STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Leadership and Management (M.S.)
SUBMITTED BY: Dr. Lorri Cooper
DATE: 30 September
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Student assignments (direct measures) are electronically maintained by the students and the teaching faculty both through Canvas submissions and e-mail attachments. Surveys (indirect measures) are provided by office of Institutional Effectiveness or electronically conducted by program director through use of survey monkey.

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.

2017-2018 Graduate Catalogue, page 65

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

Upon successful completion of the leadership and management program, students will be able to:

- Develop leadership capabilities for leading change and executing mission-driven organizational strategies.
- Develop and lead an effective work group or team.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations.
- Determine personal and interpersonal competencies for effective management applications within organizations.
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.
- Demonstrate a comprehensive understand of the management of projects within the context and template of processes of the Project Management Institute.

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.	'14-'15	Yes	'18-'19
Lead an effective work group or team.	'15-'16	No	'19-'20
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	'15-'16	No	'19-'20
Determine personal and interpersonal competencies for effective management applications within organizations.	'14-'15	Yes	'18-'19
Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.	'15-'15	No	'18-'19

(note -- learning outcome on Project Management removed.)			

Describe <u>briefly</u> how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan *(generally not more than two paragraphs, may use bullet points)*:

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 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).
- Demonstrating personal and interpersonal competencies for effective management applications within organizations is highly valued by the business community (SBA mission) and a component of career preparation (University mission).

Provide a <u>brief</u> description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment *(generally not more than two paragraphs, may use bullet points)***:**

Process:

- Program director ensures assignments offer potential for measurement in courses taught through coordination with teaching faculty;
- Engages students with explanation and requests to submit work for assessment;
- Find other person (s) to review material who are not faculty member t4eaching course.

Strengths:

- Provides focus especially when considering which elements to choose for measurement;
- Consultation with other faculty offers opportunity to affirm place of content in program;
- Colleting information such as survey data on how students perceive application of learning outcomes both informs and provides direction for potential change;
- Discovery of how and why a standard is met or not met.

Challenges:

- Collection of information and discovering individuals (not faculty teaching course) willing to review assessment materials;
- Creating rubrics for assessment, not for grading.

Planned improvement:

- Solicitation of SBT dean, other program directors, department chairs – for designing some school-wide, all-programs initiative around ethics for potential assessment measurement applicable to each program and/or each level (graduate, undergraduate). Preliminary agreement on idea September '18.

Evidence of culture of continuous improvement:
According to long-time organization culture scholar Ed Schein, culture comprises the values and patterns of basic assumptions experienced deeply through an organization. While preparing this report two specific instances are noted.

- When asked how students experience the program relative to a culture of continuous improvement related to their learning, a student noted an encouragement by faculty to "extend" a nuance or a critique of work for just a bit more -- (kind of "tease" a bit more learning from the activity). Another student commented how faculty offered additional perspectives or critiques coupled with the invitation to "think more about that" as encouragement to deepen or increase leadership and management development.
- Finance faculty colleague, known as a continual supporter of the program, -- while not teaching the FIN 500 course in the immediate future -- offers to review the course syllabus, make suggestions to "refresh" the content and the manner of delivery, articulate again what is hoped students learn/take away from the course, AND offers to help find an adjunct to teach the course who may better "match" the "application" nature or the enhancement to management learning desired by the students.

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

Outcome	**Planned Improvement**	**Update** *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Develop and lead an effective work group or team.	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	The "Leading a Group in Creative Activity" was completed by students in MGT 502 Spring '18. Eleven of twelve students (91.2%) went beyond the standard of 85%. One additional course in AY '17-18 was Summer OD 523 which had a small group presentation.

Outcome	Planned Improvement	**Update** *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
	outcome is simply to be vigilant in observing the performance of students in other teams related assignments.	
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	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.	MGT 560 Ethics was canceled for Fall '17 due to low enrollment. (Post assessment year, in Fall '18 a new graduate course comprising Business Law and Ethics is being developed and will become required in both the MBA and the MSL&M.) Discovery of potential modules of ethics in courses throughout the program continues in '18-'19.
Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.	See above. The current plan is to remove this learning outcome from the MSL&M program.	While the course – MSC 545 Project Management – continues as a program course, this learning outcome is no longer assessed. Requested catalogue change for '18-'19 was overlooked. Requested catalogue change for '19-'20 will be submitted and closely monitored.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
Comment: In Fall '16 University Assessment Committee responded to the AY '15-'16 LOA with "Accept pending minor revisions."

