

# 2008-2009 Assessment Plan Report

## PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:** June 1, 2009

**School/College:** College of Professional Studies (CPS)

**Department/Program:** B.S. in Organizational Behavior & Leadership (BSOBL)

**Person completing the Report:** Richard W. Stackman, Ph.D.

Associate Professor and Director

1. **Overview Statement**: Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. which program learning outcomes were assessed this year.

No problem learning outcomes were assessed this year. Instead, the program learning outcomes were reviewed by the full-time faculty and staff, and then revised. With five learning outcomes, the decision was made to assess three of the five program learning outcomes in 2009-2010; the remaining two program learning outcomes in 2010-2011.

b. who in your department/program was involved in the assessment of the above learning outcomes.

The ODBL Group full-time faculty: Drs. Jorge Gonzalez, Tim Loney, Jennifer Parlamis, and Richard Stackman.

The ODBL Group full-time staff: Frank Gigliotti and Bonnie Shaw.

Note: The ODBL Group comprises the BSOBL and MSOD programs in the College of the Professional Studies.

Because of the potential disaggregation of CPS discussed during the spring semester 2009 and potential substantive revisions to the both the BSOBL and MSOD programs between 2009 and 2011, the ODBL Group focused on creating the necessary assessment tools—specifically, a revised end-of-course Student Assessment. Examples of the Student Assessment from OB 319—Foundations in Organizational Behavior (the first course in the major) and OB 361—Human Capital Investments (the last course in the major) are provided as attachments to this document.



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Critical to future assessment endeavors is the 50+ active adjuncts. The adjuncts will be involved in developing the curriculum map—via an online survey—during the summer 2009.

The ODBL Group also discussed potential assessment methods (e.g., a culminating project with evaluation, end-of-program comprehensive examination, end-of-course reports from faculty) and their potential impact on the program. Finally, the following courses were revised during the 2008-2009 academic year: OB 319—Foundations in Organizational Behavior; OB 321—Organizational Communication; OB 323—Leading Change in Organizations; and OB 361—Human Capital Investments (renamed). With respect to any curriculum revisions/updates, full-time faculty and key adjunct faculty are *always* involved.

#### 2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

# a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

The plan is to assess three of the five program learning outcomes this upcoming academic year upon the completion of the adjunct faculty survey. This survey will be used in the development of the curriculum map. It is worth noting that BSOBL program has established learning outcomes for *each* class section for each OBL course in the major.

During the 2008-2009 academic year, a more integrated review process of the SUMMA evaluations, transcripts analyses, senior associate program director reports, end-of-course student assessments of learning outcomes, and other information was implemented. At the ODBL Group meeting in August (2009) to kickoff the 2009-2010 academic year, this process will be discussed and approved. In addition, the ODBL Group will decide about implementing a formalized faculty peer review process and end-of-of program comprehensive examinations as well as outline the plans for revisions to the BSOBL and MSOD programs.

#### b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

On-going. Extreme care is focused on creating a credible assessment process that does not become overly onerous.

#### c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.



# 2008-2009 Assessment Plan Report

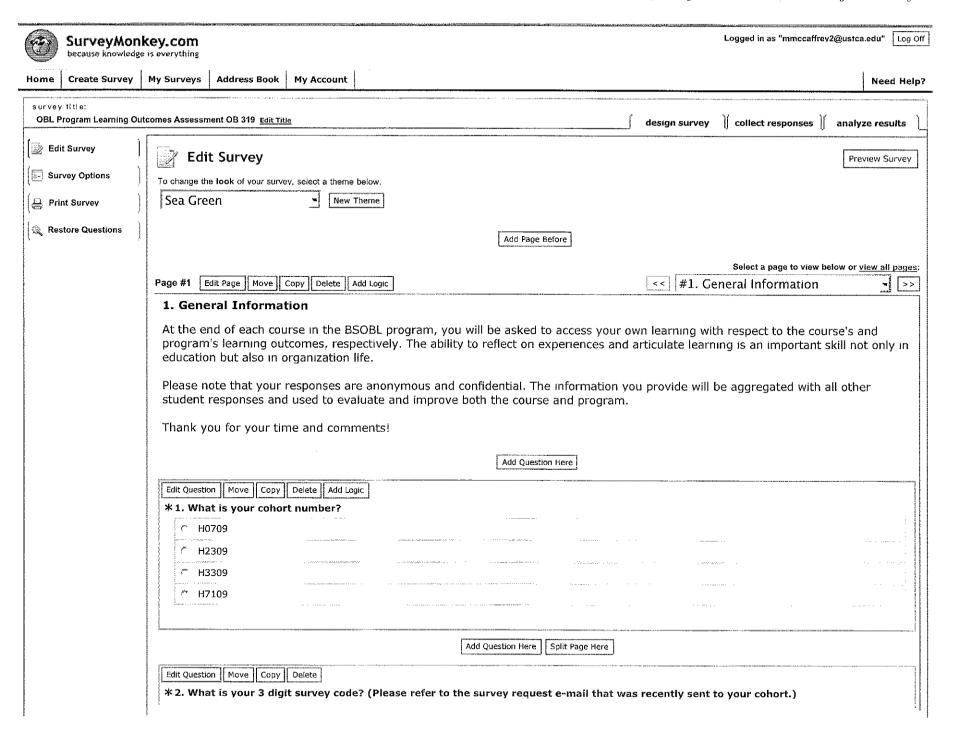
The BSOBL Program has a long history of continual curriculum review with regular curricular updates to the syllabi, including updated texts, readings, learning outcomes (related to topics added to the syllabi), and student learning assessments.

