



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: **Organizational Leadership**

Degree: **Bachelor of Science (B.S.)**

Program CIP Code: **52.0299**

School and Department: **School of Health Professions**

Time frame for this review: **2013/14 through 2017/18**

Date of last internal review: **NA**

Current date program reviewed for this report:

Program Goal Statement and Student Learning Outcomes

Program goal statement:

The BS in Organizational Leadership (ORGL) program focuses on the practices, theories, issues, parameters, and specific ramifications of organizational leadership. The program is ideal for those who wish to advance to management-level positions within a company or organization. Concentrations are available within the program to allow for specialization within certain industries.

Curriculum

Concentration Options:

1. **Healthcare Administration** - This concentration prepares students for a career as a health administrator through the study of leadership issues specific to the healthcare industry. Health administrators may find employment in various areas including hospitals, long-term care facilities, medical practices, outpatient centers, government agencies, insurance companies, pharmaceutical companies, and many more.
2. **Office Administration & Technology (OAT)** – This concentration covers areas that are fundamental to leadership in an office setting. Coursework prepares students to use office technology and equipment efficiently and effectively, and includes training in office procedures and management, document processing and design, web technology for the office, communication skills, and decision making. Students who earn a degree in Office Administration & Technology will be prepared for various professional positions including administrative, support, supervisory, and managerial.
3. **Public Service Concentration** - A concentration in public service prepares students for employment in any area of the public sector including public safety (law enforcement, fire and rescue), state and local public administration, non-profit management, and public relations, among others.

For fiscal year (FY) 2018, all three concentrations were available through Albany State University, Atlanta Metropolitan State College, Dalton State College, and Fort Valley State University, whereas the University of West Georgia offered the concentration in Public Service only.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program outcomes:

1. Knowledge – Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.
2. Writing – Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.
3. Problem – solving – Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.
4. Ethics – Students will demonstrate an understanding of the ethical principles underlying both research and practice in organizational leadership.

Student learning outcomes

The program does not have specified student learning outcomes. However, each course in the program has student learning outcomes that are mapped back to the program outcomes. The Organizational Leadership Committee utilizes rubrics to assess artifacts including discussions, portfolio presentations, and essays from courses to determine if students exceed, demonstrate, or do not demonstrate the expected outcomes. Examples of student learning outcomes from two courses are listed below. Listed after each student learning outcome is the program learning outcome(s) (PLO) to which it aligns. These courses were selected as they are required courses that all seniors must successfully complete.

Course & course description	Student learning outcomes
<p>ORGL 4000 – Reflective Seminar III: Transforming Self, Self-Transformation (1 credit hour)</p> <p><u>Description</u></p> <p>Graded "Satisfactory" or "Unsatisfactory". A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of students' own capacity to adapt and transform their own learning practices.</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate their own assumptions and values in past experiences. (PLO 1 & 4) 2. Express their self-awareness and engage in self-critique. (PLO 2) 3. Critique their own assumptions and beliefs. (PLO 2) 4. Measure their own capacity for self-transformation. (PLO 1 & 3) 5. Document responses to situations and events that show reflection on their own beliefs as well as wider beliefs in community and context. (PLO 3 & 4)
<p>ORGL 4690 – Capstone Seminar (3 credit hours)</p> <p><u>Description</u></p> <p>A capstone course in which students will demonstrate a comprehensive understanding of reflective learning, conceptual frameworks, goals of their own degree program and/or</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain and analyze conceptual frameworks, reflective learning practices, and discipline-specific theories from courses in the student's area of concentration. (PLO 1) 2. Write critically and logically, applying theories of leadership to particular situations. (PLO 1 & 2) 3. Explain their own background as a learner and future career plans, considering social and environmental



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<p>specialization within Organizational Leadership.</p>	<p>context, influences, and development of skills over time. (PLO 1 & 4)</p> <ol style="list-style-type: none"> 4. Evaluate particular problems and case studies using problem-solving skills and self-analysis. (PLO 3) 5. Demonstrate a working familiarity with current research methods, citation styles, and presentation techniques. (PLO 1, 2 & 4)
---	---

