***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 14, 2017**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

B.S. in Organizational and Professional Studies

**Degree and**

**Program Name:**

# Submitted By:

Luke J. Steinke, Coordinator

**Please use size 10 font or larger.**

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Graduates will be able to plan, organize, and direct organizational activities in the workplace. | A. Direct Measures  i) Every major taking OPD 4835 will submit a case study analyzing and explaining a proposed response to a supervisory situation. OPD 4835 is a required core course for all OPD majors.   1. Indirect Measures   i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability to plan, organize, and direct workplace activities.  The Graduate Exit Survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of the student’s capabilities in regard to planning, organizing and directing workplace activities.  The graduate and employee surveys will be distributed annually each May, following the close of the spring semester.  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015. | Performance expectations for the case study are based on a holistic score from a rubric integrated into OPD 4835. The rubric lists specific, desired outcomes based on the following concepts:   * planning principles * organizing principles * directing principles   Expectations are:  10% will exceed expectations  85% will meet expectations  5% will not meet expectations  Expectations for results from the survey of graduating OPD majors are:  30% will be highly satisfied with their learning  65% will be satisfied with their learning  5% will be moderately or very dissatisfied with their learning.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the performance and knowledge related to planning, organizing, and directing workplace activities.  85% will be satisfied with the performance and knowledge related to planning, organizing, and directing workplace activities.  5% will be moderately or very dissatisfied with the performance and knowledge related to planning, organizing, and directing workplace activities.  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision relative to the planning, organizing, and directing workplace activities.  75% suggest program or curricular revisions that respond to changing workplace conditions relative to the planning, organizing, and directing of workplace activities. | Out of OPD majors taking OPD 4835:  25% exceed expectations  65% meet expectations  10% do not meet expectations  Surveys were sent to those graduating in May, 2016. Of these: Out of 15 students responding:  80% were highly satisfied  20% were satisfied  0% were moderately dissatisfied.  Surveys were sent to employers the results were:  Out of 3 responding:  100% were highly satisfied  0% were satisfied.  0% were moderately dissatisfied  This Focus Group was conducted in Spring, 2016. The results were:  75% believe the program is relevant to current or emerging needs  25% suggested program or curricular revisions. | The instructors for OPD 4835 are responsible for determining the holistic score of the case study rubric.  The OPD program committee is responsible for reviewing the compiled results from the case study rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee. The coordinator has forwarded results to the program committee and OPD faculty by June, 2015.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into revisions of course content and materials.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these data were incorporated an ongoing review of OPD curriculum.  The OPD program committee is responsible for identifying potential participants in the focus group  The OPD Coordinator is responsible for organizing the focus group.  The OPD program committee is responsible for reviewing the results of the data and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of focus group data resulted in necessary changes to course content. |
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| 2. Graduates will be able to design effective improvement initiatives in response to specific workplace challenges | A. Direct Measures  Every OPD major taking OPD 4840 will submit a performance improvement plan. OPD 4840 is a required course for all OPD majors.   1. Indirect Measures   i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability to design effective improvement initiatives in response to specific workplace challenges.  The Graduate Exit survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of students’ capabilities in regard to their ability to design effective improvement initiatives in response to specific workplace challenges.  The Graduate Employee Survey will be distributed annually each May, following the close of the spring semester.  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015. | Performance expectations for the case study are based on a holistic score from a rubric integrated into OPD 4840. The rubric lists specific, desired outcomes based on the following concepts:   * analyzing current performance status * setting performance goals * designing learning objectives for performance improvement * implementing and evaluating performance improvement activities   Expectations are:  10% will exceed expectations  85% will meet expectations  5% will not meet expectations  Expectations for results from the survey of graduating OPD majors are:  10% will be highly satisfied with their learning related to performance improvement design  85% will be satisfied with their learning related to performance improvement design  5% will be moderately or very dissatisfied with their learning related to performance improvement design.