



## Program-Level Assessment: Annual Report

Program Name (no acronyms): Leadership and Organizational Behavior      Department: NA

Degree or Certificate Level: Undergraduate BA      College/School: School for Professional Studies

Date (Month/Year): August 2022      Assessment Contact: Katie Devany

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The following student learning outcomes were assessed:

Student LO #1: Analyze data to formulate evidence-based decisions.  
Student LO #4: Apply leadership principles in multiple contexts.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

#### Student LO #1 Artifacts

- ORLD 1500 - Team Research Proposal Paper
  - The final project consists of an APA research proposal paper containing the following APA sections: Title Page, Abstract, Introduction, Method, and References. The paper should be 8-10 pages in length (excluding references). To this end, prior Assignments will be seamlessly integrated into a single full-length document. Students will present their research proposal to the class in a concise but informative 5-7-minute pre-recorded presentation. A successful Final Project will display student competencies related to all formal course objectives.

- ORLD 2500 - Financial Analysis Case Study
  - This project will require students to utilize knowledge and skills in financial and managerial accounting to manage the financial data of a fictional organization. Students will be given beginning balances and background information on the organization. Based on this information, students will be required to: prepare an operating budget, including assumptions used; manage transactions and make proper journal entries; prepare an income statement and balance sheet; and prepare a variance report with explanations. The operating budget, income statement, and variance report will be included in the portfolio.
- ORLD 2700 - Human Resources Organizational Assessment
  - This project will allow students to conduct in-depth research in the area of human resource management (HRM) and apply HRM theory and research to a Fortune 500 organization. Students will select one HR functional area and will then write a paper based on the selected functional area and Fortune 500 organization that includes: 1. What are the trends, activity, and focus of that organization in the functional area selected by the student? 2. What competition, barriers, distractions, strategic disadvantages, etc. does this organization have in regard to its main competitors in this functional area? 3. What recommendations would the student give to the organization to create strategic and competitive advantages in this functional area?
- ORLD 3000 – Lean Canvas Presentation
  - Each student will present their business concept or innovative idea using the lean canvas. The presentation will be recorded using Screencast-o-matic, Zoom, or PowerPoint narration and uploaded to the discussion board giving all students the opportunity to provide feedback. All students are required to comment on each presentation with presenters serving as facilitators to monitor and reply to comments/questions during the week.
- ORLD 4960 – Leadership and Organizational Behavior Analysis Project
  - The final project is the key component of this course. In it, you demonstrate your understanding of the fundamental Leadership and Organizational Behavior concepts you have learned during your program of study, through applying them to:
    - The identification of a problem that is relevant in an organizational context.
    - The identification criteria that is associated with assessing the quality of alternative solutions to the problem.
    - Providing a description of one or more alternative solutions to the problem.
    - Creating a design document, policy or procedure, or a mockup of the solution that you propose for solving the problem.

#### **Student LO # 4 Artifacts**

- ORLD 1000 – Leadership Development Plan
  - Students are expected to reflect upon course content and concepts in preparing a Leadership Development Plan, which calls for the identification of two distinct leadership goals: (1) A Personal

Goal (self-leadership) and (2) A Professional Goal. Then students are to apply a SMART Goal approach to each one, reflecting upon their strengths and weaknesses individually and in the context of work.

- ORLD 3800 – Final Presentation on Organizational Design Analysis
  - The main project for the course will be to conduct a design analysis of the organization for which you work. If you are not currently working or volunteering for an organization, then you may choose another organization. Note that you must have access to information on the organization including contacts with whom you can speak. This is not a standard research paper on a company of your choice. The analysis is broken down into four assignments that allow you to directly apply what you are learning to your organization. It culminates with a recorded presentation that includes your recommendations for the organization based on your analysis of its strategy, structure and culture.
- ORLD 4000 - Global leadership analysis presentation
  - The final project of the course is a presentation of the country you have selected specifically highlighting (a) historical and cultural context, (b) organizational norms related to leadership practices, and (c) individual insight (gleaned from cultural assessments) for delivering effective cross-cultural interaction. In other words, the presentation should resemble a white paper which summarizes primary influences on leadership within your country and ways in which leaders can increase global mindfulness further enhancing global competences.
- ORLD 4960 - Leadership and Organizational Behavior Analysis Project
  - The final project is the key component of this course. In it, you demonstrate your understanding of the fundamental Leadership and Organizational Behavior concepts you have learned during your program of study, through applying them to:
    - The identification of a problem that is relevant in an organizational context.
    - The identification criteria that is associated with assessing the quality of alternative solutions to the problem.
    - Providing a description of one or more alternative solutions to the problem.
    - Creating a design document, policy or procedure, or a mockup of the solution that you propose for solving the problem.

