

Comprehensive Program Review Self Study

Executive Summary for the Master of Organizational Leadership (MSOL)

Major Findings of the Program's quality and Productivity

- The MSOL is a viable program with a recent record of attracting considerable numbers of students to the university. It has grown substantially since its beginning in 2010.
- The program's quality is exceptional as the College of Business is accredited by AACSB. Further evidence of the quality is noted in the student achievements.
- The MSOL faculty is intellectually active as demonstrated by the continuous production of research.
- The students and faculty in the MSOL support the university and the local community.

List of Recommendations for Improving Program Quality

- Improve classroom technology.
- Provide faculty/student development funds to expand research efforts.

List of Recommendations for Improving Program Productivity

- Explore mechanism to improve retention rates and graduation rates.

Conclusions about the Program's Viability at CSU

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the MSOL degree be expanded. This recommendation is made based on the quality of the graduate faculty, the program's productivity, and on the strong potential for continued growth in demand for the program's graduates.

Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty: none
- Teaching: funds for teaching conferences for all graduate faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance student organizations.
- Curriculum: revise assessment plan.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: none
- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. Technology needs and funds for faculty/student development will require state funds.

Summary Recommendation and Supporting Rationale

Though the MSOL program and the College have earned the highest level of accreditation afforded colleges of business, there is always room for improvement. As such, there is a need to focus efforts RPG.

MSOL Program Detailed Self-Study

Section 1. Program Background and Overview

I. Brief Program Overview

Description of Program

The MSOL is a 36-hour program, requiring a student to complete 12 graduate courses. Full-time students can complete the program in four semesters. All MSOL classes are taught in the evening. The program can be adapted for students who wish to attend part-time and complete the program within 18-24 months.

Program Mission and Its Relation to CSU Mission

The MSOL program, while not having its own mission statement, is guided by the college's mission. The mission for all business programs is "The Turner College prepares business students to add value to their communities and to their employers in a globally competitive environment." Annually the college's Strategic Planning Committee Reviews the mission and it's alignment with the University's Mission and Goals. See Attachment A for the alignment of the program to the CSU mission.

Stakeholder's Satisfaction with the Program

The college gathers input from numerous sources to insure stakeholder satisfaction. The Business Advisory Council, Student Advisory Council and other student groups, and local professional associations provide on-going feedback on the quality of our program and its graduates. To date, the MSOL program is seen as a providing a strong program. We have recently partnered with Ft. Benning to provide them with an accommodated program for their Captains going through Maneuver Captains Career Course.

Relationship of Program to Needs of Students and Societal Demands

The MSOL has three tracks that students can follow.

The Human Resources track of the Master of Science in Organizational Leadership program will prepare professionals to develop and implement HR planning, recruiting, training, compensation, benefits, performance management and disciplinary systems in a legal and ethical fashion. The track will academically prepare students to pass the Professional and Senior Professional in Human Resources (PHR & SPHR) exams. The MSOL Human Resources track is aligned with the Society for Human Resource Management's HR Curriculum Guidebook and Templates.

Students in the MSOL program can specialize their education and select the Servant Leadership track that's both rare and tailored for those with a desire to practice Servant Leadership in their organizations. The Servant Leadership track will prepare professionals to meet the leadership needs of their organization, by drawing on the wealth of resources situated here in Columbus, GA, ranging from the expertise of leading Servant Leadership practitioners, numerous applicable case studies and opportunities for field experience. Columbus, GA, named the nation's first "Servant Leadership City" by the Greenleaf Center for Servant Leadership, has a wide-spread commitment to servant leadership from Columbus-based corporations, non-profits organizations and educational institutions.

The Leader Development track is a hybrid program; it combines courses from the Human Resources and Servant Leadership tracks. It was designed particularly to accommodate the needs of the military students in the MCCC at Ft. Benning, though it is open to all MSOL students.

Section 2. Indicators of Program Quality

I.A. Quality of Faculty

Faculty Credentials

Over the 2008-2013 period, 7 faculty members of the TCOB and 2 part-time instructors have taught in the MSOL program. Eight of them held Ph.D. or D.B.A.s in the appropriate field of instruction, and one part-time instructor had the appropriate qualifications to teach graduate courses. Table 1 indicates the entire faculty qualifications using the college's AACSB approved standards.

