Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(*updated 9/19/23*)

Program Type: **Non-Accredited Program**

Program Name: Organizational Development

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Review Cycle:
- Even Year
- Odd Year

Review Round:

- **Round A** (Associate Dean review)
- **Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: https://www.eiu.edu/assess/majorassessment.php

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Organizational Development

1. [SLO#1] Graduates will prepare correspondence for meetings and professional settings in both written and oral formats. (4500, Speaking & Listening)
2. [SLO #2] Graduates will demonstrate the ability to plan and prepare for careers. (4810, Writing and Reading)
3. [SLO#3] Graduates will be able to think critically and solve problems through ethical situations within the workplace. (4825, Responsible Citizenship, Critical Thinking)
4. [SLO#4] Graduates will understand and apply principles related to organizational culture as it relates to adaptation and change. (4830, Writing, Responsible Citizenship)
5. [SLO#5] Graduates will plan, organize, and direct activities in the workplace. (4835, Quantitative Reasoning, Writing)
6. [SLO#6] Graduates will design effective workforce development initiatives in response to challenges. (4840, critical thinking)

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
[SLO#1] Graduates will prepare correspondence for meetings and professional settings in both written and oral formats	Every major taking ODL 4500 will create, organize, and conduct a professional meeting through a detailed assignment. This assignment requires the learner to create meeting content, organize content by working with others, and conduct/lead a meeting with others. ODL 4500 is a required core course for all OD majors. Expectations are:	Performance expectations for the professional meeting assignment are based on holistic score from the rubric integrated into ODL 4500 covering concepts including preparing meeting materials, organizing professional meetings, speaking and leading professional meetings, and actively listening to others within the context of a professional meeting. During the reporting period for OD majors taking ODL 4500: 44% exceed expectations 47% meet expectations	A major component of this Learning Outcome is directly connected to the learner's ability to speak and listen effectively. While the assignment does not require the learner to provide a traditional speech, it does provide a strong focus on speaking and listening as it relates to

	20% will exceed expectations (> 90%) 70% will meet expectations (<90% & >70%) 10% will not meet expectations (< 70%)	9% did not meet expectations	competencies one will routinely see in the workplace. Based on AY24 data reported at the university level relating to speaking, current ODL majors average a score of 3.33 within Senior Seminar courses. While this is in line with the school average of 3.33, it is lower than both the college and university level as a whole.
[SLO #2] Graduates will demonstrate the ability to plan and prepare for careers.	Every major taking ODL 4810 (Career Development) will submit a career development assessment and plan. This assessment and plan is aimed at measuring the learners ability to reflect, assess, and design. The career development assessment and plan includes analyzing current career goals, researching career paths and requirements, and designing a detailed plan to achieve career success. ODL 4810 is a required core course for all OD majors. Expectations are: 30% will exceed expectations (> 90%) 68% will meet expectations (<90% & >70%) 2% will not meet expectations (< 70%)	Performance expectations for the career development assessment and plan are based on holistic score from the rubric integrated into ODL 4810 covering concepts including identifying clear career goals, assessing current and future career markets, self-evaluating current skill levels, creating career achievement plans, creating resumes, and effectively communicating career plans through writing. During the reporting period for OD majors taking ODL 4810: 66% exceed expectations 31% meet expectations 3% did not meet expectations	While ODL 4810 is not designated as a writing intensive course, the career development assessment and plan requires learners to write a paper of significance. The paper is reviewed by the instructor and learners are able to see feedback on both their understanding of career development concepts as well as basic writing/grammatical concepts.
[SLO#3] Graduates will be able to think critically and solve problems through ethical situations within the workplace	Every major taking ODL 4825 (Ethical Behavior) will submit a case study aimed at measuring critical thinking and problem solving within the organization. The case study includes analyzing	Performance expectations for the case study are based on holistic score from the rubric integrated into ODL 4825 covering concepts including ethical thinking and standards, analyzing situations from an ethical framework, behaving ethically, thinking	ODL 4825 directly and clearly relates to two of the university learning goals: Responsible citizenship and critical thinking.

