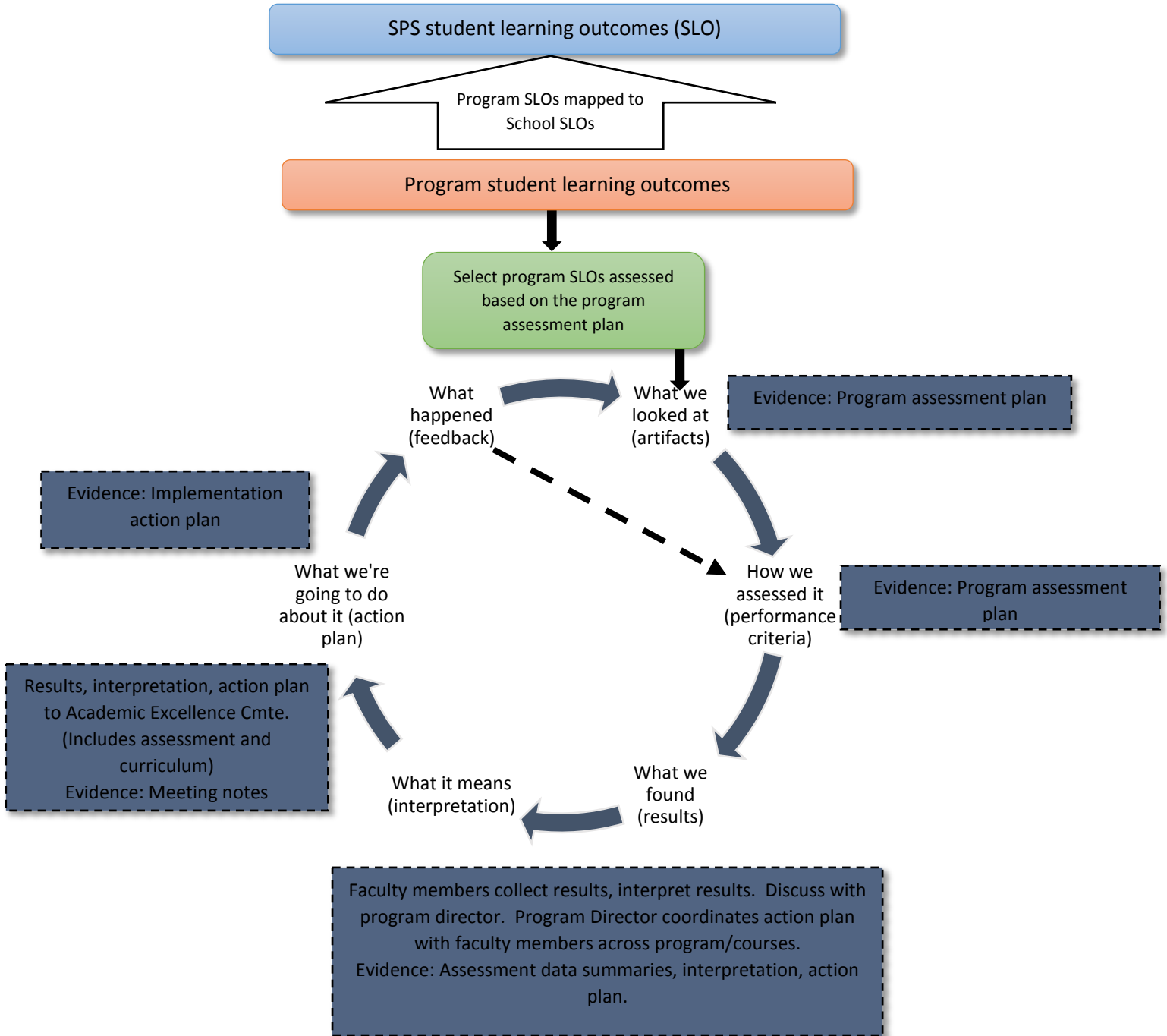


**Saint Louis University School for Professional Studies
Program Assessment Model**

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.



Program Assessment Plan

Program: Organizational Leadership & Technology

Department: N/A

College/School: School for Professional Studies

Date: 7-2018

Primary Assessment Contact: Katie Devany & John Buerck

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> ▪ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> ▪ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Describe the functions and interrelationships of the key units of an organization	OSTD 3005: Organizational Foundations OSTD 4805: Organizational Theory and Practice	1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

2	Analyze a problem, and identify the computing requirements appropriate to its solution.	<p>CIS 1600: Introduction to Programming</p> <p>CIS 2850: Principles of Data Analysis</p> <p>CIS 3300: Database Analysis and Design</p>	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p>	<p>Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
3	Analyze the local and global impact of computing on individuals, organizations, and society.	<p>CIS 1300: Information Systems and Technology</p> <p>CIS 3150: Workplace Ethics</p>	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p>	<p>Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
4	Describe the role of ethics in decision-making in multicultural, professional organizations	<p>CIS 3150: Workplace Ethics</p> <p>OSTD 3205: Interpersonal Relations in Organizations</p> <p>OSTD 3305: Team Dynamics</p> <p>OSTD 4805: Organizational Theory & Practice</p>	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p>	<p>Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>

			2. Exit survey completed by students at end of degree.	
5	Critique historical and contemporary approaches to leadership and leadership styles	OSTD 3305: Team Dynamics OSTD 4105: Concepts and Theories of Leadership	1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Program Assessment Schedule

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

	SLO1	SLO2	SLO3	SLO4	SLO5
AY 2018-19	OSTD 3005 OSTD 4805	CIS 1600 CIS 2850 CIS 3300:			
AY 2019-20			CIS 1300 CIS 3150	CIS 3150 OSTD 3205 OSTD 3305 OSTD 4805	

AY 2020-21	OSTD 3005 OSTD 4805				OSTD 3305
AY 2021-22		CIS 1600 CIS 2850 CIS 3300	CIS 1300 CIS 3150		

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The Program Directors in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcome can be distinguished and evidence towards achievement reported.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This 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. 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.

