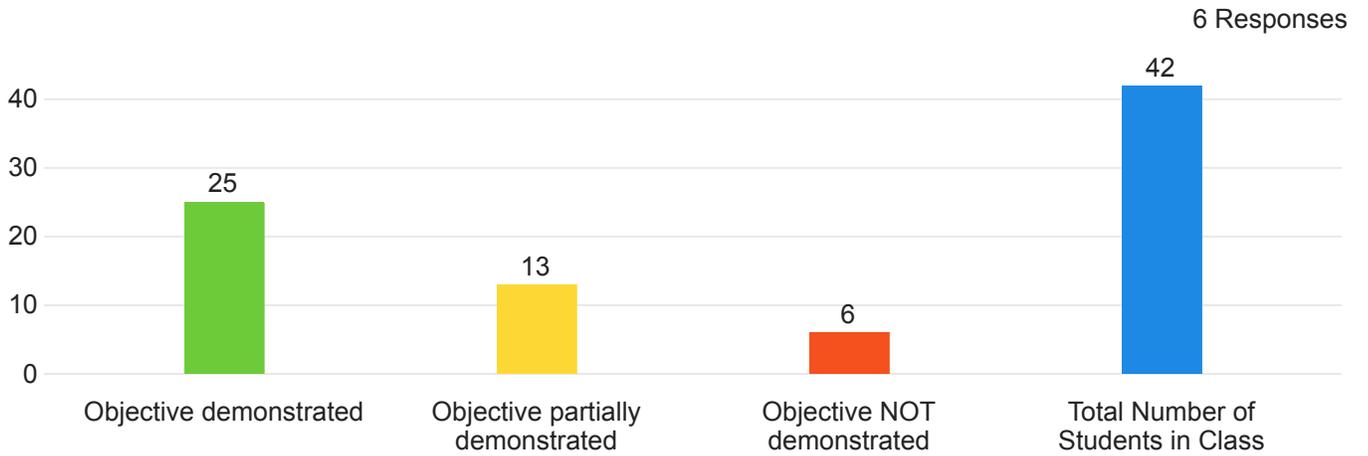
Artifact used to assess LO#4

3 Responses

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1000 Foundations of Effective Leadership	Winton	Final Paper	Students really seemed to develop their understanding of leadership throughout the course. They were able to articulate leadership as something more than a position and title as well as how it applied to them.	Students generally understood the concepts but a few students really struggled to keep up.	Stronger rubrics are needed in class. The extra credit assignments need to be worked into the required reflections. Some of the assignments may need to be reworked in general - it is a lot of writing for a 1000 level course.	13
ORLD 3800 Leadership Context: Culture, Structure and Strategy	Giancola	The course project	Ability to share personal examples; summarizing what they are learning	Inability to apply concepts at organizational-level; lack of clear evidence of engaging course content	more writing and critical analysis prior to the course	9
ORLD 4960 Leadership & Organizational Behavior Capstone	Katie Devany	Final project report and presentation	The report was written from the perspective of a consultant who was presenting the recommended solution to the organizational leadership team. Various leadership principles were applied and demonstrated in the project procedure section.	None.	None.	2

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

LOB LO #5 Assessment by number of students



**Artifact used to assess LO#5**

Course	Instructor	Artifact	Strengths	Weaknesses	Suggestions	Total Number of Students
ORLD 1000 Foundations of Effective Leadership	Winton	Final Reflection Paper	Many students discussed how ethical leadership is critical to their philosophy of leadership.	This has less to do with the students and more to do with the assignments. While ethical leadership was covered it isn't really directly assessed here.	Assignments need to better aligned to LO.	13
ORLD 1800 Organizational Behavior, Work and Wellbeing	Judith Collins	Final Case Study Project Supported by Case Study Analysis in Discussions	1. Concise questions regarding the case study prompted quality and concise answers 2. Relevant case study topics that applied to current marketplaces students could relate to 3. Case Study analysis prompted students to step into a leadership role in which they were prompted again to make ethical decisions based on the topic	1. Some (few) analysis was flimsy and weak.	1. Encouragement/and repetitive reminders of WHY the analysis is valuable to them. In other words their benefits of moving through the analysis	13
ORLD 3800 Leadership Context: Culture, Structure and Strategy	Giancola	Discussion board case study	Understood the role of ethics in organizational culture; could apply the principle to a case study	A minority of students had trouble applying the different ethical views to the case study	I will spend more time in the discussions distinguishing the ethical viewpoints	9

