

**Assessment Report
Organizational Development**

**MEMO
9-27-2022**

The program assessment report for the Organizational Development Program follows.

The Organizational Development Program Committee, comprised of all full-time faculty in the program, was designed to meet the needs of adult transfer students with significant occupational experience. Historically the program has worked actively to improve the overall quality to better serve our customers and adapt to changes in the job markets available to our graduates. Over the past ten years, the program has adapted to student and industry demands by renaming the program to Organizational Development (from Career and Organizational Studies, and then Organizational and Professional Development), increased course offerings and core, created flexible 8-week semester schedules, developed minors for further specialization, and increased accessibility for students.

Within this ten-year timeframe, the ODL program has also used a number of methods to gather information about our students, employer needs, our program offerings, and program focus. Specifically, ODL relies on:

1. Annual surveys of current students with both satisfaction and outcome measures.
2. Alumni surveys with both satisfaction and outcome measures.
3. Key informant surveys with current employers of our graduates.
4. On-going monitoring of student performance on key assignment measures linked to goals.
5. On-going tracking of graduations, applications, admissions, and class enrollment.
6. University level data.

Prior to the COVID-19 pandemic, the Committee met regularly to engage in discussions regarding improvement strategies, challenges, and opportunities.

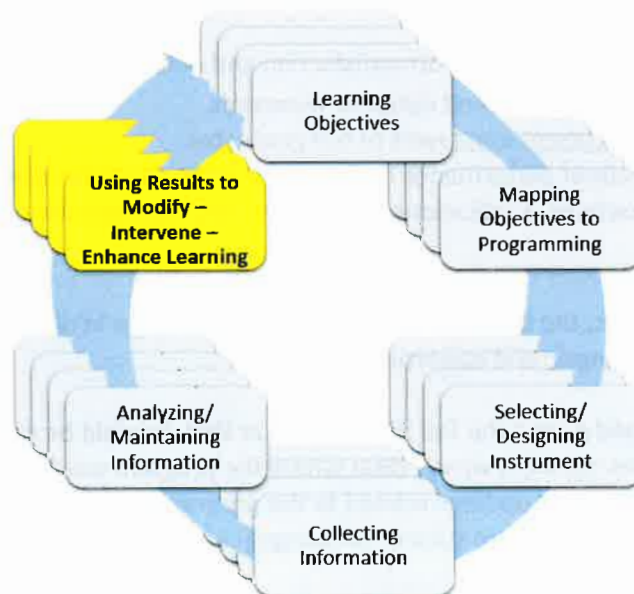
The ODL program was informed during the Fall 2022 semester that it would be moving out of the School of Technology. At the time of this report, it wasn't clear where the program would be housed in the future. Given this development, all potential updates related to the program, including updating goals and outcomes, as well as assessment plans are subject to change (i.e. accreditation options may differ depending on the direction of the program).

Non-Accredited Programs Assessment of Student Learning

All academic programs are required to create assessment plans that focus on continuous improvement, academic excellence, and articulate measurable student learning outcomes.¹ The plans should be periodically reviewed and revised, as needed, by program faculty to reflect curriculum revisions, new interventions (such as course revisions), and enhanced measurements of student learning. Assessment is a sustained, ongoing, and reflective annual process that is student focused, documents change, and demonstrates that the program faculty engage in regular evidence-based discussions that contribute to continuous program improvement.

The assessment cycle at EIU requires the development of an assessment plan, annual data collection, and regular faculty engagement in the analysis of data on student outcomes. As such, assessment is an annual process of continuous improvement and refinement of academic programs, as well as learning outcomes. From a compliance perspective, all academic programs, including the general education program, will engage in a biennial review process. This biennial review process will require reports in Years 2 and 4 that include administrative review and feedback. Year 4 reporting and feedback will be more detailed and extensive. The assessment reports will be due to the Dean no later than October 15 or the first business day thereafter. Ordinarily, Dean feedback will be provided by November 15 and VPAA-designee feedback by December 15 (in Year 4-only). The materials will be archived online by the Academic Success Center.

Figure 1. Assessment as Continuous Improvement²



¹ Student Learning Outcomes (SLOs) are program specific learning outcomes or competencies that are assessed by the program. SLOs are expected to be linked to current discipline or professional standards. Please note, SLOs may map to one or more University Learning Goals.

² Based on Walvoord, B. 2010. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, & General Education*, 2nd Edition. San Francisco: Jossey-Bass-Wiley.