Attachments: BSOBL Assessment Plan, including Program Goals, Program Learning

Outcomes, Curriculum Map Template, Assessment Plan Specifics and Assessment Methods, and Current BSOBL Course Descriptions and Course

Learning Outcomes.

End-of-Course Student Assessments forms for OB 319 and OB 361.



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# UNIVERSITY OF SAN FRANCISCO College of Professional Studies

# Bachelor of Science in Organizational Behavior and Leadership (BSOBL) Program Assessment Plan

#### Program Goal(s)

The Bachelor of Science in Organizational Behavior and Leadership (BSOBL) program prepares students to assume leadership roles that are essential to meet the challenges and uncertainty confronting today's organizations. Students learn to be active investigators of organizational life through the development of critical thinking and independent judgment, and conceptual and problem-solving skills essential to an organizational leader charged with planning, organizing, and leading a group or an entire organization.

# **Program Learning Outcomes**

The program learning outcomes were reviewed and modified slightly following a full-time faculty and staff meeting in August 2008.

- Develop a fuller awareness and appreciation of self, others, society, and the world through the Jesuit values of moral and ethical leadership, social
  justice, and service to others.
- Apply concurrently organizational theory to practice in the classroom, organization, and society.
- Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the effectiveness and sustainability of organizations.
- Demonstrate competence and relevant organizational behavior skills as active investigators and leaders of organizational life.
- Lead and work effectively with diverse individuals using a broad, interdisciplinary liberal arts foundation.

# Curriculum Map

The Curriculum Map linking program learning outcomes with the nine courses and the learning outcomes specific to these courses in the BSOBL program will be developed during the summer (2009) and revised/updated in the 2009-2010 and 2010-2011 academic years.

Program Learning Outcome	OB 319	OB 335	OB 351	OB 321	OB 322	OB 336	OB 324	OB 323	OB 361	Course Learning Outcomes
Develop a fuller awareness and appreciation of self, others, society, and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others.										
Apply concurrently organizational theory to practice in the classroom, organization, and society.										
Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the effectiveness and sustainability of organizations.										
Demonstrate competence and relevant organizational behavior skills as active investigators and leaders of organizational life.										
Lead and work effectively with diverse individuals using a broad, interdisciplinary liberal arts foundation.										

Key: I=Introduced. M=Moderate Coverage. C=Comprehensive Coverage.

Note: All courses in the BSOBL curriculum have specific learning outcomes listed in each syllabus. These course learning outcomes are provided in Appendix 2.

#### **Assessment Plan Specifics**

The BSOBL program director (Richard Stackman, Ph.D.) will be responsible and accountable for the assessment plan with the full-time faculty and the senior associate program director (Bonnie Shaw, M.A.) serving as full partners in the implementation and evaluation of the assessment plan. While the BSOBL Program continually improved the learning environment for students since the successful completion of its 2004 university-mandated program review, such improvements were not uniformly made based on a systematic review of all available and potential assessment methods.

Appendix A outlines the assessment methods that are either currently in use or available as well as those methods under consideration for use. The assessment methods listed in the table below will be revised or designed in the 2009-2010 and 2010-2011 academic years. These revision/design efforts, for example, may include the development of specific grading rubrics (e.g., culminating project and specific graded assignments) and evaluation rubrics (e.g., syllabi review by a newly constituted BSOBL-MSOD Advisory Council).

