BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES
Fa 2020 – Sp 2021

Learning Outcome:
GELO 1a & Core Competency Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
65% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient								
	SP17	FA17	SP18	FA18	SP19	FA19	SP20	FA20	SP21
	N=36	N=11	N=19	N=13	N=0	N=18	N=13	N=12	N=17
ETS Proficiency Profile Level 2 Writing	75%	36.40%	57.90%	69.20%	0%	50%	15.4%	33.3%	52.9%

Conclusions Drawn from Data:
Students in the Spring 2021 cohorts did not meet the criteria for success for this Learning Outcome. The results showed that the 17 students who completed the ETS Proficiency Exam scored an average of 52.9% for the Level 2 Writing portion of the test. Compared to the Fall, students' scores in the Spring increased by 19.6%.

The lower scores and lack of participation in the ETS exam may be due to the COVID-19 pandemic that has created additional responsibilities and stressors that students need to account for during this time.

Changes to be Made Based on Data:
Based on this data, additional framing for why this exam is important to complete will be communicated to students. Additionally, there may be an exam that is more fitting for ADC students to complete to gauge comprehension and learning obtained throughout the program.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 1b & Core Competency Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measure:
LDR 3020 Critical Analysis in Research Writing

The course provides students with an opportunity to showcase the result(s) of their final research project through a final presentation. The presentation is about 10-15 minutes, and includes the following: explaining the purpose for the research, the hypothesis and research questions examined, problem statement, possible solutions, and discussion of implications for the research.

Criteria for Success (how do you judge if the students have met your standards):
70% of students will score at or above an average of 80% or above on the rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria							
	SU16	**FA16**	**SP17**	**SU17**	**FA17**	**SP18**	**FA18**	**SP19**
	N = 7	N = 17	N = 22	N = 0	N = 30	N = 20	N = 9	N = 21
Project Presentation	100%	100%	95.40%	N/A	96.7%	95%	100%	100%

	Percentage of Students Meeting or Exceeding Success Criteria				
	FA19	**SU20**	**SP20**	**FA20**	**SP21**
	N = 0	N = 34	N = 24	N = 0	N=30
Project Presentation	N/A	91%	100%	-	100%

Conclusions Drawn from Data:
Students in the Spring 2021 cohorts met and exceeded the criteria for success for this Learning Outcome. The results showed a consistent improvement from Spring 2017.

Changes to be Made Based on Data: No changes are recommended at this time.

Project Presentation Rubric

Criteria	Ratings					Pts
Content of Presentation Adequacy and persuasiveness of presentation relative to topics covered	50.0 pts **Distinguished - Student demonstrates full knowledge, answering all class questions with explanations and elaboration.**	40.0 pts **Proficient - Student is at ease with information and answers all questions, without elaboration.**	35.0 pts **Basic - Student is uncomfortable with information and is able to answer only rudimentary questions.**	30.0 pts **Below Expectations - Student does not have grasp of information; can't answer questions about subject.**	0.0 pts **Non-Performance – Student did not submit assignment**	50.0 pts
Organization of Presentation Orderliness and smoothness of flow	25.0 pts **Distinguished - Student presents information in logical, interesting sequence which audience can follow.**	20.0 pts **Proficient - Student presents information in logical sequence which audience can follow.**	18.0 pts **Basic - Audience has difficulty following presentation because student jumps around.**	15.0 pts **Below Expectations - Audience cannot understand presentation because there is no sequence of information**	0.0 pts **Non-Performance – Student did not submit assignment**	25.0 pts
Mechanics : Use and Quality of Visual Aids (Computer, Chalkboard)	25.0 pts **Distinguished - Student's graphics explain and reinforce presentation. There are no misspellings or grammatical errors.**	20.0 pts **Proficient - Student's graphics relate to text and presentation. There may be a few misspellings and/or grammatical errors.**	18.0 pts **Basic - Student occasionally uses graphics that rarely support presentation. Presentation has some misspellings and/or grammatical errors.**	15.0 pts **Below Expectations - Student uses unnecessary graphics (or no graphics) and what they use have many spelling and/or grammatical errors.**	0.0 pts **Non-Performance – Student did not submit assignment**	25.0 pts
					Total Points: 100.0	

BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 1c & Core Competency Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:
LDR 3020 Critical Analysis in Research Writing

The course provides students with an opportunity to submit a final research project that includes a 7-8 page written report, title page, sections and subheadings in APA format, problem statement, hypothesis, research questions, solution statement, and conclusions on the findings.

