Organizational Leadership – BS

Enrollment and Graduate History Data in IPEDs

	Fall 2009	Fall 2010	Fall 2011	Fall 2012*	Fall 2013*
Enrollment	624	649	624	517	477
Degrees Awarded	245	241	247	266	180

*Numbers reflect a natural decline after the surge of students finishing their program prior to the switch from quarters to semesters.

Program description
The Organizational Leadership (OL) program is designed to develop leadership knowledge and skills related to interpersonal dynamics, communications, technology, and global issues. It provides a foundation essential for leading people in organizations in today's complex world. Students progress through the program, which is designed to assist them first with understanding and leading themselves, and then leading others. Next, they learn about working both within organizations and the external environment as well as learning to lead organizational change. To gain practical experience, students are required to participate in either an internship or community-based (service learning) project. The program culminates with a capstone project designed to provide hands-on experience that incorporates comprehensive knowledge from the preceding seven OL courses. The OL program is multidisciplinary, drawing from courses in the liberal arts, mathematics, and business. Students also have the opportunity to enhance their skills by pursuing any one of the minor options offered by the University.

Alignment with university mission, strategic plan
The OL program aligns with both the University's mission and strategic plan. It aligns with the mission statement by remaining current in its curriculum and with faculty who engage in innovative teaching techniques that help develop students to achieve their fullest potential. Additionally, OL aligns with the Strategic Plan Goal 1, Objective A; Goal 2, Objective A; and Goal 4, Objective A by continuing to scan the external environment for appropriate skills and abilities necessary for students to be successful upon graduation; assessing those skills and abilities on a regular basis; selecting instructional techniques that engage students in coursework; and engaging students in the external environment via community-based learning and internship experiences.

Program distinctiveness
The semester-based OL program was (re)designed utilizing the "*Guiding Questions*" crafted by experts in the field of leadership and offered by the leadership professional organization, the International Leadership Association (ILA). The

Guiding Questions consists of an Overview and five sections of questions that are thought to be essential for curriculum development, instructional effectiveness, and quality enhancement through assessment. These five sections are Context, Conceptual Framework, Content, Teaching and Learning, and Outcomes and Assessment (http://www.ila-net.org/communities/LC/GuidingQuestionsFinal.pdf).

The result of one and one-half years of conversations among the faculty, with graduates and employers, and by reviewing relevant literature led the faculty to create a unique program with a foundation of four pillars which move the student from understanding him or herself as an individual into understanding the roles and responsibilities of working with and leading others. Next students move into learning how to work within an organizational environment, and then how to move outside the organization to the complexities of a changing global environment.

The OL program is distinguished from other leadership programs in a number of other ways—most importantly, the faculty are responsive to graduates, for example when students were surveyed during the conversion to semesters, there was a call for more practical experience in the program. As such, the program (distinct among leadership undergraduate programs in the country) now requires *all* students to have experiential learning through either the community-based learning opportunity (service learning) or the community-based internship program. In either case, students are experiencing real-world work environments in which they gain professional experiences and new perspectives. Furthermore, during the senior year, students are required to complete a comprehensive capstone project that culminates and brings together all learning throughout the eight-course sequence that represents the core of the OL program. The OL program faculty also pride themselves on their diversity, and attentiveness to students. Most recently, faculty have begun to identify and articulate nationally recognized leadership competencies that are already incorporated into the curriculum and are beginning to examine those additional competencies that could be incorporated in to it. One hallmark, while many leadership programs are moving to solely on-line, we believe that to supervise and lead others face-to-face you need to teach and learn in the same way. Therefore, we offer students opportunities in all three arenas—face-to-face, hybrid, and on-line.