Summary of Faculty Qualifications
Date Range: January 1, 2008 - December 31, 2013

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Intell. Contrib.	Other Prof. Activities
Franklin Mixon	Ph D, 1992	August 1, 2010	100.0	YES		43	Editor/Review: 16 Other: 0
Jong Ha	Ph D, 1989	August 1, 2007	100.0	YES		14	Editor/Review: 1 Other: 0
Andres Jauregui	Ph.D., 2006	August 1, 2006	100.0	YES		18	Editor/Review: 1 Other: 2
Cathy Alford	MA, 2006	January 1, 2011	25.0		YES	0	
Steven Brown	Ph D, 2009	August 1, 2009	100.0	YES		17	Editor/Review: 5 Other: 0
Phillip Bryant	Ph D, 2010	August 1, 2010	100.0	YES		14	Editor/Review: 2 Other: 0
Tobias Huning	Ph D, 2009	August 1, 2008	100.0	YES		18	0
Laurence Marsh	Ph D, 2010	August 1, 2010	100.0	YES		8	1
Stuart Rayfield	EDD, 2004	February 8, 2006	25.0	YES		0	0
Neal Thomson	Ph D, 1995	September 1, 1994	100.0	YES		15	Editor/Review: 3 Other: 1

Use of Part-Time Faculty

An effort is made to minimize the use of part-time faculty. We use part-time faculty to teach specialized courses. Part-time faculty must meet the same qualification standards as full-time faculty.

Diversity of Faculty

Among the full-time faculty, 28% are from foreign origin.

Opportunities for Faculty Development

The College of Business provides internal faculty development funds for each faculty member. These funds may be used for research materials and software, academic travel, and publication costs associated with accepted peer-reviewed articles. In addition, the University offers competitive faculty development grants, which may be used for various types of faculty development.

Program Improvement Plans

The MSOL program undergoes an annual assessment of its quality. Assessment is done at both the course and program level to determine the adequacy of instruction, and to enhance program quality. Student surveys of teaching quality, standardized assessment testing, and alumni surveys are used for this purpose.

IIB. Quality of Teaching

Indicators of Good Teaching

Faculty members of the MSOL program are evaluated on teaching each year as part of their annual evaluation. In fact, teaching is at the top of the evaluation criteria in these reviews. Teaching forms a major part of faculty raises, teaching awards, and promotion, tenure, and post-tenure decisions.

The assessment of teaching is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, participation in the college's assessment program (of both the overall program and the individual majors), professional development, and other examples of conscientious performance.

Indicators of Good Advising

As part of the annual evaluation, faculty members and the college administration review the importance of advising and go over any issues that may have arisen in the past year with regard to advising. Good advising is rewarded as part of the overall teaching evaluation. Advising training is afforded to faculty primarily through the Student Services Center. The Student Services Center's *DATCOB Student Handbook* is the primary resource for advising information.

Departmental Reward System

The typical reward system would involve merit increases. However, the lack of state-level funding for raises has made such a practice impossible over the last four years. The college has several awards for teaching, research and service which faculty from the department have been nominated.

Program Improvement Plans

Continuous efforts are made to improve teaching. The MSOL Faculty have been and will continue to be encouraged to make use of campus and AACSB resources to improve their teaching. Funds will be made available to allow faculty to attend teaching conferences.

IIC. Quality of Research and Scholarship

Opportunity for Student Research Projects

MSOL students do research projects in several of their courses. In the case of exceptional work, some faculty members take these students and their work to professional meetings.

Faculty Publications, Presentations and Grants

Summary of Intellectual Contributions
Date Range: January 1, 2008 - December 31, 2013

Faculty	Peer Reviewed Journals	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Franklin Mixon	41	0	0	0	0	0	7	0	36
Jong Ha	10	1	3	0	0	0	0	1	13
Andres Jauregui	5	1	9	0	0	2	1	16	1
Steven Brown	6	2	7	0	0	1	1	0	16
Phillip Bryant	8	1	3	0	0	1	1	2	11
Tobias Huning	4	13	0	0	0	6	2	0	21
Laurence Marsh	1	0	7	0	0	0	0	0	8
Neal Thomson	3	34	21	0	1	16	20	30	65

Program Improvement Plans

To encourage both faculty and student research efforts faculty development funds are being made available to provide research support, travel funds to professional conferences and payment of publication fees.