Criteria for Success (how do you judge if the students have met your standards):
70% of students will score at or above an average of 80% or above on the assignment.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria							
	SU16	**FA16**	**SP17**	**SU17**	**FA17**	**SP18**	**FA18**	**SP19**
	N=7	N=17	N=22	N=0	N=30	N=20	N=19	N=21
Project Final Report	100%	100%	95.40%	N/A	93.30%	95%	100%	100%

	Percentage of Students Meeting or Exceeding Success Criteria				
	FA19	**SU20**	**SP20**	**FA20**	**SP21**
	N=0	N=34	N=24	N=0	N=30
Project Final Report	N/A	91%	100%	-	100%

Conclusions Drawn from Data:
Students in the Spring 2021 cohorts met and exceeded the criteria for success for this Learning Outcome. The results showed a consistent improvement from Spring 2017.

Changes to be Made Based on Data: No changes are recommended at this time.

Project Final Report Rubric

Research Project Final Report Rubric				
Criteria	**Ratings**			**Pts**
Lit Review Summary	Distinguished: Thorough summary that includes insight gained from the research	Proficient: Summary is complete	Below Expectations: Summary is incomplete and unclear	Non Performance: Lit Review not included	12 pts
	12 pts	11 pts	8 pts	0 pts	
The Research Question	Distinguished: The research question is clear and focused	Proficient: The research question is a little unclear, but relevant	Below Expectations: The research question is vague	Non Performance: Research Question is missing.	12 pts
	12 pts	11 pts	8 pts	0 pts	
Research Hypothesis	Distinguished: Includes both the null and alternate hypothesis	Proficient: Includes both the null and alternate hypothesis, but they are not clearly stated.	Below Expectations: Is missing the null or research hypothesis.	Non Performance: Hypothesis is missing from presentation	12 pts
	12 pts	11 pts	8 pts	0 pts	
Implementation Plan	Distinguished: Plan is complete and includes timeline and steps	Proficient: Plan is mostly complete with a good sense of timing and steps	Below Expectations: There is some mention of parts of the implementation plan.	Non Performance: Implementation plan is missing.	12 pts
	12 pts	11 pts	8 pts	0 pts	
Data Plan	Distinguished: Data plan is complete with statistics mentioned, sources of data, and timeline	Proficient: Data plan is missing only 1 element	Below Expectations: Data plan is mentioned but incomplete.	Non Performance: Data plan is missing.	12 pts
	12 pts	11 pts	8 pts	0 pts	
SWOT Analysis	Distinguished: SWOT Analysis includes all 4 components.	Proficient: SWOT Analysis is complete but not explained.	Below Expectations: Some of the SWOT Analysis is missing.	Non Performance: SWOT Analysis is missing	12 pts
	12 pts	11 pts	8 pts	0 pts	
Outcomes & Implications	Distinguished: Clear understanding of implications and potential outcomes of strategic plan if implemented, with additional insight.	Proficient: Outcomes and Implications are accurate.	Below Expectations: There is some hesitance in outcomes and implications.	Non Performance: Outcomes & Implications are missing	18 pts
	18 pts	17 pts	12 pts	0 pts	
APA, Grammar and Usage	Distinguished: Use of APA is consistent with no major and maybe 1 or 2 minor errors. Use of APA adds to the study. There are no errors in grammar or usage, and the vocabulary and word fluency enhances the meaning.	Proficient: APA is used mostly correct with 3 or 4 minor errors. There are a few errors and the language is fine with no mis-communication.	Below Expectations: There is a good attempt at APA but lacks consistency. Grammar and usage errors do not interrupt meaning, but it reads choppy and errors disrupt meaning.	Non Performance: Fails to demonstrate APA. Too many errors disrupt reading.	10 pts
	10 pts	9 pts	7 pts	0 pts	
					Total Points: 100

BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 1d & Core Competency Critical Thinking: Students will be able to examine, critique, and synthesize information to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Reading.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	SP17	**FA17**	**SP18**	**FA18**	**SP19**
	N=36	N=11	N=19	N=13	N=2
ETS Proficiency Profile Level 2 Reading	61.10%	27.30%	57.90%	75.90%	50%

	Percentage of Students Marginal or Proficient			
	FA19	**SP20**	**FA20**	**SP21**
	N=18	N=13	N=12	N=17
ETS Proficiency Profile Level 2 Reading	66.70%	23.1%	50%	47.1%

Conclusions Drawn from Data:
Students in the Spring 2021 cohorts did not meet the criteria for success for this Learning Outcome. The results showed that the 17 students who completed the ETS Proficiency Exam scored an average of 47.1% for the Level 2 Reading portion of the test. While the score does not meet the 70% standard, the Spring 2021 average score fell slightly than the Fall 2021

average score.