**All courses were offered online.**

### **3. Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

A rubric was used to assess each student artifact. Additionally, the instructor assessed the student's mastery of the related learning outcomes using the outcome tool in Canvas. The related student outcomes were embedded in the artifact's rubric to allow for assessment of the outcomes at the same time as the artifact. In this way, the assessment of the student learning outcomes is relevant and timely as the instructor has just completed the evaluation of the artifact and can accurately assess mastery of the outcome(s).

This process has changed from last year in where a survey was distributed following the conclusion of the course asking instructors to review related learning outcomes. While the previous survey also included qualitative information such as opportunities for improvement of course content or design, the element of recency was lacking. The data from the Canvas outcomes tool was pulled by SPS leadership from Canvas and distributed to Program Directors for review following the conclusion of the academic year. As this was our first year using this tool, it would be helpful to pull the data after each term to provide the opportunity to update the course for the next iteration if applicable.

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

As all courses are taught online through the main SLU campus no difference can be derived based on modality or location. The results of the assessment for each learning outcome is presented below.

- **LO #1:** The majority of students (54%) successfully demonstrated the objective, 33% partially demonstrated the objective, and 13% did not demonstrate the objective as assessed through completion of the related artifacts.
- **LO #4:** The majority of students (63%) successfully demonstrated the objective, 38% partially demonstrated the objective, and 0% not demonstrate the objective as assessed through completion of the related artifacts.

#### 5. Findings: Interpretations & Conclusions

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

**LO #1:** In general, analyzing data is difficult for many students in the Leadership & Organizational Behavior program. Data related to financial concepts or statistical data found in research articles can seem overwhelming. This concern has been articulated during instructor virtual office hours as well as to academic coaches (advisors). Therefore, it is not surprising that the data indicates nearly half of the students either partially or did not demonstrate this learning outcome. However, this objective is more than just analyzing raw data such as would be done in a methodology course. The data received may be quantitative or qualitative and should be used to evaluate the situation using evidence-based decision making. This data tells us that perhaps the final artifact does not adequately apply the competence of evidence-based decision making, or that students are still not confident in their ability to perform this competence. This is an area that needs to be further discussed with the faculty to determine where a potential gap exists in either the course design or artifact, as I would hope to see a greater number of students who met the learning outcome.

**LO #4:** The results indicate that most students are able to apply leadership concepts in multiple contexts. This competence can be difficult for some students who are either not currently in a leadership role or do not strive to be in a leadership role. In this way, the application of leadership concepts can feel abstract. However, the most students are able to connect with the concepts through their current or previous employment and therefore gain value from the

courses and artifacts. Thus, the courses and artifacts related to this learning outcome seem to be well aligned with no recommendations for immediate change.

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

### A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results will be disseminated to all faculty at the beginning of this academic year (fall 2022) during the faculty workshop. This workshop is available both in-person as well as via Zoom as many instructors do not live locally due to the modality of the courses (online).

### B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

#### Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

#### Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

As a faculty group in SPS we are working to develop changes to the data collection method of the assessment plan. We used the learning outcome assessment tool in Canvas this academic year (2021-22) which varied from the data collection method used in previous years. We have a meeting scheduled in early August to discuss our feedback on the current method (Canvas tool) as well as ways we can improve this process.

The program director will also be working with the course instructors to review the results and discuss applicable changes to the course for the next iteration. Among these will be changes to some course content related to the artifacts to ensure better alignment with the learning outcome(s).

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?

