

Tier 1–Assessment of Student Learning Report

Department or program name: Bachelor of Applied Science, College of Agriculture and Natural Resources

Name of degree/program assessed: Bachelor of Applied Sciences, Organizational Leadership

Program Level (check one):

Undergraduate

Masters

Doctorate

Submitted by: Karen C. Williams

Date submitted: May 16, 2016

1. Please reflect on your program’s assessment process and feedback provided by the University Assessment Coordinators Committee last year. Provide one example of your program’s assessment successes and one example of an assessment challenge.

Last year’s annual report met all criteria. Feedback from the reviewers noted, “Strong evidence of curriculum mapping, assessment work, and faculty conversation about assessments. Changes in personnel present an ongoing challenge to maintain solid assessment for the program. Good job!”

A success is the continuing use of curriculum mapping in making curricular decisions, insuring that student learning outcomes are met by all Organizational Leadership students. This year we learned that the online Business Administration degree and the four required courses for our students in Option B may be frozen or eliminated; the proposal from the College of Business is to do a teach out through 2020. While discussions are still in progress and no definitive decisions have been made, our team looked at the curriculum map to determine where students would have difficulty meeting our SLOs should this change occur. We are now in the progress of planning for the possible creation of two courses for all B.A.S. students to replace Option B and make a more coherent, consistent check list for all students. (See discussion in item 3.)

A continuing challenge to assessment is personnel changes. While a search is underway for a new Academic Professional position that will include 20% of the job description as director of the B.A.S. program, no one has been interviewed or hired to date. The current new budget cuts could impact program leadership.

2. How has assessment led to process, curricular, or programmatic change or affirmations within your program? Provide at least two concrete examples of process, curricular, or programmatic changes or affirmations made to your curriculum or program that will improve student learning.

Despite the hiring freeze, Karen Williams was contracted to be the Interim Director from late October 2015 through May 15, 2016. This allowed the assessment/curriculum team to continue to meet monthly. A new individual was added: Dr. Mark Stayton became the acting Associate Dean for Academic and Student Programs as Dr. Donna Brown became the Executive Director of the Ellbogen Center for Teaching and Learning. Dr. Brown continues to serve on the B.A.S. team, providing continuity and an important teaching and learning perspective. Kerry Casper moved to a new position in the Office of Academic and Student Programs, but continued to serve on the B.A.S. team. Sarah Kauer took Kerry's position in the office and will now become part of the team beginning in May 2016; Kerry Casper will stay on the team at least through the summer. Dr. Christi Boggs and Rosalind Grenfell also continue to be active with the group. In meetings with Dean Frank Gale, it is clear that he sees a great value in the team approach, and this will continue into the future. Monthly meetings and the use of a group email function allow the team to address curriculum and student issues as they occur, and insure continuity and creative problem solving in real time. The process is robust.

Curricular changes are an ongoing part of the B.A.S. check sheet and assessment process. This academic year Christi Boggs and Karen Williams finalized the COM3 status for the AGRI 4600 Developing Organizational Leadership capstone course. Due to the complexity of developing and delivering an online COM 3, this year has been used to fine tune the course, create assignments to match the student learning outcomes, and increase the student-student and instructor-student opportunities for interaction and feedback. This has necessitated a delay in offering the course until Fall 2016. Dr. Christi Boggs and Emily Brown Kramer will team teach the class, which will be a required course for all B.A.S. students. As such, data gathering will begin in Fall 2016; this course will be the primary assessment tool for the next two years since the course maps to all student learning outcomes.

As stated in last year's report, AGRI 4990 Problem Solving in the Social Sciences was reworked to better match our student learning outcomes and was approved by the University's Course and Curriculum Committee for a permanent course number: AGRI 4350 Problem Solving in Organizational Settings. In addition, FCSC 4117 Community Leadership: Working with Services and Systems is now a required course for all B.A.S. students in Option A, thereby eliminating the gap in student learning outcomes for those students as identified in our curriculum mapping exercise.

3. What are your department's/program's assessment plans for next year? (For ex, what system or structures do you have in place to keep your assessment process moving forward and sustainable?)

During the 2016-2017 academic year, the instructors for AGRI 4600 will begin collecting student work from all students in this COM3 course for two years (24 students each time the course is offered), using the WYOCOURSES system to tag the items collected. The student work will then be examined for specific student learning outcomes using an assessment rubric developed for this purpose. The rubric will be developed by the instructors and the B.A.S. team in Fall 2016 with data collection occurring both Fall 2016 and 2017. The data will be recorded and any changes that need to be made based on the results will be discussed with the team and changed in the course for future delivery.

In addition, the team will work with the new director when hired to create two new courses to address the student learning outcomes currently mapped to the Marketing and Management courses for Option B. Courses will be submitted in 2016 for delivery by 2018. Student learning outcomes to be addressed are as follows:

- Outcome 3: To gain and appreciation or leadership development as a tool for individual organizational and community problem-solving. (AGRI 4600 will do this at the “Emphasize” level but the new course should also address this, particularly at the community and individual level.)
- Outcome 4: To demonstrate an understanding of organizational design, behavior, ethical practices, and effective managerial and supervisory practices. (AGRI 300 will need to increase its delivery at the “Introduce” level and the new courses will need to be developed for the “Reinforce” and “emphasize level” .)
- Outcome 5: To gain an understanding of social, cultural, economic and environmental contexts essential for effective leadership and the management of change. (The course needs to be at the “Emphasize” level.)

A Director's Manual has been written and will be given to the new director when hired, and has also been shared with Dean Galey and the B.A.S. team to insure that all are aware of the importance of student outcomes assessment.

