



2009-2010 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2009-2010

Report Date: May 17, 2010

School/College: Business and Professional Studies (BPS)

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

Person completing the Report: Richard W. Stackman, Ph.D.
Associate Professor and Director
Chair, Dept. of Organizations, Leadership & Society

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 because of the merger between the School of Business and Administration and the College of Professional Studies. Instead, the faculty created an OBL major for the traditional BSBA program. Dr. Stackman worked with Drs. Richard Beer and James Forcier during the spring 2010 semester in proposing revisions to the BSOBL and BSAE programs so that their respective curriculum shared a common core that would meet with AACSB accreditation requirements.

BSOBL students were still assessed at the end of each course with respect to how well the course addressed the program's five learning outcomes.

The faculty 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. No final decision was made, pending a final decision as to whether the BSOBL program shares a common core with the BSAE program, or the two programs are merged into a new program, e.g., a BBA.

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

The OLS Department Faculty members: Drs. Mary Gallo, Monika Hudson, Kathy Kane, Jennifer Parlamis, Dayle Smith, Richard Stackman, and Neil Walshe.

The OLS Department full-time staff: Frank Gigliotti and Bonnie Shaw.



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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.).

During the 2009-2010 academic year, we used an 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.

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 (with adequate measures) 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.

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. Once a final decision has been made regarding the program, changes will be made the assessment plan, including the methods used to assess the BSOBL program learning outcomes.

Attachments: Current BSOBL program goals and program learning outcomes.