<p><i>Brief Assessment of Previous Program Review</i></p>
<p>Outcome of previous program review (brief narrative statement).</p> <p>The BS in Organizational Leadership program was first offered at Dalton State in fall 2013. Therefore, this is the first comprehensive review of the program.</p>
<p>What improvements have occurred since the last program review or assessment?</p> <p>In fall 2013, the first partner affiliate, Dalton State College, joined the Organizational Leadership collaborative, bringing with it a new concentration in Healthcare Administration. Therefore, this is the first comprehensive review of the program. However, improvements have been made since the inception of the program in 2013. For example, a Community Advisory Board was created to give input on the skills graduates would need. The board is comprised of members of industry and facilities that employ our graduates. Dalton State's contribution to the advisory board membership are two employees in Human Resources at Hamilton Healthcare as well as the Curriculum Leadership Committee (CLC) representative, Dr. Gina Kertulis-Tartar. Also, surveys of program graduates were implemented starting in 2016.</p>
<p>What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?</p> <p>The BS in Organizational Leadership program was first offered at Dalton State in fall 2013. Therefore, this is the first comprehensive review of the program. However, changes in the curriculum have been made to assist students. For example, more course options in Area F were added (see list below). This allowed for a greater variety in subjects as well as delivery methods, as the courses added are delivered online through eCampus. Prior to these additions, the courses offered may not have been online.</p> <p><u>Area F courses added</u></p> <p>ORGL 1100 – Leadership in Global Society</p> <p>ORGL 1500 – Profiles of Leaders</p> <p>ORGL 2100 – Writing for Leadership</p> <p>ORGL 2601 – Introduction to Public Administration</p> <p>ORGL 2800 – Ethics and Leadership</p> <p>ORGL 2900 – Program & Policy Evaluation for Leaders</p>



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Demographics

Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Headcount	10	45	63	86	98	880%
FTE						
Enrolled Full-time	3	13	24	38	44	1367%
Enrolled Part-time	7	32	39	48	54	671%
Female	8	34	48	69	75	838%
Male	2	11	15	17	23	1050%
Alaskan Native/Native American/American Indian						
Asian, Hawaiian, Other Pacific Islander	0	1	1	3	6	500%
Black/African-American	0	2	3	5	4	100%
Hispanic						
Multi-racial						
Undeclared	0	3	3	2	0	-33%
White	10	39	56	76	88	780%

Analysis and comments on student demographics.

There was a considerable increase in total enrollment in the BS in Organizational Leadership program between fall 2013 and fall 2017. Fall 2013 was the first semester this program was offered to Dalton State students. Therefore, this increase was expected. Program enrollment increases were seen each year. Initially, 70% of the students in the program were enrolled part-time. In 2017, most of the students were still enrolled on a part-time schedule. This group constituted 55% of the enrollment. It is not surprising that the majority are part-time students. This online program has been designed for students who are working and are returning to higher education to complete previously started degrees or to add an additional credential to advance in their current places of employment.

The majority of the students enrolled in the program are female (76.5%) and white (89.8%). The percentage changes in these demographics were not substantial.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	0	1	4	4	4	300%
Full-time program faculty	0	1	4	4	4	300%
Part-time program faculty						
Total program faculty	0	1	4	4	4	300%
Percent of program classes taught by full-time program faculty	0%	100%	100%	100%	100%	0%
Gender (full-time and part-time faculty)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Male	0	0	2	2	2	0%
Female	0	1	2	2	2	100%
Race/Ethnicity (full-time and part-time faculty)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Alaskan Native/Native American/American Indian						
Asian, Hawaiian, Other Pacific Islander						
Black/African-American						
Hispanic						
Multi-racial						
Undeclared						
White	0	1	4	4	4	300%
Tenure Status (full-time faculty)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Tenured	0	0	2	2	2	0%
On-tenure track	0	1	2	2	2	100%
Non-tenure track						
Rank (full-time faculty)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Professor	0	0	1	1	2	100%
Associate Professor	0	0	1	1	0	0%
Assistant Professor	0	1	2	2	2	100%
Instructor/Senior Lecturer/Lecturer						



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Doctorate	0	0	3	3	3	0%
Specialist						
Master's	0	1	1	1	1	0%
Bachelor's						
Associate's/Other						

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The data reported above reflect only the Dalton State faculty members teaching in the program. Because the program is part of a collaborative, the courses within the Organizational Leadership program are taught by faculty members at Dalton State and four other collaborative institutions. The number of courses taught by faculty members from each institution is partially driven by the percentage of the students originating from that institution. For example, if 40% of the Organizational Leadership students are DSC students, then approximately 40% of the classes in area F and the major field courses are staffed by DSC faculty members. However, this is merely a general guideline. It can be affected by a variety of factors such as availability of faculty, course topic, and part-time or full-time faculty status. Preference is given to faculty members who are full-time at a member institution.