The volume of faculty research is sufficient to support the continuing accreditation by AACSB. However, having met this threshold a new attention to the quality research is being undertaken.

IID. Quality of Service

Activities to Enhance Program, Institution or Community

The involvement of students and faculty in student groups provides a multitude of opportunities for program enhancements. Besides the interaction of faculty and students outside of the classroom, these organizations regularly bring in speakers from the profession allowing students “real world” information. Such involvement by the community also creates a sense of involvement by these professional. The variety of organizations is also important. Recently, the graduate students in the Turner College of Business formed the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.

Program Improvement Plans

The MSOL faculty are committed to the continued growth of both size and diversity of the service opportunities for the program. College level funds are available to support the development of the student organizations and provide travel funds to conferences.

IIE. Quality of Faculty and Student Achievements

Faculty Honors

Student Honors

Graduate Achievements

Graduates are finding new jobs or advancing in their existing positions after completing the program.

IIF. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

The student learning outcomes of the MSOL program are listed below. For a complete assessment analysis of these objectives, check Attachment B.

Core

1. Demonstrate knowledge of and ability to apply the theories and practice of leadership in a domestic and global business environment
2. Demonstrate proficiency in written and oral communication, including interpersonal skills, negotiation skills and presentation skills
3. Discuss strategic alternatives, environmental analysis and use both to select appropriate strategies.

Human Resources Track

1. Analyze HR problems and develop solutions for issues in HR planning, recruiting, selection, training, development, appraisal, compensation, benefits, performance management feedback and disciplinary systems in a legal and ethical fashion.
2. Demonstrate the knowledge needed to pass the PHR or SPHR exam.

Servant Leadership Track

1. Articulate the concepts and current issues in servant leadership and be able to analyze organizations to build a culture which promotes strong ethical values and the principles of servant leadership.
2. Demonstrate proficiency in coaching and the use of effective coaching behavior

Leader Development Track

1. Understand the concepts of servant leadership and be able to articulate them clearly
2. Critically analyze ethical/moral dilemmas and use a framework to evaluate the issue and recommend ethically sound solutions
3. Independently develop and understand how to implement human resource planning, training, performance management feedback and disciplinary systems in a legal and ethical fashion
4. Discuss current issues and trends related to leadership

Incorporation of Technology

The students in the MSOL program use significant technology to improve their class performance. As a result the curriculum exposes students to the most recent technology (software) in the field.

Utilization of Multidisciplinary Approaches

The nature of the MSOL program requires students to experience multidisciplinary approaches to the curriculum. As a vital part of all business decision making, topics in economics, finance, and business management are presented throughout the curriculum.

Utilization of Multicultural Perspectives

Students in the MSOL program are exposed to several topics that command multicultural perspectives. In particular, the course Global Management provides an examination of international leadership topics including cultural differences at both the micro and macro levels, and the impact that global cultural differences have on the practice of leading and managing.

Program Improvement Plans

The MSOL program recently included a new rack in Leader Development. Program improvement plans would include a program review and assessment plan.

IIG. Quality of Facilities and Equipment

Availability of Classroom and Laboratory Space

In May 2003, the college moved to a new Center for Commerce and Technology that houses the university Computer Information and Networking Services Department (CINS), the TSYS School of Computer Science, and the D. Abbott Turner College of Business. The MSOL program has sufficient space and resources within this building to fulfill the needs of the existing program.

The College of Business occupies approximately half the square footage of the Center for Commerce and Technology, with classrooms and offices on the second and third floors. Several different layouts accommodate various modes of classroom presentation. On the second floor are four large classrooms, as well as the department offices, dean's office, and MBA and MSOL program director's office. Three of the classrooms are 1260-square-foot lecture halls, with seating for 76 students. The fourth classroom, a theater-style, 728-square-foot auditorium with seating for 105, provides the college the ability to host special presentations. All facilities have rear-screen-projection rooms.

