

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Leadership and Management MS

SUBMITTED BY:

DATE: October 2016

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

Electronic data for reports is held by PIE; electronic syllabi and assignments are held by program faculty, program director, and SBA dean's office; physical copies of student reports are held by course faculty and students.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

2016-2017 graduate catalogue, page 57.

This master's degree program is for managers focused on the effective practice of organization management.

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge, skills, and attributes necessary for forward-looking, practicing managers;
- Make and communicate strategic, results-driven decisions; and
- Demonstrate strategic thinking and the ability to build relationships and manage effective work groups and teams.

(Note: Once again, the catalog was not updated to reflect the six [rather than three] learning outcomes of the program; Associate Dean of SBA has been notified to put forth these changes to the '17-'18 MU Graduate Catalog).

The MS in Leadership & Management is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
Develop leadership capabilities for leading change and executing mission-driven organizational strategies.	2014-15		2016-17
Develop and lead an effective work group or team.	2013-14	Yes	2017-18
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	2013-14	Yes	2017-18

Determine personal and interpersonal competencies for effective management applications within organizations.	2014-15		2016-17
Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.	2014-15		2016-17
Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.	2013-14	Yes	N.A.*

**Note: Program Review being completed in Spring 2017 will discuss rationale for the removal of this learning objective and an objective that will be substituted.*

Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:

The program’s outcomes support the University’s mission in terms of “emphasizing academic excellence,” “career preparation,” “professional development,” and “the moral growth of the individual.” Additionally, the program’s outcomes are consistent with, and support, the SBA’s mission in “educating current and future professional managers” with “knowledge that has value for the business community and society.”

Each learning outcome links directly to both the University and the School mission.

- Developing and leading an effective work group or team along with develop leadership capabilities for change and executing mission-driven organizational strategies are extremely important skill sets for managers. This outcome links to University’s “career preparation” emphasis and the SBA’s “knowledge that has value for the business community” focus.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations links to the University’s belief in the importance of “the moral growth of each individual” and the SBA’s statement concerning “instilling in its students and ethical framework.”
- Demonstrate a comprehensive understanding of project lifecycle through the design of a project inclusive of the basic tenets of project management knowledge areas is a set of skills highly valued by the business community (SBA mission) and a component of career preparation (University mission).
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message is consistent with the University’s focus on professional development and is an increasing important skill required and highly valued in the business community (SBA mission).

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

Process of gathering indirect measure data occurs with annual reporting by IR -- GSS and Alumni reports are both forwarded by SBA dean and PIE. Those reports are compared with previous GSS reports for the noted years on the Alumni reports plus general comparison with reports from 4 previous years to ascertain any trends or distinctions.

Process of gathering direct measure data has both informal and formal elements. The selection of outcomes dictates the origins of data. Through a process of questioning students about where and in which courses they perceive a learning experience connected to the outcome, followed by contact, discussion, and negotiation with the course instructor, program director and faculty commit to sharing details of the assignment and where appropriate, development of a rubric.

For example, in this outcomes assessment report, a highly targeted assignment was included in OD 523 (Executive Coaching) as a direct measure for the learning outcome, “Identify, analyze, and resolve ethical challenges and problems encountered in organizations.”

Strength of process includes commitment to coordination among varying departments and is highlighted by engagement of students in both selection of materials and perceptions of outcomes. Challenge to the process primarily centers on faculty creation of assignment rubric for direct data measures on projects or papers. (i.e., not a test or exam.) This challenge becomes a planned improvement through coaching and determination of available resources for rubric development.

Results from LOA report are shared with current program students and faculty teaching in the program. Invited comments are considered in LOA planning.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Develop leadership capabilities for leading change and executing mission-driven organizational strategies.	As stated in the '14 – '15 outcomes assessment report, "Performance standard for the direct measure(s) will be raised from 85% to 90%." Therefore, instead of, "85% of individuals score 'substantially developed' for the category 'depth of reflection,'" and "85% of individuals score 'substantially developed' for the category 'analysis, synthesis, evidence, & practice,'" those standards will be increased to 90%. Given that in '14 –'15, all students met the 85% standard, it is only appropriate that the "bar be raised."	As planned and stated in the Table on page 2 of this document, this learning outcome, including the higher standard, will be reviewed again in AY '16 – '17.
Determine personal and interpersonal competencies for effective management applications within organizations.	This learning outcome was reviewed in '14 – '15. At that time, one direct measure (MGT 585 rubric driven presentation) and two indirect measures (GSS and Alumni Survey) were used. In all cases, a standard of 85% (e.g., 85% of respondents reporting good or excellent) was used. While all results were in the 80% or higher range, the standard has been raised to an aspirational 90%.	As planned and stated in the Table on page 2 of this document, this learning outcome, including the higher standard, will be reviewed again in AY '16 – '17.
Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.	This learning outcome was reviewed in '14 – '15. At that time, two direct measures (from MGT 502 Innovation Project) and two indirect measures (GSS and Alumni Survey) were used. In the two direct messages, the standard of 85% was achieved in one of two; in the two indirect measures the standard of 85% were not achieved in both (i.e.,	As planned and stated in the Table on page 2 of this document, this learning outcome, including the previously set standards, will be reviewed again in AY '16 – '17.

