

mastery. The learning outcome assessment is separate from the grade given on the assignment. We pulled raw survey data from each of the courses in Canvas. We then tabulated the quantitative data to provide a high-level overview.

Please note that the Canvas approach was new this year. Previously, data was collected independently through a survey in Qualtrics.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Overall, the results tell us that students self-report that they are learning to a great extent on each LO. Furthermore, students are satisfied with their experiences in the program. Faculty generally agree that most students are demonstrating full achievement of LOs, but there is still a percentage of students only partially demonstrating learning. Most weaknesses relate to student writing abilities and APA knowledge, applying OD tools, utilizing sources and instructor feedback, and forming logical arguments.

If no changes are being made, please explain why.

7. Closing the Loop: Review of [Previous Assessment Findings and Changes](#)

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We continue to “close the loop” on past assessment work. Past analyses of assessment data were used to inform recent curricular changes, some of which were made to directly influence student learning in LO3 (e.g., adding ORLD 5550 Consulting Skills). Another example was the new writing-focused orientation we implemented to improve student achievement of LO2.

Furthermore, based on this data, we intend to make additional changes to improve student learning in each LO. For several years the data suggests that the program is doing quite well on LO4 (i.e., recent changes are working to improve student learning). Similarly, the data suggests improvements on LO3 (OD). We noted last year that it may take several years to see the changes we intended (i.e., summative results are a lagging indicator). This year provides evidence that we are on the right track. LOs 1 & 2 seem to be a consistent area of concern even though curricular changes seem to be helping. One new issue that we are learning how to respond is the use of AI. We are trying to build opportunities for students to utilize it in the program to help with argumentation skills, but more work is needed.

B.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Strongly agree