

## BSOL Program Learning Outcomes Report Summary 2019

The following table summarizes the assessment of PLOs for the BSOL program for assessment cycle (2019). This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

<b>Program</b>	Bachelor of Science in Organizational Leadership
<b>Assessment Period</b>	SU 1 2018 - SP 2 2019
<b>Program Learning Outcomes (PLOs)</b>	<p>PLO 2: Integrate principles of Christian faith and learning into a variety of subject matters</p> <p>PLO 3: Demonstrate the fundamentals of effective oral and written interpersonal and business communication</p>
<b>Closing the loop (from the last time these same PLOs were assessed)</b>	<p>PLO 2: PLO 2 was assessed last in 2016. As a result of a curricular update to the BSOL program in 2017, PLO 2 was changed. This is the first time the revised PLO 2 has been assessed.</p> <p>PLO 3: PLO 3 was assessed in 2015. As a result of a curricular update to the BSOL program in 2017, PLO 3 was changed. This is the first time the revised PLO 3 has been assessed.</p>
<b>Standards of Success</b>	<p>PLO 2: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate student scores equal to 80% for the Leadership Integration Analysis, Part 3 assignment for BSOL 413 as measured by the artifact assessment rubric.</p> <p>PLO 3: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate student scores equal to 80% for the Signature Assignment, Part 3 assignment for BSOL 308 as measured by the artifact assessment rubric.</p>
<b>Evidence</b>	PLO 2: Leadership Integration Analysis, Part 3 assignment for BSOL 413 Sample size - a random sample of 31 artifacts

	PLO 3: Signature Assignment, Part 3 assignment for BSOL 308; Sample size - a random sample of 33 artifacts
<b>Assessment Tool</b>	<p>PLO2: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p> <p>PLO 3: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p>
<b>Assessors</b>	<p>Dr. Robert Waltz, Full-time Instructor  Ms. Kathy Benton, Adjunct Instructor  Dr. Craig Brewer, Assistant Dean (Tiebreaker)</p>
<b>Results</b>	<p>PLO 2: Based on the joint assessment scorecard, 30 out of 31 samples passed (96.77%). PLO was met.</p> <p>PLO 3: Based on the joint assessment scorecard, 30 out of 33 samples passed (90.91%). PLO was met.</p>
<b>Discussion of Results</b>	<p>PLO 2:  <i>Integrate principles of Christian faith and learning into a variety of subject matters</i></p> <p>Based on the results, the PLO was met with 96.77% of the artifacts being rated with a passing score.</p> <p>PLO 3:  <i>Demonstrate the fundamentals of effective oral and written interpersonal and business communication</i></p> <p>Based on the results, the PLO was met with 90.91% of the artifacts being rated with a passing score. According to the rubric, average is satisfactory. As a result, some of the items may have passed that do not necessarily meet faculty expectations.</p>
<b>Proposed Changes</b>	<p>PLO 2: Revise assignment and rubric in ORGS 460 (BSOL 413) in order to focus more on the analysis of the integration of the Christian worldview perspective in a more objective type of way so that it is narrow enough to address our Christian principles while also being broad enough to integrate students who do not share the Christian worldview perspective.</p> <p>PLO 3: Revise assignment In ORGS 350 (BSOL 308) to independently assess oral and written interpersonal communication. Develop additional strategies to assess student writing early in the BSOL program in order to ensure that students have the writing resources necessary to be successful.</p>
<b>Rationale for Proposed Changes</b>	<p>PLO 2:  While the pass rate for PLO 2 was high at 96.77%, the faculty assessors raised concerns about the subjectivity of the rubric. The assignment and rubric did not focus enough on the analysis of the integration of principles of Christian faith and learning into the subject matter. It would be helpful to more clearly articulate between personal faith and the Christian worldview perspective. How do we assess students who may have a different faith background? We need to distinguish</p>

	<p>between religion and faith walk.</p> <p>Faith and religion are the same and different. Faith is personal, and religion is more systematic. No matter, this needs to be a critical element of PLO 2.</p> <p>I believe that if we are a Christian university, we need to be up front in courses as to what that means as it relates to the course subject matter. This also gives students who choose to take this course a chance to "dig" a little deeper into the Bible to support their thoughts.</p> <p>We need to think "narrow" enough in our faith integration into the course content to support our Christian principles, but also "broad" enough to integrate those who do not have a faith, but for one reason or another have chosen LAPU as their school of choice. As an example of "narrow", each course could have a "scriptural" reference in the course introduction that would support that course content. "Broad" would be inviting those "outside of Christian faith" to investigate the content through a scriptural lens.</p> <p>PLO 3: While both oral and written interpersonal communication are listed in the PLO, written interpersonal communication is the only area that was assessed. There was not an oral communication assignment to assess for this PLO. It is recommended that the assignment in the BSOL 308 (now ORGS 350) course be amended to include an oral presentation.</p> <p>Although the passing rates were high, faculty remain concerned about the writing of students in the program. One strategy may be to include a requirement for a writing sample in order to make sure students are prepared for success. At an earlier time, there was a writing sample required for students during the registration meetings for the BSOL program. Students were able to bring in a brief outline of "talking points" but had to write an essay in the registration meeting. Another suggestion is to include a writing tutorial that would cover the common business writing basics that have been designed into the signature assignments and APA compliance. This would allow faculty to focus on the content of the course material rather than the writing. The faculty want to prepare students for career success and review papers in light of how a current or future supervisor may perceive the writing of the student. This is critical to LAPU's long-term reputation as an institution.</p>
<b>Financial Resources Required</b>	<p>PLO 2: None PLO 3: None</p>
<b>Annual Learning Report for BSOL Approved</b>	<p>Approved by the Educational Effectiveness Committee on November 11, 2020</p>
<b>Follow Up (Closing the Loop for PLOS</b>	<p>2018 Assessment Cycle PLO 1:</p>



<p><b>assessed in previous assessment cycle)</b></p>	<p>It was recommended for PLO 1 to add language “in an organizational setting” in order to more closely align the PLO with the discipline of organizational leadership. This recommendation will be considered as part of the 2020 BSOL program review.</p> <p>PLO 7: No changes to PLO 7 or the associated assignment are suggested at this time. This entire course was completely redeveloped in Spring 2017 to address multiple issues with the program and courses.</p>
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