Program: Organizational Leadership

Department: Psychology

College: Arts & Sciences

Year: 2014-2015

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I. Program Overview

The BA in Organizational Leadership (ORGL) program is an interdisciplinary program that combines a liberal arts education and selected business courses with classes, guest lectures, and field experience in leadership. “Leadership” is not limited to for-profit enterprises, but extends to all forms of organizational life (e.g., non-profit, government, education) as well as interpersonal and group relationships. Thus, the ORGL program prepares students to become effective leaders in various fields by targeting essential yet transferrable skills for leadership, including critical thinking, creative problem solving, communication, teamwork, and appreciation for diversity. The mission of the ORGL program is to develop graduates who understand how organizations function, have strong critical thinking and problem solving skills, and are self-, socially-, and globally-aware. Consistent with the Vision for UC, the BA ORGL program aims to:

Transform lives through:
- The education of our students, preparing emerging generations for lives of ongoing discovery and full engagement as they shape an evolving world
- Service defined by quality and effectiveness, applying the benefits of knowledge to the betterment of all.

Transform education through:
- Continually improved quality of the academic enterprise, driven toward measurable outcomes and assessment
- A commitment to integrated academic experiences emphasizing purposeful student development, rich in contextual learning,
- Maintaining access to an increasingly diverse student population to cultivate future generations of scholars who will ensure our long-term competitiveness

Transform knowledge through:
- Ongoing discovery in an environment of intellectual freedom that promotes and rewards inquiry, analysis and the generation of new knowledge,
- Innovation in multidisciplinary collaborative education and research, leveraging UC’s relationships with the business, civic, cultural, educational, health care and professional communities comprising our urban environment.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

At the program level, we have developed a plan to use a subset of the preceding data to evaluate performance relative to our Program Learning Objectives (PLOs), which include:

1. **Knowledge of Leadership as a Discipline**: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of leadership.
2. **Interdisciplinary Focus**: Students will be able to discuss and evaluate the different perspectives of leadership provided through the lens of various disciplines, including psychology, sociology, and economics.
3. **Organizational Research Methods**: Students will understand and apply basic research methods in organizational research, including research design, data analysis, and interpretation.
4. **Critical Thinking Skills**: Students will demonstrate critical thinking to creatively solve problems relating to organizational behavior and performance.
5. **Values**: Students will exhibit ethical decision making and moral reasoning that reflects a respect for and understanding of individual differences as well as cultural, ethnic, and societal values.
6. **Communication Skills**: Students will be able to communicate scientific and applied information in a variety of formats, both written and in person.
7. **Leadership Skills and Career Development**: Students will emerge from the major with an understanding of their own leadership competencies that they can implement in a variety of settings.
8. **Knowledge of Human Resources** (HR-Track Only): Students will demonstrate familiarity with the concepts, theoretical perspectives, and contemporary practices in the various functional areas of Human Resources.
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completing this grid.

Please see following page
Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences*</th>
<th>Identified in P-1</th>
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<tbody>
<tr>
<td>E: Emerging</td>
<td>D: Developing</td>
<td>A: Achieved</td>
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OUTCOMES

1. Knowledge of Leadership as a Discipline
   - E
   - D
   - A

2. Interdisciplinary Focus
   - E
   - D
   - A

3. Organizational Research Methods
   - D, A

4. Critical Thinking Skills
   - E
   - E
   - D
   - D
   - D
   - D
   - A

5. Values
   - E
   - E
   - D
   - D
   - D
   - D
   - D
   - A

6. Communication Skills
   - E
   - E
   - D
   - D
   - A

7. Leadership Skills and Career Development
   - E
   - D
   - A

8. Knowledge of Human Resources (HR Track only)
   - D
   - E
   - D
   - A

* Please note that you are only identifying required courses and experiences that are housed with in your academic unit.

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1 Knowledge of statistical theory and concepts will be introduced in course pre-requisite(s): either PSYC2001C, STAT1034-STAT1035, or BANA2081-BANA2082
2 Courses include: OLHR4050, OLHR4051, OLHR6025, OLHR6050, OLHR2011, OLHR3089C
3 Courses include: OLHR3001, 3002, 3003, 3005, 6022, 6080
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the “Assessment Measures Alignment Matrix” from Activity 5.

