Outcomes Assessment Plan
Business Leadership Program
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2011-2012

Executive Summary

Declining enrollments, hyper-competitive landscape, and, more importantly, stakeholders' feedback on the shifting needs of the marketplace prompted a serious reexamination of whether College of Saint Mary's mission of maintaining academic excellence was being achieved through its Business Leadership Program (BLD). Therefore, a preliminary proposal was submitted to the Business Advisory Council (BAC), making a case to revise the program name, curriculum, modality, and format to better prepare our students for the increased demands of the marketplace. After BAC's approval, a formal curriculum proposal has been submitted to the Curriculum Committee calling for substantial changes to the BLD program as discussed in the assessment report under the program improvement section. This report, therefore, will NOT assess last year results because first there is no data record left after the sudden departure of the previous program director, and second, the previous goals are not relevant after the substantial revisions made to the BLD program. New goals have been established aligned with the program changes as discussed below.

- *Jamal Haider, Ed.D.*
  BLD Program Director

Mission and Purpose

Mission:
Designed for the working woman who wants to empower herself through education, the mission of the Business Leadership (BLD) Program is to provide an academically rigorous business education and a supportive community of leadership practice.

Purpose:
The purpose of the BLD Program is to assist women in building on already-acquired knowledge, experience, and self-discipline. We are committed to working in partnership with other College of Saint Mary entities to ensure that students attain competencies and confidence necessary to:

1. Explore problem-solving and risk-taking as part of the learning process

2. Appreciate diverse characteristics and contributions necessary to take on role of business leader

3. Demonstrate critical, creative, and reflective thinking as evidenced by action research projects

4. Refine practical skills through community outreach and consultation

5. Achieve personal and professional growth

6. Recognize their own worth, dignity, and leadership potential

7. Succeed and contribute responsibly in a dynamic global society

Stakeholders

Identify your Program's Stakeholders here and how your Program impacts or is impacted by them:

Possible Stakeholders (check the ones that apply)	How Stakeholder Impacts or is Impacted by Your Program
_X__undergraduate BLD students	BLD students will achieve stated goals
_X__graduate students	BLD graduates who enter CSM graduate programs will be well-prepared to succeed. For six years, BLD students have transitioned smoothly into the MOL Program; three BLD graduates have entered the Ed.D. Program
___other Programs (name them here)	
__X_community constituents (name them here) Action Research and Business Planning clients change every year. In the past business planning clients included Learning Three, Evergreen Dental, Electric Sun, and Atkinson Lung Cancer Foundation.	In the past Action Research projects included: • *Factors impacting women's ability to leverage social capital.* Project focused on factors ranging from ethnicity, culture, education, and confidence. • A continuation of the *Why Do Girls Opt Out of Leadership Opportunities?* Project focusing this time on 14-16-year-old girls and comparing findings to the previous year's work which focused on 8-13-year-old girls In the past Business Plans included: • A feasibility study for a north Omaha child care center, growth and marketing plan for a dental supply company (as a result of the quality of this plan, one student was hired as their marketing director), a business plan for a tanning salon, and an initial business plan for a new foundation.
_X__accrediting bodies (name them here) International Assembly of Colleges of Business Education	IACBE requirements impact both content and format of the BLD program. During the last IACBE site visit, reviewers recommended increasing the amount of seat time for accelerated courses.
_X__ Other CSM AQIP team	In 2009-2010 a student research group worked in tandem with the CSM Student Financial Arrangements AQIP Team. We are committed to finding more opportunities for such collaboration.
___ Other	

Goals and Objectives

SL Goal 1 (11-12): BLD graduates will demonstrate proficiency in critical thinking skills as defined in Bloom's Taxonomy. *(Mastery of critical thinking is defined as the ability to use one or more of these skills: categorize information, analyze information, solve problems, set goals, develop a plan of action, logically reason, evaluate complex ideas, strategically plan, self-assessment, and synthesize information.)*

SL Objective 1A (11-12): Students will be provided opportunities to apply critical thinking through class projects and assignments in at least 80% of the four BLD module segments to demonstrate the use of synthesis and/or evaluation of information built upon the use of knowledge, application, and/or analysis skills as defined in Bloom's taxonomy.

