

Program-Level Assessment: Annual Report

Program Name: Leadership and Organizational Behavior

Department: NA

Degree or Certificate Level: BA

College/School: School for Professional Studies

Date (Month/Year): September 2023

Assessment Contact: Katie Devany

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

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

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

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

Student LO #4: Apply leadership principles in multiple contexts.

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

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. 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 – Executive Summary Presentation
 - The Executive Summary Presentation is the final component of a three-paper series in which students describe their selection process for the company they studied. The presentation also includes the following components: a SWOT analysis, highlights of the company research, a recommendation for investment in the company, a reflection of what the student learned through the research process, lessons learned along the way, as well as future plans related to the company (both personal and professional).
- ORLD 2500 - Financial Analysis Case Study
 - This project will require students to utilize knowledge and skills in financial and managerial accounting to manage the financial data of a fictional organization. Students will be given beginning balances and background information on the organization. Based on this information, students will be required to: prepare an operating budget, including assumptions used; manage transactions and make proper journal entries; prepare an income statement and balance sheet; and prepare a variance report with

explanations. The operating budget, income statement, and variance report will be included in the portfolio.

- ORLD 2700 - Human Resources Organizational Assessment
 - This project will allow students to conduct in-depth research in the area of human resource management (HRM) and apply HRM theory and research to a Fortune 500 organization. Students will select one HR functional area and will then write a paper based on the selected functional area and Fortune 500 organization that includes: 1. What are the trends, activity, and focus of that organization in the functional area selected by the student? 2. What competition, barriers, distractions, strategic disadvantages, etc. does this organization have in regard to its main competitors in this functional area? 3. What recommendations would the student give to the organization to create strategic and competitive advantages in this functional area?
- ORLD 4800 – Leadership and Organizational Behavior Analysis Project
 - The final project is the key component of this course. In it, you demonstrate your understanding of the fundamental Leadership and Organizational Behavior concepts you have learned during your program of study, through applying them to:
 - The identification of a problem that is relevant in an organizational context.
 - The identification criteria that is associated with assessing the quality of alternative solutions to the problem.
 - Providing a description of one or more alternative solutions to the problem.
 - Creating a design document, policy or procedure, or a mockup of the solution that you propose for solving the problem.

Student LO #3 Artifacts

- ORLD 1800 – Case Study Paper
 - Students assume the role of an organizational consultant. The goal is to improve organizational performance by helping leaders address the "people" issues (the OB issues!). Students will examine a case study and develop recommendations for the organization to address the problems identified. Students will create an action plan and make a one-minute video highlighting urgent steps that the executive board should take.
- ORLD 3300 – Community Improvement Proposal Paper
 - Each student will write an 8 (full) page to 10-page Community Improvement Proposal Paper. Two of the pages may include visuals such as graphs, charts, etc. The rubric will include some points for visual appeal, so do use visual content; just don't overdo it. In addition to the research on the group document, students will need to add further research of their own to complete the paper. Imagine that you have been tasked with presenting a proposal on behalf of your team to the Saint Louis City Council that suggests an improvement plan addressing mental health service needs, especially post-COVID. The paper must be formatted using headers for the 5 sections (requiring at least 3 sources each) that are outlined in the Group Research document, with an introduction and conclusion. In addition, a title page, in-text citations and reference list in APA style are required. Please read the attached guidelines and rubric carefully.
- ORLD 4000 - Global leadership analysis presentation
 - The final project of the course is a presentation of the country you have selected specifically highlighting (a) historical and cultural context, (b) organizational norms related to leadership practices, and (c) individual insight (gleaned from cultural assessments) for delivering effective cross-cultural interaction. In other words, the presentation should resemble a white paper which summarizes primary influences on leadership within your country and ways in which leaders can increase global mindfulness further enhancing global competences.
- ORLD 4800 - Leadership and Organizational Behavior Analysis Project
 - The final project is the key component of this course. In it, you demonstrate your understanding of the fundamental Leadership and Organizational Behavior concepts you have learned during your program of study, through applying them to:
 - The identification of a problem that is relevant in an organizational context.

- The identification criteria that is associated with assessing the quality of alternative solutions to the problem.
- Providing a description of one or more alternative solutions to the problem.
- Creating a design document, policy or procedure, or a mockup of the solution that you propose for solving the problem.

