



Program Assessment Report (PAR)

Organizational Leadership (OL) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Learning Outcome #1: Students can articulate their leadership strengths and know how to apply them in an organization Learning Outcome #2: Students can demonstrate the leadership skills necessary to collaborate in a team environment to achieve goals. Learning Outcome #3: Students can explain a leadership concept, recognize it in the community and/or organizations, and illustrate how to apply it in an organizational setting.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Learning Outcome #1: Students can articulate their leadership strengths and know how to apply them in an organization Measurement: Students write a paper that analyzes their leadership strengths considering the following assessments -- CliftonStrengths, Myers-Briggs Type Indicator, Student Leadership Competencies, and Emotional Intelligence. The paper measures (1) the student's level of understanding of each assessment tool, (2) their strengths and weaknesses in relationship to each instrument, and (3) steps they will take to apply their strengths to the workplace. (OL 2010). Several course activities also integrate strengths elements, requiring students to identify, articulate, and integrate into course concepts (OL3020, OL3040) and with their experiential learning (OL4020, OL4025, and OL4030). Learning Outcome #2: Students can demonstrate the leadership skills necessary to collaborate in a team environment to achieve goals. Measurement: Students are required to learn group development theory, they are formed into project teams, and required to collaborate on written assignments and live presentations. Evaluations of student projects include (1) their understanding and application of how teams develop over time, (2) the dynamics and processes common to team functioning (i.e., goal-setting, decision-making), and (3) mastery of using technology and virtual environments toward effective team productivity and cohesion (OL 3040). Learning Outcome #3:

Students can explain a leadership concept, recognize it in the community and/or organizations, and illustrate how to apply it in an organizational setting. Measurement Students complete a capstone project where, using peer reviewed literature, they (1) explain a leadership concept that was particularly memorable / notable for them throughout the program. They (2) relate the concept to a leader and (3) real-world experience and (4) identify the value associated with that concept to organizations today and (5) create five action items for application in the workplace (OL 4950). In two of the experiential courses (OL4020 / OL4025) students either volunteer or serve as an intern, to assist local community organizations in identifying specific leadership concepts based on the research literature. Final projects from students illustrate how these concepts are represented in their various service or internship organizations.

B. Scoring of Student Work

Faculty teaching OL 2010, 3040, and 4950 graded students on the assigned projects designed to measure the learning outcomes. Each outcome measures a different level of learning throughout the program. OL 2010 contributes to the learning objectives associated with OL 2010. OL 2010, OL 3020, and OL 3030 contribute to the learning objectives associated with OL 3040. OL 4010, OL 4020/25/30, and OL 4940 contribute to the learning objectives associated with OL 4950. The learning objectives are identified in respective syllabi and are measured in an incremental fashion throughout the program. Specific assignments for these courses contain rubrics which are followed as guidelines for Instructors when grading.

C. Indirect Assessment

Survey questions to assess outcomes for students who completed the OL program was developed in Qualtrics and distributed to 188 student email addresses. The survey was sent on three different dates during 2022, during the months of November and December. The survey consisted of 13 items; 12 were multiple choice or Likert-type, and 1 open-ended, which were designed to address the program outcomes as well as other information deemed as important to the program by OL faculty. The Likert-type items allowed respondents to choose from 'Definitely', 'Somewhat', or 'Not At All'. The survey items were presented as follows: Q1: What year did you graduate from Wright State? (drop down menu of YEAR choices) Q2: Which Semester did you graduate? (drop down menu: Spring, Fall, Summer) We are interested in understanding the degree to which you LEARNED certain knowledge and skills in the Organizational Leadership program and the degree to which you USE them in your current job. Please use the rating scale provided when responding to each statement. Definitely – Somewhat – Not At All Q4: I can articulate my leadership strengths and know how to apply them in an organization Q5: I can demonstrate competence in numerous forms of communication (e.g., one-on-one, team environment, verbally, nonverbally, in writing, listening, group presentations, using virtual technology, etc.) Q6: I can demonstrate

leadership SKILLS necessary to collaborate in a team environment to achieve organizational goals. Q7: I can describe how component's of an organization's mission, vision, values, goals, organizational systems and structures impact change in the workplace. Q8: I can explain leadership concepts, recognize them in the organization where I work, and discuss how to best apply them in the workplace. Q9: In what ways has this degree made a difference for you? (click all which apply) Promotion Pay Raise Additional role or responsibilities I supervise others Started graduate degree Other: (specify) Q10: I suggest that the Org. Leadership program at Wright State, deliver its courses: On-campus, In-person Hybrid (some in-person with some online) Fully Online with NO set live virtual sessions Fully Online with SOME set live virtual sessions Other: (specify) Q11: Ethnicity / Ethnic Background White / Caucasian Black / African American American Indian or Alaskan Native Asian Native Hawaiian or Pacific Islander Hispanic Other: (specify) Q12: Are you Male Female I choose not to respond Other: (specify) Q13: Please share any additional comments that would be helpful for the Organizational Leadership Program at Wright State University.