The low scores and lack of participation in the ETS exam may be due to the COVID-19 pandemic that has created additional responsibilities and stressors that students need to account for during this time.

Changes to be Made Based on Data:
Based on this data, additional framing for why this exam is important to complete will be communicated to students. Additionally, there may be an exam that is more fitting for ADC students to complete to gauge comprehension and learning obtained throughout the program.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 1e & Core Competency Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
75% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	SP17	**FA17**	**SP18**	**FA18**	**SP19**
	N=36	N=11	N=19	N=13	N=0
ETS Proficiency Profile Level 2 Math	58.30%	36.40%	52.60%	69.20%	0%

	Percentage of Students Marginal or Proficient			
	FA19	**SP20**	**FA20**	**SP21**
	N=18	N=13	N=12	N=17
ETS Proficiency Profile Level 2 Math	44.40%	30.8%	58.3%	23.5%

Conclusions Drawn from Data:
Students in the Spring 2021 cohorts did not meet the criteria for success for this Learning Outcome. The results showed that the 17 students who completed the ETS Proficiency Exam scored an average of 23.5% for the Level 2 Math portion of the test. The average math score for Spring 2021 is lower than in past terms.

The low scores and lack of participation in the ETS exam may be due to the COVID-19

pandemic that has created additional responsibilities and stressors that students need to account for during this time.

Changes to be Made Based on Data:
Based on this data, additional framing for why this exam is important to complete will be communicated to students. Additionally, there may be an exam that is more fitting for ADC students to complete to gauge comprehension and learning obtained throughout the program.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

BA ORGANIZATIONAL LEADERSHIP (BAOL)
GENERAL EDUCATION & CORE COMPETENCIES 2020-2021

Learning Outcome:
GELO 2.c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Outcome Measure:
SCL 4001 Cultural Influences in the Workplace

Group Project Training Presentation

Imagine that your student group is a team of consultants that have been hired to create an hour-long seminar/presentation/training to be shared with the employees (the rest of the class) to help educate them on how to be more inclusive and how to use CQ in the workplace while increasing the employees' overall understanding of the importance of a diverse and inclusive workforce. Your audience includes a full range of employees from HR directors and department managers, to the front line workers throughout your organization.

Choose one of the following scenarios as the starting point for your presentation:

- Gender Bias Lawsuit at Wal-Mart
- What Businesses Can Learn From Starbucks' Response To Racism In One Of Its Stores and Could Starbucks Bias Training Affect How Businesses Handle Racism? (Your group is sent in to train leadership and employees on implicit bias and the implications of racial profiling.)
- Religious Bias at Work: How you Pray is Not Your Employer's Business and Bias Unveiled. Your group is sent in to train leadership and employees on how to create an accommodating and welcoming environment for patients and employees of all religions.)

Your group is to prepare a one-hour seminar/presentation/training session via GoogleSlides/PowerPoint combining your individually collected data, as well as research and information contributed by the team. Since this a training session, including in-class activities, discussions, or handouts to enhance the training and make a lasting impression on the learners. Groups will divide the presentation up as equally as possible among group members and incorporate smooth transitions between presenters. Remember to use images and graphics to support each of your slides. Reviewing and editing your teammates' work will help ensure a high quality cohesive final product that feels like one voice.

AND

Cultural Intelligence (CQ) Reflection Paper

For this final week, you are to write a reflective essay based on the Leading with Cultural Intelligence text -- focusing on your reaction to the CQ Cycle and how you plan to apply the concepts from the text to your work- and real-life.

Consider the topics that we covered each week. Did you find some of the concepts new or difficult to process? Were there any new ideas along the way that you have added to your

leadership toolbox for future use? Could you make an immediate, practical application with the subject matter? Do you feel empowered to exhibit a healthy CQ in the workplace? Can you train others to show consistent integrity in cultural leadership? It might help to review some of our weekly topics:

● Introduction: What is Cultural Intelligence? (include the organizational environment you are using as a point of reference)
● CQ Knowledge
● CQ Drive
● CQ Strategy
● CQ Action
● Conclusion (include the recursive nature of the cycle and how the quadrants feed into each other)

As you think back over the course, write a 2-3 page reflection using APA formatting. Be sure to cite all references, including those from the texts, videos, or other sources provided in class. Demonstrate college-level writing with an introduction, body, and conclusion clearly presented in your essay.