SL Objective 1B (11-12): At least 70% of questions on assessments will include items requiring critical thinking in order that students have high value opportunities to utilize these skills.

SL Objective 1C (11-12): Standardized rubrics including a component relating to critical thinking will be implemented across courses for feedback on speeches, research projects, class discussions, case-studies, article reviews, and other evaluation instruments.

SL Objective 1D (11-12): 100% of the students will enhance their performance in their professional careers and personal lives based on the application of critical thinking.

Link: This goal reflects CSM's mission which advocates academic excellence, scholarship, and lifelong learning, as well as the four CSM Institutional Purposes of educating women for professional careers and lifelong learning, preparing women to assume leadership roles and to interact successfully in a diverse and global society, creating an awareness of ethical issues and encouraging commitment to responsible social action for justice, and encouraging the intellectual, physical and spiritual development of all members of the CSM community. This goal also supports the College's Declaration of Open Discourse. In addition, this goal supports the Business Programs' first goal of offering unique and relevant curricula within strategic initiative I - Revisit Business Programs' curricula under CSM's strategic theme I – Academic Excellence.

SL Goal 2 (11-12): BLD graduates will demonstrate proficiency in information literacy skills. *(Mastery of information literacy is defined as the ability to find, evaluate, synthesize, and identify information from a variety of media, especially from electronic and Internet sources, and to choose appropriate information from these sources for a specific purpose. This competency includes the ability to navigate comfortably in the world of business information technologies, including computer applications, library and electronic data base resources, the World Wide Web, and e-mail.)*

SL Objective 2A (11-12): Students will be provided opportunities to apply information literacy skills through class projects and assignment in at least 70% of the four BLD module segments to demonstrate the use of credible, accurate, and relevant sources in assignments' completion, integrating the sources with their own voices, and showing consistency of citation throughout work.

SL Objective 2B (11-12): BLD students will be introduced to the APA academic writing format and will utilize it from the beginning of the program in order to be well-prepared when writing their action research proposals, working on class research projects, and developing their business plans.

SL Objective 2C (11-12): Standardized rubric including a component relating to information literacy will be implemented across courses for feedback on research projects and class assignments.

SL Objective 2D (11-12): 100% of the students will enhance their performance in their professional careers and personal lives based on the application of information literacy skills.

Link: This goal reflects CSM's mission which advocates academic excellence, scholarship, and lifelong learning, as well as the CSM Institutional Purposes of educating women for professional careers and lifelong learning and preparing women to assume leadership roles and to interact successfully in a diverse and global society. This goal also supports the College's Declaration of open Discourse. In addition, this goal supports the Business Programs' first goal of offering unique and relevant curricula within strategic initiative I - Revisit Business Programs' curricula under CSM's strategic theme I – Academic Excellence.

SL Goal 3 (11-12): BLD graduates will demonstrate proficiency in communication skills *(Mastery of communication is defined as the ability to write and presents ideas in an organized, unified, coherent manner reflecting an appropriate awareness of purpose and audience)*

SL Objective 3A (11-12): Students will be provided opportunities to apply communication skills through research papers and group presentations in at least 70% of the four BLD module segments to demonstrate the ability to write and present ideas in an organized, unified, and coherent manner.

SL Objective 3B (11-12): Students will be provided opportunities to apply facilitation skills in at least 60% of the four BLD module segments to demonstrate the use of paraphrasing, summarizing, and restating speaker's message, and keeping the discussions on target in one-on-one and team meetings.

SL Objective 3C (11-12): Standardized rubric will be implemented across courses for feedback on written and oral communication including facilitation.

