

[BSBA] AY 2016-2017 Assessment

Phase 1: Assessment Plan

Learning Outcomes assessed:

[BSBA] Learning Outcome 01: Students will analyze the effective qualities of a leader using organizational behavior frameworks.

[BSBA] Learning Outcome 02: Students will evaluate personal leadership capacities and areas for future personal growth.

Assessment Method:

Leadership case analysis

Targeted performance, based on rubrics:

80% of students in a random sample will meet or exceed expectations.

Evaluation Process:

Students wrote papers analyzing a case about a leader's efforts during an organizational change initiative (LO1) and their own development of similar leadership qualities (LO2). This case assignment was embedded within the requirements for all sections of BUS 304 during fall 2016 (10 sections). In these papers, students directly answered the following two questions:

1. Pick two leadership theories covered in class and discuss how Josie Walsh (the leader described in the case) demonstrates aspects of each in leading Transformation by Design (the name of the change program in the case) in her organization.
2. Consider your response to Question 1. In what two ways would you need to develop your knowledge and skills in order to use the same leadership theories? How might you go about obtaining that knowledge? (Use a reference other than the textbook to support your ideas about developing your leadership knowledge and skills).

Next, a random sample of 20% of the total number of student papers was selected for assessment. Seven faculty evaluators were then randomly assigned to score a sample of 6-8 papers each using a 4-point rubric. All eight faculty evaluators met at the same time and place to conduct the evaluation and simultaneously discuss or modify refinements in the application of the rubric.

Rubric:

The rubric for this assessment is included in the addendum at the end of this report. The basic tenets of the rubric include three evaluation criteria for evaluating the student papers: their application of leadership theories to the case (LO1); their identification of ways to develop their own similar leadership capabilities (LO2); and the overall quality of their writing. In addition, the rubric contains four levels of performance: exemplary, proficient, adequate and inadequate.

Course where learning outcome was assessed:

These LOs were assessed throughout ten sections of BUS 304, Management and Organizational Dynamics in the BSBA program during fall semester 2016.

Evaluator(s):

Professors Linda Henderson, Rebekah Dibble, Eunkyung Lee, Kevin Lo, Courtney Masterson and adjunct instructors Amy Martin and Paul Axelrod.

Phase 2: Results Assessment and Planned Action

Results:

The following table shows the distribution of students’ performance in the rubric for both LO1 and LO2. The table shows the number of students falling in each category, plus the percentage of students meeting or exceeding expectations.

BUS 304 Leadership application and identification rubric results

Number of students achieving target

	Exceeds Expectations	Meets Expectations	Below Expectations	Novice	% Students Meeting or Exceeding Expectations
Categories:	= 4	3 - 4	2 - 3	< 2	
Application of leadership concepts (LO1)	12	20	19	1	61%
Identification of ways to self-develop in leadership (LO2)	10	17	23	4	52%
Overall quality of writing	25	17	9	1	81%

Students met or exceeded expectation in the third category, Overall quality of writing, which was not directly tied to LO1 or LO2. Performance was weakest for LO2 in the ways to self-develop leadership qualities (52% meeting or exceeding expectations). For LO1, 61% of students met or exceeded expectations. The process and rubric do appear to differentiate students.

Suggested Action:

The evaluators for these learning outcomes recommend the following actions to improve students' overall learning of LO1 and LO2:

- Since the study of leadership contains several theories, concepts and approaches that instructors cover differently, we recommend adopting a set of core theories (approximately 3) that all instructors cover for BUS 304 sections. Top leadership theories to include are Transformational Leadership Theory, Task/Relationship Leadership Theory, and Servant Leadership Theory.
- Second, we feel that all BUS 304 instructors need to allow at least 2-weeks of coverage for leadership, which would include the core theories and a related self-assessment.
- The current case, "Boldly go: Character drives leadership at Providence healthcare," doesn't include the shadow side of leadership, which the evaluators believe would offer students a more balanced perspective. In other words, students need competing views with opposing interests that could lead to more debate and critical exploration for both LO1 and Lo2. Therefore, a new case is recommended along with a new rubric for evaluation.
- Lastly, the evaluators would like to see more consistency among BUS 304 instructors in terms of when the leadership case is actually given during the semester, the amount of time that is allotted for students to work on the case, and how students are prepared for analyzing the case.

Phase 3: Closing the Loop

Since this assessment data for LO1 and LO2 was collected during fall 2016 and evaluated during spring 2017, the recommendation is to implement the necessary changes outlined above during fall 2017 with a second assessment conducted in spring 2018. The results of this second assessment would then be added to this document to finalize "closing the loop" and this report.