During fall 2013, Dalton State had just entered the collaborative. At that time the program was based at Valdosta State University (VSU). Because we were new members to the program with a small number of students none of the courses were taught by Dalton State faculty members. As our enrollment grew, Dalton State began staffing classes. In 2015, the program transitioned to eCampus and away from VSU. This allowed additional slots for faculty members from DSC to teach in the program. All Health Administration (HADM) courses have been taught by Dalton State faculty members since the start of that concentration.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Input	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Mean ACT score	22.8	20	19.2	20.14	19.6	-14.0%
Mean SAT score	457.5	472.27	450.8	431.7	431.8	-5.6%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

No external surveys of the program have been conducted. However, a survey was conducted by eMajor in spring 2017. Some of these data are reported below. Note: this is for both eMajor collaborative programs, and it is not exclusive to the Organizational Leadership program. It also includes the BS in Criminal Justice.

Student Services Survey

Students enrolled in eMajor collaborative courses may participate in the Student Services Survey annually. This survey captures student feedback regarding eMajor services in order to assess and improve student support. There were 176 respondents.

- Did you receive support as an eMajor student?
 - Yes: 95%
 - No: 5%

- How would you describe the help that you received from your eMajor liaison?
 - Excellent: 22.41%
 - Good: 75.86%
 - Average: 22.41%

- Overall, eMajor students feel supported in their programs.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Output	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Exit scores on national/state licensure (If applicable)	N/A	N/A	N/A	N/A	N/A	
Graduating majors' mean GPA	N/A	3.46	3.41	3.56	3.23	-6.6%
Employment rate of graduates (if available)	N/A	N/A	100%	100%	100%	0%
Number of students entering graduate/professional programs	N/A	N/A	N/A	N/A	N/A	

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

The Organization Leadership program does not require students to receive licensure to seek employment post-graduation. Employment data is listed in a later section. The number of students pursuing a graduate degree is not known.

The Organizational Leadership Committee utilizes rubrics to assess artifacts including discussions, portfolio presentations, and essays from courses to determine if students exceed, demonstrate, or do not demonstrate the expected outcomes.

For FY17, 83.33% (25/30) of the students demonstrated or exceeded all four program outcomes. The table below displays the attainment rates for the individual outcomes.

2017 Program Learning Outcomes for BS in Organizational Leadership

Program Learning Outcome	Exceeds	Demonstrates	Does Not Demonstrate
1. Knowledge - Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.	56.7% (17/30)	30.0% (9/30)	13.3% (4/30)
2. Writing - Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.	43.3% (13/30)	50.0% (15/30)	6.7% (2/30)
3. Problem-solving - Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.	56.7% (17/30)	30.0% (9/30)	13.3% (4/30)
4. Ethics - Students will demonstrate an understanding of the ethical principles underlying both research and practice in organizational leadership.	46.7% (14/30)	50.0% (15/30)	3.3% (1/30)



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

For FY18, 90% (36/40) of the students demonstrated or exceeded all four program outcomes. The table below displays the attainment rates for the individual outcomes.

2018 Program Learning Outcomes for the BS in Organizational Leadership

Program Learning Outcome	Exceeds	Demonstrates	Does Not Demonstrate
1. Knowledge - Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.	60.0% (24/40)	32.5% (13/40)	7.5% (3/40)
2. Writing - Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.	40.0% (16/40)	60.0% (24/40)	0.0% (0/40)
3. Problem-solving - Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.	55.0% (22/40)	42.5% (17/40)	2.5% (1/40)
4. Ethics - Students will demonstrate an understanding of the ethical principles underlying both research and practice in organizational leadership.	35.0% (14/40)	62.5% (25/40)	2.5% (1/40)

