

Program-Level Assessment: Annual Report

Program: **Organizational Leadership and Technology** Department: **NA**
Degree or Certificate Level: **UG Major** College/School: **School for Professional Studies**
Date (Month/Year): **May 2021** Primary Assessment Contact:
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 #1: Apply fundamental competencies from business functions.

Student LO #2: Analyze a problem and identify the computing requirements appropriate to its solution.

Student LO #5: 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

- CIS 2300 (I)
- ORLD 2000 – Key Business Functions Analysis Presentation
- ORLD 2500 – Comprehensive Budgeting Project
- ORLD 2700 – Human Resources Organizational Assessment

Student LO #2 Artifacts

- CIS 1600 – Final Term Project
- CIS 2850 – Final Exam, part 2
- CIS 3300 - Final Project

Student LO #5 Artifacts

- ORLD 1000 - Leadership Development Plan
- ORLD 3800 - Final Presentation on Organizational Design Analysis
- ORLD 4000 - Personal Global Leadership Analysis Presentation

All courses were taught 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 #1:** 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 #2:** The majority of students (67%) successfully demonstrated the objective, (30%) partially demonstrated the objective, and (3%) did not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #5:** An equal number of students successfully demonstrated the objective and partially demonstrated the objective (42%), and 16% 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?

Student LO #1: 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.

Student LO #2: Analyze a problem and identify the computing requirements appropriate to its solution.

As discussed in section 4, the data has largely supported that the learning outcomes have been supported by the artifacts chosen. However, there is always room for improvement. Overall suggestions made by instructors about possible ways to strengthen learning outcomes are as follows:

- 1) Update rubrics for artifact assessment to be more specific with components being assessed.
- 2) Review software used in courses for updated versions or other competitor software for a variety of options
- 3) Some courses need more breakdown of concepts for students to fully understand coding and/or technical information.
- 4) The requirements of an assignment should be evaluated to ensure there are few or no opportunities to misunderstand them.

Student LO #5: Apply leadership principles in multiple contexts.

- **ORLD 1000**
 - 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
- **ORLD 3800**
 - 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 is recommended to strengthen the course.
- **ORLD 4000**
 - 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.

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.