

# **[BSM] AY 2017-2018 Assessment**

## ***Phase 1: Assessment Plan***

### **Learning Outcomes assessed:**

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

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

### **Assessment Method:**

Leadership quiz

### **Targeted performance, based on rubrics:**

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

### **Evaluation Process:**

Students wrote papers in which they answered the following questions:

1. In thinking about leadership, what do you feel is the most essential concept, theory or framework for analyzing the effectiveness of a leader? Why do you consider this concept or theory so essential for leading organizations?
2. Please evaluate your personal leadership capacities. Why are you an effective leader today? Considering that leading is a journey and not a destination, what are the areas in which you can (and will) further develop as a leader? Why those areas?

A random sample of 20% of the total number of student papers from BSM 304 classes in spring 2018 was selected for assessment. Two faculty evaluators were then assigned to score a sample of 4-5 papers each using a 3-point rubric.

### **Rubric:**

Target: the target for this assessment is to have 80% of randomly selected students from both BSM 304 sections Exceed or Meet Expectations in answering two overall quiz questions about leadership (LO1 and LO2). To achieve this target, evaluators randomly selected 20% of student quiz papers and redistributed these papers between different faculty in the Organization, Leadership and Communication (OLC) department who applied the following rubric:

1. Did students identify an essential leadership concept, theory or framework for analyzing the effectiveness of a leader? Did students state why they considered this concept/theory/framework so essential to leadership effectiveness?

- If they provide at least 2 leadership concepts/theories/frameworks with good applicability to the effectiveness of a leader, then Exceeds Expectations (3).
  - If they use one leadership concept/theory/framework with good applicability to the effectiveness of a leader, then Meets Expectations (2).
  - If they do not provide a leadership concept/theory/framework with applicability to the effectiveness of a leader, then Below Expectations (1).
2. Did students identify their capacities for being an effective leader?
- If they clearly identify at least two aspects of their capacity for effective leadership, then Exceeds Expectations (3).
  - If they clearly identify at least one aspect of their capacity for effective leadership, then Meets Expectations (2).
  - If they do not identify a specific aspect of their capacity for effective leadership, then Below Expectations (1).
3. Did students identify and explain their areas for future growth as a leader?
- If they clearly identify at least two areas for future growth as a leader, then Exceeds Expectations (3).
  - If they clearly identify on area for future growth as a leader, then Meets Expectations (2).
  - If they identify no area for future growth as a leader or are general and vague, then Below Expectations (1).included in the addendum at the end of this report.

**Course where learning outcome was assessed:**

These LOs were assessed for the two sections of BSM 304, Management and Organizational Dynamics in the spring semester 2018.

**Evaluator(s):**

Professors Linda Henderson and Richard Stackman (evaluating one another's student papers).

***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**

	Exceeds Expectations	Meets Expectations	Below Expectations	% Students Meeting or Exceeding Expectations
Categories:	(3)	(2)	(1)	
(LO1) ID essential leadership concepts	3	5	1	89%
(LO2) Capacities for effective leadership	6	2	1	89%
(LO2) Future growth as a leader	3	5	1	89%

Students met or exceeded expectations in all three categories directly tied to LO1 and LO2. The process and rubric do appear to differentiate students.

**Suggested Action:**

The evaluators for these learning outcomes recommend the following actions to enhance 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 BSM 304 sections. Top leadership theories to include are Transformational Leadership Theory, Task/Relationship Leadership Theory, and Servant Leadership Theory.
- Second, we feel that BSM 304 instructors need to allow 2-weeks of coverage for leadership, which would include the core theories and a related self-assessment.

**Phase 3: Closing the Loop**

Since this assessment data for L01 and L02 was collected during spring 2018 and evaluated during summer 2018, the recommendation is to implement the changes outlined above during spring 2019 with a second assessment conducted in spring 2020. The results of this second assessment would then be added to this document to finalize “closing the loop” and this report.