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

The program does not have specified student learning outcomes. Each course in the program has student learning outcomes that are mapped back to the program outcomes. The Organizational Leadership Committee utilizes rubrics to assess artifacts including discussions, portfolio presentations, and essays from courses to determine if students exceed, demonstrate, or do not demonstrate the expected outcomes. Examples of student learning outcomes from two courses are listed below. After each student learning outcome is the program learning outcome(s) (PLO) to which it aligns.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Course & course description	Student learning outcomes
<p>ORGL 4000 – Reflective Seminar III: Transforming Self, Self-Transformation (1 credit hour)</p> <p><u>Description</u></p> <p>Graded "Satisfactory" or "Unsatisfactory". A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of students' own capacity to adapt and transform their own learning practices.</p>	<p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate their own assumptions and values in past experiences. (PLO 1 & 4) 2. Express their self-awareness and engage in self-critique. (PLO 2) 3. Critique their own assumptions and beliefs. (PLO 2) 4. Measure their own capacity for self-transformation. (PLO 1 & 3) 5. Document responses to situations and events that show reflection on their own beliefs as well as wider beliefs in community and context. (PLO 3 & 4)
<p>ORGL 4690 – Capstone Seminar (3 credit hours)</p> <p><u>Description</u></p> <p>A capstone course in which students will demonstrate a comprehensive understanding of reflective learning, conceptual frameworks, goals of their own degree program and/or specialization within Organizational Leadership.</p>	<p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Explain and analyze conceptual frameworks, reflective learning practices, and discipline-specific theories from courses in the student's area of concentration. (PLO 1) 2. Write critically and logically, applying theories of leadership to particular situations. (PLO 1 & 2) 3. Explain their own background as a learner and future career plans, considering social and environmental context, influences, and development of skills over time. (PLO 1 & 4) 4. Evaluate particular problems and case studies using problem-solving skills and self-analysis. (PLO 3) 5. Demonstrate a working familiarity with current research methods, citation styles, and presentation techniques. (PLO 1, 2 & 4)

The results of the program learning outcomes for 2017 and 2018 are listed in the section above.

The program outcome results are based on the assessment of student learning outcomes data for ORGL 4690, above. Thus, for ORGL 4690, 90% of the students demonstrated or exceeded all five course-level student learning outcomes.

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

The table below shows the results of graduate surveys completed during the calendar years 2016, 2017, and 2018. No survey data is available for years prior to 2016. The response rate in 2016 was very low. However, it improved in subsequent years. Full-time employment rates for graduates ranged from 83.3% - 100%. The majority of graduates reported that their employment was within their field of study.

Survey of Graduates	Calendar Year		
	2016	2017	2018
Demographic Data of Graduates Who Were Sent the Survey			
• Age Classification			
○ Traditional	14.3%	0%	7.7%
○ Non-Traditional	71.4%	100%	92.3%
○ Not Reported	14.3%	0%	0%
• Gender Classification			
○ Male	29.6%	15.4%	30.8%
○ Female	57.1%	84.6%	69.2%
○ Not Reported	14.3%	0%	0%
• Race Classification			
○ Asian	0%	0%	3.8%
○ Black	0%	7.7%	3.8%
○ White	85.7%	92.3%	92.3%
○ Not reported	14.3%	0%	0%
Survey Data			
• Total Calendar Year Graduates	7	13	26
• Calendar Year Graduates Surveyed	7	13	26
• Total Responses	1	6	11
• Response Rate	14.3%	46.2%	42.3%
Graduates by Concentration			
• Healthcare Administration	0%	7.7%	23.0%
• Office Administration & Technology	14.3%	30.8%	19.2%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

• Public Service	0%	23.0%	46.2%
• Not reported	85.7%	38.5%	11.5%
Employment Data			
• Employment Rate	100%	100%	100%
• Full Time Employment Rate (of those employed)	100%	83.3%	100%
• Company Size		*	
○ 1 – 4 employees	0%	*	9.1%
○ 5 – 19 employees	0%	*	0%
○ 20 – 49 employees	0%	*	18.2%
○ 50 – 99 employees	0%	*	18.2%
○ 100 – 249 employees	0%	*	0%
○ 250 – 499 employees	0%	*	9.1%
○ 500 – 999 employees	0%	*	0%
○ 1000 + employees	0%	*	18.2%
○ Not reported	100%	*	27.3%
• Held Position Prior to Earning Degree			
○ Yes	100%	83.3%	81.8%
○ No	0%	16.7%	18.2%
• Employment Related to Major			
○ Yes	100%	66.7%	54.6%
○ No	0%	33.3%	36.4%
○ Not reported	0%	0%	9.1%
• Employment by Sector			
○ Private, for-profit company	0%	*	54.6%
○ Private, non-profit organization	0%	*	36.4%
○ State/Government organization	0%	*	9.1%
○ Not reported	100%	*	
• Median Salary Range	\$30,000 to \$39,999	\$30,000 to \$39,999	\$50,000 to \$59,999



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

*The 2017 survey had different questions as they related to employers. These were not reported as numbers. Instead, respondents were able to answer the name of their employer and the job title they currently held. The table below lists the six responses received in the 2017 survey. Based on the information below, 50% of respondents reported working at a governmental organization.

