

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 06/07
MAJOR: LEADERSHIP

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The leadership concentration is a new specialization that has far surpassed growth potential goals (measured by students admitted and actually registered for classes). Since a leadership and influence course has been a foundational class for all MBA students, measurement of student learning outcomes are readily available. It is vital to report learning outcomes related to program objectives using this and other courses on an annual basis to reflect improvements or deficiencies in the concentration. The concentration aims to promote development opportunities for students to improve dimensions of their personal leadership potential. Using two courses to evaluate the same criteria allows for the practitioner/program director to review the development of student learning between a foundational course taken early in the program and a concentrated course taken near the end of the program. The MBA leadership program also emphasizes the value of a practical experience in leading the development of an idea or program intended to improve an aspect of an organization's goals. Using an independent external resource and a model assessment tool for evaluative purposes adds credibility to the learning outcomes of the students enrolled in the leadership concentration. This second activity will be vital to the program once the course requirements are developed and taught.

Section Two: Describe which program goal(s) was assessed during the academic year.

Intended Outcome #1:

Students will recognize their strengths and development areas related to leadership potential.

Assessment Criteria:

A minimum of 90% of students in MGT 531 will achieve an average grade of A or better on individual analyses requirements. (In the future when additional leadership concentration courses are offered, 90% of students in MGT620 will also be expected to also achieve an A or better on individual analyses requirements.

90-100 (A/A-) Analysis demonstrates a thorough understanding of the elements of the assessment tool and uses theoretical knowledge and practical examples to validate interpretations. A justified self-improvement plan is clear and representative of the interpreted results.

80-89 (B+/B) Analysis demonstrates familiarity with the elements of the assessment tool but is below the level one would expect to see in the individual analysis and self-improvement reporting. The analysis may lack either theoretical or practical implications.

70-79 (C+-C) Analysis demonstrates familiarity with the assessment tool but does not present a clearly articulated self-improvement plan. The analysis may lack either theoretical or practical implications.

69-Below (D+-F) Analysis does not demonstrate familiarity with the assessment tool or may lack both theoretical and practical implications.

Results of Outcomes Activity:

<p><u>2006-2007</u> MGT531 (90-sections 1 & 2 taught fall 06)</p>	<p><u>Met/Not Met</u> No</p>	<p><u>Data Details</u> 22 out of 33 students (66%) enrolled in MGT531 received an A or higher on elf development exercise.</p>
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Intended Outcome #2:

Students will demonstrate the ability to articulate a vision for an idea or program to improve an aspect of an organization's goals.

Assessment Criteria:

A minimum of 90% of students in MGT620 will achieve an average a 3 or higher rating on the Kentucky Leadership Rubric from an independent evaluator.

Kentucky Leadership Rubric

Rating	Vision	Communication
4	<ul style="list-style-type: none">• Sees that a shared vision drives the implementation of the plan.• Aligns vision/mission with that of the organization	<ul style="list-style-type: none">• Ensures that all audiences are targeted• Seeks out opportunities to communicate to all audiences
3	<ul style="list-style-type: none">• Sees that the transformation plan is based on a shared vision	<ul style="list-style-type: none">• Ensures that most audiences are targeted• Willing to articulate plan upon request
2	<ul style="list-style-type: none">• Sees that a vision/mission is developed	<ul style="list-style-type: none">• Sees that limited audiences are targeted• Willing to articulate plan in limited settings
1	<ul style="list-style-type: none">• Does not ensure the development of a vision/mission	<ul style="list-style-type: none">• Not concerned with targeting audiences• Not willing to articulate plan

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u>	<u>Data Details</u>
MGT620		Course not taught in 06-07

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Intended Outcome # 1 – Not met

Only 66% of students enrolled in MGT531 achieved a grade of A or higher on the self development exercise. The students expressed understanding of the assessment tool but did not articulate a clear vision of their development plan by documenting their description of the leadership styles they possess or being specific regarding action plans to reach goals. For the future, a sample of appropriate action plans or documentation will be provided in the description of the assignment. There was also a concern documented in student course evaluations regarding the extraordinary amount of workload requirements. Students expressed that the amount of assignments in a limited timeframe lead to meritocracy. The primary instructor has reviewed the expected workload and revised / streamlined course assignments in anticipation that future students will devote greater emphasis to the primary assignments. The streamlining of assignments do not delineate the objectives or expected outcomes of the course.