

Leadership Development – MS

Enrollment and Graduate History [Data in IPED](#)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	13	27	26	31	32
Degrees Awarded	--	10	9	13	8

Program description

The Master of Science in Leadership Development (MSLD) program addresses the principles of individual-based leader development within the discipline of leadership, focusing on processes that build the capacity of groups. The major goal of the program is to prepare candidates capable of applying knowledge, critical analysis, improvement strategies, and research to common challenges encountered in business, community, educational, and nonprofit organizations. This program focuses on meeting students' varying needs through relevant content and innovative, real-world experiences maximizing their opportunities for both personal and organizational transformation. The curriculum includes integrated hands-on experiences to facilitate the mastery and application of key leadership competencies.

Alignment with university mission, strategic plan

Mission

We transform the lives of our students and the communities we serve.

We will:

- build a solid foundation for student success at all levels through high-quality, innovative programs
- Wright State University was selected as a top military friendly school by Military Advanced Education for the fifth consecutive year. Approximately 21% of graduates and current students have an affiliation with the military and/or Wright-Patterson Air Force Base.
- conduct scholarly research and creative endeavors that impact quality of life
- In the past two years, six students have had conference papers based on their capstone projects accepted at academic conferences

Goals

Academic Quality and Program Distinctiveness

Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.

- **Objective A:** Assess student learning and program level outcomes; gather and analyze data; and use results to improve learning.
 - Surveys of graduates sent in 2011 and 2014. General themes discussed later in this document.
- **Objective B:** Enrich academic and professional programs.
N/A

- **Objective C:** Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff
 - Job search underway for MSLD/DOS faculty member

Student Access and Educational Attainment

Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.

- **Objective A:** Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.
 - Wright State-Wright-Patterson AFB scholarship has increased MSLD applications and admissions
 - MSLD program marketed at national and regional conferences as well as through international program offices.
- **Objective B:** Enhance degree completion.
 - Allow flexible programs of study on an as-need basis
 - Provide students information regarding scholarship opportunities and degree completion funds.
- **Objective C:** Develop effective educational processes to assist students in meeting post-graduation career and educational goals.
 - In conjunction with WSU Career Services, WSU Veteran & Military Student Center, and WPAFB, advertise job fairs and job opportunities as available.

Research and Innovation

Attain regional and national prominence and leadership in creative, use-inspired research, scholarship, and entrepreneurship.

- **Objective A:** Enhance the pipeline of opportunities and incentives for faculty and student research.
 - Dr. Heilmann and Dr. McNutt have served as program chairs for Midwest Academy of Management and International Leadership Association, respectively.
 - Dr. Heilmann has served as track chair and Program Chair at Midwest Academy of Management, providing opportunities for service opportunities for faculty (2 x reviewers) and conference presentation experience for five graduate students
 - Dr. Heilmann has served as track chair for the American Society of Business and Behavioral Sciences, providing opportunities for two students to have presentation experience.
- **Objective B:** Broaden the participation of faculty, staff, and students in collaborative research programs that revitalize the region's economy.
 - LDR has provided \$600 per student to defray conference attendance/presentation costs; six students have requested and received this support.
- **Objective C:** Foster a research-centric and entrepreneurial culture

Community and Economic Development

Promote educational, social, cultural, economic and sustainable development with local, state, national and global partners through our leadership or supportive collaboration. Create a campus culture that values and supports community engagement and economic development.

- **Objective A:** Increase the opportunities within the curriculum for community engagement.
Considering including internship option, on selective basis, in lieu of LDR 7600
- **Objective B:** Enhance Wright State’s presence within the Dayton/west central Ohio regions and beyond in ways that are important to the community.
-N/A
- **Objective C:** Offer degree and other education programs consistent with regional and state needs
-N/A

Essential Resources

Develop and maintain the human, fiscal, and physical resources required to accomplish the university’s strategic goals.

