



Program Assessment Report (PAR)

Leadership Development (LD) Masters Degree

REPORT PREPARED by: Seemiller, Corey

ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

1. 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. 2. Communication Skills Can effectively communicate to peers, subordinates, and supervisors in a professional manner both orally and in writing. 3. Organizational Leadership 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.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

DIRECT ASSESSMENT Problem-Solving Skills All students complete a capstone research project in LDR 7600 and must select an appropriate methodology with which to conduct the study. Communication Skills All students make an oral presentations in LDR 7600 to present their final capstone projects. Organizational Leadership All students complete a project in LDR 7030 to assess learning on the ability to put together a training based on organizational context and the needs of the individuals, teams, and groups within that organization.

B. Scoring of Student Work

Direct assessments reflective of each learning outcome are conducted using a rubric for the quality and comprehensiveness of the associated assignment (ie. depth of understanding, argument articulation, etc.). Meeting expectations will

be calculated at 80% of the possible points across rubric categories. Exceeding expectations will be calculated at 95%.

C. Indirect Assessment

INDIRECT ASSESSMENT Indirect assessment takes place annually in December with current students and alumni to measure the extent that they learned and are using the knowledge/skills within the three program learning outcomes.

III. ASSESSMENT RESULTS/INFORMATION:

Direct assessment was unable to be measured in 2020-2021 as there was no course offerings of LDR 7030 and 7600 due to one year of no cohort. Indirect assessment took place through a Qualtrics survey administered to current students and alumni in December 2021. This is the first year the survey has been used.

On a scale of 1-4 (not at all, a little bit, somewhat, and a lot) Current Students (N=9) • Problem Solving Learned=3.67, Use=3.67 • Communication Learned=3.67, Use=3.78 • Organizational Leadership Learned=3.67, Use=3.56 Most impactful learning-skill development and application, research skills, empathy/interpersonal skills, different perspectives, real-world problems, leadership styles Alumni (N=13) • Problem Solving Learned=3.46, Use=3.46 • Communication Learned=3.62, Use=3.38 • Organizational Leadership Learned=3.31, Use=3.31 Most impactful learning-stewardship/servant leadership, emotional intelligence, learning about leadership, learning about self, thesis for doctoral preparation, research skills. It appears that students and alumni are self-identifying high levels of learning in each of the three program learning outcomes and use much of this learning in their jobs. In addition, there were few themes in the significant learning experiences, which highlights the diversity of what students value in this program. The only theme that emerged was the value of being able to conduct research as a leader. No suggestions were offered as to what the faculty could do differently to help them learn more effectively.

1. Learning objective met. 2. Learning objective met. 3. Learning objective met. 4. Learning objective met but focused on increasing scholarly output from students. 5. Learning objective met. 6. Unable to assess learning objective; Will continue efforts to collect data from next graduating cohort in May 2022.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

The MSLD program has fully transitioned to an entirely online program for ease, consistency, and accessibility. All faculty have completed QM training to ensure high quality student learning in online courses. Two new courses have been proposed (and are working through the curriculum approval process). One course is on talent development and coaching and the other is on diversity, equity, and inclusion. These new courses aim to supplement the existing program of study and further enhance skills related to problem solving and communication as well as provide a greater understanding of organizational leadership. Feedback from the survey is being shared with program faculty to find ways to enhance learning experiences to better develop students in regard to the program learning outcomes.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.