Recognitions of quality of the program
While there are no national standards, nor recognitions available in our emerging field, our faculty members are called upon to be involved at the national, state, and local levels. They have been involved in crafting the nationally recognized Guiding Questions for the International Leadership Association (ILA), have presented and held offices nationally at ILA, presented at and reviewed for the Association of Leadership Educators (ALE), presented and held office for the Association of Training and Development (ASTD) both nationally and locally. Additionally, faculty have been called upon to edit books, serve on a committee developing a national leadership academy, consult with and direct a leadership academy, and several have consulted with

businesses and organizations on the local, state, and national level. The benefit to the students is a team of faculty who are knowledgeable of the most current practices in the field of leadership education and of the most important outcomes that are desired by employers today.

Program learning outcomes
Absent an accrediting body to define specific learning outcomes, with the conversion to semesters the faculty created a list of learning outcomes, which are articulated throughout the OL program. A comprehensive framework was subsequently created that categorized the outcomes into four main areas: Leader as individual; leader's role/relationship with followers; leader's role in the organization; and leader's role with/in the environment. A total of 65 outcomes within those four areas were then infused within the eight courses of the OL major.

In a recently published book, *The Student Leadership Competencies Guidebook,* Seemiller (2013) identified eight broad leadership categories (learning and reasoning; self-awareness and development; interpersonal interaction; group dynamics; civic responsibility; communication; strategic planning; and personal behavior) with 59 leadership competencies. These leadership competencies were found as a result of her review of all national accrediting bodies for academic programs, and their requirements for the leadership competencies that are taught within those various programs. While our profession does not have specific learning outcomes, the faculty looked to Seemiller's work and mapped the OL program (syllabi, texts, and framework) to see the alignment of the program outcomes to the requirements of other accrediting agencies. The analysis found a 90% match between what is being in the OL program to the competencies outlined in the guidebook.

Description of learning outcomes assessment program
Students have signature assignments in each of the eight required OL courses. The program culminates with the capstone course, which incorporates prior learning, and requires students synthesize all that they have learned previously. Faculty members who teach these courses regularly report back to the entire OL faculty the successes and any weaknesses that students have at that point.

This year, the faculty members began the process of utilizing the Seemiller competencies in our annual program review—and will begin to administer the survey instrument at the entry point of the program (OL 2010) and in the culminating course (OL 4950). This year, we did a five-year look back with some interesting results. The extent to which students agreed to a great or moderate extent that the OL program help them develop competencies in the following broad categories (based on the competencies in each) are below:
- Learning and Reasoning – 72%
- Self-Awareness and Development – 83%
- Interpersonal Interaction – 86%
- Group Dynamics – 85%

- Civic Responsibility – 75%
- Communication – 87%
- Strategic Planning – 70%

It is interesting to note that the areas of Learning and Reasoning and Strategic Planning all involve areas that we teach, however, may utilize words or concepts that we call by other names. Civic Responsibility has been recently added to the curriculum and only 10 of the students surveyed had participated in the community-based learning activity, which may have skewed the results.

Summary of assessment findings for past five years
Strengths of the program:
- Numbers of students in the program
- Feedback from students and employers
- Friendly, helpful faculty
- Student seek and are qualified for a variety of positions
- Students felt confident gaining communication, people and team-building skills

Opportunities for improvement:
- Raise the admission bar
- Add more OL and experiential courses; add depth to the courses (this was accomplished with the semester conversion)

Student comments regarding strengths of the program:
- The organizational leadership program taught me the importance of image and leadership in the world. I liked how we focused on a lot of real life scenarios and case studies. We learned how to deal with students and others that are different from us, and that life isn't easy. We were able to look at leaders today and really expose how they lead and discuss how they could improve.
- The internship class really helped us put what we learned to practice if you picked a good internship and the capstone class (OL4950) although extremely hard prepared me to be able to write a thesis in graduate school.
- It forced one to be more interactive and involved with co-workers. It helped with communication styles and presentation skills.
- The professors because they gave you great tools to prepare for projects. I feel that I a lot of the information I received will actually prepare me for the real world.

Major curricular changes since last review (or past five years)
The semester conversion provided the opportunity to do a complete review of the curriculum. Faculty surveyed students, graduates, and employers, as well as engaged in environmental scanning, reviewing other leadership programs and current leadership literature to gain an understanding of current trends in the field. As a result, there was a complete revamp of the curriculum, which included (in response to student and employer requests) more organizational leadership courses in the curriculum, as well as required community-based experiential learning experiences via "service learning" or internship options.