Student LO # 5 Artifacts

- ORLD 1000 – Leadership Development Plan
 - Students are expected to reflect upon course content and concepts in preparing a Leadership Development Plan, which calls for the identification of two distinct leadership goals: (1) A Personal Goal (self-leadership) and (2) A Professional Goal. Then students are to apply a SMART Goal approach to each one, reflecting upon their strengths and weaknesses individually and in the context of work.
- ORLD 1800 – Case Study Paper
 - Students assume the role of an organizational consultant. The goal is to improve organizational performance by helping leaders address the "people" issues (the OB issues!). Students will examine a case study and develop recommendations for the organization to address the problems identified. Students will create an action plan and make a one-minute video highlighting urgent steps that the executive board should take.
- ORLD 3800 – Final Presentation on Organizational Design Analysis
 - The main project for the course will be to conduct a design analysis of the organization for which you work. If you are not currently working or volunteering for an organization, then you may choose another organization. Note that you must have access to information on the organization including contacts with whom you can speak. This is not a standard research paper on a company of your choice. The analysis is broken down into four assignments that allow you to directly apply what you are learning to your organization. It culminates with a recorded presentation that includes your recommendations for the organization based on your analysis of its strategy, structure and culture.
- ORLD 4000 - Global leadership analysis presentation
 - The final project of the course is a presentation of the country you have selected specifically highlighting (a) historical and cultural context, (b) organizational norms related to leadership practices, and (c) individual insight (gleaned from cultural assessments) for delivering effective cross-cultural interaction. In other words, the presentation should resemble a white paper which summarizes primary influences on leadership within your country and ways in which leaders can increase global mindfulness further enhancing global competences.
- ORLD 4800 - Leadership and Organizational Behavior Analysis Project
 - The final project is the key component of this course. In it, you demonstrate your understanding of the fundamental Leadership and Organizational Behavior concepts you have learned during your program of study, through applying them to:
 - The identification of a problem that is relevant in an organizational context.
 - The identification criteria that is associated with assessing the quality of alternative solutions to the problem.
 - Providing a description of one or more alternative solutions to the problem.
 - Creating a design document, policy or procedure, or a mockup of the solution that you propose for solving the problem.

****All artifacts were from program majors. All courses were offered online. ****

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tool(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

A rubric was used to assess each student artifact. Additionally, the instructor assessed the student's mastery of the related learning outcomes using the outcome tool in Canvas. The related student outcomes were embedded in the

artifact's rubric to allow for assessment of the outcomes at the same time as the artifact. In this way, the assessment of the student learning outcomes is relevant and timely as the instructor has just completed the evaluation of the artifact and can accurately assess mastery of the outcome(s).

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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 (85%) successfully demonstrated the objective, 3% partially demonstrated the objective, and 12% did not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #3:** The majority of students (88%) successfully demonstrated the objective, 4% partially demonstrated the objective, and 8% not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #5:** The majority of students (82%) successfully demonstrated the objective, 8% partially demonstrated the objective, and 10% 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? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

- **LO #2:** The majority of students are able to apply fundamental competencies from business functions. When assessing the individual courses, the lowest score of mastery was in the Financial Accounting course (ORLD 2500). The other three courses had mastery percentages of at least 88%. The accounting course is one of the most difficult courses in the major, so it is not surprising that the score was the lowest in this course.
- **LO #3:** Most students were able to effectively evaluate organizational behavior at multiple levels. We have found that coming into the major many students are not familiar with the term and/or function of organizational behavior. This notion is confirmed in the introductory course (ORLD 1800); the widest distribution of scores is noted in this course. However, by the final course (ORLD 4000) the distribution narrows, perhaps indicating an increased level of competency as is expected.
- **LO #5:** The results indicate that most students are able to evaluate ethical implications in organizational decision making. However, this learning outcome has the lowest mastery percentage of 82% of the three outcomes assessed during this cycle. Additionally, three of the five courses have a wide distribution of scores with ORLD 3800 experiencing the most dramatic distribution (73% mastery, 18% approaching, and 9% not achieving the LO).

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

The results will be disseminated to all faculty at the beginning of this academic year (fall 2023).

B. How specifically have you decided to use these 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
- Artifacts of student learning
- 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 these findings.

As a faculty group in SPS we do not find the embedded learning outcomes in Canvas to be a beneficial tool for assessment. We are shifting back to a previous method of assessment in which a survey will be sent following each 8-week term to all instructors. The survey captures both quantitative and qualitative information about the learning outcomes and the course in general. We have found this method to be far more helpful in assessing current outcomes when used in previous years as well as informing changes to individual courses. We are looking forward to implementing the new assessment strategy this academic year.

The program director will also 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 previous assessment data**?

The program director met with the instructors of the accounting course (ORLD 2500) to review course learning outcomes. This course is among the most difficult for students and consistently has a lower mastery percentage of learning outcomes when compared to other courses in the LOB major. As a result, a new textbook was adopted that better aligned with the learning outcomes and the course learning activities were also updated.