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the performance and knowledge of OPD graduates related to performance improvement design  85% will be satisfied with the performance and knowledge of OPD graduates related to performance improvement design.  5% will be moderately or very dissatisfied with the performance and knowledge of OPD graduates related to performance improvement design.  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision relative performance improvement design.  75% suggest program or curricular revisions that respond to performance improvement design. | Out of OPD majors taking OPD 4840:  25% exceed expectations  70% meet expectations  5% do not meet expectations  Surveys were sent to those graduating in May, 2016. Out of 15 students responding:  80% were highly satisfied  20% were satisfied  0% were moderately dissatisfied.  Surveys were sent to employers the results were:  Out of 3 responding:  100% were highly satisfied  0% were satisfied.    This Focus Group was conducted in Spring, 2016. The results were:  75% believe the program is relevant to current or emerging needs  25% suggested program or curricular revision | The instructors for OPD 4840 are responsible for determining the holistic score of the improvement plan rubric.  The OPD program committee is responsible for reviewing the compiled results from the improvement plan rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these data which was forwarded by the coordinator and committee to the instructors has resulted in additional materials being developed to enhance course content.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these data which was forwarded by the coordinator and committee to the instructors has resulted in additional materials being developed to enhance course content.  The OPD program committee is responsible for identifying potential participants in the focus group  The OPD Coordinator is responsible for organizing and hosting the focus group.  The OPD program committee is responsible for reviewing the results of the occupational analysis and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of survey data resulted in necessary changes to course content. |
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| 3. Graduates will be able to understand and apply principles concerning the interaction of personal and organizational adaptation and change. | A. Direct Measures  Every OPD major taking OPD 4830 will submit a research paper in which they demonstrate the integration of principles concerning the interaction of personal and organizational adaptation and change. OPD 4830 is a required course for all OPD majors.   1. Indirect Measures   i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability to understand and apply principles regarding the interaction of personal and organizational change.  The Graduate Exit survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of the student’s capabilities in regard to their ability to understand and apply principles regarding the interaction of personal and organizational change  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015. | Performance expectations for the research paper are based on a holistic score from the rubric integrated into OPD 4830. This rubric includes the following concepts:   * Understanding oneself and others at work. * Creating and leading effective workgroups * Comprehending and applying the major theories of resistance and change both personally and organizationally   Expectations are:  10% will exceed expectations  85% will meet expectations  5% will not meet expectations  Expectations for results from the survey of graduating OPD majors are:  10% will be highly satisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  85% will be satisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  5% will be moderately or very dissatisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change.  85% will be satisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change..  5% will be moderately or very dissatisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change.  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision concerning the interaction of personal and organizational adaptation and change.  75% suggest program or curricular revisions that concern the interaction of personal and organizational adaptation and change.  Expectations for the upcoming occupational analysis of regional employers will be:  25% will identify current and relevant skills being provided by the OPD program  75% will identify current and emerging skills needed that concern the interaction of personal and organizational adaptation and change. | Out of OPD majors taking OPD 4830:  40% exceed expectations  55% meet expectations  5% did not meet expectations  Surveys were sent to those graduating in May, 2016. Of these:  Out of 15 students responding:  80% were highly satisfied  20% were satisfied  Surveys were sent to employers of spring, 2016 graduates. The results were:  Out of 3 responding:  100% were highly satisfied  0% were satisfied. 0% were dissatisfied  This Focus Group was conducted in Spring, 2016. The results were:  80% believe the program is relevant to current or emerging needs  20% suggested program or curricular revision | The instructors for OPD 4830 are responsible for determining the holistic score of the research paper rubric.  The OPD program committee is responsible for reviewing the compiled results from the research paper rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4830 that include new materials, assessments, and activities.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4830 that include new materials, assessments, and activities.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4830 that include new materials, assessments, and activities.  The OPD program committee is responsible for identifying potential participants in the focus group  The OPD Coordinator is responsible for organizing and hosting the focus group.  The OPD program committee is responsible for reviewing the results of the occupational analysis and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of survey data resulted in necessary changes to course content. |