Year	Program Learning Outcome Assessed	Assessment Methods
2008-2009		Graded Course Assignments (all courses; specific to course learning outcomes) Revised End-of-Course Student Self-Assessments End-of-Course Reports from Faculty (brief) Joint Full-time and Part-time Faculty Meetings (twice per academic year) SUMMA Evaluations (including written comments) Cohort Visits by Program Director and Senior Associate Program Director Periodic Student Surveys (to coincide with University-mandated Program Review) Periodic Alumni Surveys (to coincide with University-mandated Program Review) Transcript Analysis (each semester) Culminating Project Evaluation (OB 361) or End-of-program Comprehensive Examination (still under consideration) Faculty Peer Reviews (modeled after Small Group Instructional Diagnosis) (still under consideration)
2009-2010	Apply concurrently organizational theory to practice in the classroom, organization, and society.  Develop a fuller awareness and appreciation of self, others, society, and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others.  Lead and work effectively with diverse individuals using a broad, interdisciplinary liberal arts foundation.	Same as 2008-2009.  Note: It is the plan of the BSOBL faculty and staff to use the same methods each year to assess each of the five program learning outcomes.

Year	Program Learning Outcome Assessed	Assessment Methods
2010-2011	Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the effectiveness and sustainability of organizations.	Note: It is the plan of the BSOBL faculty and staff to use the same methods each year to assess each of the five program learning outcomes.
	Demonstrate competence and relevant organizational behavior skills as active investigators and leaders of organizational life.	

During the summer of each year, the data collected will be used to ensure that all five program learning outcomes are adequately covered in the nine-course curriculum for the major. Deficiencies will be addressed in revisions to course learning outcomes, course texts and readings, and course assignments. Revisions to assessment methods (e.g., surveys, rubrics, etc.) will also be considered annually—especially to ascertain improvements to the learning environment over time.

# **APPENDIX 1: Assessment Methods**

This Appendix was developed at the August 2008 BSOBL-MSOD full-time faculty and staff meeting.

Currently In Use or Available	Under Consideration
<ul> <li>Cohort Visits (by program director and senior associate program director; visits include updates from regional campus directors/advisors)</li> </ul>	<ul> <li>BSOBL-MSOD Advisory Council (with respect to Curriculum and Syllabus Assessment)</li> </ul>
<ul> <li>End-of-course Student Self-Assessments (see attached examples)</li> <li>Graded Assignments (e.g., exams, papers, group projects)</li> <li>Joint Full-time and Part-time Faculty Meetings (two per academic year)</li> <li>Service Learning Projects</li> <li>Student Surveys (as students begin OB 319 and just prior to graduation)</li> <li>SUMMA Evaluations (including written comments)</li> <li>Transcript Analysis (focusing on potential grade inflation)</li> <li>University-mandated Program Review (next scheduled for academic year 2010-2011)</li> </ul>	<ul> <li>Culminating Project Evaluation (OB 361) or End-of-Program         Comprehensive Examination</li> <li>End-of-course Reports from Faculty</li> <li>Knowledge Pre-test and Post-test</li> <li>Periodic Alumni Surveys (more frequent than just as part of the program review)</li> </ul>

The above assessment methods in-use or under consideration include the following: alumni surveys, a culminating assignment, course-embedded and performance assessments, curriculum/syllabus assessment, institutional data and transcript analysis, observations, pre- and post-tests, program self-assessment and external review, reflective essays/assignments, and student surveys.

#### APPENDIX 2: Current BSOBL Course Descriptions and Course Learning Outcomes

#### OB 319—Foundations of Organizational Behavior

Emphasizes the complex relationships among individuals, groups, organizations and society. A dynamic, holistic, systems approach to understanding and facilitating work relationships is examined. Consideration is given to the interaction of individual values, attitudes, needs, abilities, traits, and motivation within teams and organizations.

- Discuss a range of theories and practices of organizational behavior.
- Demonstrate an understanding and appreciation of the complexity of self, others and organizations.
- Articulate the place and importance of research in organizational behavior both in the classroom and online.
- Relate personal and classroom learning to organizational life; demonstrate the parallel process of the classroom and other organizational settings to the work
  place.
- Participate in and take responsibility for personal learning; make choices within established parameters and demonstrate responsibility and accountability for those choices; and demonstrate options in responding to ambiguity.
- Develop and enhance collaborative learning skills.
- Ground your study of organizational behavior in Jesuit values.

