Management and Leadership Annual Assessment 2018-2019

Annual Assessment 18-19

Management and Leadership

Program Profile

Program Mission Statement
Please insert your program mission statement here

This program prepares graduates to assume leadership positions by immersing them in a leadership development program grounded in management and leadership theory. The program focuses on what students need to know and what they need to do in order to be effective leaders.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

	Majors	**Minors**	**Concentrations**
2017-18	N/A	N/A	
2018-19	2	N/A	Accounting and Financial Services - 1 Administration (online) - 1 Advertising and Marketing - 1 Management Information Systems- N/A

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

This is a new program begun during the 18/19 academic year. Currently, there are two students majoring in the degree and the expectation is that retention, degree completion will match that of the University as a whole. As the program matures, we will have a better picture on such measurements.

We anticpated the program growing as it's awareness is increased through initiatives and marketing.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

This program has been structured to meet the accreditation requirements of ACBSP. When eligible for accreditation, the School of Business and Technology will make a final decision on pursuing this accreditation.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Fliers and other handout materials have been developed for this program and the webpage has been developed to support the program. The materials are adequate but this program would beneift from a focused markeing strategy. As a new program, it should be highlighted in order to create awareness among potential students and employers.

Marketing Material

Management_and_Leadership_Webpage.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
LDR.1	Develop a strong foundation in the theories of management and leadership.
LDR.2	Develop effective managerial and leadership skills
LDR.3	Apply leadership to personal, social, community, and organizational environments.
LDR.4	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
LDR.5	Analyze leading and leadership from a personal, team, organizational, and global perspective.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon

skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

BUS 214 Business Ethics or BUS 329 Managerial Ethics. Both courses align with the general education objective of ethical reasoning under the critical analysis cluster.

ECN 251 Macroeconomics or ECN 252 Microeconomics. Both courses align with the general education objective of social sciences under the society & individual cluster.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

BS in Management and Leadership

	ACC 240	BUS 214	BUS 329	BUS 475	BUS 324	BUS 321
LDR.1 Develop a strong foundation in the theories of management and leadership.	I	I	I	I	I	I
LDR.2 Develop effective managerial and leadership skills	I	I	I	I	I	I
LDR.3 Apply leadership to personal, social, community, and organizational environments.		I	I			
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I			I	I	I
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.						

	BUS 351	BUS 421	ECN 251	ECN 252	LDR 201	LDR 320
LDR.1 Develop a strong foundation in the theories of management and leadership.	I, R		I	I	I	I, R
LDR.2 Develop effective managerial and leadership skills	I, R	R	I	I	I	M, A
LDR.3 Apply leadership to personal, social, community, and organizational environments.	I	R			I	M, A
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I, R		I	I	I	R, M
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.	I	I			I	R, M

	LDR 330	LDR 350	LDR 450	LDR 475	LDR 499	MIS 125
LDR.1 Develop a strong foundation in the theories of management and leadership.	R	I	I	M, A	A	
LDR.2 Develop effective managerial and leadership skills	R, M	R	M	M	A	I
LDR.3 Apply leadership to personal, social, community, and organizational environments.	R, M	R	M	M	A	
LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.	I	R, M	M, A	M	A	
LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.	M, A	R	R	M	A	

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

N/A

Assessment Findings

Assessment Findings for the Assessment Measure level for BS in Management and Leadership

LDR.1 Develop a strong foundation in the theories of management and leadership.				

LDR 475				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Final Exam	Has the criterion Students will have an overall score of 80% or higher on their final comprehensive examination. been met yet? Not met	Two students did not meet the established criteria however, the average score on the assessment assignment was an 85%.	LDR_475_Average_Scores.docx	

LDR 499				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research	Has the criterion Students will have an overall score of 80% or higher, as graded	This course has yet to be taught so		

Paper	by their instructor, on their Final Capstone Paper. been met yet? Not met	assessment data is not available.		
Indirect - External Evaluation	Has the criterion Students will score higher than the national average (60th percentile overall) on the Peregrine examination and higher than the national average (60th percentile) on the leadership section of the Peregrine examination. been met yet? Not met	This course has yet to be taught so assessment data is not available.		