	83% and 80%). Therefore, this standard will remain at the 85% level until those goals are consistently met. Additionally, given the suggestion from the UAC that “outside eyes” review some course specific, direct measures, the program will seek to have students’ final, capstone presentations be heard by a panel including member(s) from inside and outside of the University.	Use panelists from inside and outside (“outside eyes”) of the University to hear final presentations linked to learning objective(s).
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Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Last year’s report was accepted as submitted. Concerning the six categories of the report, one was rated “exemplary,” four “acceptable,” and one “developing.”

With respect to “Part IV Assessment Measures and Targets,” the committee stated that “the n is quite small and may affect the strength of your analysis.” These small samples are a continued challenge. Both the Graduating Student Survey and the Alumni Survey are extremely useful tools. However, for both of these tools the sample size of MSL&M students and alumni has been, and will continue to be, small. Therefore, the use of direct and indirect measure with our current students in a classroom environment becomes all the more important. Additionally, as suggested by the committee having “outside eyes” review assignments is valuable. This is especially doable with final, capstone presentations and having outside experts hear and critique the work product.

Also, as is stated in the above table, when students are consistently achieving an outcome standard (e.g., all student meeting “85% of students achieving a B+ or better”), it is appropriate to raise the standard. Therefore, you’ll see that in the ’16-’17 report, a standard of 90% will be used in areas where the 85% standard has been met over time.

Outcomes and Past Assessment

Learning Outcome 1: *Develop and lead an effective work group or team.*

Is this outcome being reexamined? X Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This learning outcome was previously examined in 2013-14. In that report, using indirect measures of student/alumni surveys along with the direct measure of a Business Week team assignment in MGT 565 (Organization Communications), the learning outcome was met. The UAC report indicated this learning outcome was met as submitted. In this reporting cycle a direct measure assignment (“Leading a Group in Creative Activity Assignment) was used in addition to the previously used indirect measures (i.e., GSS and Alumni Survey). The direct measure assignment and the rubric used to evaluate that assignment are listed in Appendix I. Overall, results were somewhat lower in this cycle as compared to 2013-14. A review of those results follows.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>Direct Measure: “Leading a Group in Creative Activity Assignment”</p> <p>This is one of several “reflection” assignments in MGT 502 – Leading Collaboration and Innovation. Students craft an experience of “collective creativity” and report/reflect on how it went.</p>	<p>85% of individuals score “B+ or better.”</p>	<p>See assignment and rubric used in appendix (“Creative Activity Assessment”)</p>	<p>MGT 502 Spring 2016 enrolled 10 students, 6 of whom were MSL&M. Of those 6 students completing the “Leading a Group in Creative Activity Assignment,” 1 scored a B, 1 an A-, and 4 scored an A. Therefore, 5 of 6, 83% met the standard.</p> <p>Results (83%) indicate Learning Outcome, when compared to the standard (85%), is not met.</p>
<p>Indirect Measures</p> <p>1) Graduating Student Survey Questions</p> <ul style="list-style-type: none"> a) Attain promotion within existing employment b) Solve problems in your field using knowledge c) Lead a team <p>2) Alumni Survey Questions</p> <ul style="list-style-type: none"> a) Develop a coherent written argument b) Solve problems in your chosen field 	<p>85% of responders report “good” or “excellent”</p> <p>85% of responders report “good” or “excellent”</p>	<p>Graduating Student Survey results are provided by IR to program director and school dean.</p> <p>Alumni Survey results are provided by IR to program director and school dean.</p>	<p>GSS ’14-’15</p> <ul style="list-style-type: none"> a) 3 of 3 (100%) report “good or excellent” b) 3 of 3 (100%) report “good or excellent” c) 3 of 3 (100%) report “good or excellent” <p>Alumni 2015</p> <p>2015 Alumni Survey had 4 MSL&M respondents from 2009-10 and only 1 respondent from 2013-14. From this N of 5:</p> <ul style="list-style-type: none"> a) 3 of 5 (60%) report “good or excellent” b) 4 of 5 (80%) report “good or excellent” <p>The questions selected indicate uncertainty as to whether the learning outcome is met.</p>

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Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results):*

A “Leading a Group in Creative Activity” and corresponding assignment was used in MGT 502 (Leading Collaboration and Innovation) as a direct measure to assess this learning objective. The assignment and a rubric used to grade the assignment is included in Appendix I. This is a very “hands-on,” inquiry based, experiential exercise that gives students an excellent means of addressing the complexities of operating in a team environment.