#### OB 335—Organizations in Context

Studies the complex relationships among individuals, groups, organizations, and society, while examining the structures and processes that formally and informally shape individual and organizational perspectives and behaviors. Emphasis is on relationships and interdependencies that impact organizational functioning and the organization's ability to adapt to ambiguity and uncertainty.

- Identify their beliefs and attitudes about time, space, context, knowledge and work.
- Describe the relationship between organizational structure/design and organizational functioning.
- Explain how interconnectedness, interdependence, shared experience, meaning and values form the fundamental frame for organizational adaptability and
  effectiveness.
- Learn to translate "I" mentality to "we" mentality to encourage more inclusive social and organizational identities and solidarity.
- Discuss the concept of communities of practice.
- Describe organizations from systems and complexity science perspectives.

#### OB 351—Organizational Research and Analysis

Explores the application of basic and applied methods of research and analysis to organizational behavior phenomena. Focus is on the statistical methods used to analyze data along with concepts related to quantitative and qualitative research methods.

- Communicate the importance of statistics and research methodology in furthering our understanding of organizational behavior.
- Apply appropriate research and statistical methods to organizational questions/problems.
- Evaluate and extend the research of others.
- Explain the fundamental precepts for hypothesis testing and of reliability and validity.
- Distinguish between descriptive and inferential statistical methods.

Last Updated: 6/1/2009 6

#### OB 321—Organizational Communication

Presents the theory and practice of communication in an organizational setting with a focus on understanding the complexity of communication content, process, context, and outcomes through the lenses of history, culture, critical theory, technology and ethics.

- Discuss a range of organizational theories and applications to communication in historical, modern, and future scenarios.
- Demonstrate an understanding and appreciation of sense-making.
- Articulate key elements of culture, critical theory and power as they relate to organizational communication.
- Demonstrate an understanding of the communication challenges typically present in organizational assimilation, decision-making, conflict management and change.
- Articulate the deep and broad issues surrounding employee emotional abuse.
- Relate icons, values and ethics to leadership communication.

#### OB 322—Organizational Leadership

Analyzes leadership styles with an emphasis on what constitutes effective leadership given the organization and its context. The focus is on how leaders emerge and assume responsibility within learning organizations while assessing leadership styles, values, and skills for empowering individuals as they confront organizational challenges. Visionary leadership within a framework of social responsibility is also examined.

- Define and differentiate traditional and transformational leadership.
- Observe and apply principles of leadership to practice in the work place and the cohort.
- Describe the nature and practice of the learning organization.
- Identify their own leadership strengths and weaknesses as related to the leadership competencies.
- Shift assumptions about leaders from hero to mentor, facilitator, steward and servant.
- Acquire some skill in leadership coaching.
- Develop interviewing skills as a data collection technique in research methodology.
- Ground the study of organizational leadership in Jesuit values by exploring the ethical implications of leadership principles and strategies.

#### OB 336—Topics in Organizational Behavior (Online)

Examines current and emerging topics related to organizational life and directions of the field.

#### OB 324—Group Process and Decision-making

Focuses on understanding group goals, roles and norms; identifying characteristics of effective groups; diagnosing dysfunctional group behavior; and applying communication and problem-solving models and techniques to improve group decision-making performance. Emphasis is placed on experiential learning through group service learning projects.

- Understand and appreciate the complexity of effective group process and decision making;
- Discover and describe personal preferences for and patterns and styles of group membership;
- Develop a personal and workable model for participating in group settings, particularly in group decision making situations;
- Apply observation skills in monitoring and recording actual group process;
- Analyze team effectiveness and productivity along specified dimensions of group dynamics
- Review theoretical and empirical literature related to group process and decision making;
- Ground the study of group process and decision making in Jesuit values by applying principles of group process and decision making to the service learning project.