On the third floor are six classrooms and 26 faculty offices. Four of the classrooms are large, 672-square-foot (40-seat) classrooms, and the remaining two are 528-square-foot (32-seat) classrooms. The private faculty offices all measure over 100 sq. ft. Two of the 3rd floor classrooms have been officially designated for graduate instruction.

Availability of Equipment

The classrooms are equipped with state-of-the-art instructional technology, facilitating a variety of teaching styles. All classrooms have marker boards, installed data/video projectors, instructor's stations with computer and VCR, and auxiliary inputs. A master control system allows toggling of power for all devices. Sound systems for voice amplification and program enhancements are installed in the auditorium and lecture halls. One of the graduate designated classrooms in the 3rd floor has computers for the students.

Program Improvement Plans

The development of additional classrooms and advanced technology is necessary for the future growth of the program. Expansion of the CCT building is included in the new capital fund campaign plans. If successful, new facilities would be available in AY 2016.

Section 3 Indicators of Program Productivity

IIIA. Enrollment in Program for Past 5 years

MSOL Enrollment 2008-2012							
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	3-Year # Change	3-Year % Change
MSOL	-	-	8	30	40	32	400%

IIIB. Degrees Awarded Over Past 5 Years

MSOL Degrees Awarded 2008-2012						
	2007-08	2008-09	2009-10	2010-11	2011-12	3-Year Avg
MSOL	-	-	0	0	6	2

IIIC. Comparison with CSU & University System of Georgia Programs

The MSOL in Organizational Leadership with tracks in Servant Leadership and Human Resource Management is a very unique program within the University System of Georgia. Only the following institutions have similar programs: University of Georgia with a Master of Education with a Major in Human Resource and Organizational Development, and Georgia State University with a Master of Business Administration with a Major in Human Resource Management.

IIID. Retention Rates

The retention rate for the MSOL in 2010-11 was 87.5% and 70.6%.in 2011-12.

IIIE. Student Learning Indicators

See Attachment B.

IIIF. Graduation Rate of Program

Graduate Program	Number in Fall 2010		Fall 2010 Cohort Graduating by 2013
	Cohort	Number	Rate
MS Organizational Leadership	8	7	87.5%

Note: *The cohorts above are degree-seeking graduate students who entered a CSU graduate program in the fall (or previous summer) semester.

IIIG. Cost Effectiveness of Instructional Delivery

No data available

Section 4 Program Viability

IVA. Summary of Program’s Viability

Recommendations

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the MSOL degree be expanded. This recommendation is made based on the quality of the MSOL program’s curriculum and faculty, the program’s productivity, and on the strong potential for continued growth in demand for the program’s graduates.

Timeline for Program Changes

None

IVB. Summary of Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty: none
- Teaching: funds for teaching conferences for all faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.

- Curriculum: revise assessment plan.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: none
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- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. "Faculty lines" are already in the budget for the new faculty. However, technology needs and funds for faculty/student development will require state funds.

The success of the capital funds campaign will determine our success in expanding CCT.

Attachment A
Annual Program Assessment Report
Summer 2012 – Fall 2012 – Spring 2013
Program: MSOL

Expanded Statement of Institutional Purpose				
The Master of Science in Organizational Leadership (MSOL) is a specialized degree that prepares professionals for higher leadership and executive positions in private, public and non-profit organizations. Students in the MSOL program will have the option of three different specialized tracks, Human Resources, Servant Leadership, and Leader Development. The program is 36 hours. Student learning outcomes are based on course embedded results.				
Program Outcomes	Assessment Method(s)	Assessment Criteria	Assessment Results/Analysis	Use of Results
1. Increase the enrollment in the MSOL programs.	Using enrollment data the faculty will review the number of majors in the program relative to previous fall.	An increase in the number of majors will signal that the goal is met. A decrease in the number of majors will be reviewed to determine the reason and strategies for improvement.	Between 2011-12 and 2012-13 the number of MSOL students increased from 30 to 40. This is a relatively new program. Currently it has 22 full-time students and 22 part-time students.	Marketing materials have been developed and a specialized recruiter works with prospect students. With the increasing emphasis being placed on graduate programs by the university, faculty will continue to monitor this result and address admission and enrollment issues by track.
2. Increase the number of graduates from the MSOL programs.	Using graduation data the faculty will review the number of graduates from the program relative to previous academic year.	An increase in the number of graduates will signal that the goal is met. A decrease in the number of graduates will be reviewed to determine the	The number of MSOL graduates increased from 7 in 2011-12 to 11 in 2012-13.	Faculty will monitor the enrollment. We will explore the development of a military cohort.