SL Objective 2D (11-12): 100% of the students will enhance their performance in their professional careers and personal lives based on the application of communication skills.

Link: This goal reflects CSM's mission which advocates academic excellence, scholarship, and lifelong learning, as well as the CSM Institutional Purposes of educating women for professional careers and lifelong learning and preparing women to assume leadership roles and to interact successfully in a diverse and global

society. This goal also supports the College's Declaration of open Discourse. In addition, this goal supports the Business Programs' first goal of offering unique and relevant curricula within strategic initiative I - Revisit Business Programs' curricula under CSM's strategic theme I – Academic Excellence.

Goal 4 (11-12): BLD graduates will demonstrate the ability to utilize technology in enhancing learning and communications.

SL Objective 4A (11-12): 100% of BLD students will demonstrate use of technology for developing written and oral article reviews, analyzing and presenting case studies, delivering speeches, writing research papers and developing research projects and reports in order to maximize effectiveness and appearance of their work. Every BLD course requires use of technology. Technological competence is a prerequisite for all BLD faculty.

SL Objective 4B (11-12): In Management Information Systems class students will demonstrate through a class project how information integrates the various parts of an organization, the information needs of managers, how information systems support decision-making at all levels, and effects of information technology on management processes, including existing and emerging forms of e-commerce.

Link: This goal reflects CSM's mission which advocates academic excellence, scholarship, and lifelong learning, as well as the CSM Institutional Purposes of educating women for professional careers and lifelong learning and preparing women to assume leadership roles and to interact successfully in a diverse and global society. In addition, this goal supports the Business Programs' first goal of offering unique and relevant curricula within strategic initiative I - Revisit Business Programs' curricula under CSM's strategic theme I – Academic Excellence

SL Goal 5 (11-12): BLD graduates will demonstrate mastery of business leadership principles as introduced in the four one-semester modules.

SL Objective 5A (11-12): BLD graduates will demonstrate the ability to consult successfully with a business client to conduct primary research and develop recommendations that can assist the client in achieving business goals, and will receive developmental consultation (formative assessment) and summative feedback on research project and report in order to optimize quality of final results.

SL Objective 5B (11-12): BLD graduates will demonstrate knowledge of business principles through an action research project, demonstrating the ability to design a research project, collecting and analyzing data and reporting and discussing the research findings.

SL Objective 5C (11-12): 100% of the students will enhance their performance in their professional careers and personal lives based on the application of business leadership principles.

Link: This goal reflects Goal 3 in CSM's strategic plan to be recognized regionally for academic excellence; CSM's mission which advocates academic excellence, scholarship, and lifelong learning; as well as the CSM Institutional Purposes of educating women for professional careers and lifelong learning and preparing women to assume leadership roles and to interact successfully in a diverse and global society. In addition, this goal supports the Business Programs' strategic initiative I – Revisit business programs' curricula under CSM's strategic theme I – Academic Excellence.

Assessment Matrix

	Tool 1 *Case Studies*	Tool 2 *Article Reviews*	Tool 3 *Applied Projects*	Tool 4 *Exams*	Tool 5 *Speeches*	Tool 6 *Research Papers*	Tool 7 *Research Project and Report*	Tool 8 *Report-Backs*	Tool 9 *Inter-views*
Goal 1: *Critical Thinking*	X	X	X	X	X	X	X	X	X
Goal 2: *Information Literacy*	X	X	X		X	X	X	X	X
Goal 3: *Comm Skills*	X	X	X	X	X	X	X	X	X
Goal 4: *Technology*	X	X	X		X	X	X	X	X
Goal 5: *Business Leadership Principles*	X	X	X	X	X	X	X	X	X