	concepts of ethical conduct, responsible behavior and citizenship, and diverse ideas in the workplace. ODL 4825 is a required core course for all OD majors. Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)	critically, solving ethical problems, and understanding diversity in the work context During the reporting period for OD majors taking ODL 4825: 65% exceed expectations 29% meet expectations 6% did not meet expectations	Both the case study assignment, as well as other course requirements, directly connect back to the responsible citizenship rubric including the evaluating complex factors, evaluating and applying ethical standards, and independently applying evidence and theories. Additionally, course material for ODL 4825 directly relates to the critical thinking rubric such as engaging in diverse perspectives, evaluating arguments, and creating proposals.
[SLO#4] Graduates will understand and apply principles related to organizational culture as it relates to adaptation and change	Every OD major taking ODL 4830 (Organizational Perspectives) will submit an organizational analysis paper in which they demonstrate the integration of principles concerning the interaction of personal and organizational adaptation and change. ODL 4830 is a required course for all OD majors. Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)	Performance expectations for the organizational analysis paper are based on a holistic score from a rubric integrated into ODL 4830. The rubric lists specific, desired outcomes based on the following concepts: - Organizational background - Analysis of Organizational Frames - Synthesis of finding - Recommendations for change - Clear conclusions During the reporting period for OPD majors taking ODL 4830: 69% exceed expectations 24% meet expectations 1% did not meet expectations	This course within the ODL program's core is designated as Writing Intensive (WI). ODL 4830 includes a detailed writing assignment that are not only designed to measure program specific outcomes, but overall learner writing ability as well. Data is reported at the University level for the ODL program's EWP results. We expect Organizational Development students to meet or exceed the campus average. In AY23-23 the average for Organizational Development students

			was 3.26. This rating indicates a slight decrease from the previous report of 3.48. The content of ODL 4830 also directly connect back to the responsible citizenship rubric including the evaluating complex factors, evaluating complex social and culture issues, evaluating professional situations, planning improvements, and exploring difficult organizational/cultural problems.
[SLO#5] Graduates will plan, organize, and direct activities in the workplace	Every major taking ODL 4835 (Supervision) completes a detailed project where they are expected to perform measurable skills to plan, organize, and direct activities in the workplace. ODL 4835 is a required core course for all OD majors. The instructors are responsible for determining the holistic score of the case study rubric. Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)	Performance expectations for the supervision project are based on a holistic score from a rubric integrated into ODL 4835. The rubric utilizes a valid and reliable rating scale to measure observable performance and skill development. During the reporting period for OD majors taking ODL 4835: 63% exceed expectations 33% meet expectations 4% did not meet expectations	This course within the ODL program's core is designated as Writing Intensive (WI). ODL 4835, includes a detailed writing assignment that are not only designed to measure program specific outcomes, but overall learner writing ability as well. Data is reported at the University level for the ODL program's EWP results. We expect Organizational Development students to meet or exceed the campus average. In AY23-23 the average for Organizational Development students

			was 3.26. This rating indicates a slight decrease from the previous report of 3.48. ODL 4835 also requires learners to create and calculate various organizational budgets. This project allows learners to practice basic calculations, solve budgetary issues and critically evaluate real world quantitative measures.
[SLO#6] Graduates will design effective workforce development initiatives in response to challenges	Every OD major taking ODL 4840 (Training Program Development) develops a detailed training program as a workplace improvement initiative designed to improve performance. ODL 4840 is a required course for all OPD majors. Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)	Performance expectations for the training program are based on a holistic score from a rubric integrated into ODL 4840. The rubric utilizes a valid and reliable rating scale to measure observable performance and skill development. During the reporting period for OPD majors taking ODL 4840: 63% exceed expectations 29% meet expectations 8% did not meet expectations	One major component of the ODL 4840 course requires learners to conduct an occupational analysis, as well as utilize analysis data to think critically about making instructional design decisions. Learners are required to justify data collection methodologies and to make reasoned arguments based on data collected. This course also provides learners with the opportunity to practice their speaking and listening competence through directing a learning activity. Learners are required to create and provide guidance on a learning module. This activity requires them to