Program Outcomes	Assessment Method(s)	Assessment Criteria	Assessment Results/Analysis	Use of Results
<p>3. Insure that the faculty teaching in the MSOL program meets or exceeds the college's Academically/Professionally Qualified standards in support of AACSB accreditation.</p>	<p>Using Digital Measures data, the academic qualifications of the faculty will be reviewed annually relative the AQ/PQ guidelines of the college.</p>	<p>To maintain AQ/PQ status faculty must have two refereed journal publications in the last 5 years and have an average of one intellectual contribution per year over the same five year period. Faculty who fail to meet this standard will be placed on a Faculty Development Plan to improve their status. Professionally Qualified graduate faculty designation requires graduate work and significant current experience in a specialized field.</p>	<p>There were 2 part-time instructor and 8 full-time tenure track faculty teaching in the MSOL programs. The Tenure-track faculty members maintained their academically qualified status as defined by the Turner College of Business. The part-time instructors are professionally qualified.</p>	<p>While all faculty met the minimum standards for "academically qualified" or "professionally qualified" the faculty have been encouraged to increase the overall quality of the intellectual contributions by targeting higher level journals.</p> <p>A full-time faculty member is being hired with specialized fields in servant leadership.</p>

**Attachment B
2012-2013 Assessment Report
Program: MSOL**

Student Learning Outcomes	Assessment Method(s)	Assessment Criteria	Assessment Results/Analysis	Use of Results
<p>1. Demonstrate knowledge of and ability to apply the theories and practice of leadership in a domestic and global business environment</p>	<p>Spring 2013 – MSOL 6115: Students were required to write 30+ page research papers to demonstrate their knowledge. Students could choose any topic related to leadership and organizational behavior.</p> <p>A rubric was used to grade the research papers and the rubric was shared with the students in advance.</p> <p>Students were graded based on their ability to construct a literature review concerning the particular topic that they chose.</p> <p>The students were required to gather current research (with a majority of the</p>	<p>The arithmetic mean score for the research papers used in the assessment was expected to be at least 80 percent.</p>	<p>Results: The average for the class was a 90 on the research paper. With individual scores ranging from 98 to 83.</p>	<p>Students surpassed the intended goal, performing much better than the previous time I taught the course.</p> <p>I will include more “check point” dates that will require students to have a certain amount of work done in developing their topics, their literature search, their propositions, their first draft, and their final draft.</p> <p>I also plan on refine what I focus on in teaching them about research, in particular, how to structure their propositions and support them. This was the area they struggled with the most.</p>

	<p>citations being 7 or less years old). They were required to integrate their research and synthesize well-structured presentations of the current state of research area.</p> <p>In addition, the students were required to think critically and to present research propositions and to find support in the literature to back up their reasoning for the propositions.</p> <p>The research papers were assessed based on the depth of understanding, the completeness of the content, and the quality of the propositions offered. As a whole, this served to demonstrate the students' knowledge of theory and practice within leadership as well as within the overall field of organizational behavior.</p>			<p>I will also move up the deadline by at least three weeks so that they will finish the paper well before the end of the semester when they have many additional pressures placed upon them.</p>
	<p>Fall 2012 – MSOL 6135:</p>	<p>An expectation was set that significantly more than 80</p>	<p>Results: The average final exam grade for the class was</p>	<p>Students surpassed the intended goal of 80</p>