The program director has been working with the primary instructor for the introductory leadership course, ORLD 1000 to ensure better alignment of the course learning outcomes. Several phone conversations have taken place as well as messages with specific action steps for improvement following the conversion of the course to a Master Course. Additional auditing of the course was completed by the program director of the graduate leadership degree.

### B. How has this change/have these changes been assessed?

The changes are being assessed by the Distance Education Office through the online peer review process. There were key components related to student learning outcomes that were absent from the current iteration. The new version is being finished now (summer 2022) and will be assessed in a few weeks prior to the fall 2022 semester.

### C. What were the findings of the assessment?

The assessment has not yet been completed. However, preliminary assessment has shown greater alignment between course assessment/assignments and course learning outcomes. This key piece was not present in past iterations of the course. Additionally, quizzes are being revamped to produce a stronger assessment of the content as well as to align with course outcomes.

### D. How do you plan to (continue to) use this information moving forward?

We will continue to follow the steps in the assessment plan to ensure learning objectives remain relative and accurately assess student learning.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**

**\*\* The rubrics are available below. \*\***

## ORLD 1500 Final Research Paper Rubric

TITLE PAGE (1 page)			
<i>1 Point</i>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>APA Style (1 Point)</b>	<u>0 Points</u> Majority of page has formatting errors.	<u>5 Points</u> Few formatting errors.	<u>1 point</u> Only one or two minor formatting errors.
INTRODUCTION (2-3 pages)			
<i>6 Points</i>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>APA Style &amp; Argumentation (6 Points)</b>	<u>0 Points</u> Lacks a clear idea or point. Fails to connect studies to the main idea. Lacks transitions and flow from general to specific points. Does not state hypotheses and rarely cites studies. Numerous grammatical and formatting errors.	<u>3 Points</u> Cites relevant scholarly literature, but largely fails to address their importance and implications. Does little to tie the literature together. Good transitions and flow from general to specific points. Clearly states the hypotheses. Does not support hypotheses with research. Few grammatical and formatting errors.	<u>6 Points</u> Not only cites relevant scholarly literature, but critically analyzes and addresses their importance and implications. Excellent transitions and flow from general to specific points. Hypotheses are well founded and supported. Almost no grammatical errors.

## METHOD (2-3 pages)

<b>6 Points</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>APA Style: Content, Structure, &amp; Format (1 Point)</b>	<p style="text-align: center;"><u>0 Points</u></p> <p>Incomprehensible. Several study characteristics are missing or not easily identifiable. Contains several minor and major APA structure and formatting errors.</p>	<p style="text-align: center;"><u>5 Points</u></p> <p>Poorly organized and difficult to follow. Some study characteristics are not easily identifiable or missing. Contains several minor or one major APA structure and/or formatting errors.</p>	<p style="text-align: center;"><u>1 Point</u></p> <p>Well-organized and leaves little doubt as to what the participant sample, materials, and procedures are. Contains only one or two minor structure and/or formatting errors.</p>
<b>Participant Sample (2 Points)</b>	<p style="text-align: center;"><u>0 Points</u></p> <p>Most or all required sample and sampling information, as per the Journal Article Reporting Standards (JARS), is missing or inappropriate for the research question.</p>	<p style="text-align: center;"><u>1 Point</u></p> <p>Some required sample and sampling information, as per the Journal Article Reporting Standards (JARS), is included, though sometimes inappropriate for the research question.</p>	<p style="text-align: center;"><u>2 Points</u></p> <p>Most or all required sample and sampling information, as per the Journal Article Reporting Standards (JARS), is included and appropriate for the research question.</p>
<b>Measures &amp; Materials (1 Point)</b>	<p style="text-align: center;"><u>0 Points</u></p> <p>Most or all required measures and materials, as per the Journal Article Reporting Standards (JARS), is missing or inappropriate for the research question.</p>	<p style="text-align: center;"><u>5 Points</u></p> <p>Some required measures and materials, as per the Journal Article Reporting Standards (JARS), are included, though sometimes inappropriate for the research question.</p>	<p style="text-align: center;"><u>1 Point</u></p> <p>Most or all required measures and materials, as per the Journal Article Reporting Standards (JARS), are included and appropriate for the research question.</p>



