B.A. in Organizational Sciences (Assessment Example – 2016-17)

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<th>Student Learning Outcome</th>
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<th>Action Plan</th>
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| 1. Analyze and solve organizational issues by synthesizing information and developing and demonstrating a systemic understanding of the relationship among the individual, organization, and environment. | **Measure A** (must be direct)  
*Examples of Direct Measures: scores on capstone presentations and/or papers, comprehensive exams, pre-post test scores, or scores on exam questions.* | Sixty-seven (67) students enrolled in ORSC 4161: Research Methods across three sections (23, 22 and 22 students, respectively) during the 2016-2017 academic year. The research proposal grades are based on: a) thoroughness of the literature review; b) logic of the research question and hypotheses; c) appropriateness and justification of the methods; d) dynamic nature (creativity) of the design; e) practicality of the overall final project paper; f) adherence to assignment requirements; and g) inclusion of all revisions and feedback from previous versions. | First, the above data suggest that the Organizational Sciences Program is attracting a large quantity of students to the major. Last year, the program had only forty-seven students in both ORSC 4161 and ORSC 4197W, compared to sixty-seven and sixty, respectively, this year. To accommodate this growth, we offered three (3) sections of each capstone course in the 2016-2017 academic year. In addition, we have had to offer both courses in Summer 2017 to accommodate the increased demand. Currently, ORSC has over 200 majors, compared to 163 majors at this time last year. | The results above in ORSC 4161 and ORSC 4197W suggest that the program is effectively teaching students how to conduct applied organizational research. We believe that these skills are invaluable in a wide variety of organizational roles and prepare students for future academic endeavors as well as the job market. As a result, we believe these courses are working well and do not require action at this time. But the high demand for the major, and the need to provide more of these courses, is stretching the department's resources to provide adequate coverage for these and other courses. Because the two-course sequence requires more intensive individual instruction than other courses, particularly ORSC 4197W, it is suggested to maintain the class capped at 30 students. |

**Year: 2016-17**

| | In the ORSC 4161 course, students complete additional homework assignments, quizzes and article critiques, but the primary focus is on the completion of a research proposal that outlines an independent research project. Interim writing assignments encompass the development of the initial sections of their research proposal: the introduction and research question, the literature review, and the proposed methods. Learning outcomes are assessed via the research proposal grade and overall course grade. | Proposal Grades  
Score - Raw Number - Percentage  
A or A- 23 (34%)  
B range 18 (27%)  
C range 11 (16%)  
D range 2 (3%)  
F 13 (19%)  
Overall Final Grades  
Score - Raw Number - Percentage  
A or A- 23 (34%)  
B range 23 (34%)  
C range 14 (12%)  
D range 5 (7%)  
F 2 (3%) | **Score - Raw Number - Percentage**  
A or A- 23 (34%)  
B range 23 (34%)  
C range 14 (12%)  
D range 5 (7%)  
F 2 (3%) |  

*Scores are on 100-point scale.*  
*Overall Final Grades: F 13 (19%), D range 15 (23%), C range 11 (16%), B range 18 (27%), A or A- 23 (34%).*  
*Proposal Grades: A or A- 23 (34%), B range 18 (27%), C range 11 (16%), D range 2 (3%), F 13 (19%).* |  

In that case, students must repeat the course in order to move on to ORSC 4197W.
Measure B may be direct or indirect; indicate which it is: direct

Examples of Indirect Measures: course grades, responses on student feedback surveys referring to student learning, job placements

The stated objectives of ORSC 4197W are: 1) to identify and accurately describe core concepts within the research methods domain, 2) to gain familiarity with the peer-review literature (methodological, theoretical and applied) on organizational phenomena, 3) to critically assess opportunities within organizations for utilizing research-based strategies, and 4) to conduct an independent research project that involves the development of appropriate research questions, operationalization of variables, collection and analysis of data, and completion of a fully articulated write-up of the project and results.

In the ORSC 4197W course, students complete additional homework assignments, quizzes and article critiques, but the primary focus is on the completion of an independent research project. Interim writing assignments encompass the data analysis, results and discussion sections, as well as revisions of the earlier sections of their thesis as data collection and analysis proceeds. Students receive extensive feedback on revisions in preparation for the final thesis. Learning outcomes are assessed via the thesis grade and overall course grade.

Sixty (60) students enrolled in ORSC 4197W: Senior Research Seminar across two sections (30 and 30 students, respectively) during the 2016-2017 academic year. As with the research proposals in 4161, thesis grades are based on the:

a) appropriate revisions of the literature review, research question, hypotheses and method sections;
b) appropriateness and justification of the analyses and discussion of the results;
d) dynamic nature (creativity) of the design;
e) implementation of the overall final project paper;
f) adherence to assignment requirements; and

g) inclusion of all revisions and feedback from previous versions.

While the grading criteria for the thesis is very similar to the research proposal, the challenge for students is to maintain, or exceed these standards, with the final theses, especially after conducting independent data collection. As can be expected with first-time data collection, especially within a short timeframe, practical issues typically arise, such as non-response or limited samples, and it is necessary to incorporate appropriate changes in the literature review and methods section.

Thesis Grades
Score - Raw Number - Percentage
A or A- 41 (68%)
B range 10 (17%)
C range 7 (12%)
D range 2 (3%)
F 0 (0%)

First, the above data suggest that the Organizational Sciences Program is attracting a large quantity of students to the major. Last year, the program had only forty-seven students in both ORSC 4161 and ORSC 4197W, compared to sixty-seven and sixty, respectively, this year. To accommodate this growth, we offered three (3) sections of each capstone course in the 2016-2017 academic year. In addition, we have had to offer both courses in Summer 2017 to accommodate the increased demand. Currently, ORSC has over 200 majors, compared to 163 majors at this time last year.

Second, the above data suggest that the rigor of grading is reasonably high, based on the quality of written work produced (in this WID course). Supporting evidence is our students’ participation (and top-spot placements) within GW Research days. Also, it is important to note the difference in the percentage of students in the A-B range in ORSC 4197W. Specifically, while 68% earned a grade of A or A- on the final paper, only 32% earned an A or A- in the course itself.

While the final papers account approximately one-third of the grade in both courses, students can receive a lower grade than their final papers due to the abundance of quizzes and assignments. However, since the final paper represents the cumulation of successive writing assignments (and extensive feedback), it speaks to the students’ improvement and acquisition of critical learning skills.

Finally, it should be noted that seven students failed ORSC 4161, an increase over last year’s tally (2 students). In that case, students must repeat the course in order to move on to ORSC 4197W.
In addition to the above course components, seven (7) Spring 2017 ORSC 4197W students presented their research projects at GW Research Days, a sizable increase from last year’s group of four students. This marks the fourth year in a row (a) that an undergraduate Organizational Sciences Major has placed #1 in one of the GW Research Days categories (this year in the Social and Behavioral Studies category); and (b) that several of our Organizational Sciences Majors have presented their dynamic research designs (and results) within the GW Research Days event.

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<tr>
<th>Overall Final Grades</th>
<th>Score - Raw Number - Percentage</th>
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<tbody>
<tr>
<td>A or A-</td>
<td>15 (32%)</td>
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<tr>
<td>B range</td>
<td>24 (51%)</td>
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<tr>
<td>C range</td>
<td>8 (17%)</td>
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<tr>
<td>D range</td>
<td>0 (0%)</td>
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<tr>
<td>F</td>
<td>0 (0%)</td>
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