#### OB 323—Leading Change in Organizations

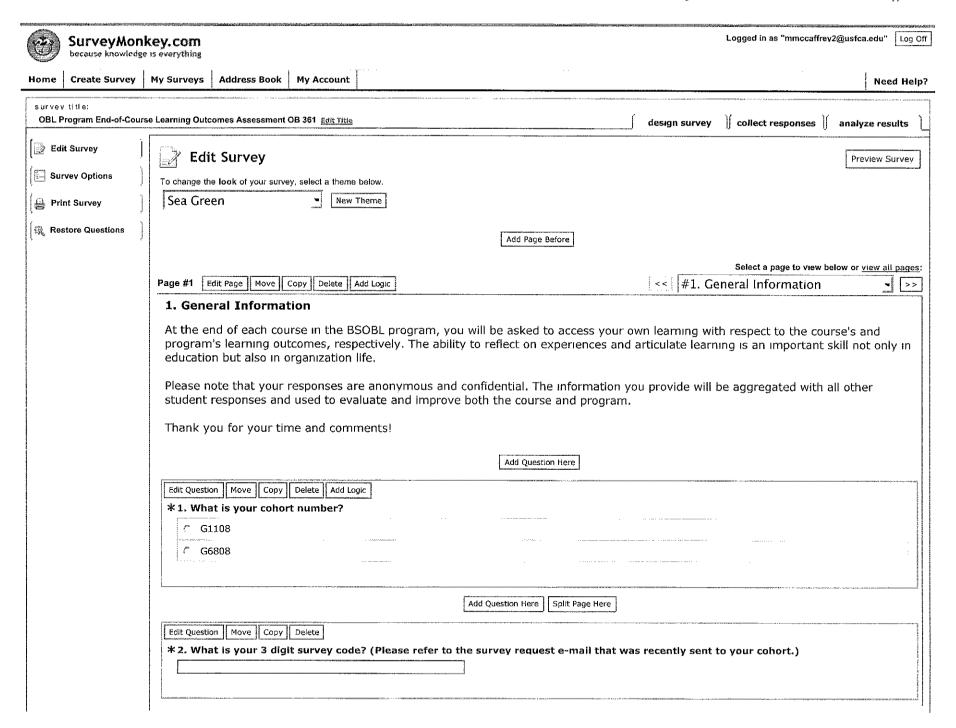
Develops the knowledge, skills and tools necessary for change catalysts/agents to influence change within a variety of organizational contexts while examining the internal and external forces impinging on complex organizations and work behavior.

- Understand the important roles of the leader and manager as change agent.
- Study how environmental events affect organizations and drive the need for continuous change.
- Shift assumptions about the nature of change from an incremental to a systemic, dynamic process.
- Comprehend the complexity of change within organizational cultures and systems.
- Apply complexity science and Theory U to better understand change models and methods.
- Examine how individual assumptions, patterns of behavior, and supporting structures can create barriers to change.
- Consider tools for developing learning organizations in supporting change efforts where individuals and and communities are working together to create sustainable organization.

#### OB 361—Financial Analysis for Costing Organizational Outcomes

Uses organizational behavior concepts to understand the budgeting process – including the tracking of costs and cost savings – so that managers can make decisions to ensure the organization's long-term viability through maximizing human capital. Integrates research methods, and the statistical, accounting and financial information leaders and managers rely on as they consider budgetary tradeoffs and capital budgeting decisions.

- Understand the purpose and use of financial statements namely, income statement, balance sheet, and cash flow statement.
- Create budgets to track costs and cost savings related to desired organizational outcomes.
- Develop and execute a plan for collecting additional information—especially through the use of survey methods—that could be useful in building a case for a
  given human capital proposal.
- Comprehend the time value of money and how to calculate the net present value (NPV) of a desired organizational outcome.
- Integrate statistical and financial information in making human capital investment decisions.
- Reconcile tradeoffs necessary in the pursuit of desired organizational outcomes.
- Be better consumers of statistical and financial information.



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	With respect to OB 361, consider not only the content areas from which you gained new knowledge but also how the learning affected your perceptions of others, work, and organizations.
	Add Question Here
	Edit Question Move Copy Delete  1. What experiences in this course led to 'ah-ha' learning?
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	2. What experiences or readings stimulated experiential knowledge you already possessed?
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3. What aspects of the course content would you like to follow up on?	Add Question Here Split Page Here	** 4. Reflect on your decision to complete your undergraduate degree at USF. One of the primary objectives for OB 361 was to provide you with a framework - combining research methods/statistics, accounting, and finance - that you could use in making and defending decisions. (Note: It is likely you did perform a rudimentary net present value analysis when making the decision to attend USF.) Please reflect on the following question: Would you make the same decision today to attend USF? Why or why not? Be sure to address in your response the extent to which you would incorporate statistical and financial analyses in making the decision today.	Add Question Here	Add Page After
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