- **Objective A:** Enhance human resources operations to support the professional development and wellness of faculty and staff.
-N/A
- **Objective B:** Enhance fiscal and operational management.
-N/A
- **Objective C:** Generate increased revenue.
-N/A
- **Objective D:** Increase investments in facilities, with a particular emphasis on information management, to achieve strategic goals
-N/A

Program distinctiveness

- The semester-based MSLD program was designed utilizing the “*Guiding Questions*” crafted by experts in the field of leadership and offered by our 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>).
- All program courses are offered in the evening to accommodate non-traditional students.
- Program capstone projects allow for students to focus on work-related issues or research topics—potential value added to employees
- In addition to appropriate terminal degrees, program faculty have previous experience that translates well with program students. There are currently five full-time, one

emeritus, and one adjunct faculty member teaching in the program; the emeritus faculty member was a full professor in the department and one of two faculty members who created the MSLD program; additionally there are two associate professors who are retired military; one associate professor who is a retired academic vice president; one assistant professor who is a retired vice president of student affairs; one instructor with 20 years of experience in non-profit leadership; and one adjunct faculty member who is a retired corporate international vice president.

Recognitions of quality of the program

- College of Education and Human Services 2014 Distinguished Alumni is 2013 MSLD graduate
- Continual increase in number of fully qualified applicants applying to and accepted by the program
- In the past two years, five students have had conference papers based on their capstone projects accepted at academic conferences

Program learning outcomes

<p>Problem-Solving Skills: Can formulate problem statements, ascertain and collect relevant data, and utilize the correct methodology in order to both delineate and solve problems in the real world.</p>
<p>Communication Skills: Can effectively communicate to peers, subordinates, and supervisors in a professional manner both orally and in writing.</p>
<p>Organizational Leadership-Specific Knowledge: Have developed a thorough understanding of the organizational environment and roles of individuals, teams, and groups as required to make strategic-level decisions in the organizational environment.</p>

Description of description of learning outcomes assessment program

The culminating experience for MSLD graduates is represented by completion of a capstone or thesis project. Approximately one student per cohort completes a thesis, while the remaining students complete a capstone project.

Summary of assessment findings for past five years

- Student feedback was formally solicited and received in 2011 and 2014. Overall, student responses indicated satisfaction with faculty academic backgrounds and teaching ability as well as bringing real-world experiences to the classroom. The cohort model has been well-received; however, some comments did suggest more attention needs to be paid to classroom management (e.g., accountability for class attendance, timely feedback). Comments from 2011 indicated a need to reorder courses such that research methods is offered earlier in the program, and increased offerings of leadership theory courses would be valued. A few comments did reinforce the need to required previous work experience as a prerequisite for program admission. Respondents from the 2014 survey did indicate a high level of satisfaction with the value of the program as related to developing critical

and creative thinking skills, literacy and writing, communication, and overall program relevance to personal, academic, and professional development.

- Recent program modifications have addressed course sequencing, classroom management, and adherence to work experience as a prerequisite for program entry.

Major curricular changes since last review (or past five years)

- Conversion from quarters to semesters in Fall 2012
- Conversion from 2 courses on 1 day per week to 2 courses, each on one day in Fall 2014
- Introduction of a 3-hour elective course during the 10-course program in Fall 2015
- Modification of course sequencing to allow for enhanced capstone/thesis experience
- Graduate enrollment and retention have been negatively impacted by the state of the economy. Initiation of the WPAFB/WSU scholarship and increasing recruiting efforts of quality candidates should improve future enrollment and retention statistics.
- Increased effort on recruiting candidates not affiliated with WSU

Graduate placement data, employer satisfaction

A review of workforce data provided for CEHS programs indicates completions at the Dayton and regional campus (n=303 and 870, respectively) accounts for 75% of potential hires for regional openings (n=1560) in related fields.