In MGT 502 during the Spring 2016 semester, 10 students were enrolled, 6 of whom were MSL&M students. Of those 6 students completing the “Leading a Group in Creative Activity Assignment,” 1 scored a B, 1 an A-, and 4 scored an A. Therefore, 5 of 6, 83% met the standard. While very close to meeting the standard, this does not meet the standard of 85% earning a B+ or better.

In terms of indirect measures the GSS question relating to the ability to “lead a team” had 100% (3 of 3) of students responding “good” or “excellent” while the Alumni Survey question concerning the ability to “solve problems in your field” had 80% (4 of 5) reporting “good” or “excellent.”

Once again, small sample sizes make drawing broad conclusions difficult (e.g., if one student in the direct measure had earned a B+ rather than a B, 100% [rather than 83%] would have met the standard).

Program strengths and opportunities for improvement relative to assessment of outcome:

A focus on operating in a team environment is an important component of this program. Students need to be able to help and guide a group in the journey to become a high performance team. This learning objective is addressed in a number of courses.

The use of the “Leading a Group in Creative Activity” assignment is a most appropriate tool to measure this outcome. It’s a highly experiential, hands-on exercise (see appendix). Students see “first hand” the challenges faced when operating in a group setting and trying to lead a group. The written portion allows students to reflect on their experiences and to integrate those experiences within the context of classroom readings and discussions.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The “Leading a Group in Creative Activity” should be continued to be used as an experiential learning assessment tool. And while 5 of 6 students (83%) does not meet the standard (85%), given the small sample size it is not considered a cause for concern or necessitate the need to make changes. Given “teams” are addressed in other courses with this program, an activity for this year based on the assessment of this outcome is simply to be vigilant in observing the performance of students in other teams related assignments.

Learning Outcome 2: *Identify, analyze, and resolve ethical challenges and problems encountered in organizations.*

Is this outcome being reexamined? X Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This learning outcome was previously examined in 2013-14. In 2013-14, using indirect measures of student/alumni surveys along with the direct measure of a Team Debate Project and Reflection Paper completed by students in their capstone course, MGT 590, the learning outcome was met. The UAC report indicated this learning outcome was met as submitted. No changes to the program were prompted. However, the results of the assessment this year were somewhat inconsistent. An ethics specific assignment in OD 523 (however, with only 3 MSL&M) resulted in only 2/3 of the students (67%) achieving the standard. That being said, if one more student had achieved the standard, 100% (3 of 3) would have met the standard. Also, in the alumni survey, 3 of 5 reports reported a “good” or “excellent” “understanding of major ethical dilemmas in their field.” This 60% did not meet the standard of 85%.

Given that MGT 560 (Ethical Issues in Business in Society), a course that exclusively focuses on ethical issues, is a required course in this program, this is a bit of a conundrum. That is, given an entire courses addresses this topic, we would expect GSS and Alumni Survey results to be higher. Therefore, in the next reporting cycle a major project/exercise in MGT 560 will be used as the direct measure. Additionally, there will be a discussion concerning whether additional ethics related modules are needed in other courses within the program.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure OD 523 – Executive Coaching assignment on Ethics	85% of students score 25 points or higher on a 30 point assignment.	Professor applied rubric for grading the project (See appendix)	Of the 14 students enrolled in OD 523, 3 were MSL& M students. Of those 3 students 1 scored a 20/30, one a 25/30 and one a 30/30. Therefore, 67% (2/3s) achieved the standard. Learning Outcome is not met.
Indirect Measures 1) Graduating Student Survey Questions a) Develop a coherent written argument b) Solve problems in your chosen field	85% of responders report “good” or “excellent”	Graduating Student Survey results are provided by IR to program director and school dean.	GSS '14-'15 a) 3 of 3 (100%) report “good or excellent” b) 3 of 3 (100%) report “good or excellent”

<p>2)Alumni Survey Questions a) Understand major ethical dilemmas in your field</p>	<p>85% of responders report “good” or “excellent”</p>	<p>Alumni Survey results are provided by IR to program director and school dean.</p>	<p>Alumni 2015</p> <p>2015 Alumni Survey had 4 respondents from 2009-10 and only 1 respondent from 2013-14. From this N of 5: a) 3 of 5 (60%) report “good or “excellent”</p> <p>The questions used indicate uncertainty as to whether the learning outcome is met.</p>
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Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

An ethics teaching module and targeted assignment in OD 523 was used as the direct measure to assess this learning outcome. See Appendix II for the assignment and the corresponding grading rubric. Of the 14 students enrolled in OD 523, 3 were MSL& M students. Of those 3 students 1 scored a 20/30, one a 25/30 and one a 30/30. Therefore, 67% (2/3s) achieved the standard.