Response: Revisions submitted November '16. Anne Boudinot-Amin requested one additional change – remove "Develop" from the LO "Develop and lead an effective work group or team." Change reflected in this report. Will be reflected in requested catalogue changes in AY '18-'19.

Outcomes Assessment 2017-2018

Learning Outcome 1: Develop leadership capabilities for leading change and executing mission-driven organizational strategies.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct measure Reflection paper (#3 of 3) in MGT 507 Fall '17 Attached as Appendix #1	2/3 (67%) of students reach "Substantially developed" in 2 of the 3 categories of the assessment rubric. Attached as Appendix #2	In Fall '17, 8 students in the MS in Leadership & Management (MSL&M) program enrolled in the required course MGT 507 Leadership. Assignment components for the course included a series of reflection papers. For this assessment, 8 student submissions of Reflection #3 were provided by the faculty member who taught the course. Dr. C. Speranza reviewed the submissions, marking them using "Substantially Developed, Moderately Developed, Insufficient" in three categories -- "Synthesis, Evaluating, Creating" -- designated on the assessment rubric.	Using the provided rubric, Dr. Speranza assessed 6 of 8 (75%) students as "Substantially developed" and 2 of 8 (25%) students as "Moderately developed" for the categories of "Evaluating" and "Synthesis." Dr. Speranza assessed 5 of 8 (63%) students as "Substantially developed" and 3 of 8 (37%) students as "Moderately developed" for the category of "Creating." The standard -- 2/3 (67%) of students attain "Substantially developed" in 2 categories -- is reached. (For the category "Creating" – the percentage is just under 2/3 at 63%.) (Dr. Speranza joined Marymount's Management & Marketing department faculty in Fall '18 to teach undergraduate courses in Organization Behavior and Global Management. Dr. Speranza's doctorate degree is in inter-disciplinary Leadership Studies and she has taught doctoral level courses in leadership along with courses in national intelligence and leadership at National Intelligence University.)
Indirect measure Combined 2016 and 2017 Alumni Survey data for a total of 7 students on the questions "Develop a coherent written argument" and "Apply knowledge and skills to new situations." 2016-17 Graduating Student Survey data for a total of 3 students on the questions "Develop a coherent written	85% or more of respondents report "Good or Excellent 85% or more of respondents report "Good or Excellent"	Alumni Survey data and Graduating Student Survey data is collected and presented by the Office of Institutional Effectiveness.	6 of 7 (86%) of respondents on the question "Develop a coherent written argument" and 6 of 7 (86%) on the question "Apply knowledge and skills to new situations" from combined 2016 and 2017 Alumni Survey. 3 of 3 (100%) respondents report "Good or Excellent" on questions "Develop a coherent written argument," and "Apply knowledge and skills to new situations" from the 2016 Graduating Student Survey.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
argument" and "Apply knowledge and skills to new situations."			The standard -- 85% and above of respondents report "Good or Excellent" – is reached.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)***:**

Combining results from direct and indirect measures demonstrates the learning outcome is achieved.

When 2/3 (or just under) of the students are marked "Substantially developed" in Bloom taxonomy categories of "evaluating," "synthesis," and "creating," there is demonstration they are working at the higher levels of learning – certainly the aim of a graduate business program.

This, coupled with student opinions expressed through surveys, affirms students are both expanding their general knowledge of organization leadership and deepening their personal practice of leading.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

Adam Grant organization psychologist on the faculty of Wharton business school recently remarked, "Leaders who do not reflect on their mistakes are leaders who choose not to learn. But when we keep processing the same old setbacks, reflection becomes rumination. When we seek new challenges, reflection fuels learning."

Reflection assignments are found across the MSL&M program. Not only do they broaden and deepen students' capabilities for leading, they also bring opportunities for curiosity, discovery, and insight. Success in meeting the standard encourages the continuation of reflection assignments and signals the importance of a practice of reflection to students.

It also suggests improvements within the leadership courses (including the program capstone) is possible with a more critical look at select elements of reflection, i.e. further delineation of the reflection rubric with increased number of elements. This work will further refine the practice of reflection. In addition, coupled with increased opportunity for assessment and increased numbers of student work examined, the standard for the assessment may be raised to a higher level – for example, 90% of students reach the highest level across more elements.