Please see following page.
<table>
<thead>
<tr>
<th>Assessment Measures Aligned with Program Outcomes</th>
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<tbody>
<tr>
<td><strong>Program Outcome</strong></td>
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</tbody>
</table>
| 1. Knowledge of Leadership as a Discipline | **Formative**  
Case studies, exams, and reflection papers unique to each course used for the “E” and “D” stages and will be assessed each semester  
**Summative**  
The “A” will be assessed with final paper and poster. | OLHR2050; OLHR3050; OLHR5000 | Every term with annual summary to guide changes for upcoming academic year | Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee |
| 2. Interdisciplinary Focus | **Formative**  
Case studies and reflection assignments unique to each course used for the “E” and “D” stages and will be assessed each semester  
**Summative**  
The “A” will be assessed with final paper and poster. | OLHR2051; OLHR3050; OLHR5000 | Every term with annual summary to guide changes for upcoming academic year | Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee |
| 3. Organizational Research Methods | Pre- and post-knowledge test during the term  
**Formative** – scores from the pre-test can be used by instructors to target areas of greatest need during the course.  
**Summative** – the pre-post methodology allows for the evaluation of whether the learning objective was met, and in turn, the faculty can make pedagogical improvements to the specific areas of the course that were shown to be problematic for students as indicated by their test scores. | OLHR3051/OLHR2004C | Every term with annual summary to guide changes for upcoming academic year | Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee |
| 4. Critical Thinking Skills | **Formative:**  
Case studies, written reports, and application-based exercises unique to each course used for the “E” and “D” stages and will be assessed each semester  
**Summative:**  
The “A” will be assessed with final paper and poster. | OLHR2050; OLHR2051; OLHR2070; OLHR 3050; ADV LEAD COURSES; OLHR 5000 | Every term with annual summary to guide changes for upcoming academic year | Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee |
<table>
<thead>
<tr>
<th>5. Values</th>
<th><strong>Formative:</strong></th>
<th>OLHR2050; OLHR3050; OLHR5000</th>
<th>Every term with annual summary to guide changes for upcoming academic year</th>
<th>Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee</th>
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<td>6. Communication Skills</td>
<td><strong>Formative:</strong></td>
<td>OLHR2050, OLHR3050, OLHR3051, OLHR5000</td>
<td>Every term with annual summary to guide changes for upcoming academic year</td>
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<td>7. Leadership Skills and Career Development</td>
<td><strong>Formative:</strong></td>
<td>OLHR2050, OLHR2051, OLHR3050, OLHR5000</td>
<td>Every term with annual summary to guide changes for upcoming academic year</td>
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<td>8. Knowledge of Human Resources (HR Track only)</td>
<td><strong>Formative</strong></td>
<td>OLHR3000; HR FUNCTIONAL CLASSES; OLHR5000</td>
<td>Every term with annual summary to guide changes for upcoming academic year</td>
<td>Director of Undergraduate Studies, Members of the Undergraduate Curriculum Committee</td>
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IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Instructors in the identified assessment courses (curriculum map, section II) will have a primary role in assessment of exams, papers and other project evaluations. After the conclusion of each term, these data will be gathered by the Program Director (with the assistance of the program’s Graduate Assistant). Additional qualitative feedback from these faculty will flow to the Undergraduate Curriculum Committee, chaired by the Director of Undergraduate Studies for evaluation. Major changes in curriculum as a result of this feedback will go to the full faculty for discussion and approval.

V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

As Organizational Leadership is a relatively new discipline, there are currently no national standards for assessment and evaluation (although these are in the early stages of development by the International Leadership Association). If/when such standards become available, we will make every attempt to align our assessment procedures with those standards. In the interim, we will rely on our own internal data to identify multi-year patterns and trends that might indicate the efficacy of our programs. As data collection will begin in AY14-15, it will take two to three years to begin assessing those program-related results.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?
The OLHR curriculum committee will meet, at a minimum, two times per year to review data collected after each term and to discuss any emerging trends or patterns in the data. We will use these meetings to discuss these results and to develop action plans as needed to address any PLO deficiencies. It is quite possible that as the discipline of Organizational Leadership evolves or the program itself evolves, that we may revisit the existing PLOs. However, we have intentionally written the current PLOs to be broad and representative of general leadership competencies that would essentially be “stable” despite any future curricular changes. Our preferences, therefore, would be to develop new pedagogical strategies for addressing discipline-specific or program-specific changes rather than alter the current PLOs.