Assessment Tools

Tool Name	Who Collects Data? (Position Title)	Who is Evaluated?	Assessment Procedure (Brief description)	Direct Measure? (check box)	Indirect Measure? (check box)	Qualitative Measure? (check box)	Quantitative Measure? (check box)
Tool 1 *Case Studies*	Instructor	Students	Rubric and Anecdotal notes	X		X	X
Tool 2 *Article Reviews*	Instructor	Students	Rubric and Anecdotal notes	X		X	X
Tool 3 *Applied Projects*	Instructor, Program Director	Students	Guideline criteria, Rubric, Student Report-backs, Anecdotal notes, Client Assessment, External Faculty Assessment	X	X	X	X
Tool 4 *Exams*	Instructor	Students	Guideline criteria	X		X	X
Tool 5 *Speeches*	Instructor, Program Director	Students	Rubric, Colleague Assessment, Student Self-Reflections, Anecdotal Notes	X	X	X	X
Tool 6 *Research Papers*	Instructor	Students	Rubric, Anecdotal Notes, Self-Reflections, Interviews with alumnae entering grad prog's	X	X	X	X
Tool 7 *Research Project / Report*	Instructor, Program Director	Students	Formative Tool, Guideline Criteria, Rubric, Anecdotal & Coaching	X	X	X	X

			Notes, Client Assessment, External Faculty Assessment				
Tool 8 *Report-Backs*	Instructor, Program Director	Students	Open-ended comments, coded for themes	X	X	X	
Tool 9 *Individual Interviews*	Program Director	Students	Likert scale and open-ended comments	X	X	X	X

Data Collection Timeline

Indicate with a check mark when you collect data related to each tool. Add columns or rows as needed.

|	8/11	9/11	10/11	11/11	12/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	10/12	11/12
Tool 1 *Case Studies*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 2 *Article Reviews*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 3 *Applied Projects*													X			
Tool 4 *Exams*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 5 *Speeches*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 6 *Research Papers*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 7 *Research Project / Report*																X
Tool 8 *Report-Backs*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tool 9 *Individual Interviews*			X													X

Results of Assessment and Resulting Actions

New goals established as discussed. Assessment data on the goals will be gathered and reported next year.

What has improved in your program based upon previous assessments?

In mid-2010, more than 50 CSM stakeholders – business leaders, nonprofit and government executives, board members, Admissions staff, alumni and current students – in Omaha and Lincoln accepted the invitation to discuss the college's business program, and offer suggestions for preparing future students to meet the expectations and demands of employers in the business, nonprofit and government sectors. Given the feedback of the focus group, the following model perhaps best captures what employers are looking for in a business leadership program: a program based on four pillars of excellence – leading self, leading teams, leading projects, and leading organizations – grounded in management concepts:
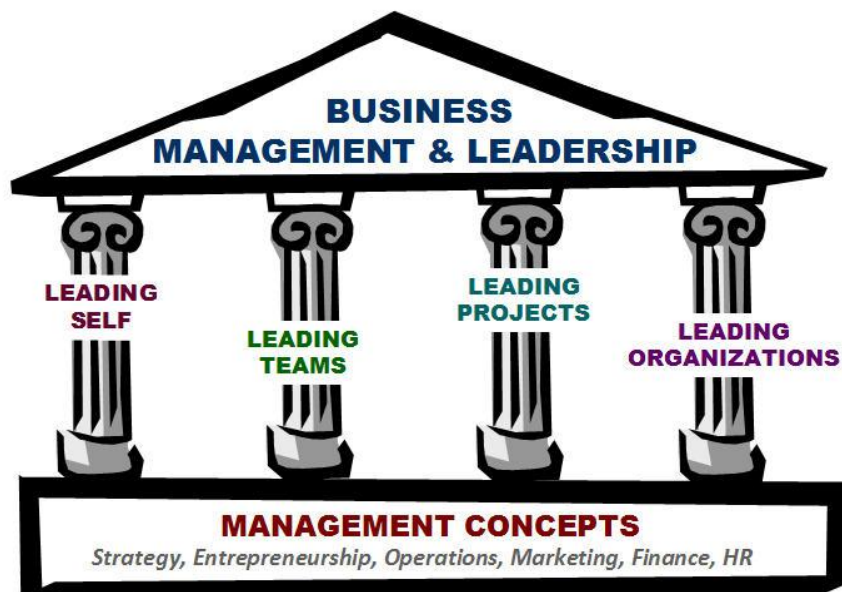
The current program, however, lacks focus in organizational and team leadership, and employers are looking for job candidates who have change management skills, collaborate for results, understand and appreciate generational differences, coach employees, run effective meetings, and find innovative solutions to problems. The revised program, called Business Management and Leadership, will not only address the current curriculum gaps but also make our program more competitive. The following proposal, therefore, suggests a new curriculum to better prepare our students for the increased demands of the marketplace. It is currently being reviewed by the curriculum committee.

