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| **Assurance of Student Learning**  **2023-2024** | |
| *CEBS* | *School of Leadership & Professional Studies* |
| *Organizational Supervision 2000* | |
| *Said Ghezal* | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  Students will demonstrate understanding of the business enterprise. | | | |
| **Instrument 1** | **SUPR 253 capstone course project.** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Students will demonstrate foundational knowledge of the business environment. | | | |
| **Instrument 1** | **SUPR 253 capstone course project.** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Students will demonstrate competency in written and oral business communication. | | | |
| **Instrument 1** | **SUPR 253 capstone course project.** | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Students will demonstrate understanding of the business enterprise. | | | | |
| **Measurement Instrument 1** | SUPR 253 is a capstone course thatuses several activities as assessment artifacts, which culminate in a course project. The activities provide students with opportunities to demonstrate their understanding of all basic facets of a business enterprise. A rubric (attached) is used to measure students’ business acumen by assessing their understanding of concepts and topics related to running the business enterprise. | | | | |
| **Criteria for Student Success** | The expectations are to have a 70% pass rate on the cap stone project of a random sample and 70% pass rate on each dimension of the rubric. | | | | |
| **Program Success Target for this Measurement** | | 70% | **Percent of Program Achieving Target** | 90% | |
| **Methods** | There were only 7 students in the section of this course that was offered in spring 2024. The course is offered only in the spring. So, we evaluated all 7 course projects. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| SUPR 253 was modified to include more case studies (applied learning) for more emphasis on all business dimensions particularly strategic management, which includes all aspects of running a business enterprise (i.e., Human Resources Strategy, Diversity Strategy, Technology Strategy, Marketing and customer relationships Strategy, research & development, etc...).  The business real-world case studies helped students focus and engage more as they work on businesses they use and/or are familiar with. In addition, the case studies expose students to business concepts in an applied manner versus a theoretical manner. Students enjoy working on those cases and show interest and engagement.  We will keep using this approach for the coming terms. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Follow up will occur next round of assessment (Spring 2025). | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| Spring 2025. | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | Students will demonstrate foundational knowledge of the business environment. | | | | |
| **Measurement Instrument 1** | SUPR 253 is a capstone course that uses several activities as assessment artifacts, which culminate in a course project. The activities provide students with opportunities to demonstrate their understanding of the competitive business environment to include rivals, suppliers, and customers, legal environment of business, among other forces of the environment. A rubric (attached) measures students’ understanding of the effect of these environmental forces on the business enterprise. | | | | |
| **Criteria for Student Success** | The expectations are to have a 70% pass rate on the cap stone project of a random sample and 70% pass rate on each dimension of the rubric. | | | | |
| **Program Success Target for this Measurement** | | 70% | **Percent of Program Achieving Target** | 90% | |
| **Methods** | There were only 7 students in the section of this course that was offered in spring 2024. The course is offered only in the spring. So, we evaluated all 7 course projects. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| The weekly case studies expose students to the different facets of the business environment. While the reading assignments introduce students to those concepts, the case studies will provide them with the opportunity to apply them.  The use of real-world cases has helped students absorb better the material and apply it to different situations and scenarios.  We will keep using the case studies approach and update it as necessary to include new cases that provide current business environments. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Follow up will occur next cycle of assessment (Spring 2025). | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| Spring 2025 | | | | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | Students will demonstrate competency in written and oral business communication. | | | | |
| **Measurement Instrument 1** | SUPR 253 is a capstone course thatuses several activities as assessment artifacts, which culminate in a course project. The course project provides students with an opportunity to demonstrate their competency in written and oral business communication as they write and present a term paper. A rubric (attached) measures students’ ability to communicate both orally and in writing by evaluating key written communication aspects. | | | | |
| **Criteria for Student Success** | The expectations are to have a 70% pass rate on the cap stone project of a random sample and 70% pass rate on each dimension of the rubric. | | | | |
| **Program Success Target for this Measurement** | | 70% | **Percent of Program Achieving Target** | 80% | |
| **Methods** | There were only 7 students in the section of this course that was offered in spring 2024. The course is offered only in the spring. So, we evaluated all 7 course projects. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| By working on the case studies on a weekly basis, students were able to improve their business communication by writing reports and solving for the cases. The assignments also helped improve their oral communication as they presented their findings to their peers.  The course structure and course project (instrument) will be kept as is for the coming terms until next assessment round. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Follow up will occur next cycle of assessment (Spring 2025). | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| Spring 2025 | | | | | |

**CURRICULUM MAP TEMPLATE**

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|  | **Program name:** | |  | Organizational Supervision (2000) | |
|  | **Department:** | |  | School of Leadership & Professional Studies | |
|  | **College:** | |  | College of Education and Behavioral Sciences | |
|  | **Contact person:** | |  | Said Ghezal | |
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|  |  |  | **Learning Outcomes** |  |  |
| **Course Subject** | **Number** | **Course Title** | **LO1:** | **LO2:** | **LO3:** |
| Key:  Introduced (I), Reinforced (R), Mastered (M), Assessed (A) |  |  | Students will demonstrate understanding of the business enterprise. | Students will demonstrate foundational knowledge of the business environment. | Students will demonstrate competency in written and oral business communication. |
| SUPR | 100 | Introduction to Commerce and Organizational Structures | I/R | I |  |
| SUPR | 200 | Performance Reporting & Bookkeeping I | I |  |  |
| SUPR | 201 | Performance Reporting & Bookkeeping II | I |  |  |
| SUPR | 210 | Organization and Supervision | I/R | I |  |
| SUPR | 212 | Organizational Promotions and Advertising | I | I/A |  |
| SUPR | 214 | Supervisory Communication | I | I | R/M |
| SUPR | 248 | Principles of Supervision | I/R | I | I |
| SUPR | 250 | Entrepreneurship and Organizational Innovation | I | I/R |  |
| SUPR | 253 | Supervision Capstone | R/M/A | R/M/A | R/M/A |
| SUPR | 257 | Human Capital Supervision | I |  |  |
| SUPR | 270 | Labor Relations Administration | I | I |  |
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