PROGRAM REVIEW REPORT SUMMARY

1. **Reporting Institution** Eastern Illinois University
2. **Program Reviewed** Bachelor of Science in Organizational Development
3. **Date** 01/15/2021
4. **Contact Person** Kelly Best
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5. **Overview**

What is now known as the B.S. in Organizational Development (OD) program began in the 1970s as a program to serve returning veterans at Chanute Air Force Base in Rantoul, Illinois. The mission and content of the degree program has evolved over the years to meet both workforce and student needs.

The OD program prepares students for careers as supervisors, project leaders, change agents, and trainers in a variety of organizational settings. Organizational development is a distinct field of study focused on understanding the human aspects of organizations including people, processes, and practices. Practitioners employ planned interventions to improve the effectiveness and health of organizations by employing behaviors science knowledge and interventions informed by the unique

The OD program remains a degree completion program providing transfer students with opportunities to earn academic credit for prior learning after extensive review. We accept certificates and military training evaluated by the American Council on Education as well as documented workplace learning through a formal prior learning portfolio process.

The following learning objectives guide course development and delivery:

1. Graduates will plan, organize, and direct activities in the workplace.
2. Graduates will design effective workplace improvement initiatives in response to challenges.
3. Graduates will understand and apply principles of personal and organizational adaptation to change.
4. Graduates will be able to think critically and solve problems.
5. Graduates will demonstrate professional writing competency.
6. Graduates will demonstrate the ability to speak effectively in professional settings.
7. Graduates will develop and describe quantitative information effectively.

The OD program maintains transfer agreements and relationships with transfer offices at a number of community colleges including Lakeland College, Parkland College, Danville Area Community College, Grayslake, and Joliet Junior College to meet the needs of Illinois students seeking a transfer degree. All required classes can be completed online. Classes are also offered, based on demand, in weekend and hybrid format on the campuses of Parkland College, Grayslake and Joliet Junior College.

The OD program had 88 active and enrolled students in the Fall of 2019 and 86 students in the fall

of 2020. We awarded 38 Bachelor of Science in Organizational Development degrees in the FY19 and 36 in FY 20.

6.   Major Findings and Recommendations

Description and assessment of major changes in the program/disciplinary context
OD program graduates offer specific skills that are in high demand with employers. The program appeals to many students who have significant work experience and established careers but seek new opportunities in supervision, change management, training, and development. According to the Occupational Outlook Handbook careers with an entry level of Bachelors degree associated with the OD credential are expected to grow faster than average. Administrative Services Managers is expected to grow by 5% from 2019 -2029, Training and Development Managers by 7%, and Human Resource Managers by 5%. Many of our students seek advancement in an existing occupation. For example, many OD students work in health care. For these students, opportunities in medical and health services managers are expected to grow by 32%.

In 2017 the specializations that guided students seeking competencies in leadership or training and development were formally established as minors. Students in our major, as well as other campus majors, have the opportunity to pursue a minor in Organizational Leadership or Talent Development. The choice of the name Talent Development rather than Training and Development reflects industry trends. Each minor has 18 hours of required coursework related to the discipline.

Description of major findings and recommendations for program improvement
Consistent with our academic discipline the OD program committee seeks continuous improvement in meeting the needs of our students and adapting to the demands of the workplace through curriculum and student learning opportunities. We use a variety of instruments to measure both satisfaction and learning outcomes.

There are 10 measures tied to specific learning goals and assessed by rubric for specific class assignments in a number of OD classes. For example, students in ODL 4765 (Grant writing for Organizations) submit a written needs assessment which involves critically evaluating and presenting quantitative information. The information is then presented using narrative, charts, and graphs. We expect 20% of students to exceed expectations, 75% to meet expectations, and 5% to be below expectations. On this measure in the most recent evaluation 25% of students exceeded expectations and 75% met expectations. If a target is not met by a specific measure the committee can review the trends and relevant curriculum related to that specific learning goal. In the last evaluation cycle expectations met or exceeded the target in 6 of the 10 measures.

Measure	Objective	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Target		20%	75%	5%
Supervision Case Study Planning, Organizing, Directing	1	52%	36%	12%
Ethics Case Study, Ethical Conduct & Responsible Citizenship	1	53%	47%	0%
Training Performance Improvement Plan	2	32%	68%	0%
Personal and Organizational Adaptation to Change	3	46%	47%	7%
Organizational Change Plan	3	53%	47%	0%
Critical Thinking, Evaluation of Evidence & Elements of Reasoning	4	38%	56%	6%
Work Experience Portfolio	5	60%	33%	7%
Presentation materials and delivery	6	47%	53%	0%
See below*	6			
Needs Assessment, Evaluating & Presenting Quantitative Data	7	25%	75%	0%

*Students take a Senior Seminar in which speech and presentation data is compiled across campus. Data is reported at the University level. We expect Organizational Development students to meet or exceed the campus average. In AY19 the average for Organizational Development students was 3.33 compared to 2.84 for the school, 3.09 for the College, and 3.30 overall.

An annual survey of current students and new graduates is used to monitor satisfaction and learning outcomes. Students are asked to evaluate the extent of improvement in each of the university learning goal areas. Recent data shows the percentage of students reporting improvement in each area:

Critical Thinking	2018, 100%	2019, 100%
Writing & Critical Reading	2018, 96%	2019, 100%
Speaking and Listening	2018, 93%,	2019, 91%
Quantitative Reasoning	2018, 100%	2019, 100%
Responsible Citizenship	2018, 93%	2019, 100%

Description of actions taken since the last review

April 2019; the OD committee approved a recommendation to develop an online student orientation module, in response to student feedback, the module went live in September of 2019. This module supplements modifications to the website to encourage students to be more active in monitoring their own progress in meeting program requirements.

August 2019: the program adopted a faculty advising model. While this has created many challenges it has improved student access to career based advice and course selection based on existing competencies and deficits.

January 2020: in response to evidence of working students overextending themselves to meet the requirements of the Transfer Excellence Scholarship, the Program Committee joined BGS in recommending the scholarship be extended to part time students. To date no reply has been forthcoming.

A cooperative agreement with the School of Nursing provides an opportunity for nursing students to take our classes in coaching and supervision as part of their program requirements. This brings experienced nurses into class discussions related to leadership and supervision benefiting all of our OD students, but especially those pursuing careers in healthcare.

Faculty have made numerous modifications to course content to more effectively address learning objectives.

Description of actions to be taken as a result of this review

Following this review and the latest program evaluation summary:

A textbook change is being evaluated for ODL 4500 based on student feedback regarding program writing requirements and instructor observations of writing competency.

The Committee is evaluating possible changes to program admission criteria or other program changes to encourage student focus on Organizational Development competencies. This may involve changes to recommendations for meeting general education requirements before focusing on OD coursework. The concern will be initially be addressed within the limits of the existing admission criteria through advising and progress monitored.

7.   Responses to Institution-Assigned Issues – N/A

8.   Outcome

    8.1   Decision

         _X__ Program in Good Standing

         _____ Program flagged for Priority Review

         _____ Program Enrollment Suspended

    8.2   Explanation

The program's enrollment and total degrees awarded meet and exceed the IBHE APEER productivity benchmarks. As such, the program is in "good standing".

With respect to assessment, the program provides a summary with appropriate data linked to learning goals that are discipline content/skill specific, as well as an extension of the university's broader learning goals. The summary also notes resulting program changes, as well as course revisions from prior years. The Office of Academic Affairs also appreciates a reference to explicit and intentional changes that will be derived from this review cycle.

Jay Gatrell
Provost & VPAA