<b>Procedure (2 Points)</b>	<u>0 Points</u> Most or all required design and implementation, as per the Journal Article Reporting Standards (JARS), are missing or inappropriate for the research question.	<u>1 Point</u> Some required design characteristics or procedures, as per the Journal Article Reporting Standards (JARS), are included, though sometimes inappropriate for the research question.	<u>2 Points</u> Most or all required design and implementation information, as per the Journal Article Reporting Standards (JARS), are included and appropriate for the research question.
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**RESULTS (1-2 pages)**

<b>6 Points</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>APA Style (1 Point)</b>	<u>0 Points</u> Incomprehensible. Several necessary components are missing or not easily identifiable. Contains several APA structure and formatting errors.	<u>5 Points</u> Poorly organized and difficult to follow. Some necessary components are missing or are not easily identifiable. Contains a few APA formatting errors.	<u>1 Point</u> Well-organized. Most or all necessary components are clearly identifiable. Adheres to APA structure and formatting, with only one or two formatting errors.
<b>Statistical Analyses (3 Points)</b>	<u>0 Points</u> None of the required inferential statistical analysis choices are included and/or no justification for selection of analytical methods is provided.	<u>1.5 Point</u> Some of the required inferential statistical analyses choices are included and are appropriate. Some justification for selection of analytical methods is provided and appropriate.	<u>3 Points</u> Most or all of the required inferential statistical analyses are included and appropriate for the research question. Most or all justification for selection of analytical methods is provided and appropriate.

<b>Findings (2 Points)</b>	<u>0 Points</u> None of the required information regarding findings from null hypothesis testing are presented.	<u>1 Point</u> Some of the required statistical analysis and hypothesis testing results are included and/or appropriate for the research question.	<u>2 Points</u> Most or all of the required statistical analysis and hypothesis testing results are included and appropriate for the research question.
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**DISCUSSION (2-3 pages)**

<b>5 Points</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>APA Style (2 Points)</b>	<u>0 Points</u> Discussion is incomprehensible. Several necessary components are missing or not easily identifiable. The section contains several APA structure and formatting errors.	<u>1 Point</u> Discussion is organized poorly and difficult to follow. Some necessary components are not easily identifiable or are missing. The section contains a few APA formatting errors.	<u>2 Points</u> Discussion is well-organized, and most or all necessary components are clearly identifiable. The section adheres to APA structure and formatting, with only one or two formatting errors.
<b>Quality (3 Points)</b>	<u>0 Points</u> Most or all of the Discussion section contains information that is inconsistent with other parts of the paper and/or discusses the research project with insufficient accuracy, breadth, and comprehensiveness.	<u>1.5 Points</u> Some of the Discussion section contains information that is consistent with other parts of the paper and discusses the research project with sufficient accuracy, breadth, and comprehensiveness.	<u>3 Points</u> Most or all of the Discussion section contains information that is consistent with other parts of the paper and discusses the research project with sufficient accuracy, breadth, and comprehensiveness.

<b>REFERENCES (1 page)</b>			
<b>2 Points</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>References &amp; In-text Citations (2 Points)</b>	<u>0 Points</u> Often does not cite sources or misplaces those that are cited. Frequently uses wrong APA formatting. Cites less than four scholarly articles in-text.	<u>1 Point</u> Understands the basics of citations and makes efforts to cite literature, but the citations are somewhat regularly misplaced or written incorrectly. Cites at least four scholarly articles in-text.	<u>2 Points</u> Uses correct APA style format and correct citation formats with few errors. Cites at least eight scholarly articles in-text.

