SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: **Organizational Development**	Department:
Degree or Certificate Level: **Post-Baccalaureate Certificate**	College/School: **School for Professional Studies**
Date (Month/Year): **June 2022**	Primary Assessment Contact: **Steven Winton PhD**
In what year was the data upon which this report is based collected? **2021-2022**	
In what year was the program's assessment plan most recently reviewed/updated? **2021**	

1. Student Learning Outcomes

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

The post-baccalaureate certificate in Organizational Development (PBC OD) program has the following learning outcome (LO):

   LO1: Graduates will be able to apply organizational development theory in intervention design.

The PBC OD certificate is embedded within the MA Leadership and Organizational Development (MA LOD) program. Our assessment, therefore, is part of that program where we analyze/review the data for all LO's each year. We select one or two LO's to focus our efforts. We last directed our attention to this LO in 2020-21.

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.

Our overall assessment protocol integrates data from three sources to evaluate student learning:

1. Each program LO is mapped to specific courses and artifacts within those courses. In Canvas, instructors complete an assessment of learning that is attached to the rubric of the artifact's grading rubric. It is important to note that this process is meant to gather data that is independent of grades given.
2. Faculty mentors complete a summative assessment on each student at the conclusion of their capstone. Mentor's assess the student's performance for each of the learning outcomes.
3. A student assessment of learning outcomes is also completed by students at the end of their degree. This indirect measure asks students to rate the extent they learned and developed on each LO. They also indicate what specific competencies they developed and which they feel they need additional development.

Specific to the PBC we also look closely at the final projects submitted in ORLD 5550: Consulting and Facilitation Skills and ORLD 5250: Leading a Healthy Organization.

**If we have a Madrid student in the program, then they would be fully admitted into the program.

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.

Each artifact is assessed according to a standard rubric in Canvas. Within Canvas we then attach associated learning outcome measures to those rubrics. Instructors, after grading the artifact, rate the student in terms of their learning

mastery. The learning outcome assessment is separate from the grade given on the assignment. We pulled raw survey data from each of the courses in Canvas. We then tabulated the quantitative data to provide a high-level overview.

Please note that the Canvas approach was new this year. Previously, data was collected independently through a survey in Qualtrics.

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)?

Overall, we learned that student perceptions of learning were similar to previous years and that students feel they developed significantly (i.e., rated learning on LO1 to a great or moderate extent). On the formative survey, instructors also perceived student achievement of LOs to be like previous years:

- When looking at student achievement across courses (within the MA LOD program), LO1 (applying OD) was tied for the highest rated outcome as reported by students. 92% reported that they learned to a great extent and 8% reported that they learned to a moderate extent (to 68% and 32% last year, respectively). This LO had the biggest increase in achievement scores this year. Similarly, instructors have indicated that students made gains in the pursuit of this outcome (71% full student achievement).
- When looking at student achievement specifically on the final artifacts in ORLD 5550, there was 88% full student achievement, 13% partial achievement, and none at no or minimal achievement. This was also an improvement over the past several years.

5. Findings: Interpretations & Conclusions

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

Overall, the results tell us that students self-report that they are learning a great or partial extent. Faculty generally agree that a majority of students are demonstrating full achievement of LOs, but there are still a small percentage of students only partially demonstrating learning. Most student weaknesses are related to student writing abilities and APA knowledge, utilizing sources and instructor feedback, and forming logical arguments. There is also an opportunity to for student to better apply OD tools and better understand what it means to utilize an OD approach.

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?

Each year a complete report is distributed among key faculty and administrators associated with the program for feedback. Recommendations and action items are discussed, shared, and implemented.

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.

We continually work to improve the curriculum. Regarding writing we have:
- Implemented a series of orientation and graduate preparation courses (i.e., general orientation, writing, stats) to be taken prior to enrolling in the first course. As we cannot require these courses, we are working on different approaches to better direct students into these modules/courses.
- SPS faculty continue to refer students to our online tutorial platform, SmartThinking.
- Built rubrics and provided tutorials and coaching to assist with APA and general writing. Several classes updated resources and changed assignments (e.g., scaffolding, argument maps) to help students build stronger arguments.

Regarding OD we have recently:
- Added a new course focused specifically on consultation skills: ORLD 5550 Consulting and Facilitation Skills
- Provided more emphasis on an introduction to OD in ORLD 5000 Organizational Dynamics
- ORLD 5450 was completely revamped. Students now do a group service-learning project where they apply OD skills.

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?

We continue to "close the loop" on past assessment work. Past analyses of assessment data were used to inform recent curricular changes, some of which were made to directly influence student learning in LO3 (e.g., adding ORLD 5550 Consulting Skills). The data also suggests that the program is doing quite well on this LO (i.e., recent changes are working to improve student learning). Last year we noted that we need to revisit this LO, but it seems that curricular changes may take a few years to bring about intended changes.

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

It should be noted that the PBC OD is new, and we have limited comparative data. Furthermore, the sample sizes are small and the faculty who rate these each year also vary from year to year. Taken collectively, however, the data tell a story of improvement and is supplemented with qualitative data that provide additional clarification.

   C. What were the findings of the assessment?

Formative data suggests that LO1, and the PBC OD cert, is doing well. Given that students are learning the content, however, there is still opportunity to improve upon student writing and argumentation skills. We intend to continue our focus on this as well as look for additional opportunities for students to apply OD tools.

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

We take a holistic approach to assessment. The plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed, but this alteration will be temporary rather than permanent. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.

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