

**UNIVERSITY OF SAN FRANCISCO**  
**College of Professional Studies**

**Bachelor of Science in Organizational Behavior and Leadership—Program Assessment Plan**

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**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 in 2008-2009 academic year and revised/updated in the 2009-2010 and 2010-2011 academic years.

<b>Program Learning Outcome</b>	<b>OB 319</b>	<b>OB 335</b>	<b>OB 351</b>	<b>OB 321</b>	<b>OB 322</b>	<b>OB 336</b>	<b>OB 324</b>	<b>OB 323</b>	<b>OB 361</b>	<b>Course Learning Outcomes</b>
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 (Jorge Gonzalez, Ph.D.) 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. During the fall 2009 semester, the assessment methods listed in the table below will be revised or designed. These revision/design efforts will 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	Apply concurrently organizational theory to practice in the classroom, organization, and society.	Culminating Project Evaluation (OB 361) Graded Course Assignments (all courses; specific to course learning outcomes) 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 Student Surveys (short; at the start of program and just prior to graduation) Periodic Alumni Surveys (short; every four-to-five years) Transcript Analysis (each semester) <i>Knowledge Pre-Test (OD 335) and Post-Test (OD 361) (still under consideration)</i>
2009-2010	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	<p>Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the effectiveness and sustainability of organizations.</p> <p>Demonstrate competence and relevant organizational behavior skills as active investigators and leaders of organizational life.</p>	<p>Same as 2008-2009.</p> <p>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.</p>

In May 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.

Currently, the following syllabi are being revised during the 2008-2009 academic year—OB 319, OB 321, and OB 361. Such revisions also include revised course learning outcomes, and these revisions will be included in the assessment of the program learning outcomes. OB 361 will be renamed and will include small-group culminating project. Finally, the workload in OB 322 and OB 323 is being reviewed.

**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 style="list-style-type: none"> <li>▪ Cohort Visits (by program director and senior associate program director; visits include updates from regional campus directors/advisors)</li> <li>▪ End-of-course Self-assessments (see attached example, Appendix 3)</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</li> </ul>	<ul style="list-style-type: none"> <li>▪ BSOBL-MSOD Advisory Council (with respect to Curriculum and Syllabus Assessment)</li> <li>▪ Culminating Project (OB 361)</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: 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.

- Survey the theory, research and practice of organizational behavior.
- Explore the mutual influence of individuals, groups, and organizational culture on behavior in organizations.
- Develop increased awareness of self and others and appreciation of individual similarities and differences.
- Use the cohort as an organizational learning laboratory.
- Be introduced to the design and conduct of research in organizational behavior; use the online environment and the Gleeson Library as tools for learning, research and practice.
- Develop critical thinking skills and curiosity about self, others and organizations.
- Consider one's ethics and moral behavior in organizations.
- Understand the place of Jesuit values in the study and practice of organizational behavior.

### **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.

- Explore the social and historical context of groups and organizations.
- Examine the theories of leading thinkers of different eras and how they impacted the structure and communications within organizations.
- Challenge assumptions about personal and organizational relationships and social responsibility.
- Define the notion of the global village to link personal, social and organizational life as parts of a unified whole.
- Understand the nature and value of social relationships as the fabric of community.
- Survey the importance of building communities of learning and involvement.
- Articulate how organizations are both systems and complex entities.

### **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.

### 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.

- Examine the principles and concepts of organizational leadership and organizational learning.
- Link theory to practice and the application of principles in different contexts.
- Understand and appreciate the complexity of leadership and organizational systems.
- Explore how organizational structures inhibit or support shared leadership through the systems dynamics of power and authority.
- Gain insight into their own personal mastery needs for leadership development and create a plan of action for learning.
- Practice and improve communication and coaching skills; help others better understand and improve their communication and leadership skills.

### 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.

- Explore principles and practice of group process and decision making in small groups.
- Examine characteristics of effective and ineffective group process, including goal setting, communication, leadership, use of power, decision making, controversy and conflict management.
- Gain awareness that groups of all sizes, all purposes, all configurations, are always in process; some processes contribute to high (or low) quality team and group culture, some contribute to high (or low) quality team and group decisions.
- Participate in service learning and apply principles of group process to team projects.
- Observe and reflect on behavior in several group settings and group decision making processes.

### 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.

- Examine strategic changes taking place in organizations and the forces that drive continuous change.
- Review traditional change models and their application to current organizational change.
- Discuss how [positive] change is created through shared vision, common language, and the practice of systems thinking, personal mastery and team learning.
- Apply systems thinking and chaos and complexity theory to assessing and communicating change.
- Explore the personal, interpersonal, and organizational barriers to change.
- Comprehend the field of organizational development, and the role of internal and external consultants and change agents.

### 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.

### **APPENDIX 3: BSOBL Self-Assessment of Learning Example**

[Completed on Blackboard]

At the end of each course you have been asked to assess your own learning. The ability to reflect on experiences and articulate learning is an important skill not only in education but also in organizational life.

There are two components to this assignment.

First, 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. What experiences in this course led to “ah-ha” learning? What experiences or readings stimulated experiential knowledge you already possessed? What aspects of the course content would you like to follow up on?

Second, 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.