Year 2³

Non-Accredited programs are required to submit the **Year 2 Assessment Template**. Programs may also include an optional cover memo (not to exceed 1 page). The cover letter might include any information or highlights the department believes would be important to demonstrate academic excellence and program quality.

The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. The program report and dean feedback will be archived by the Assessment Coordinator.

Year 4

Non-Accredited programs are required to submit a completed **Year 4 Assessment Template** and a **Summary of the Assessment Data by SLO** for the past 4 Years as an appendix. The **Summary of the Assessment Data by SLO** prepared by programs is expected to be a chart or other means of presentation that describe the annual data collected, when, where/which course(s), by whom it was collected, and the assignment or activity. This Summary should correspond to the record-keeping documents maintained by the academic program. The optional cover memo (not to exceed 1 page) may include any information or highlights the department believes would be important to demonstrate academic excellence and program quality. The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. In addition, the report will be reviewed by a designee of the VP for Academic Affairs and archived by the Assessment Coordinator.

Finally, all programs are expected to annually collect data and retain all records pertaining to the instruments and methods used for data collection. These materials are to be made available for periodic review by the Dean's or Provost's offices upon request.

³ With permission of the VP for Academic Affairs or designee, programs may substitute the IBHE program review (not the short form) in place of the Year 2 or 4 report, if it falls within the same calendar year, and if these documents substantively discuss assessment, outcomes, and data.

Non-Accredited Programs Only

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. [SLO#1] Graduates will plan, organize, and direct activities in the workplace. (4835)
2. [SLO#2] Graduates will design effective workplace improvement initiatives in response to challenges. (4840)
3. [SLO#3] Graduates will understand and apply principles of personal and organizational adaptation to change. (4830)
4. [SLO#4] Graduates will be able to think critically and solve problems. (4825)
5. [SLO#5] Graduates will demonstrate professional writing competency. (4500, 4810, EWP)
6. [SLO #6] Graduates will demonstrate the ability to speak effectively in professional settings. (University)
7. [SLO #7] Graduates will develop and describe quantitative information effectively. (University)

Overview of Measures/Instruments

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p align="center">1</p>	<p>Q, W</p>	<p>Every major taking ODL 4835 (Supervision) complete a detailed project where they are expected to performance 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%)</p>	<p>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</p>
<p align="center">1</p>		<p>Surveys of all active and graduating students are administered annually. One question asks students to rate the extent to which each course prepared them for current and anticipated professional opportunities.</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee. No survey data was collected or presented to the ODL program committee since 2019.</p>

2	C	<p>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.</p> <p>Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)</p>	<p>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.</p> <p>During the reporting period for OPD majors taking ODL 4840: 75% exceed expectations 23% meet expectations 2% did not meet expectations</p>
2		<p>Surveys of all active and graduating students are administered annually. One question asks students to rate the extent to which each course prepared them for current and anticipated professional opportunities.</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee.</p> <p>No survey data was collected or presented to the ODL program committee since 2019.</p>
3	C,W	<p>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.</p> <p>Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)</p>	<p>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:</p> <ul style="list-style-type: none"> - Organizational background - Analysis of Organizational Frames - Synthesis of finding - Recommendations for change - Clear conclusions <p>During the reporting period for OPD majors taking ODL 4830: 60% exceed expectations 36% meet expectations 4% did not meet expectations</p>
3		<p>Surveys of all active and graduating students are administered annually. One question asks students to rate the extent to which each course prepared them for current and anticipated professional opportunities.</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee.</p> <p>No survey data was collected or presented to the ODL program committee since 2019.</p>