B. How has the change/have these changes identified in 7A been assessed?

The changes were implemented over the summer and will be assessed after the end of the academic year.

C. What were the findings of the assessment?

The assessment has not yet been completed. However, preliminary assessment has shown greater alignment between course assignments and course learning outcomes. This key piece was not present in past iterations of the course.

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 (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

ORLD 3800 Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Strategy and/or Strategic Planning Recommendations	3 to >2.0 pts Exceptional Provided strategy and/or strategic planning recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	2 to >1.0 pts Meets Expectations Strategy and strategic planning recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	1 to >0 pts Needs Improvement Does not provide strategic and/or strategic planning recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Content: Structure & Design Elements Recommendations	3 to >2.0 pts Exceptional Provided structure and design recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	2 to >1.0 pts Meets Expectations Structure and design recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	1 to >0 pts Needs Improvement Does not provide structure and design recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Content: People Strategy Recommendations	3 to >2.0 pts Exceptional Provided people strategy recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	2 to >1.0 pts Meets Expectations People strategy recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	1 to >0 pts Needs Improvement Does not provide people strategy recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts

ORLD 3800 Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Culture/ethics/values Recommendations	3 to >2.0 pts Exceptional Provided culture/ethics/values recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	2 to >1.0 pts Meets Expectations Culture/ethics/values recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	1 to >0 pts Needs Improvement Does not provide culture/ethics/values recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Quality	4 to >2.67 pts Exceptional Presentation recording was good quality in a format easy to use by the viewer; presentation was well-rehearsed and flows well; the pace and tone of the presenter were appropriate; length of presentation was 6-8 minutes	2.67 to >1.33 pts Meets Expectations Presentation recording was poor quality; and/or format was not easy to use by the viewer; and/or presentation was not well-rehearsed and did not flow well; and/or the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 6-8 minutes	1.33 to >0 pts Needs Improvement Presentation recording was poor quality; and/or format was not easy to use by the viewer; and presentation was not well-rehearsed and did not flow well; and the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 6-8 minutes	4 pts

ORLD 3800 Presentation Rubric

Criteria	Ratings			Pts
Slide Quality	3 to >2.0 pts Exceptional Presentation slides were visually attractive, creative and interesting; slides contained the appropriate amount of text using a readable font size; tables and figures were clearly visible	2 to >1.0 pts Meets Expectations Presentation slides were not visually attractive, creative and/or interesting; and/or slides did not contain the appropriate amount of text or font size; and/or tables and figures were blurry	1 to >0 pts Needs Improvement Presentation slides were not visually attractive, creative and/or interesting; and slides did not contain the appropriate amount of text or font size; and tables and figures were blurry	3 pts
Organization and Readability	4 to >2.67 pts Exceptional Presentation slides were well-organized and free of formatting, typographical, grammatical errors; and included title slide, objectives, and a reference slide	2.67 to >1.33 pts Meets Expectations Presentation slides were not well-organized and/or had some formatting, typographical, grammatical errors; and/or one of the following was missing: title, objective or reference slide	1.33 to >0 pts Needs Improvement Presentation slides were not well-organized and/or had numerous formatting, typographical, grammatical errors; and/or two of the following were missing: title, objective or reference slide	4 pts
Support, Analysis, & Critical Thinking	4 to >2.67 pts Exceptional Critically analyzed and applied the course readings, lectures and interview with at least 5 direct/indirect citations	2.67 to >1.33 pts Meets Expectations Failed to critically analyze and/or apply the course readings; and/or relied heavily on personal examples or poorly supported evidence; and/or made 3-4 direct/indirect citations	1.33 to >0 pts Needs Improvement Failed to critically analyze and/or apply the course readings; and relied heavily on personal examples or poorly supported evidence; and made 0-2 direct/indirect citations	4 pts

ORLD 3800 Presentation Rubric

Criteria	Ratings			Pts
APA Style and Citations	3 to >2.0 pts Exceptional Presentation slides were free of APA errors; accurately used citations (direct and indirect quotes)	2 to >1.0 pts Meets Expectations Presentation slides had some APA errors; and/or did not accurately use citations (direct and indirect quotes)	1 to >0 pts Needs Improvement Presentation slides had numerous APA errors; and did not accurately use citations (direct and indirect quotes)	3

