

**BA ORGANIZATIONAL MANAGEMENT (BAOM)  
GENERAL EDUCATION & CORE COMEPETENCIES 2018-2019**

**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
	N = 36	N = 11	N = 19	N = 13	N = 0
<b>ETS Proficiency Profile Level 2 Writing</b>	<b>75%</b>	<b>36.4%</b>	<b>57.9 %</b>	<b>69.2%</b>	<b>0%</b>

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort did not meet the criteria for success for this Learning Outcome. The results showed that none of the students completed the writing portion of the ETS Proficiency exam.

**Changes to be Made Based on Data:**

Based on this data, more of a stronger emphasis will be placed on having students complete the assessment in MRD 404 (where the exam is currently implemented) or in another course. Students may be more likely to be more invested in taking the exam if structures are put in place (point value system, deadlines, etc.) where they feel compelled to complete it. Further exploration of what structures would encourage completion will be analyzed.

**Rubric Used**

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

**BA Organizational Management (BAOM)  
GENERAL EDUCATION & CORE COMPETENCIES 2018-2019**

**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:**

MRD 320 Capstone / Research & Planning

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
<b>Project Presentation</b>	<b>100%</b>	<b>100%</b>	<b>95.40%</b>	<b>N/A</b>	<b>96.70%</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort met and exceeded the criteria for success for this Learning Outcome. The results showed a consistent improvement from Fall 2017.

**Changes to be Made Based on Data:** No changes to be made.

**Rubric Used**

**Research Project Presentation Rubric**

Criteria	Ratings					Pts
Content of Presentation	Distinguished: Student demonstrates full knowledge, answering all class questions with explanations and elaboration.	Proficient: Student is at ease with information and answers all questions, without elaboration.	Basic Expectations: Student is uncomfortable with information and is able to answer only rudimentary questions.	Below Expectations: Student does not have grasp of information; can't answer questions about subject.	Non Performance: Student did not submit assignment	50 pts
	50 pts	40 pts	35 pts	30 pts	0 pts	
Organization of Presentation	Distinguished: Student presents information in logical, interesting sequence which audience can follow.	Proficient: Student presents information in logical sequence which audience can follow.	Basic Expectations: Audience has difficulty following presentation because student jumps around.	Below Expectations: Audience cannot understand presentation because there is no sequence of information	Non Performance: Student did not submit assignment	25 pts
	25 pts	20 pts	18 pts	15 pts	0 pts	
Mechanics: Use and Quality of Visual Aids (Computer, Chalkboard)	Distinguished: Student's graphics explain and reinforce presentation. There are no misspellings or grammatical errors.	Proficient: Student's graphics relate to text and presentation. There may be a few misspellings and/or grammatical errors.	Basic Expectations: Student occasionally uses graphics that rarely support presentation. Presentation has some misspellings and/or grammatical errors.	Below Expectations - Student uses unnecessary graphics (or no graphics) and what they use have many spelling and/or grammatical errors.	Non Performance: Student did not submit assignment	25 pts
	25 pts	20 pts	18 pts	15 pts	0 pts	
						<b>Total Points: 100</b>

**BA Organizational Management (BAOM)  
GENERAL EDUCATION & CORE COMPETENCIES 2018-2019**

**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:**

MRD 320 Capstone / Research & Planning

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 sub-headings 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
<b>Project Final Report</b>	100%	100%	95.40%	N/A	93.30%	95%	100%	100%

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort met and exceeded the criteria for success for this Learning Outcome. The results showed a consistent improvement from Fall 2017.

**Changes to be Made Based on Data:** No changes to be made.

**Rubric Used**

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	
					<b>Total Points: 100</b>

**BA IN ORGANIZATIONAL MANAGEMENT (BAOM)  
GENERAL EDUCATION & CORE COMPETENCIES 2018-2019**

**Learning Outcome:**

GELO 1d & Core Competency Critical Thinking: Students will be able to examine, critique and synthesize information in order 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/Critical Thinking.

**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 Critical Thinking	61.1%	27.3%	57.9 %	75.9%	50%

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort did not meet the criteria for success for this Learning Outcome. The results showed that two out of sixteen students completed the critical thinking portion of the ETS Proficiency exam.

**Changes to be Made Based on Data:**

Based on this data, more of a stronger emphasis will be placed on having students complete the assessment in MRD 404 (where the exam is currently implemented) or in another course. Students may be more likely to be more invested in taking the exam if structures are put in place (point value system, deadlines, etc.) where they feel compelled to complete it. Further exploration of what structures would encourage completion will be analyzed.

**Rubric Used**

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

**BA ORGANIZATIONAL MANAGEMENT (BAOM)  
GENERAL EDUCATION & CORE COMPETENCIES 2018-2019**

**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

**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
<b>ETS Proficiency Profile Level 2 Math</b>	<b>58.3%</b>	<b>36.4%</b>	<b>52.6 %</b>	<b>69.2%</b>	<b>0%</b>

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort did not meet the criteria for success for this Learning Outcome. The results showed that none of the students completed the math portion of the ETS Proficiency exam.

**Changes to be Made Based on Data:**

Based on this data, more of a stronger emphasis will be placed on having students complete the assessment in MRD 404 (where the exam is currently implemented) or in another course. Students may be more likely to be more invested in taking the exam if structures are put in place (point value system, deadlines, etc.) where they feel compelled to complete it. Further exploration of what structures would encourage completion will be analyzed.