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	114*	\$34.00	Region:	2,917	2,983	2.30%	114
	Occupations:					State:	18,064	18,520	2.50%	
	Education Administrators, Preschool and Childcare Center/Program (11-9031)					US:	496,334	518,728	4.50%	
	Education Administrators, Elementary and Secondary School (11-9032)									
	Education Administrators, Postsecondary (11-9033)									
	Education Administrators, All Other (11-9039)									
13.0501	Educational/Instructional Technology	1	8	18*	\$27.07	Region:	708	737	4.10%	18
	Occupations:					State:	5,151	5,373	4.30%	
	Audio-Visual and Multimedia Collections (25-9011)					US:	167,214	177,147	5.90%	
	Instructional Coordinators (25-9031)									
52.0201	Business Administration and Management, General (**Organizational Leadership)	303	870	1560*	\$31.21	Region:	42,145	43,538	3.30%	1,560
	Occupations:					State:	270,736	279,508	3.20%	
	Chief Executives (11-1011)					US:	8,095,082	8,489,527	4.90%	
	Transportation, Storage, and Distribution Managers (11-3071)									
	First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)									
	Social and Community Service Managers (11-9151)									
	Managers, All Other (11-9199)									
	First-Line Supervisors of Personal Service Workers (39-1021)									
	Administrative Services Managers (11-3011)									
	Industrial Production Managers (11-3051)									
	Gaming Supervisors (39-1011)									
	Cost Estimators (13-1051)									
	General and Operations Managers (11-3021)									
	Sales Managers (11-2022)									
	Construction Managers (11-9021)									
	Management Analysts (13-1111)									
	Department Total and Total Regional Job Openings	378	1147	1,692						

Almost all program graduates were employed prior to and during the program. As many students have military (n14=) or Wright State (n=15) affiliations, the graduate degree enhanced their internal promotion opportunities but may not have impacted new hire placement. Currently, no employer satisfaction data have been collected.

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. Roxanne DuVivier

- Facilitated a relationship, which resulted in an MOU with Anglia Ruskin University Cambridge, UK.
- Has received the 2015 Fayette M Paulsen Accomplished Leader Award presented by OCPA.

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).

Dr. Sharon Heilmann

- Directs the Leadership Academy for Peak Performance.
- CEHS Excellence in Teaching 2014
- Elected Program Chair, Midwest Academy of Management, 2014-2015 (will be President, 2015-2016)
- Annual Conference of Midwest Academy of Management, 2014, Best Reviewer in two tracks (Organizational Behavior Track; Health Care Management Track)
- Annual Conference of Midwest Academy of Management, 2012, Best paper nominee
- Organizational Behavior and Conflict Management Track Chair, Midwest Academy of Management, 2013
- Editorial Board Member, *Journal of Business and Behavioral Sciences*

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 Education Academy to be held in August 2015.
- Served in a leadership position for the ILA
- Serves as a reviewer for ILA, *Journal of Leadership Studies*, SAGE publications
- Wrote an Instructors Manual for *Leadership* by Art Padilla

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.

In addition to the highly qualified faculty teaching in the MSLD program several adjunct who are or have been experts in their respective fields also teach in the program.

Programs and areas of recognized excellence with supporting evidence

College of Education and Human Services 2014 Distinguished Alumni is 2013 MSLD graduate

- Continual increase in number of fully qualified applicants applying to and accepted by the program
- In the past two years, six students have had conference papers based on their capstone projects accepted at academic conferences
- Two MSLD students accepted into doctoral program.

Capacity for growth of programs

The Wright State-Wright Patterson AFB scholarship has provided an opportunity to increase cohort representation from the WPAFB community. Program capacity averages about 12 graduating students per cohort (2013-2015 projection), and with the approval of the strategic hire request (approved November 2014), the MSLD program can increase enrollment. Increasing program enrollment results in increased capstone/thesis projects, which requires increased faculty involvement. As such, a targeted enrollment increase of 20 students per cohort is recommended.

New program opportunities

- Considering allowing students to choose one elective (to be taken at WSU or transferred from previous course work (not completed degree program) to be taken to replace LDR 7070 (Teaming, Communication, & Collaboration in a Global Society)
- Considering 4-course certificate program (courses could be transferred to full MSLD program)
- Online program is a consideration, but current faculty staffing cannot support at this time
- Considering a one-semester internship (in lieu of LDR 7600-Capstone)
- Combining cohorts as appropriate into same course (e.g., 2013 and 2014 cohorts are currently taking LDR 7050 together) to increase classroom experience for students and to reduce overall faculty workload.
- Considering incorporation of select MSLD courses in Sports Management Certificate.

Proposals to enhance programs (if desired)

- Approval of strategic hire request (approved November 2014) provides increased opportunities to expand breadth and depth of offerings related to certificate and online degrees