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

The learning outcome continues to be affirmed by existing students in the program. In Spring '17 and again in Fall '18, 90% or more of program students surveyed report both the learning outcome --"Develop leadership capabilities for leading change and executing mission-driven organizational strategies"—**IS** directly

applicable to their job responsibilities **AND** that content and learning projects throughout courses in the program have direction application.

(A survey monkey containing each of the program's outcomes as relevant to their responsibilities and the corollary question of content and learning projects as directly applicable to the same is used to collect this information.)

Specific to curriculum improvements, this student affirmation paired with successful achievement of the learning outcome invites:

1) Collaborating with Dr. Speranza (organization leadership scholar who served as reviewer for this report and expressed interest in introducing reflection assignments in undergraduate organization courses) – on further delineating elements of reflection on the reflection rubric for use in MGT 590 Organization Strategy & Learning. The course is the program's capstone and students prepare a learning portfolio – containing individual reflection assignments PLUS a reflection assignment covering their entire time in the program. An informal comparison of a student's reflection in one of the earlier leadership courses in the program with their concluding "across program" portfolio reflection using a more delineated rubric may offer further information/confirmation for continuing a reflection focus throughout the program. In addition, using the rubric with a larger number of students may offer indication of raising the performance standard for both direct and indirect measures.

2) Requests of faculty teaching other program courses. Specifically:

    - Dr. Bianco-Mathis who teaches OD 523 Executive Coaching. One assignment requires students to keep a coaching "journal" in which students report activities. Dr. Bianco-Mathis may be open to including a reflection component for the journal, guided by the developed reflection rubric noted in #1 above.
    - Professor Karen Vahouny teaches MGT 565 Organization Communication. Students complete multiple writing/presentation assignments. Professor Vahouny may be open to including a reflection component in one, guided by the developed reflection rubric noted in #1 above.

3) An experiment. To date, all assignments relating to "reflection" have been individual in nature. When one of the objectives is to have a group or a team "learn together," an opportunity exists to add an assignment on a group or team reflecting together. One will be added to MGT 590 Spring '19.

Learning Outcome 2: Determine personal and interpersonal competencies for effective management applications within organizations.

Note – Practicing managers on occasion make the "case" or propose a project which has financial elements. To be effective in this endeavor means both crafting a report as well as feeling comfortable presenting and discussing the information with skilled and knowledgeable financial professionals. FIN 500 Key Financial Concepts for Managers is specifically part of the degree program to help students feel confident and capable when undertaking similar assignments as effective managers in their organizations.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct measure Student project in FIN 500 Smr '17 Note – this assignment was intended to be included in Summer '18 course offering with 3 students. The instructor determined students required more studies in a specific element of finance. Hence, the previous year's information was selected for this year's assessment. Attached as Appendix #3	80% of students marked "Substantially developed" in "Problem Analysis" + "Recommended Course of Action" categories of the rubric. And 80% of students marked "Substantially or Moderately developed" in "Problem Statement" + "Implementation Plan" categories of the rubric. Attached as Appendix #4	In Summer '17 5 students enrolled in FIN 500 Key Financial Concepts for Managers. Students forwarded their project submissions for review by Dr. A. Leffers. Dr. Leffers reviewed the projects marking them using "Substantially Developed, Moderately Developed, Insufficient" in four categories -- "Problem Statement," Problem Analysis," "Recommended Course of Action," + "Implementation Plan" -- designated on the assessment rubric.	Using the provided rubric, Dr. Leffers assessed: Problem Analysis – 3 students were marked "Substantially developed," 1 was marked "Moderately developed," and 1 was marked "insufficient." Recommended Course of Action – 3 students were marked "Substantially developed" and 2 were marked "Moderately developed." Problem Statement – 4 students were marked "Substantially developed" and 1 was marked "Moderately developed." Implementation Plan – 4 students were marked "Substantially developed" and 1 was marked "Moderately developed." The standard is not reached. (Dr. Leffers is an instructor at the University of Virginia, Curry School teaching the graduate course "Management and Planning.")
Indirect measure 2016 and 2017 Alumni Survey data on the questions " Use quantitative/qualitative techniques in your professional field" "Solve problems in your field using your knowledge and skills." 2016-17 Graduating Student survey data on the questions : "Use quantitative/qualitative techniques within	85% or more of respondents report "Good or Excellent" on the selected questions.	Alumni Survey data and Graduating Student Survey data is collected and presented by the Office of Institutional Effectiveness	Combining 2016 and 2017 alumni survey data for a total of 7 students -- 5 of 7 (71%) on the question "Use quantitative/qualitative techniques in your professional field." 6 of 7 (85%) on the question "Solve problems in your field using your knowledge and skills." The standard is not reached. 2016-17 Graduating Student survey data on two questions :