ORLD 4000 Final Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Contextual Overview	12 to >7.2 pts Exceptional Provided thorough contextual overview of the country; appropriate sources were cited.	7.2 to >2.4 pts Meets Expectations Provided minimal contextual overview of the country; appropriate sources were inconsistently cited.	2.4 to >0 pts Needs Improvement Provided little to no contextual overview of the country; appropriate sources were not cited.	12 pts
Presentation Content: Cultural influences on leadership	12 to >7.2 pts Exceptional Provided thorough overview of the cultural influences on leadership within the country; appropriate sources were cited.	7.2 to >2.4 pts Meets Expectations Provided minimal overview of the cultural influences on leadership within the country; appropriate sources were inconsistently cited.	2.4 to >0 pts Needs Improvement Provided little to no overview of the cultural influences on leadership within the country; appropriate sources were not cited.	12 pts
Presentation Content: Organizational influences on leadership	12 to >7.2 pts Exceptional Provided thorough overview of the organizational influences on leadership within the country; appropriate sources were cited.	7.2 to >2.4 pts Meets Expectations Provided minimal overview of the organizational influences on leadership within the country; appropriate sources were inconsistently cited.	2.4 to >0 pts Needs Improvement Provided little to no overview of the organizational influences on leadership within the country; appropriate sources were not cited.	12 pts
Presentation Content: Future of leadership	15 to >9.0 pts Exceptional Provided thorough overview of the emerging themes and personal analysis of leadership within the country; appropriate sources were cited.	9 to >3.0 pts Meets Expectations Provided minimal overview of the emerging themes OR personal analysis of leadership within the country; appropriate sources were inconsistently cited.	3 to >0 pts Needs Improvement Provided little to no overview of the emerging themes and personal analysis of leadership within the country; appropriate sources were not cited.	15 pts

ORLD 4000 Final Presentation Rubric

Criteria	Ratings			Pts
Presentation Quality	10 to >6.0 pts Exceptional Presentation recording was good quality in a format easy to use by the viewer; presentation was well-rehearsed and flows well; the pace and tone of the presenter were appropriate; length of presentation was 12-15 minutes	6 to >2.0 pts Meets Expectations Presentation recording was poor quality; and/or format was not easy to use by the viewer; and/or presentation was not well-rehearsed and did not flow well; and/or the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 12-15 minutes	2 to >0 pts Needs Improvement Presentation recording was poor quality; and/or format was not easy to use by the viewer; and presentation was not well-rehearsed and did not flow well; and the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 12-15 minutes	10 pts
Slide Quality	9 to >5.4 pts Exceptional Presentation slides were visually attractive, creative and interesting; slides contained the appropriate amount of text using a readable font size; tables and figures were clearly visible.	5.4 to >1.8 pts Meets Expectations Presentation slides were not visually attractive, creative and/or interesting; and/or slides did not contain the appropriate amount of text or font size; and/or tables and figures were blurry.	1.8 to >0 pts Needs Improvement Presentation slides were not visually attractive, creative and/or interesting; and slides did not contain the appropriate amount of text or font size; and tables and figures were blurry.	9 pts
Organization and Readability	10 to >6.0 pts Exceptional Presentation slides were well-organized and free of formatting, typographical, grammatical errors; and included title slide, introduction, and a reference slide.	6 to >2.0 pts Meets Expectations Presentation slides were not well-organized and/or had some formatting, typographical, grammatical errors; and/or one of the following was missing: title, introduction, or reference slide	2 to >0 pts Needs Improvement Presentation slides were not well-organized and/or had numerous formatting, typographical, grammatical errors; and/or two of the following were missing: title, introduction, or reference slide	10 pts

ORLD 4000 Final Presentation Rubric

Criteria	Ratings			Pts
Support, analysis, and critical thinking	10 to >6.0 pts Exceptional Critically analyzed and applied the course readings, and external sources with at least 5 direct/indirect citations.	6 to >2.0 pts Meets Expectations Failed to critically analyze and/or apply course readings; and/or relied heavily on personal examples or poorly supported evidence; and/or made 3-4 direct/indirect citations	2 to >0 pts Needs Improvement Failed to critically analyze and/or apply the course readings; and relied heavily on personal examples or poorly supported evidence; and made 0-2 direct/indirect citations	10 pts
APA Style and Citations	10 to >6.0 pts Exceptional Presentation slides were free of APA errors; accurately used citations (direct and indirect quotes)	6 to >2.0 pts Meets Expectations Presentation slides had some APA errors; and/or did not accurately use citations (direct and indirect quotes)	2 to >0 pts Needs Improvement Presentation slides had numerous APA errors; and did not accurately use citations (direct and indirect quotes)	10 pts
Total Points: 100				