Company Name	Job Title
Adventist Health Systems	Practice Manager
Concord Aldon	Executive Administrative Assistant
Dalton State College	Financial Aid Counselor
Hamilton Medical Center	Pharmacy Technician
Whitfield County E-911	Shift Supervisor
Whitfield County Emergency Management	Emergency Management Coordinator

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

A Curriculum Leadership Committee (CLC) comprised of a faculty member from each consortium member institution meets approximately every 4 – 6 weeks via phone to discuss issues related to the program, students, faculty, and staffing. Once each year, the committee meets face-to-face for an all-day advisory board meeting. The CLC discusses the needs of the program. This includes relevancy of the concentrations and the need for additional concentrations, curriculum changes, etc.

A Community Advisory Board was created to give input on the skills graduates would need. The board is comprised of members of industry and facilities that employ our graduates. Dalton State's contribution to the advisory board membership are two employees in Human Resources at Hamilton Healthcare. The first meeting of this new advisory board was in April 2019. Much of the conversation focused on soft skills, especially communication in the workplace. As a result, the CLC is exploring changes in curriculum to address this need. Specifically, communication courses will be redesigned with these needs in mind.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Number of students enrolled in the degree program	10	45	63	86	98	+880%
Number of students who applied to the program (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Number of students admitted to the program (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Percent of classes taught by full-time faculty	100%	100%	100%	100%	100%	0%

Describe additional details as deemed appropriate.

As mentioned previously, there was a considerable increase in total enrollment in the BS in Organizational Leadership program between fall 2013 and fall 2017. Fall 2013 was the first semester this program was offered to Dalton State students. Therefore, this increase was expected.

Indicators of Measures of Productivity

Graduation	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Number of degrees conferred	0	1	2	11	16	1500%
Total student credit hours earned	0	112	87.5	111	110	-1.8%

Describe any institutional-specific factors impacting time to degree.

eMajor programs utilize innovative methods to create an accelerated pathway to degree completion. These include program structure, enrollment and student support, built-in room for transfer credit, and credit for prior learning (CPL). The eMajor collaborative program structure promotes completion, utilizing eight-week, accelerated courses which allow students to satisfy prerequisites and stack courses during any given term. Courses also have a standard course shell and syllabus, with material organized into modules. This provides a consistent format for students, requiring less time to learn navigation.

Enrollment and student support are also available for prospective and current eMajor students. Frequent and customized enrollment support ensures that new or returning students have the tools and support to navigate the admissions and enrollment process. Unofficial transcript reviews are available, which allow students to see where previous credit may fit in a new program.

The eMajor Collaborative Programs have room in the curriculum for transfer credit and utilize articulation agreements with other USG and TCSG schools to accept bulk credit for certain programs. The ORGL program, specifically, includes an unarticulated Area F, which can shorten time to degree completion for undecided or change-of-major students.

Credit for Prior Learning (CPL) is offered for all major-related courses. eMajor collaborative programs have options for students to receive CPL by demonstrating learning that has taken place outside of a classroom setting. There are several common assessment methods within the Organizational Leadership program, including a challenge exam, portfolio, or a hybrid combination of both.

One factor that may negatively impact enrollment in and completion of this program is the potential need for learning support classes. The Organizational Leadership program is an entirely online program. Most of the



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

students choose it for the flexibility an online program offers. However, students requiring learning support classes cannot complete these courses online because they are bit offered in an online format.

Evidence of Program Viability

Based on evidence from ALL of the above information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

The enrollment in the Organizational Leadership program has grown considerably. There was an over 800% increase in enrollment during the period analyzed (2013/14 – 2017/18). The program continues to be very popular. The flexibility of the program and the ability for credit for prior learning are attracting students who are currently employed and require a degree to advance, and/or those who have some college credits. Graduation rates also increased during this time period. While employment data have not been directly collected for Organizational Leadership, most students in the program report they are already employed and are utilizing this major as a means of advancement within their current place of employment.

