

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Organizational Leadership and Technology** Department: **NA**

Technology

Degree or Certificate Level: **Undergraduate BS**

College/School: **School for Professional Studies**

Date (Month/Year): **August 2022**

Assessment Contact: **Katie Devany and Joe Lyons**

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? **2020-2021**

Is this program accredited by an external program/disciplinary/specialized accrediting organization? **No**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The following student learning outcomes were assessed:

Student LO #3: Analyze the local and global impact of computing on individuals, organizations, and society.

Student LO #4: Describe the role of ethics in decision-making in multicultural, professional organizations.

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 and identify the course(s) in which they 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 #3 Artifacts

- CIS 1300 - ACCESS DATABASE
- CIS 3150 - FINAL CASE ANALYSIS

Student LO #4 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 Analysis Paper
 - Think of yourself as an organizational behavior consultant. Your goal is to improve organizational performance by helping leaders address the “people” issues (the OB issues!). You will examine a case study and develop recommendations for the organization to address problems identified. You will create an action plan and make a one-minute video highlighting urgent steps for the leaders/executives of the organization to effectively and efficiently address those OB issues.
- ORLD 3300 – Community Improvement Proposal Paper
 - Using your team's Group Research document, 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 Covid-19 vaccinations for the city's most vulnerable populations. 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.

- 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.

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 tools(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).

This process has changed from last year in where a survey was distributed following the conclusion of the course asking instructors to review related learning outcomes. While the previous survey also included qualitative information such as opportunities for improvement of course content or design, the element of recency was lacking. The data from the Canvas outcomes tool was pulled by SPS leadership from Canvas and distributed to Program Directors for review following the conclusion of the academic year. As this was our first year using this tool, it would be helpful to pull the data after each term to provide the opportunity to update the course for the next iteration if applicable.

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 #3:**
-

CIS 3150 The majority of students (13 successfully demonstrated the objective, 0 partially demonstrated the objective, and 1 did not demonstrate the objective as assessed through completion of the related artifacts.

CIS 1300 All students (12 successfully demonstrated the objective, 0 partially demonstrated the objective, and 0 did not demonstrate the objective as assessed through completion of the related artifacts.

- **LO #4:** The majority of students (79%) successfully demonstrated the objective, 18% partially demonstrated the objective, and 3% 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 #3: The results indicate most students are able to analyze the local and global impact of computing on individuals, organizations, and society. Students expressed in their reflections how these artifacts help them strengthen their knowledge and theory.

LO #4: The results indicate that most students are able to describe the role of ethics in decision-making in multicultural, professional organizations. This competence is intentionally embedded in all leadership courses in the OLT major as well as the mapped courses with the CIS major. Students practice application of this competence through the artifacts as well as additional discussion board postings including case studies. Additionally, many students are able to connect with the concepts through their current or previous employment and therefore gain value from the courses and artifacts. Thus, the courses and artifacts related to this learning outcome seem to be well aligned with no recommendations for immediate change.

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?

The results will be disseminated to all faculty at the beginning of this academic year (fall 2022) during the faculty workshop. This workshop is available both in-person as well as via Zoom as many instructors do not live locally due to the modality of the courses (online).

- 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 are working to develop changes to the data collection method of the assessment plan. We used the learning outcome assessment tool in Canvas this academic year (2021-22) which varied from the data collection method used in previous years. We have a meeting scheduled in early August to discuss our feedback on the current method (Canvas tool) as well as ways we can improve this process.

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 assessment data?

The program director has been working with the primary instructor for the introductory leadership course, ORLD 1000 to ensure better alignment of the course learning outcomes. Several phone conversations have taken place as well as messages with specific action steps for improvement following the conversion of the course to a Master Course. Additional auditing of the course was completed by the program director of the graduate leadership degree.

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

The changes are being assessed by the Distance Education Office through the online peer review process. There were key components related to student learning outcomes that were absent from the current iteration. The new version is being finished now (summer 2022) and will be assessed in a few weeks prior to the fall 2022 semester.