Non-OL students as well as department personnel were asking for an OL minor option, so one was created and launched in the Fall of 2013. Additionally, we are examining the viability of a certificate in leadership.

Graduate placement data, employer satisfaction

CIP	Program	Wright State University-Main Campus Completions (2013)	Other Regional Completions (2013)	Regional Openings (2014)	Median Hourly Earnings	Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
Leadership Studies in Education & Organizations Dept										
13.0401	Educational Leadership and Administration, General	74	269							
	Occupations:			114*	$34.00	Region:	2,917	2,983	2.30%	114
	Education Administrators, Preschool and Childcare Center/Program (11-9031)			29		State:	18,064	18,520	2.50%	
	Education Administrators, Elementary and Secondary School (11-9032)			44		US:	496,334	518,728	4.50%	
	Education Administrators, Postsecondary (11-9033)			30						
	Education Administrators, All Other (11-9039)			11						
13.0501	Educational /Instructional Technology	1	8							
	Occupations:			18*	$27.07	Region:	708	737	4.10%	18
	Audio-Visual and Multimedia Collections (25-9011)			1		State:	5,151	5,373	4.30%	
	Instructional Coordinators (25-9031)			17		US:	167,214	177,147	5.90%	
52.0201	Business Administration and Management, General (**Organizational Leadership)	303	870							
	Occupations:			1560*	$31.21	Region:	42,145	43,538	3.30%	1,560
	Chief Executives (11-1011)			124		State:	270,736	279,508	3.20%	
	Transportation, Storage, and Distribution Managers (11-3071)			40		US:	8,095,082	8,489,527	4.90%	
	First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)			78						
	Social and Community Service Managers (11-9151)			38						
	Managers, All Other (11-9199)			371						
	First-Line Supervisors of Personal Service Workers (39-1021)			72						
	Administrative Services Managers (11-3011)			44						
	Industrial Production Managers (11-3051)			50						
	Gaming Supervisors (39-1011)			6						
	Cost Estimators (13-1051)			66						
	General and Operations Managers (11-1021)			303						
	Sales Managers (11-2022)			85						
	Construction Managers (11-9021)			62						
	Management Analysts (13-1111)			221						
				1,560						
	Department Total and Total Regional Job Openings	378	1147	1,692						

The most recent survey indicated that 53% of graduates were employed either in the same field or a related field to their degree and 29% of students were in a different field, by *their* choice.

Satisfaction data is available from student placements in both the community-based learning and internship courses. Overall the employers are extraordinarily satisfied with the students who are placed in their organizations. On a four-point scale with four being strongly agree, supervisors in the community-based learning organizations averaged a 3.77 when surveyed regarding whether the student completed assignments, was professional, communicated effectively, benefited the organization, and would they welcome another student to the organization. On a five-point scale on measures of student performance, with five being excellent, supervisors in the internship organizations averaged a 4.35 when surveyed regarding the students on measures of their interpersonal relations, judgment, ability to learn, quality of work, attitude, organization skills, professional appearance, adaptability, cooperation, follow through, and confronting problems.

If program has professional accreditation, attach most recent review findings and recommendations
N/A

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions
Dr. Ada Cenkci

- Otken, A. B. & Cenkci, T. (2012). The impact of paternalistic leadership on ethical climate: Investigating the moderating role of trust in leader. *Journal of Business Ethics*, 108(4), p. 525-536.
- Cenkci, T. I Otken, A.B. (2012). Organization-based self-esteem as a moderator of the relationship between employee dissent and turnover intention. Conference Paper Presentation, 10th International Strategic Management Conference, June 19-21, 2014, Rome, Italy.
- Conference Paper Presentation received "Distinguished Paper Award in Leadership" in North American Management Society 2013 Conference for *The Impact of Leader Power on Employee Outcomes: The Case of Information Technology Professionals in Turkey*
- Served as a reviewer for 2014 Academy of Management Annual Meeting.
- Served as a reviewer for *Journal of Business Research.*

Dr. Scott Graham
- Directs the Leadership Academy for Peak Performance.
- Has written a leadership training manual and is currently searching for a publisher
- Has administered, and provided training and coaching for the Emotion Quotient Inventory (EQI) for senior health care leaders.
- Had a peer-reviewed article in a health care journal (2014).