<b>DEVELOPMENT / IMPROVEMENT</b>			
<b>4 Points</b>	<b>Poor</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>Overall Complexity (2 Points)</b>	<u>0 Points</u> Fails to demonstrate thoughtful, complex thinking and to integrate course material effectively.	<u>1 Point</u> Demonstrates thoughtful, complex thinking at times. Integrates course material effectively some of the time.	<u>2 Points</u> Demonstrates thoughtful, complex thinking consistent with effective argumentation. Integrates course material effectively most of the time.
<b>Feedback Integration and Learning (2 Points)</b>	<u>0 Points</u> Fails to successfully integrate all or most instructor feedback. Does not demonstrate improvement across time.	<u>1 Point</u> Successfully integrates some instructor feedback. Demonstrates some improvement across time.	<u>2 Points</u> Successfully integrates most or all instructor feedback. Demonstrates substantial improvement across time.

## ORLD 3800 Final Presentation Rubric

Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Strategy and/or Strategic Planning Recommendations	<b>3 to &gt;2.0 pts</b> <b>Exceptional</b> Provided strategy and/or strategic planning recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	<b>2 to &gt;1.0 pts</b> <b>Meets Expectations</b> Strategy and strategic planning recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	<b>1 to &gt;0 pts</b> <b>Needs Improvement</b> Does not provide strategic and/or strategic planning recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Content: Structure & Design Elements Recommendations	<b>3 to &gt;2.0 pts</b> <b>Exceptional</b> Provided structure and design recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	<b>2 to &gt;1.0 pts</b> <b>Meets Expectations</b> Structure and design recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	<b>1 to &gt;0 pts</b> <b>Needs Improvement</b> Does not provide structure and design recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Content: People Strategy Recommendations	<b>3 to &gt;2.0 pts</b> <b>Exceptional</b> Provided people strategy recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	<b>2 to &gt;1.0 pts</b> <b>Meets Expectations</b> People strategy recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	<b>1 to &gt;0 pts</b> <b>Needs Improvement</b> Does not provide people strategy recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts

Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Culture/ethics/values Recommendations	<b>3 to &gt;2.0 pts</b> <b>Exceptional</b> Provided culture/ethics/values recommendations based on the prior organizational analysis; and clearly and accurately applied the course readings, materials and/or lectures	<b>2 to &gt;1.0 pts</b> <b>Meets Expectations</b> Culture/ethics/values recommendations are not fully developed or supported by organizational analysis; and/or failure to clearly or accurately apply the course readings, materials and/or lectures	<b>1 to &gt;0 pts</b> <b>Needs Improvement</b> Does not provide culture/ethics/values recommendations; or not based on the prior organizational analysis; or does not apply the course readings, materials and/or lectures	3 pts
Presentation Quality	<b>4 to &gt;2.67 pts</b> <b>Exceptional</b> Presentation recording was good quality in a format easy to use by the viewer; presentation was well-rehearsed and flows well; the pace and tone of the presenter were appropriate; length of presentation was 6-8 minutes	<b>2.67 to &gt;1.33 pts</b> <b>Meets Expectations</b> Presentation recording was poor quality; and/or format was not easy to use by the viewer; and/or presentation was not well-rehearsed and did not flow well; and/or the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 6-8 minutes	<b>1.33 to &gt;0 pts</b> <b>Needs Improvement</b> Presentation recording was poor quality; and/or format was not easy to use by the viewer; and presentation was not well-rehearsed and did not flow well; and the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 6-8 minutes	4 pts

Presentation Rubric

Criteria	Ratings			Pts
Slide Quality	<p><b>3 to &gt;2.0 pts</b>  <b>Exceptional</b>                      Presentation slides were visually attractive, creative and interesting; slides contained the appropriate amount of text using a readable font size; tables and figures were clearly visible</p>	<p><b>2 to &gt;1.0 pts</b>  <b>Meets Expectations</b>                      Presentation slides were not visually attractive, creative and/or interesting; and/or slides did not contain the appropriate amount of text or font size; and/or tables and figures were blurry</p>	<p><b>1 to &gt;0 pts</b>  <b>Needs Improvement</b>                      Presentation slides were not visually attractive, creative and/or interesting; and slides did not contain the appropriate amount of text or font size; and tables and figures were blurry</p>	3 pts
Organization and Readability	<p><b>4 to &gt;2.67 pts</b>  <b>Exceptional</b>                      Presentation slides were well-organized and free of formatting, typographical, grammatical errors; and included title slide, objectives, and a reference slide</p>	<p><b>2.67 to &gt;1.33 pts</b>  <b>Meets Expectations</b>                      Presentation slides were not wellorganized and/or had some formatting, typographical, grammatical errors; and/or one of the following was missing: title, objective or reference slide</p>	<p><b>1.33 to &gt;0 pts</b>  <b>Needs Improvement</b>                      Presentation slides were not wellorganized and/or had numerous formatting, typographical, grammatical errors; and/or two of the following were missing: title, objective or reference slide</p>	4 pts