A Curriculum Leadership Committee (CLC) comprised of a faculty member from each consortium member institution meets approximately every 4 – 6 weeks via phone to discuss issues related to the program, students, faculty, and staffing. Once each year the committee meets face-to-face for an all-day advisory board meeting. The CLC discusses the needs of the program. This includes relevancy of the concentrations and the need for additional concentrations, curriculum changes, etc. A Community Advisory Board was created to give input on the skills graduates would need. One suggestion was the focus on soft skills, especially communication in the workplace. As a result, the CLC is exploring changes in curriculum to address this need.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

The BS Organizational Leadership program is designed to provide flexibility for adult learners and those students who are returning to college after stopping out. eMajor programs utilize innovative methods to create an accelerated pathway to degree completion. These include program structure, enrollment and student support, built-in room for transfer credit, and credit for prior learning (CPL).

The eMajor Collaborative Program structure promotes completion, utilizing eight-week, accelerated courses which allow students to satisfy prerequisites and stack courses during any given term. Courses also have a standard course shell and syllabus, with material organized into modules. This provides a consistent format for students, requiring less time to learn navigation.

Enrollment and student support is also available for prospective and current eMajor students. High-touch, customized enrollment support ensures that new or returning students have the tools and support to navigate the admissions and enrollment process, regardless of which institution or program they select. Unofficial transcript reviews are available, which allow students to see where previous credit may fit in a new program. When students enroll and begin eMajor courses, they have an array of support available, including a dedicated Student Support Team to provide coaching and assistance throughout the term.

The eMajor Collaborative Programs have room in the curriculum for transfer credit and utilize articulation agreements with other USG and TCSG schools to accept bulk credit for certain programs. The ORGL program, specifically, includes an unarticulated Area F, which can shorten time to degree completion for undecided or change-of-major students.

eMajor collaborative programs have options for students to receive credit for prior learning (CPL) by demonstrating learning that has taken place outside of a classroom setting. Official CPL options became available through eMajor in fall 2017; however, these may have been available at the institutional level prior to that time. The eMajor program utilizes several common assessment methods with the Organizational Leadership (ORGL) and Criminal Justice (CJ) bachelor's degree programs, including a challenge exam, portfolio, or a hybrid combination of both. eMajor adheres to the Council of Adult and Experiential Learning's "Ten Standards for Assessing Learning" when assessing and implementing CPL. Students must be currently enrolled and in good standing at their home institution to attempt credit for prior learning through eMajor. Further, they must be a declared ORGL or CJ major and must not have previously attempted the course. Students must follow institutional guidelines pertaining to maximum number of hours allowed through CPL.

All collaborative program courses are reviewed on an ongoing basis for CPL eligibility through the outlined eMajor course revision process. Single institution programs follow the CPL procedures of their home institution.

Weaknesses and concerns:

The Community Advisory Board recommended more of a focused approach to communication within the Organizational Leadership curriculum. There is a need to prepare students to have difficult conversations in the workplace and to be better communicators, in general.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

There is a need to incorporate additional communication and “soft skills” into the BS in Organizational Leadership curriculum.

Specific action(s):

All courses undergo a regular review by subject matter experts (SMEs). These reviews often include the incorporation of open educational resources (OERs) and revised course curriculum. Courses such as the communication courses are expected to be revised to include the incorporation of curriculum that would enhance soft-skills.

Expected outcomes:

The subject matter expert (SME) will review the courses over the next two years. The reviews will result in amended course curriculum to include ways to enhance student soft skills.

Time frame for achievement:

Fall 2021

Person(s) responsible:

The Curriculum Leadership Committee (CLC) will work with the executive director of eMajor programs to identify appropriate SMEs to perform course redesigns.

Resources needed:

eMajor will provide a monetary stipend to SMEs for the redesign of courses.

Prepared by:

Signature

Gina M. Kertulis-Jantar

Date:

06/09/2021

Dean's Approval

Signature:

Gina M. Kertulis-Jantar

Date:

06/09/2021



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: _____

Mark M. Helms

Date: _____

6-9-2021

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
 - Program is critical to the institutional mission and will be retained.
 - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.

- Program **DOES NOT MEET** Institution's Criteria for continuation.
 - Program will be placed on monitoring status.
 - Program will undergo substantive curricular revisions.
 - Program will be deactivated.
 - Program will be voluntarily terminated.
 - Other (Please elaborate):

VPAA Signature: _____

Bruno G. Hicks

Date: _____

6/10/21

Bruno G. Hicks, Ed.D.
Provost & Vice President of Academic Affairs
Dalton State College