**Rubric Used**

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

**BA Organizational Management (BAOM)  
GENERAL EDUCATION 2018-2019**

**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 401 Cultural Influences in the Work Place

Students will individually and in small groups create a paper and a presentation based on the paper that investigates the opportunities and challenges of inclusion within a selected organization. Students will identify an organization and demonstrate an understanding of complex policies and procedures that explain the organizational leadership's perspective of inclusion and diversity. The focus of the research will be both in current scholarly content as well as interviews of people in the organization. By studying one organization and developing an understanding of diversity in context of the efforts to be inclusive, students will have to synthesize information from multiple sources and people.

**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
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Meeting or Exceeding Success Criteria					
	SU17	FA17	SP18	SU18	FA18	SP19
	N = 34	N = 17	N = 8	N =	N = 14	N = 14
<b>Group Paper and Presentation</b>	<b>94%</b>	<b>94%</b>	<b>100%</b>	<b>N/A</b>	<b>100%</b>	<b>100%</b>

**Conclusions Drawn from Data:**

Students in the Spring 2019 cohort did meet the criteria for success for this Learning Outcome.

**Changes to be Made Based on Data:**

No changes are recommended at this time.

**Rubric Used**

**Intercultural Knowledge & Competence Value Rubric**



	<b>Capstone</b> 4	<b>Milestones</b> 3 2		<b>Benchmark</b> 1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. comfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and Nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Suspends judgment in valuing her/his interactions with those who are culturally different.	Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

**Adult Degree Completion  
GENERAL EDUCATION 2018-2019**

**Learning Outcome:**

GELO 3 Demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

**Outcome Measure:**

DUREL (Duke University Religion Index)

Students in BST304: Biblical Perspectives courses dedicate time reading, researching, writing, and responding to readings from the Holy Bible. They also select a faith-based community of their choosing to visit and write about their experience as a visitor. To align course assignment and explore the student's religiosity, the student participates in the Duke University Religion Index (DUREL) study.

BST 304 sections included students from various programs starting Fall 2018. Each BST 304 section included students from: Child Development, Criminal Justice, RN to BSN, Computer Information Technology, ISEE, and Organizational Management. This data is aggregate of the nine sections (8 online and 1 hybrid) offered in Spring 2019.

**Criteria for Success (if applicable):**

60% (or more) of students in BST304 will meet or exceed the measures of religiosity with a score of 1 or 2 in each category.

**Longitudinal Data:**

The percentages of BST304 students who scored 1 or 2 in each category were recorded. (Number of respondents who scored 1 or 2 / total respondents in parenthesis).

	BST304 Fa 18	BST304 Sp 19
Q1	21% (8/38)	33% (30/91)
Q2	37% (14/38)	49% (44/91)
Q3	74% (28/38)	84% (76/91)
Q4	71% (27/38)	75% (68/91)
Q5	66% (25/38)	77% (70/91)

**Conclusions Drawn from Data:**

Q1 measures organized religious activities. Students enrolled in BST304 in Spring 2019 did not meet the success criteria (missed the benchmark 27 percentage points). There was an increase of 12% from Fall 2018.

Q2 measures the non-organizational religious activities. Students enrolled in BST304 in Spring 2019 did not meet the success criteria (missed the benchmark by 11 percentage points). There was an increase of 12% from Fall 2018.

Q3-Q5 measure intrinsic religiosity. Students enrolled in BST304 in Spring 2019 exceeded the success criteria for these survey questions. There was an increase of 10% (Q3), 4% (Q4), and 11% (Q5).

These measures indicate students self-scored higher on the questions about intrinsic religiosity and lower on the questions about participation in religious activities, especially with regard to organized religious activities.

### **Changes to be Made Based on Data:**

In order to better assess the general education learning outcomes in terms of identifying acts of devotion and works of mercy that are based on an understanding of Christian Scripture, Tradition, and Ethics, a more robust assessment tool is needed to collect more qualitative data that can expound on information from students' perspectives concerning their experiences.

### **Rubric Used**

The five-item scale assesses the student's organizational (e.g., prayer groups, Scripture study groups), non-organizational (e.g., private prayer, listening to religious podcasts), and intrinsic religiosity or subjective religiosity (i.e., personal religious commitment or motivation). The students are not evaluated on the "success" level of religiosity. Rather, the DUREL data is collected in order to track trends in religiosity of the students taking BST304: Biblical Perspectives.

**(1) How often do you attend church or other religious meetings?** (ORA—organizational religious activity)

1 – more than once a week; 2 – once a week; 3 – a few times a month; 4 – a few times a year; 5 – once a year or less; 6 – never

**(2) How often do you spend time in private religious activities, such as prayer, meditation or Bible study?** (NORA—non-organizational religious activity)

1 – more than once a week; 2 – once a week; 3 – a few times a month; 4 – a few times a year; 5 – once a year or less; 6 – never

*The following section contains 3 statements about religious belief or experience. Please mark the extent to which each statement is true or not true for you.*

**(3) In my life, I experience the presence of the Divine (i.e., God)** - (IR—Intrinsic religiosity)

1 - Definitely true; 2 - Tends to be true; 3 - Unsure; 4 - Tends not to be true; 5 - Definitely not true of me

**(4) My religious beliefs are what really lie behind my whole approach to life** – IR-

(Intrinsic Religiosity)

1 - Definitely true; 2 - Tends to be true; 3 - Unsure; 4 - Tends not to be true; 5 - Definitely not true of me

**(5) I try hard to carry my religion over into all other dealings in life** - (IR—Intrinsic Religiosity)

1 - Definitely true; 2 - Tends to be true; 3 - Unsure; 4 - Tends not to be true; 5 - Definitely not true of me