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| 4. Graduates will be able to think critically and solve problems | A. Direct Measures  Every OPD major taking OPD 4870 will submit case study in which they demonstrate their ability to think critically about the case dynamics and propose a solution to the problem posed within the case description. integration of principles  The program also reviews of Watson Glaser scores.  B. Indirect Measures  i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability to think critically and solve problems.  The Graduate Exit survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of the student’s capabilities in regard to their ability to able to think critically and solve problems  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015.  . | Performance expectations for the research paper are based on a holistic score from the rubric integrated into OPD 4870. This rubric includes the following concepts:   * Elements of critical thinking as defined by Paul and Paul * Standards of critical thinking as defined by Paul and Paul   Expectations are:  10% will exceed expectations  85% will meet expectations  5% will not meet expectations  Performance expectations for average WG scores are to maintain mean scores at or exceeding the average score for all other programs at EIU.  Expectations for results from the survey of graduating OPD majors are:  10% will be highly satisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  85% will be satisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  5% will be moderately or very dissatisfied with their learning related to understanding and applying principles regarding the interaction of personal and organizational change.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change.  85% will be satisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change..  5% will be moderately or very dissatisfied with the performance and knowledge of OPD graduates related to understanding and applying principles regarding the interaction of personal and organizational change.  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision concerning the ability to think critically and solve problems.  75% suggest program or curricular revisions that concern the ability to think critically and solve problems. | Out of OPD majors taking OPD 4870:  75% exceed expectations  25% meet expectations  0% do not meet expectations  Results of WG scores for OPD students were:  The programs average score meet or exceed the average scores for all other EIU programs.  Surveys were sent to those graduating in May, 2016. Of these:  Out of 15 students responding:  80% were highly satisfied  20% were satisfied  Surveys were sent to employers of spring, 2016 The results were:  Out of 3 responding:  100% were highly satisfied  0% were satisfied. 0% were dissatisfied  Results of these focus groups were:  80% were satisfied with critical thinking skills of graduates  20% suggested changes to program content regarding the ability to think critically and problem solve. | The instructors for OPD 4870 are responsible for determining the holistic score of the case study rubric.  The OPD coordinator is responsible for reviewing the complied results of the WG scores.  The OPD program committee is responsible for reviewing the compiled results from the case study rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4870 that include additional attention to principles and elements of critical thinking. Specifically new materials, assessments, and activities were developed.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4870 that include additional attention to principles and elements of critical thinking. Specifically new materials, assessments, and activities were developed.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these results forwarded to the instructors has led to curriculum revisions in OPD 4870 that include additional attention to principles and elements of critical thinking. Specifically new materials, assessments, and activities were developed.  The OPD program committee is responsible for identifying potential participants in the focus group  The OPD Coordinator is responsible for organizing and hosting the focus group.  The OPD program committee is responsible for reviewing the results of the occupational analysis and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of survey data resulted in necessary changes to course content including the development and revision of critical thinking rubrics. |