Presentation Rubric

Criteria	Ratings			Pts
Support, Analysis, & Critical Thinking	<b>4 to &gt;2.67 pts Exceptional</b> Critically analyzed and applied the course readings, lectures and interview with at least 5 direct/indirect citations	<b>2.67 to &gt;1.33 pts Meets Expectations</b> Failed to critically analyze and/or apply the course readings; and/or relied heavily on personal examples or poorly supported evidence; and/or made 3-4 direct/indirect citations	<b>1.33 to &gt;0 pts Needs Improvement</b> Failed to critically analyze and/or apply the course readings; and relied heavily on personal examples or poorly supported evidence; and made 0-2 direct/indirect citations	4 pts
APA Style and Citations	<b>3 to &gt;2.0 pts Exceptional</b> Presentation slides were free of APA errors; accurately used citations (direct and indirect quotes)	<b>2 to &gt;1.0 pts Meets Expectations</b> Presentation slides had some APA errors; and/or did not accurately use citations (direct and indirect quotes)	<b>1 to &gt;0 pts Needs Improvement</b> Presentation slides had numerous APA errors; and did not accurately use citations (direct and indirect quotes)	3

**ORLD 4000 - Final Presentation Rubric**

Final Presentation Rubric

Criteria	Ratings			Pts
Presentation Content: Contextual Overview	<b>12 to &gt;7.2 pts</b> <b>Exceptional</b> Provided thorough contextual overview of the country; appropriate sources were cited.	<b>7.2 to &gt;2.4 pts</b> <b>Meets Expectations</b> Provided minimal contextual overview of the country; appropriate sources were inconsistently cited.	<b>2.4 to &gt;0 pts</b> <b>Needs Improvement</b> Provided little to no contextual overview of the country; appropriate sources were not cited.	12 pts
This criterion is linked to a Learning Outcome Presentation Content: Cultural influences on leadership	<b>12 to &gt;7.2 pts</b> <b>Exceptional</b> Provided thorough overview of the cultural influences on leadership within the country; appropriate sources were cited.	<b>7.2 to &gt;2.4 pts</b> <b>Meets Expectations</b> Provided minimal overview of the cultural influences on leadership within the country; appropriate sources were inconsistently cited.	<b>2.4 to &gt;0 pts</b> <b>Needs Improvement</b> Provided little to no overview of the cultural influences on leadership within the country; appropriate sources were not cited.	12 pts
This criterion is linked to a Learning Outcome Presentation Content: Organizational influences on leadership	<b>12 to &gt;7.2 pts</b> <b>Exceptional</b> Provided thorough overview of the organizational influences on leadership within the country; appropriate sources were cited.	<b>7.2 to &gt;2.4 pts</b> <b>Meets Expectations</b> Provided minimal overview of the organizational influences on leadership within the country; appropriate sources were inconsistently cited.	<b>2.4 to &gt;0 pts</b> <b>Needs Improvement</b> Provided little to no overview of the organizational influences on leadership within the country; appropriate sources were not cited.	12 pts