LDR.2 Develop effective managerial and leadership skills

LDR 320				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their final research paper. been met yet? Not met	Four students completed this course during the academic year. Two receiving scores in the 90th percentile, one in the 50th percentile and one did not submit the assignment. The average of all students for this assignment was 59% however, this average increases to 79% when the zero score is removed from the pool.	LDR_320_Average_Scores.docx	

LDR 499				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their Final Capstone Paper. been met yet? Not met	This course has yet to be taught so assessment data is not available.		
Indirect - External Evaluation	Has the criterion Students will score higher than the national average (60th percentile overall) on the Peregrine examination and higher than the national average (60th percentile) on the leadership section of the Peregrine	This course has yet to be taught so assessment data is not available.		

	examination. been met yet? Not met			

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LDR.3 Apply leadership to personal, social, community, and organizational environments.

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LDR 320				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their final research paper. been met yet?			

LDR 499				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their Final Capstone Paper. been met yet? Not met	This course has yet to be taught so assessment data is not available.		
Indirect - External Evaluation	Has the criterion Students will score higher than the national average (60th percentile overall) on the Peregrine examination and higher than the national average (60th percentile) on the leadership section of the Peregrine examination. been met yet? Not met	This course has yet to be taught so assessment data is not available.		

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LDR.4 Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.

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LDR 450				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of	Three students completed LDR 450 during the academic year. The	LDR_450_Average_Scores.docx	

	80% or higher, as graded by their instructor, on their final research paper. been met yet? Not met	average score on the assessment assignment was 91% however, one student received a score of 76% on the assignment.		

LDR 499				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their Final Capstone Paper. been met yet? Not met	This course has yet to be taught so assessment data is not available.		
Indirect - External Evaluation	Has the criterion Students will score higher than the national average (60th percentile overall) on the Peregrine examination and higher than the national average (60th percentile) on the leadership section of the Peregrine examination. been met yet? Not met	This course has yet to be taught so assessment data is not available.		

LDR.5 Analyze leading and leadership from a personal, team, organizational, and global perspective.

LDR 330				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their final research paper. been met yet? Not met	This course has yet to be taught so assessment data is not available.		

LDR 499				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Students will have an overall score of 80% or higher, as graded by their instructor, on their Final Capstone	This course has yet to be taught so assessment data		

	Paper. been met yet? Not met	is not available.		
Indirect - External Evaluation	Has the criterion Students will score higher than the national average (60th percentile overall) on the Peregrine examination and higher than the national average (60th percentile) on the leadership section of the Peregrine examination. been met yet? Not met	This course has yet to be taught so assessment data is not available.		

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This is the first year of offering for this program and during this academic year, the program has only been availalbe as an online option, no assessment day activities are scheduled.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During this academic year, the program was only offered online. No student performance reviews were conducted for this program.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to

what is learned by faculty on Senior Showcase?

During this academic year, the program was only offered online. No senior showcase was conducted for this program.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes (selected)
No

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

BUS 329 includes a service learning project, Student Social Responsibility Project that addresses a need in the student's community. This may include volunteering personal time to address their identified need, supporting need at public heraings, creating YouTube video campaigns, etc. Projects completed this year included voluneering at a food pantry, cmpleting a beautification project at a local school, creating an infographic about animal cruelty and working with employers to purchase Christmas presents for disabled children.

Projects completed by students have added up to almost 50 hours of volunteer time in local communities where our online students reside. Each of these projects raises awareness of local issues and demonstrates how one individual can have a positive impact on mitigating such issues. Students have expressed their enjoyment of this project and being ablet to engage in philanthropy in thier local communities.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Emotional Intelligence - Miriam O'Callaghan

Resiliency - Scott Zimmerman

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

N/A

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate

school, employment or professional milestones. Include recent graduates.

N/A

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Dr. Stephen Forsha was nominated for the annual Beaumont Award.
Dr. Stephen Forsha presented at the 2018 Midwest Academy of Management Annual Meeting, "Defensive Pessimism and Sensemaking in High-Stress Crises".

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:	Can students have more than one concentration? There are 2 majors and 3 concentrations selected?			
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:	This section should also discuss how the skills learned in GE courses are enhanced with the program curriculum. This is validation that the GE courses provide the foundation that the program can take and move forward.			
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:	Consider that final grades on assignments often include components that are not in the program objectives. Using the final grade on a final paper works as long as the score is representative of the objectives, and not providing grades for organization structure, grammar, and writing mechanics.			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	Is a new program so much of this information is not yet present.			

Criterion				
Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				