			meet with a learner, observe them performing a skill, and provide feedback to the learner.
SLOs 1-6	In order to gather data from graduating students, the ODL program utilized structured interviews. A random selection of students were interviewed in order to determine the aspects of the ODL program that were deemed most beneficial, their perceived value of the course offerings, and any potential improvements that could be made.	Of the seven students interviewed during the AY23-24 year, feedback indicated that graduates were satisfied with all aspects of the ODL program as a whole. Graduates were most satisfied with the flexibility of the program, 8-week courses, course applicability, most of the instructor's expertise in the field, and the commitment of full-time ODL faculty and staff (advisors). The main areas for improvement related to problems with textbook rental not being a "friendly" process for online students, and other challenges with university offices such as financial aid and the registrar's office as it relates to dealing with online students.	
SLOs 1-6	Because the ODL program prides itself on its overall connection to the workplace, the ODL program has traditionally gathered data from alumni workplaces to ensure the program is meeting and exceeding employer expectations. A random selection of alumni employers were interviewed to determine the overall effectiveness of ODL course offerings and content.	Three alumni employers were interviewed for the AY23-24, representing roughly 15 past ODL graduates (6 recent graduates). Feedback from employers indicates that they were overall satisfied with current graduates and the skills ~~they~~ that were learned within the program. Comments were made that more recent graduates seemed to be better prepared in areas related to supervision and training than previous graduates. Employers expressed that they were particularly satisfied that graduates seemed to be able to apply skills more effectively than graduates of other programs. Suggestions for improvement included a desire for potentially more data analysis skills such as statistics.	

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Based on the previous assessment report and feedback, it was clear that the ODL committee needed to update the SLOs for the program to accurately reflect the current program. The previous SLOs had not been updated when the program added courses such as ODL 4500 and ODL 4825 to the core. Additionally, the ODL SLOs did not adequately assess the changes and updates made to some of the other core courses. Work included both the development and revision of SLOs, but also on a revision of course measures to adequately measure the SLOs. The ODL committee also noted the reviewers' feedback to remove SLOs that were specific to the university learning goals, and instead address how these learning goals were incorporated into program specific learning goals where appropriate.

Some of the future or potential changes that have been discussed by the committee include utilizing more measures that are directly competency based to measure achievement. With courses such as ODL 4840 and ODL 4835 using several competency-based components focusing on observable and measurable skill performance, the committee believes that finding an effective methodology to use these as a direct measure for SLOs may be of benefit. The challenge here will be the resources needed to adequately determine the competencies for other ODL core courses and creating effective learning activities to directly measure such competencies in an online format. Another potential change considered was determining SLOs to measure the overall effectiveness of the two ODL minors (Talent Development and Organizational Leadership). The committee believes that such an endeavor would be important in continuously improving ODL course delivery, as well as ensuring that ODL content continues to meet and exceed expectations of both students and employers.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Since many of the measures for the SLOs are new or revised, it is difficult to compare them to previous work. It is noted that instructors appear to be having success with getting learners to perform at an appropriate level for courses during AY23-24.

In relationship to ODL Speaking numbers overall, graduates appear to be in line with the college and university. With the ODL program being completely online, assignments that are speaking related can be challenging to implement. The ODL program, however, has been working to improve course outcomes that involve more assignments related to speaking and listening. The goal is to continue to leverage technology in different formats to provide learners with opportunities to practice both speaking and listening.

Of note is the reduction in the overall average related to EWP scores for ODL students (3.26 from 3.48). While it is difficult to isolate any specific factor that may have been the cause of such a reduction, the ODL program will continue to monitor this. Currently the ODL program has two core courses that are designed as writing intensive, as well as three elective courses. Writing is clearly a key component of the ODL program. One of the suggested ways to improve this are shorter organizationally specific writing assignments where learners have multiple opportunities to practice and receive feedback.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
1/19/23	Hogan, Drage, and Steinke	AY22 Report and feedback were reviewed by the ODL curriculum committee. Revision of SLO to reflect updated ODL core were discussed.
9/7/2023	Hogan, Drage, and Steinke	Updated SLO for ODL core were approved and implemented by the ODL curriculum committee
9/5/2024	Hogan and Steinke	ODL committee reviewed new assessment plan and data collection for 2024. Additional SLO were discussed to review ODL minors.
9/26/2024	Hogan and Steinke	The ODL committee met to discuss and finalize the assessment report.

Dean Review and Feedback

The assessment approach for the Organizational Development Leadership (ODL) program has been developed over a period of many years. As provided in the submitted report, program outcomes have been reviewed. The ODL program has shown great strides in developing a flexible program for all ODL program students. The ODL program noted that they need to update program SLO's to accurately reflect the current program.

During the next review cycle, the ODL program is encouraged to explore and implement some changes to direct competency based SLO measures and utilize assessment results to make appropriate program changes, such as the addition of a data analysis/statistics course option for students (perhaps this could be an existing course in the School of Business or elsewhere).

It is unclear how the assessment results are being used to improve student learning and drive positive program modifications. The ODL faculty should strive to make this connection more explicit in the future.

Dean or designee   Date

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee   Date