C. What were the findings of the assessment?

The assessment has not yet been completed. However, preliminary assessment has shown greater alignment between course assessment/assignments and course learning outcomes. This key piece was not present in past iterations of the course. Additionally, quizzes are being revamped to produce a stronger assessment of the content as well as to align with course 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 (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Individual Proposal Paper Rubric

Criteria	Ratings			Pts
Introduction	<p>5 pts High Proficiency Student includes a well written Introduction section that clearly states the purpose and intent of paper, including an outline of the section themes to follow.</p>	<p>3 pts Medium Proficiency Student includes an Introduction section, which fails to fully address the purpose and intent of the paper or does not outline the section themes.</p>	<p>0 pts Low Proficiency Student does not include an Introduction to the paper or fails to state an intent and purpose for the paper without outlining the paper's section themes.</p>	5 pts
Section I	<p>16 pts High Proficiency Student addresses the research theme in this section with depth of thought and content. It is at least 1 (full) page in length and includes at least 3 cited/referenced sources.</p>	<p>10 pts Medium Proficiency Student fails to meet the following criteria in one or two ways: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	<p>0 pts Low Proficiency Student fails to meet the criteria in all of the following ways for this section: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	16 pts
Section II	<p>16 pts High Proficiency Student addresses the research theme in this section with depth of thought and content. It is at least 1 (full) page in length and includes at least 3 cited/referenced sources.</p>	<p>10 pts Medium Proficiency Student fails to meet the following criteria in one or two ways: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	<p>0 pts Low Proficiency Student fails to meet the criteria in all of the following ways for this section: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	16 pts

Individual Proposal Paper Rubric

Criteria	Ratings			Pts
Section III	<p>16 pts High Proficiency Student addresses the research theme in this section with depth of thought and content. It is at least 1 (full) page in length and includes at least 3 cited/referenced sources.</p>	<p>10 pts Medium Proficiency Student fails to meet the following criteria in one or two ways: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	<p>0 pts Low Proficiency Student fails to meet the criteria in all of the following ways for this section: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	16 pts
Section IV	<p>16 pts High Proficiency Student addresses the research theme in this section with depth of thought and content. It is at least 1 (full) page in length and includes at least 3 cited/referenced sources.</p>	<p>10 pts Medium Proficiency Student fails to meet the following criteria in one or two ways: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	<p>0 pts Low Proficiency Student fails to meet the criteria in all of the following ways for this section: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	16 pts

Individual Proposal Paper Rubric

Criteria	Ratings			Pts
Section V	<p>16 pts High Proficiency Student addresses the research theme in this section with depth of thought and content. It is at least 1 (full) page in length and includes at least 3 cited/referenced sources.</p>	<p>10 pts Medium Proficiency Student fails to meet the following criteria in one or two ways: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	<p>0 pts Low Proficiency Student fails to meet the criteria in all of the following ways for this section: (1) address the research theme in this section with depth of thought or content, (2) does not include at least 3 cited/referenced sources, or (3) does not meet the minimum length required of 1 (full) page.</p>	16 pts
Conclusion	<p>10 pts High Proficiency Student adds a Conclusion that is at least 1 (full) page in length and specifically proposes a plan, drawing upon the research presented in each section, for addressing the community need addressed by the paper.</p>	<p>5 pts Medium Proficiency Student adds a Conclusion to the paper, which omits one of the following: (1) a clear plan proposal for addressing the community need addressed in the paper, or (2) fails to meet the 1 (full) page minimum length requirement for the Conclusion section.</p>	<p>0 pts Low Proficiency The paper has no conclusion, does not propose a plan of action for addressing the community problem and is short of the 1(full) page minimum length required for the Conclusion.</p>	10 pts
APA Format	<p>5 pts High Proficiency Student does an outstanding job of formatting the section headers and placing in-text citations and references in APA format.</p>	<p>3 pts Medium Proficiency Student makes a good effort but does not properly format section headers or present in-text citations and references in APA format.</p>	<p>0 pts Low Proficiency Student fails to place section headers and in-text citations and references in the proper APA format.</p>	5 pts
Total Points: 100				

ORLD 3800 Final 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 Final 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 Final 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 wellorganized 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 wellorganized 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 Final 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	<p>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</p>	<p>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</p>	<p>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</p>	10 pts