4	C,R	<p>Every major taking ODL 4825 (Ethical Behavior) will submit a case study aimed to measure critical thinking and problem solving within the organization. The case study includes analyzing 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.</p> <p>Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)</p>	<p>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 critically, solving ethical problems, and understanding diversity in the work context</p> <p>During the reporting period for OD majors taking ODL 4825: 65% exceed expectations 29% meet expectations 6% did not meet expectations</p>
4	R	<p>Surveys of all active and graduating students are administered annually. One question asks students to rate the extent to which each course prepared them for current and anticipated professional opportunities.</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee.</p> <p>No survey data was collected or presented to the ODL program committee since 2019.</p>
5	W	<p>Two courses within the ODL program's core are designated as Writing Intensive (WI). These courses include both ODL 4830 and ODL 4835, and include detailed writing assignment that are not only designed to measure program specific outcomes, but overall learner writing ability as well.</p> <p>Expectations are: 20% will exceed expectations (> 90%) 75% will meet expectations (<90% & >70%) 5% will not meet expectations (< 70%)</p>	<p>Performance expectations for detailed writing assignments in ODL 4830 and ODL 4835 are based on a detailed rubric designed to improve both understanding of course content and writing specific skills (formatting, flow, etc.). The assignments provide an opportunity to receive feedback from the instructor and for learners to make improvements.</p> <p>During the reporting period for OD majors taking ODL 4830 and ODL 4835: 70% exceed expectations 28% meet expectations 2% did not meet expectations</p>
5	W	<p>ODL majors submit projects for the EWP. The measures of their performance as it pertains to writing is reported and compared to the other programs on campus.</p>	<p>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 AY21-22 the average for Organizational Development students was 3.48 compared to 3.30 for the school, and 3.34 for the College.</p>
6	S	<p>ODL Majors take Senior Seminars in which major speech data is reported and compared across campus.</p>	<p>Data is reported at the University level. We expect Organizational Development students to meet or exceed the campus average. In AY21-22 the average for Organizational Development students was 3.76 compared to 3.66 for the school, 3.62 for the College, and 3.64 overall.</p>
7	Q	<p>Surveys of all active and graduating students are administered annually. One question asks students to rate the extent to which each course prepared them to produce, analyze, interpret, and evaluate quantitative material.</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee.</p> <p>No survey data was collected or presented to the ODL program committee since 2019.</p>

1-7	ALL	<p>Surveys of all graduating seniors and current students are conducted annually to measure both satisfaction and perception of learning regarding each assessment goal including each University level undergraduate learning goals.</p> <p>70% will report improvement in critical thinking, writing & critical reading, speaking and listening, quantitative reasoning, & responsible citizenship,</p>	<p>The Coordinator is responsible for preparing and administering the survey and submitting results to the Program Committee.</p> <p>No survey data was collected or presented to the ODL program committee since 2019.</p>
-----	-----	---	---

▲*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Year 4

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) 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?

No curricular actions or improvements have been made as the result of the previous student learning outcome data.

2. Please 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).

While students appear to be meeting or exceeding measures of learning on designated class activities and University data, it is evident during this assessment that significant work is needed. Based on previous changes to the ODL core and requirements, the SLOs for the program need to be revisited and redesigned to better address the program's current direction. Additionally, there has been a clear decline in the amount of data collected for the program via direct contact with alumni and employers that needs to be addressed.

Using the form below, 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).

No ODL meeting was conducted since August 2020 to specifically address or discuss the assessment process, review assessment data, etc.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)

Based on this assessment the Organizational Development Committee will take the following actions in the next year. Conduct a full revision of the assessment plan including the redesign for SLOs that focus on the core outcomes of the ODL program. This will include the following:

- The development of new or revised SLOs for each of the core courses within the ODL program.
- Clear measurable outcomes for each SLO associated with each of the ODL core courses with specific reliable and valid rubrics to measure performance.
- Focus on the overall reliability of measures and how specifically measures of SLOs for core courses in ODL can be consistent regardless of course instructor.
- New assessment measures of the programs will be created determine the impact of SLOs with alumni and employers.
- Exploration of new data gathering techniques for continuous improvement, such as occupational analysis, will be reviewed to determine the most effective means of meeting and exceeding customer expectations.
- Exploration of potential accreditation in order to enhance program assessment and outcomes.
- Clearer communication and involvement with ODL faculty be a priority for program assessment.

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. [SLO#1]
2. [SLO#2]
3. [SLO#3], etc.

Overview of Measures/Instruments

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four 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?
2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).
3. Using the form below, 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).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)

Dean Review & Feedback

The Organizational Development (ODL) assessment program has developed over many years. As noted in this report, program outcomes need to be reviewed due to significant program modifications that were made several years ago. During the next review cycle, modification of these program outcomes, development of appropriate direct assessment changes as well as indirect measures, and use of the data to inform program continuous improvement, will take place.



 Dean or designee

11/15/22

 Date

Academic Affairs – Academic Success Center Review & Feedback: B.S. Organizational Development

The SLO report documents the Organizational Development program’s intentions to conduct a 360-degree review and retooling of its assessment plan. Unfortunately, the program has not finalized a plan to assess student learning outcomes and lacks data from the last several years. As stated within the report, the program will need clearly-articulated and measurable student learning outcomes. This set of goals will also need to be based wholly within the program. That is, the program’s specific goals can dovetail with—but need not reference or rely upon—university-level assessment of student learning (writing/EWP and speaking goals, for instance, unless these outcomes are measured directly within ODI courses).

Executive Director  Suzie Park, VPAA Office

Date 12/15/22