ORLD 4000 Global Leadership and Organizational Behavior	Katie Devany	Presentation	Students were required to assess the ethical leadership considerations for the country of their selection. For example, one student noted in South Africa that black and women leaders are far less evident than white, male leaders.	Again, this area was derived from external research. While personal ethical issues were discussed in the weekly discussion board they were not assessed to the same degree as the presentation (main artifact).	I am not certain how to enhance this particular area as it is already included in the main artifact (summative assessment) as well as throughout the course (formative assessment).	3
ORLD 4000 Global Leadership and Organizational Behavior	Donald Murray	Discussion boards	Students described and discussed the importance of maintaining integrity and ethical standards. Additionally students described and discussed the differences between multiple country integrity and ethical standards.	The students are having to rely on the experience of the author, the experience of faculty, and each other because of the limited exposure to international ethical standards and international leaders.	Group assignments, video interviews with leaders who have international experience, zoom attendance	2
ORLD 4960 Leadership & Organizational Behavior Capstone	Katie Devany	Final project report and presentation	Ethical consideration were evaluated during the literature review as well as the project procedure components.	Additional focus on ethical implications may be included in future projects as this component was indirectly included.	None.	2

## Instructors additional suggestions to enhance student competencies.

13 Responses

Select the Leadership & Organizational Behavior (LOB) course	Calendar Year Course Taught	Section Number (e.g., 11, 12, 21, 22)	Instructor Name	What additional suggestions do you have for enhancing student competencies in your course?
ORLD 1800 Organizational Behavior, Work and Wellbeing	2021	11	Judith Collins	1. Clearer explanation of the Course Case Study Project STEPS and adding a cause analysis section to the Case Study Project
ORLD 1500 Organizational Research Methods	2020	21	Kristi Lavigne	Avoid group work with low task interdependence. Provide examples, or models, of what is expected for students in each assignment. Provide more ungraded activities for students to practice skills and grow confidence, time permitting.
ORLD 1500 Organizational Research Methods	2021	21	Kristi Lavigne	Provide intermediate activities (worksheets) -- break down the final paper tasks into even smaller components -- for the students. I've done this in the past without providing credit, but students did not take advantage of it. Offering a small amount of points, or bonus points, could be helpful. Scheduling a 15-minute meeting with each student to discuss the project at some point at mid semester might be helpful if feasible, or if not, video feedback.
ORLD 4960 Leadership & Organizational Behavior Capstone	2021	21	Katie Devany	None at this time.
ORLD 2000 Organizational Foundations: Business Essentials	2021	11	Alma Torres Rojo	Include zoom meetings every other week to follow up progress with class
ORLD 2700 Human Resources & Personnel Management	2021	21	Justin Lacy	Good students overall
ORLD 4000 Global Leadership and Organizational Behavior	2021	11	Donald Murray	Having students lead discussions in a zoom call
ORLD 3800 Leadership Context: Culture, Structure and Strategy	2020	21	Giancola	Writing, APA and critical thinking were weak. These need to be better addressed in the Core.

ORLD 2700 Human Resources & Personnel Management	2020	21	Justin Lacy	I used a lot of pre-recorded videos, which students said they really appreciated in learning new concepts. I plan on providing even more point-focused short videos to help students when they mention on the discussion boards (or to me directly) that they are struggling with a certain concept.
ORLD 2000 Organizational Foundations: Business Essentials	2020	11	Steve Holley	Guest lecturers from businesses located in St. Louis
ORLD 2500 Financial Concepts	2020	11	David Juriga	This is a good course. However, one semester is not enough to grasp the essentials of Accounting, Finance, Budgeting, and decision-making. I suggest that the course be divided into two classes; one class would focus on the essentials of Business and Accounting and the second course would apply Accounting and Finance with budgeting and decision-making. I feel that students would learn more and be better prepared for the real world.
ORLD 4000 Global Leadership and Organizational Behavior	2020	11	Katie Devany	None at this time.
ORLD 1000 Foundations of Effective Leadership	2020	21	Winton	This course has been reinvented from a 4000 to a 1000 level course. While it is a strong class more revision is needed.