Criteria for Success (how do you judge if the students have met your standards):
70% of students will score at or above an average of 80% or above on the rubrics.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria				
	FA19	**SU20**	**SP20**	**FA20**	**SP21**
	N=19	N=30	N=0	N=29	N=0
Group Presentation & Culture Intelligence Paper	100%	90%	N/A	100%	N/A

Conclusions Drawn from Data:
There were no sections of SCL 4001 offered in Spring 2021.

Changes to be Made Based on Data:
No changes are recommended at this time.

Group Project Training Presentation Rubric

Criteria	Ratings				Pts
Content Covers all content in assignment prompt and goes beyond the initial case study to consider how this issue might be approached in the medical field.	25.0 pts **Highly Developed:** Covers all content from assignment prompt	20.0 pts **Developed:** Covers most content from assignment prompt	15.0 pts **Initial:** Covers content from prompt but misses 1 or 2 main ideas.	0.0 pts **Does Not Meet Minimum Standard:** Fails to cover content	25.0 pts
Presentation Presentation not only holds class interest but is also a catalyst for critical thought, interaction, and discussion.	25.0 pts **Highly Developed:** Excellent use of visuals, with a variety of presentation modes (PPT, video, games, activities). Classmates are engaged in critical thought and productive discussion.	20.0 pts **Developed:** Good use of visuals with some variety in presentation modes. Classmates are somewhat engaged in critical thought and productive discussion.	15.0 pts **Initial:** Some attempt in visual use and activities. Classmates are nominally engaged in critical thought and discussion.	0.0 pts **Does Not Meet Minimum Standard:** Poor effort at presentation visuals and modes. Classmates disengaged.	25.0 pts
Participation (Team Evaluation) Peer and self-rating of group participation. This will be a composite score from all team members as you rate each group member's participation individually.	25.0 pts **Highly Developed:** All members participated in presentation equally	19.0 pts **Developed:** Unequal participation but all participated	13.0 pts **Initial:** Not all participated	0.0 pts **Does Not Meet Minimum Standard:** One person did all of the presentation	25.0 pts
Organization Presentation is organized, visually appealing, and free of errors. This includes all materials (Power Point, handouts, references, etc.)	25.0 pts **Highly Developed:** Presentation was well organized, visually appealing, and free of errors.	19.0 pts **Developed:** Presentation lacking in one of the following: organization, appeal, or editing.	13.0 pts **Initial:** Presentation lacking in two of the following: organization, appeal, or editing.	0.0 pts **Does Not Meet Minimum Standard:** Presentation lacking in all of the following: organization, appeal, and editing.	25.0 pts

Total Points: 100.0

Cultural Intelligence Reflective Paper Rubric

Cultural Intelligence Reflective Paper Rubric

Criteria	Ratings				Pts
Context of and Purpose Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	20.0 pts **Highly Developed** Writing includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	18.0 pts **Developed** Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	15.0 pts **Initial** Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	5.0 pts **Does Not Meet Minimum Standard** Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	20.0 pts
Content Development	20.0 pts **Highly Developed** Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	18.0 pts **Developed** Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	15.0 pts **Initial** Uses appropriate and relevant content to develop and explore ideas through most of the work.	5.0 pts **Does Not Meet Minimum Standard** Uses appropriate and relevant content to develop simple ideas in some parts of the work.	20.0 pts
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	20.0 pts **Highly Developed** Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	18.0 pts **Developed** Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	15.0 pts **Initial** Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	5.0 pts **Does Not Meet Minimum Standard** Attempts to use a consistent system for basic organization and presentation.	20.0 pts
Sources and Evidence	20.0 pts **Highly Developed** Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	18.0 pts **Developed** Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	15.0 pts **Initial** Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	5.0 pts **Does Not Meet Minimum Standard** Demonstrates an attempt to use sources to support ideas in the writing.	20.0 pts
Control of Syntax and Mechanics	20.0 pts **Highly Developed** Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually free of errors.	18.0 pts **Developed** Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	15.0 pts **Initial** Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	5.0 pts **Does Not Meet Minimum Standard** Uses language that sometimes impedes meaning because of errors in usage.	20.0 pts

Total Points: 100.0