III. ASSESSMENT RESULTS/INFORMATION:

[AssessmentResult]

The total number of completed survey responses was 13, yielding only a 7% response rate, which lends itself to question the accuracy toward making generalizable statements about the program. This report will later address measures to ensure higher response rates for future assessments. However, using the 13 student responses, the following data were reported: Demographic Data All students reported as having graduated in the 2021-2022 academic year; 6 in Spring, 6 in Summer, and 1 during Fall 2021. Gender: 6 male; 4 female; 2 chose not to respond. Race / Ethnicity Identification: 8 white / Caucasian; 1 African American; 2 Hispanic; 1 Other Responses to Address Specific Learning Outcomes Learning Outcome #1 Students will be able to articulate their leadership strengths and know how to apply them in an organization Item Q4 – I can articulate my leadership strengths and know how to apply them in an organization. 83% (definitely) and 17% (somewhat) Learning Outcome #2 Students will be able to demonstrate the leadership skills necessary to collaborate in a team environment to achieve goals. Item Q6 – I can demonstrate leadership SKILLS necessary to collaborate in a team environment to achieve organizational goals. 75% (Definitely) 25% (Somewhat) and 0% (Not At All) Item Q5 - I can demonstrate competence in numerous forms of communication (e.g., one-on-one, team environment, verbally, nonverbally, in writing, listening, group presentations, using virtual technology, etc.). 100% (Definitely) and 0% (Not At All) Learning Outcome #3 Students will be able to explain a leadership concept, recognize it in the community and/or organizations, and illustrate how to apply it in an organizational setting. Item Q7 – I can describe how components of an organization's mission, vision, values, goals, organizational systems and structures, impact change in the workplace. 92% (Definitely) 8% (Somewhat) and 0% (Not At All) Item Q8 – I can explain leadership concepts, recognize them in the organization where I work, and discuss how to best apply them in the workplace. 82% (Definitely) 9% (Somewhat) and 9% (Not At All) Analysis Though

the low response yield rate is disconcerting, the current responses do show favorable associations between the learning outcomes and student perceptions of their learning experiences. For each learning outcome, an indication of 'Definitely' was pronounced at a range of 73% - 100%. In general, the students who responded to this survey reported high / strong levels of satisfaction for the Likert-type items as well as the open-ended question. Additional items pertaining to faculty concerns produced the following results: Q9: In what ways has this degree made a difference for you? (click all which apply) New Employment Opportunity (22%) Promotion (6%) Pay Raise (6%) Additional role or responsibilities (28%) I supervise others (6%) Started graduate degree (17%) Other "haven't started my career search yet"....."currently looking for employment" Q13: Please share any additional comments: " Great program. Some people don't want to lock themselves into a degree that is very specific. You can go a number of ways with this degree if you know how to articulate yourself and what you learned relative to how it will impact the role you're going after." "All the professors are so helpful. Always willing to spend the time when it matters." "I really enjoyed the many different opportunities to learn in a way that works best for me." "The program helped me identify many of my strengths and weaknesses. I am more in-tune with my current style of leadership and where I want to be as a leader."

We have 5 competency questions and only 3 listed as learning outcomes we measure. The question regarding leadership concepts is a bit broad but we believe the questions related to communication and organization systems feed into it. We have revamped the OL curriculum within the last few years so as we survey students graduating in 2020, we may have more accurate data. We believe we are on track but would like to ensure the learning outcomes clearly cover what we want and that our course curriculum and survey assessment measure are aligned.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Revision of Learning Outcomes The Organizational Leadership program at Wright State is a representation of four distinct levels of learning: 1) Leading Self 2) Leading Others 3) Leading Organizations and 4) Leading within Community. Faculty will visit these themes and revise learning outcomes which are more aligned with these four elements. Specific courses and curriculum will also be reexamined to support any revised program outcomes. Evidence of Learning Specific evidence of learning will be collected and measured through several avenues: Course Objectives: As program outcomes are revised, specific course objectives will be identified and applied to provide clarity regarding the learning environment between student and faculty. This may involve changes to course syllabi which clarify learning objectives. Archived Learning: Students will be required to continue archiving specific learning using a social media platform (LinkedIn) as directed by faculty and course syllabi. Faculty will collaborate on specific elements to be placed into student social media accounts. Course Delivery Survey responses provide some insight toward students desiring options for course delivery (Q10). Although this program is currently

being offered through an asynchronous online platform, other types of course delivery will be discussed and explored by the faculty. Because the student demographics of those within the program are varied, it may be beneficial to consider other course offerings to include synchronous elements, hybrid (some on-campus / some online), and other flexible modalities. Student learning may improve as a result of students having a choice of course delivery which best aligns with their learning styles or preferences.

Adjunct Training Because the Organizational Leadership program relies on a high percentage of Adjunct Instructors to teach courses, they will be asked to participate with program training. Formal training occurs approximately twice a year, through an online virtual environment with full-time faculty. Informal training is available as needed through support from full-time faculty and university services. Adjuncts who are trained well to the nuances of this program (e.g., content, delivery), will create more meaningful learning experiences for students.

Student Participation / Feedback Low response rates, such as found in previous annual assessments, may not accurately reflect the collective perspectives of student experiences and effectiveness of learning. The faculty of the OL program will address these low rates and explore measures which may help to raise the level of student survey participants for future assessments. Doing so, may help us to more accurately identify areas of both strength and improvement regarding student learning.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.