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| 5. Graduates will demonstrate the ability to write effectively. | A. Direct Measures  Every OPD major taking OPD 4810 (*Principles of Career Development*) will submit a class portfolio related to their work experience. This portfolio will be assessed using the University’s suggested rubric for writing  The program also reviews data from EWP submissions.  B. Indirect Measures  i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability write effectively  The Graduate Exit survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of the student’s capabilities in regard to their ability to able to write effectively.  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015. | Performance expectations for the portfolio are based on a holistic score from the rubric integrated into OPD 4810. This rubric includes the following concepts:   * content * organization * style * mechanics   Expectations are:  10% will exceed expectations  65% will meet expectations  25% will not meet expectations  Performance expectations for average EWP scores are to maintain mean scores at or exceeding the average score for all other programs at EIU.  Expectations for results from the survey of graduating OPD majors are:  10% will be highly satisfied with their writing abilities.  65% will be satisfied  25% will be moderately or very dissatisfied.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the writing performance OPD  65% will be satisfied with the writing performance of OPD graduates  25% will be moderately or very dissatisfied with the writing performance of OPD  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision concerning the ability to write effectively.  75% suggest program or curricular revisions that concern the ability to write effectively. | Results from students enrolled in OPD 4810 were:  30% exceeded expectations  68% met expectations  2% did not meet expectations  Results of EWP scores for OPD students were:  The programs average score of 3.44 exceeds the mean score for every college other than Education.  Surveys were sent to those graduating in May, 2016. Of these:  Out of 15 students responding:  80% were highly satisfied  20% were satisfied  Surveys were sent to those graduating in May, 2016. Of these:  Out of 3 responding:  100% were highly satisfied  0% were satisfied  0% were moderately dissatisfied.  Results of these focus groups were:  20% were highly satisfied with the current writing ability of graduates  80% were satisfied with the current writing ability of graduates | The instructors for OPD 4810 are responsible for determining the holistic score of the portfolio rubric.  The OPD coordinator is responsible for reviewing the complied results of the EWP Submission scores.  The OPD program committee is responsible for reviewing the compiled results from the portfolio rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these data by the program committee and instructors has resulted minor revisions to course content and writing assignments/rubrics.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these data by the program committee and instructors has resulted minor revisions to course content and writing assignments/rubrics  The OPD program committee is responsible for identifying potential participants in the focus groups.  The OPD Coordinator and faculty are responsible for organizing and hosting the focus group.  The OPD program committee is responsible for reviewing the results of the focus group and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of survey data resulted in necessary changes to course content related to improving writing ability. |
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| 6. Will demonstrate the ability to speak effectively. | A. Direct Measures  Every OPD major taking OPD 4800 (*Strategies and Processes of Teaching and Training*) makes two oral presentations. The second oral presentation will be assessed for the ability to speak effectively. The University’s suggested rubric for assessing individual and group presentations will be used.  The program also reviews data collected by the university in Senior Seminars via the university *Speaking Report*.  B. Indirect Measures  i) Graduate Exit Survey: All graduating OPD majors will complete a survey regarding the impact of the OPD program on their ability to speak effectively.  The Graduate Exit survey will be distributed annually each May, following the close of the spring semester.  ii) Graduate Employer Survey: Employers of graduating OPD students who are currently employed will complete a survey regarding their perceptions of the student’s capabilities in regard to their ability to speak effectively  iii) The OPD program committee conducted a focus group with employers in our service region to solicit information about industry and regional trends and their implications for learning goals related to planning, organizing, and directing workplace activities.  Previously, the OPD program has conducted an Occupational Analysis in 2015. | Performance expectations for the oral presentation are based on a holistic score from the rubric integrated into OPD 4800. This rubric includes the following concepts:   * organization * language * material * analysis * nonverbal delivery * verbal delivery   Expectations are:  10% will exceed expectations  75% will meet expectations  15% will not meet expectations  Performance expectations for average holistic scores within the Speaking Report are to maintain mean score at or exceeding the average score for all other programs at EIU.  Expectations for results from the survey of graduating OPD majors are:  10% will be highly satisfied with their ability to speak effectively.  75% will be satisfied with their learning related to speaking effectively.  15% will be moderately or very dissatisfied with their learning related to speaking effectively.  Expectations for results from the survey of employers of OPD graduates are:  10% will be highly satisfied with the performance and knowledge of OPD graduates related to speaking effectively.  75% will be satisfied with the performance and knowledge of OPD graduates related to speaking effectively  15% will be moderately or very dissatisfied with the performance and knowledge of OPD graduates related to speaking effectively.  