This does not meet the standard of 85%. However, as stated in the above narrative, given the small sample size, if one more student had earned a 25 or better, 100% would have met the standard.

The most interesting and relevant indirect measure was the alumni survey. There is a question on the survey that closely links to this learning objective. That is, the degree of preparation to “understand major ethical dilemmas in your field.” Once again, there was a small sample (5 respondents). Of the 5 respondents, 3 (60%) reported “good” or “excellent.”

That being said, in most literal terms, the standards were not met.

Program strengths and opportunities for improvement relative to assessment of outcome:

A great strength of this program, and a significant opportunity relative to this learning objective, it that there is a dedicated course, focusing on ethics, as a component of this program (MGT 560 – Ethical Issues in Business and Society). In future outcomes assessment cycles to measure this learning outcome, an assignment from within this course should be used as the direct measure. Also, given this course was designed for MBA students, the content of MGT 560 should be reviewed to determine its relevance and currency with respect to MSL&M. Might a module be added to this course that is more closely linked to the needs of MSL&M students?

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Have direct measure, targeted assignment from MGT 560 – Ethical Issues in Business and Society) used as the assessment tool. Review content of the objectives and content of that course (that was designed to serve MBA students) to see if MSL&M specific module should be added. Additionally, there will be a discussions concerning whether additional ethics related modules are needed in other courses within the program.

Learning Outcome 3: *Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.*

Is this outcome being reexamined? X Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This learning outcome was previously examined in 2013-14. In 2013-14, using indirect measures of student/alumni surveys along with the direct measure of a MSC 545 (Project Management) exam, the learning outcome was met. While the results for the assessment of this outcome are presented below, it should be noted that this outcome will likely be deleted as a result of the analysis done as part of the Program Review process being undertaken in AY 2016-17.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure – MSC 545 – Project Management Students taking this course take a PMP (Project Management Professional) style exam within the course.	85% of students score 80 or higher on the PMP-style exam.	See copy of exam in appendix.	Two MSL&M students enrolled in MSC 545 (Project Management) in AY '15-'16. One student earned a score of 88 and on student earned a score of 90 on the PMP related exam. Learning outcome is met.
Indirect Measures 1) Graduating Student Survey Questions	85% of responders report “good” or “excellent”	Graduating Student Survey results are provided by IR to	GSS '14-'15 b) 3 of 3 (100%) report “good or excellent”

<p>c) Develop a coherent written argument</p> <p>d) Find and evaluate quality sources of information</p> <p>2) Alumni Survey Questions</p> <p>a) Use quantitative/qualitative techniques within your professional field</p> <p>b) Use technology effectively in the workplace</p>	<p>80% of responders report “good” or “excellent”</p>	<p>program director and school dean.</p> <p>Alumni Survey results are provided by IR to program director and school dean.</p>	<p>c) 3 of 3 (100%) report “good or excellent”</p> <p>Alumni 2015</p> <p>2015 Alumni Survey had 4 respondents from 2009-10 and only 1 respondent from 2013-14. From this N of 5:</p> <p>a) 3 of 5 (60%) report “good or excellent”</p> <p>b) 3 of 5 (60%) report “good or excellent”</p> <p>The questions selected indicate the learning outcome is unmet.</p>
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Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

This learning outcome mirrors the guidelines put forth to pass the PMI (Project Management Institute) Exam to become a PMP (Project Management Professional). MSC 545 – Project Management is the course that addresses that topical area. Within this course a PMP-style exam is administered. Of the two MSL&M students in this class, both (100%) earns grades higher than 80 (one 88 and one 90). Therefore, the standard of 85% of students earning a grade of 80 or higher was met.

The GSS and Alumni survey results are also used as indirect measure. The questions from these surveys that most closely align with this learning objective are, “use quantitative/qualitative techniques with your professional field” and “use technology effectively in the workplace.” In these two questions, with small sample size of alumni (5), 3 of 5 responded “good” or “excellent” to this question. Therefore, for these questions, the learning outcome is unmet. That being said, irrespective of the results of this learning outcome, this learning outcome will be removed before the next review cycle. That is, this learning objective will be deleted and a new learning objective will be added. This topic will be fully address in the Program Review currently being developed. However, the essence of the rationale is that MSL&M students are moving away from the types of jobs/careers where the PMP is relevant.

Program strengths and opportunities for improvement relative to assessment of outcome:

The strengths of this program are the behavioral side of leadership and management. This outcome addresses a more quantitative and process oriented side of the disciple. Please note that the Project Management course is, most appropriately, given a MSC (Management Science), rather than Management, designation. As mentioned above and will be reviewed in detail in the Program Review, this learning outcome will likely be removed from the MSL&M program.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

See above. The current plan is to remove this learning outcome from the MSL&M program.