Final Presentation Rubric

Criteria	Ratings			Pts
<p>This criterion is linked to a Learning Outcome Presentation Content: Future of leadership</p>	<p><b>15 to &gt;9.0 pts</b> <b>Exceptional</b> Provided thorough overview of the emerging themes and personal analysis of leadership within the country; appropriate sources were cited.</p>	<p><b>9 to &gt;3.0 pts</b> <b>Meets Expectations</b> Provided minimal overview of the emerging themes OR personal analysis of leadership within the country; appropriate sources were inconsistently cited.</p>	<p><b>3 to &gt;0 pts</b> <b>Needs Improvement</b> Provided little to no overview of the emerging themes and personal analysis of leadership within the country; appropriate sources were not cited.</p>	<p>15 pts</p>
<p>This criterion is linked to a Learning Outcome Presentation Quality</p>	<p><b>10 to &gt;6.0 pts</b> <b>Exceptional</b> Presentation recording was good quality in a format easy to use by the viewer; presentation was well-rehearsed and flows well; the pace and tone of the presenter were appropriate; length of presentation was 12-15 minutes</p>	<p><b>6 to &gt;2.0 pts</b> <b>Meets Expectations</b> Presentation recording was poor quality; and/or format was not easy to use by the viewer; and/or presentation was not well-rehearsed and did not flow well; and/or the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 12-15 minutes</p>	<p><b>2 to &gt;0 pts</b> <b>Needs Improvement</b> Presentation recording was poor quality; and/or format was not easy to use by the viewer; and presentation was not well-rehearsed and did not flow well; and the pace and tone of the presenter were not appropriate; and/or length of presentation was not within 12-15 minutes</p>	<p>10 pts</p>

Final Presentation Rubric

Criteria	Ratings			Pts
<p>This criterion is linked to a Learning Outcome Slide Quality</p>	<p><b>9 to &gt;5.4 pts</b> <b>Exceptional</b> Presentation slides were visually attractive, creative and interesting; slides contained the appropriate amount of text using a readable font size; tables and figures were clearly visible.</p>	<p><b>5.4 to &gt;1.8 pts</b> <b>Meets Expectations</b> Presentation slides were not visually attractive, creative and/or interesting; and/or slides did not contain the appropriate amount of text or font size; and/or tables and figures were blurry.</p>	<p><b>1.8 to &gt;0 pts</b> <b>Needs Improvement</b> Presentation slides were not visually attractive, creative and/or interesting; and slides did not contain the appropriate amount of text or font size; and tables and figures were blurry.</p>	<p>9 pts</p>
<p>This criterion is linked to a Learning Outcome Organization and Readability</p>	<p><b>10 to &gt;6.0 pts</b> <b>Exceptional</b> Presentation slides were well-organized and free of formatting, typographical, grammatical errors; and included title slide, introduction, and a reference slide.</p>	<p><b>6 to &gt;2.0 pts</b> <b>Meets Expectations</b> Presentation slides were not well-organized and/or had some formatting, typographical, grammatical errors; and/or one of the following was missing: title, introduction, or reference slide</p>	<p><b>2 to &gt;0 pts</b> <b>Needs Improvement</b> Presentation slides were not well-organized and/or had numerous formatting, typographical, grammatical errors; and/or two of the following were missing: title, introduction, or reference slide</p>	
<p>This criterion is linked to a Learning Outcome Support, analysis, and critical thinking</p>	<p><b>10 to &gt;6.0 pts</b> <b>Exceptional</b> Critically analyzed and applied the course readings, and external sources with at least 5 direct/indirect citations.</p>	<p><b>6 to &gt;2.0 pts</b> <b>Meets Expectations</b> Failed to critically analyze and/or apply course readings; and/or relied heavily on personal examples or poorly supported evidence; and/or made 3-4 direct/indirect citations</p>	<p><b>2 to &gt;0 pts</b> <b>Needs Improvement</b> Failed to critically analyze and/or apply the course readings; and relied heavily on personal examples or poorly supported evidence; and made 0-2 direct/indirect citations</p>	<p>10 pts</p>

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Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome APA Style and Citations	<b>10 to &gt;6.0 pts Exceptional</b> Presentation slides were free of APA errors; accurately used citations (direct and indirect quotes)	<b>6 to &gt;2.0 pts Meets Expectations</b> Presentation slides had some APA errors; and/or did not accurately use citations (direct and indirect quotes)	<b>2 to &gt;0 pts Needs Improvement</b> Presentation slides had numerous APA errors; and did not accurately use citations (direct and indirect quotes)	10 pts
Total Points: 100				