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
your professional field," "Solve problems in your field using your knowledge and skills."			3 of 3 (100%) "Use quantitative/qualitative techniques within your professional field," 3 of 3 (100%) "Solve problems in your field using your knowledge and skills." The standard is reached.

Interpretation of Results

Describe the extent to which this learning outcomes has been achieved by students *(Use both direct and indirect measure results)***:**

The results of the direct measure and one indirect measure (results from Alumni Survey data) indicate the learning outcome is not met.

On the direct measure, 60% of the students were marked "substantially developed" in the categories of "Problem Analysis" and "Recommended Course of Action." This is below the performance standard of 80% and these two categories are the more important. Notably, the assessment rubric with the prescribed standard (80%) indicates students exceeded the standard (they were marked 100%) in the categories of "Problem Statement" and "Implementation Plan." This delineation may offer guidance in planning future course assignments.

Additionally, the finance teaching faculty member and the program director believe there is evidence for improvement based on anecdotal conversations with students.

On the indirect measure, the question from the Graduating Student Survey had only 71% of students respond "Good or excellent" on the question "Use quantitative/qualitative techniques in your professional field." This is below the standard of 85%.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

As the learning outcome was not met, opportunities for closer examination will be pursued.

Prior to assessment results, an extended conversation with the finance faculty who taught FIN 500 in Summer '17 took place. The faculty member spoke sincerely about where students "learned" in the course and about how engaged they were with the content – always prepared to participate in discussions; willing to grasp subject matter that may not have been "intuitive" -- and demonstrating a sincere respect for how the learning will contribute to their advancement as managers.

This theme is repeated by students when discussing their experience of the course with the program director. Although they express a wee bit of trepidation upon learning of the course as a management program

requirement, they resoundingly affirm their gladness once the course is completed. They acknowledge how much they learned in the course. They acknowledge how they believe their learning and experience of the course enhances their management capabilities. More important, they acknowledge and often report their capability (and confidence!) to participate in business discussions with finance professionals in their organizations.

The two statements above, while more "qualitative" than "quantitative," serve as important indicators and motivators. Although using a measure on "finance" for the management learning outcome did not result in "achieved" – it has confirmed the course's place in the program and ignited the commitment to look at the content more closely in the next few semesters. (Notations follow in next section.)

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>

The learning outcome continues to be a highlighted outcome by existing students in the program. In Spring '17 and again in Fall '18 90% or more of program students affirmed the Learning Outcome "Determine personal and interpersonal competencies for effective management applications within organizations" is both directly applicable to their job responsibilities and that content and learning projects throughout courses in the program have direction application.

(A survey monkey containing each of the program's outcomes as relevant to their responsibilities and the corollary question of content and learning projects as directly applicable to the same is used to collect this information.)

Not achieving the learning outcome points to two specific actions to take for AY '18-'19.

1) In consultation with finance faculty member, a business case requiring knowledge of key financial concepts will be an assignment in MGT 590 Organization Learning & Strategy (program capstone) in Spring '19. The course will enroll students who actually took FIN 500 at Marymount alongside students who completed related coursework in UVA's Procurement & Contracting certificate and transferred credit for the course.

   Using a re-constructed, more detailed rubric, the faculty member plus a financial practitioner will assess student submissions. It is anticipated those outcomes will offer confirmation that a certain level of financial acumen is important to these practicing managers and identify specifically detailed elements which either support learning or suggest areas where improvement is required.

2) FIN 500 Key Financial Concepts for Managers will next be scheduled when there is sufficient enrollment – possibly Summer or Fall '19. When offered again the student project (proposal within their organization for which there are financial components) will be assigned and more attention throughout the course will focus on developing it with key assessment elements highlighted. (Analysis of the problem Recommended course of action for example).

   A Marymount finance faculty member alongside a financial professional will assess the projects (actual grading of the project is completed by faculty teaching the course). Outcomes and specific detail will be shared and inform any related curriculum or program changes.