CURRENT CURRICULUM	PROPOSED CURRICULUM
Courses Removed But Topics Covered 1. Knowledge Management *(#2 in New Courses)* 2. Intercultural Communication *(#4 in New Courses)* 3. Introduction to Computers *(#5 in New Courses)* 4. Principles of Marketing *(#6 in New Courses)* 5. Marketing Research *(#6 in New Courses)*	**New Courses** 1. Organizational Development and Change 2. Human Resource Management 3. Critical and Systems Thinking 4. International Business 5. Management Information Systems

6. Speech for Professionals *(#7 in New Courses)* 7. Microeconomics *(#8 in New Courses)* 8. Macroeconomics *(#8 in New Courses)* 9. Principles of Leadership *(#10 in New Courses)* 10. Principles of Management (#1, 10, 11, 16, 18)	6. Marketing Management 7. Business Communication Strategies 8. Economic Environment of Organizations 9. Negotiation and Conflict Resolution 10. Practice of Leadership
Courses with Names Changed 11. Business Policies 12. Legal Environment 13. Creating Bus Plan 14. Statistics 15. Action Research 16. Organizational Behavior 17. Group Process 18. Project Management	**Same Courses But Different Names** *(Descriptive and Marketable)* 11. Strategic Management 12. Legal Environment of Business 13. Entrepreneurship 14. Business Statistics 15. BML Capstone: Action Research 16. Dynamics of Organizational Behavior 17. Teambuilding and Group Process 18. Leading Projects in Contemporary Organizations
Courses Left the Same 19. Financial Management 20. Operations Management	**Same Courses As Before** 19. Financial Management 20. Operations Management
CURRENT PROGRAM NAME	**PROPOSED PROGRAM NAME**
Business Leadership	Business Management and Leadership
CURRENT PROGRAM OBJECTIVE	**PROPOSED PROGRAM OBJECTIVE**
The purpose of the BLD program is to assist women in building on already-acquired knowledge, experience and self-discipline. We are committed to working in partnership with other College of Saint Mary entities to ensure that students attain competencies and confidence necessary to: 1. Explore problem-solving and risk-taking as part of the learning process, 2. Appreciate diverse characteristics and contributions, 3. Practice critical and creative thinking, 4. Refine practical skills through community outreach and consultation, 5. Achieve personal and professional growth, 6. Recognize their own worth, dignity and leadership potential, 7. Succeed and contribute responsibly in a dynamic global society.	The objective of the Business Management and Leadership program is to provide women with the essential understanding of the critical interplay among leadership concepts, strategic business trends, and organizational performance. The students will enhance their leadership capacity by developing personal, interpersonal, and strategic business competencies to manage, lead, and transform organizations in a fluid and ever changing business environment.

Response to Previous Years' Assessment (Optional)

N/A

Future Goals (in addition to current goals)

The BLD program has gone through a major revision. The new goals established will suffice for now.

Resource Needs

Are there any budget (capital or discretionary) or other resource needs you have identified through the assessment process?   The main operational resource needed, based on the Student Satisfaction Survey, was expanded library access. That has been arranged and is already impacting the BLD program in a positive way.

_____   _____

Signature of Program Director, if she/he is not Assessment Report Author   Date