Expectations from the focus group with regional employers were:  25% will believe the program is relevant to current or emerging needs and needs no revision concerning the ability to speak effectively.  75% suggest program or curricular revisions that concern the ability to speak effectively.  Expectations for the upcoming occupational analysis of regional employers will be:  25% will identify current and relevant skills being provided by the OPD program  75% will identify current and emerging skills needed that that concerns the ability to speak effectively. | Results from students enrolled in OPD 4800 were:  22% exceeded expectations  74% met expectations  4% Did not meet expectations  Results from the Speaking Report were:  3.72 – Fall 2016  3.57 – Spring 2017  The fall scores exceed the average for all colleges at EIU, while the spring scores exceed the average for all colleges other than Science and Education.  Surveys were sent to those graduating in May, 2016. Of these:  Out of 15 students responding:  80% were highly satisfied  20% were satisfied  Surveys were sent to those graduating in May, 2016. Of these:  Out of 3 responding:  100% were highly satisfied  0% were satisfied  Results of these focus groups were:  75% were highly satisfied with speaking skills of graduates  25% were satisfied with speaking skills of graduates. | The instructors for OPD 4800 are responsible for determining the holistic score of the oral presentation rubric  The OPD coordinator is responsible for reviewing the complied results of the Speaking Report.  The OPD program committee is responsible for reviewing the compiled results from the oral presentation rubric.  The OPD program committee is responsible for identifying trends and recommending desired changes that improve learning content and processes.  Review of these data by the instructor for OPD 4800 has resulted in specific curriculum revisions related to additional presentations and the creation of detailed grading rubrics of the presentations to provide feedback.  The OPD Coordinator is responsible for mailing the Graduate Exit Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the surveys and recommending ways to improve the learning content and process related to this learning objective.  Review of these data by the instructor for OPD 4800 has resulted in specific curriculum revisions related to additional presentations and the revisions of detailed grading rubrics of the presentations to provide feedback.  The OPD Coordinator is responsible for mailing the Graduate Employer Survey to all OPD graduates each year. The Coordinator is also responsible for compiling results from the survey and submitting these results to the OPD program committee.  The OPD program committee is responsible for reviewing the results of the survey and recommending ways to improve the learning content and process related to this learning objective.  Review of these data by the instructor for OPD 4800 has resulted in specific curriculum revisions related to additional presentations and the revisions of detailed grading rubrics of the presentations to provide feedback.  The OPD program committee is responsible for identifying potential participants in the focus groups.  The OPD Coordinator is responsible for organizing and hosting the focus group.  The OPD program committee is responsible for reviewing the results of the occupational analysis and recommending ways to improve the learning content and process related to this learning objective.  Review of these data was incorporated into new goals and outcome related to the upcoming School of Technology strategic plan.  Review of survey data resulted in necessary changes to course content related to effective speaking. |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

*The Organizational and Professional Development program (now the Organizational Development program), continues to find ways to assess the overall success of the program. The program committee views producing students that meet and exceed employer expectations as its primary goal. In an effort to meet this goal, this past year was primarily focused on significant program/curriculum changes. These changes were based on the assessment data collected the year prior. Do to these significant changes, much of the work moving forward within the program will be to develop and implement new assessment processes in order to determine the overall impact of the changes that have taken place. These assessment changes should begin to be outlined starting in the Fall 2017 semester.*

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

*As mentioned in Part Two, the OPD program experienced some significant changes during the 2016-2017 school year. This included a name change to Organizational Development, an increase in the number of core courses (the addition of two new core courses), changes to the portfolio process, the creation of two new minors (Organizational Leadership, and Talent Development), as well as the inclusion of 8-week Fall semester courses. These changes were driven by data collected during an occupational analysis in 2015, as well as focus group data gathered as a follow up to the occupational analysis.*

*As with all program change decisions made within the Organizational Development program, each change was designed to make the OD program more accessible, streamlined and student friendly. As the OD program moves forward, transitioning to new requirements, delivery modes, and courses, it is imperative that we revise our assessment methodologies in order to make quality data driven decisions.*