Ms. Brenda Kraner
- Director of Internships for Organizational Leadership.
- Leadership Development Series for Henny Penny, City of Fairborn, City of Dayton.
- Executive Leadership Programs for White Castle and Shook Construction
- Keynote Presentations - Leading and Managing Change for Dayton Children's Hospital; Manage Your Time…Reduce Your Stress for WSU Staff Development Day; Discover your Passion for Women in Leadership Luncheon; People, Personalities, and Productivity – Luxottica.
- Conference Paper Presentation, September 2013, The Research to Practice Conference in Adult and Higher Education: The Use of Synchronous Chats in Academic Discourse: A Review of the Literature.
- Conference Paper Presentation, February 2013, Research Roundtable Discussion at the Academy of Human Resource Development Conference: The Impact of Virtual vs. Face-to-Face Coaching on the Transfer of Leadership Skills.

Dr. Mindy McNutt
- Serves as Associate Editor for the International Leadership Association Building Bridges Series titled *Leadership 2050: Contextualizing Global Leadership Processes for the Future* (to be published in 2015).
- Serves on a nationwide committee of leadership educators creating the National Leadership Educators Academy to be held in August 2015.
- Served in various leadership positions for the ILA.
- Serves as a reviewer for ILA, Journal of Leadership Studies, SAGE publications
- Wrote an Instructors Manual for *Leadership* by Art Padilla.

- Created the doctoral internship program and wrote the manual.

Dr. Dan Noel
- Director of Community-Based Learning.
- Presented *Increasing Engagement of Leadership Through the Use of Web-Based Technology* at the International Leadership Association 16th Annual Global Conference (2014)
- Published Article in Culture & Religion Journal, September, 2013, vol. 2013 (3).
- Presented *Make Learning Stick: Using Real-Time Polling for Improving Learning Transfer and Student Engagement.* Lilly International Conference on College Teaching, Miami University, Oxford, OH, November 23, 2014.
- Presented at eMerge Conference 2014, Cuyahoga Community College, March 13, 2014. Conference presenter: *Increasing engagement and transfer of learning using web-based polling.* Dan Noel & Sheri Stover.
- Presented *Make Learning Stick: Instructional Design Using Real-Time Polling for improving student Levels of Engagement and Participation.* Midwest Cognitive Sciences Conference, Wright State University, Dayton, Ohio, May 31, 2014.

Programs and areas of recognized excellence with supporting evidence
One OL student was nominated and received the Top Scholar award by the College of Education and Human Services.
One OL graduate (a University employee) received the University's Excellence in Leadership award.

Capacity for growth of programs
Since 2000, there has been an explosion in the number of undergraduate, masters, and doctoral leadership programs across the country. It seems as if there is a national cry for leaders to fill the current leadership vacuum. Organizational Leadership has consistently among the highest number of students in the major among all degree programs in the University (fall of 2013, we were number three), we currently staff our program with five full full-time faculty and, on average, six to eight adjunct faculty per semester. Opportunities for growth exist on-location at area community colleges, businesses, and Wright Patterson Air Force Base (WPAFB), if we have the right mix of faculty to fulfill those opportunities. Currently, we have approximately 30% of our courses taught by adjuncts, and that is at the maximum limit, so any additional growth opportunities would necessitate hiring additional full-time faculty members.

New program opportunities
The faculty are examining the possibility of offering a certificate that would be available to individuals both on- and off-campus. We would also like to expand our off-campus programs opportunities to local businesses and possibly WPAFB.

Proposals to enhance programs (if desired)
N/A