	<p>Students were instructed on a number of concepts related to games and strategic behavior, after which they completed a final examination covering these concepts in an open-ended, discussion-question format. The concepts covered included, but were not limited to, tit-for-tat and grim punishment strategies, focal points, Nash equilibria, dominant strategy, credible commitments, signaling, and first-mover advantages.</p> <p>Students were graded based on their ability to apply the game-theory concepts to a number of business and economic situations. Examples of situations covered by these questions included, but were not limited to, a high-definition video development race between Japan and the U.S., the 101st Airborne's encirclement in the town of Bastogne during the Battle of the Bulge (WWII), selection of cartel members</p>	<p>percent (0.80) of the students taking the final exam would score above 80. In a class of 21 students, 16.8 students represent 80 percent (0.80) of the class.</p>	<p>an 88.4, with individual scores ranging from 72.5 to 99. Of the 21 total students, 20 of them, or 95.2 percent (0.952) of the class, score above 80 on the final exam. The difference between the actual performance, 95.2 percent (0.952), and the expected performance, 80 percent (0.80), is 15.2 percentage points (0.152 points). This difference is significant at the 0.067 level.</p>	<p>percent (0.80) by a statistically significant (0.067 level) margin (15.2 percentage points). Even so, fully one-third of the students scored between 80 and 85 on the final exam, a result indicating that there remains some room for improvement.</p> <p>Given that students' ability to apply the concepts lagged behind their basic level of understanding of them, integrating discussion of the particular scenarios included on the Fall 2012 final exam into future classroom presentation and discussion should provide value to students with regard to proper application of game-theoretic concepts.</p>
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	<p>in the television series Survivor, standardization in video cassette players and strategies related thereto by General Electric and Sony, and relations between families in the historic feud involving the Hatfields and McCoys.</p> <p>The final exams were assessed based on the depth of understanding of the game-theoretic concepts covered in the course.</p>			
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<p>2. Demonstrate proficiency in written and oral communication, including interpersonal skills, negotiation skills and presentation skills</p>	<p>Fall 2012 – MSOL 6125:</p> <ul style="list-style-type: none"> Students completed multiple negotiations exercises requiring negotiations and reporting the results orally and in writing. Students are organized into teams and given confidential instructions prior to engaging in exercises. Students negotiate and report results. Class discussion is used to get feedback and debrief exercise. 	<p>Full participation by students with completion of all assignments.</p>	<p>Results: Average score on exercises was 92% with 92% participation rate.</p>	<p>Exercises are reviewed upon completion using results of reports and student input to determine if exercise should continue to be used in course. New exercises are added each time the course is taught.</p>
<p>3. Discuss strategic alternatives, environmental analysis and use both to select appropriate strategies.</p>	<p>Four essay exam questions were used to assess this goal. The students were required to answer each question not simply based on the information provided in a text book, but to also include information they learned from a large number of practitioner and academic articles that were discussed concerning the topics. The students were required to integrate the information and to produce high quality answers that demonstrated their ability to think critically by presenting strategic alternatives after analyzing</p>	<p>The arithmetic mean score for each assessment question was expected to be at least 80 percent.</p>	<p>Results: The students' performance on these four assessment questions produced the following mean scores:</p> <p>Midterm (Items 1 and 2): 86</p> <p>Final (Items 3 and 4):</p>	<p>Since the last iteration, the questions were written so that they were more difficult in order to capture a wider range in responses and grades. In addition, questions were re-written to include more integration of concepts from the text book and articles, as well as cases covered in class.</p> <p>No corrective action is intended, but new questions will be written for the next time the</p>

	and/or interpreting environmental conditions. The goal was to get the students to think beyond surface level information and to incorporate a wide range of knowledge on the topics covered.		90 Overall average: 88	course is taught or a new testing format will be used to experiment for producing better results.
Human Resource Track 4. Analyze HR problems and develop solutions for issues in HR planning, recruiting, selection, training, development, appraisal, compensation, benefits, performance management feedback and disciplinary systems in a legal and ethical fashion.	Fall 2012 – MSHR 6136: <ul style="list-style-type: none"> The final exam asked students to provide answers to 4 out of 5 employee development related essay questions to assess their ability to analyze HR problems and issues specific to Employee Development 	At least 80% of the assessment questions will be answered correctly by the students.	Results: The average grade on the final exam was 83%.	Instructor recognizes that this objective was better assessed this time with respect to the previous method. Additionally, students appeared to have mastered this objective as opposed to the previous semester when it appeared that they had not.
	Fall 2012 – MSHR 6116: <ul style="list-style-type: none"> Course embedded questions Essay questions Cases 	More than 75% of the questions will be answered correctly/satisfactorily by the students. Sample answers for essay questions. Sample answers for cases analyses including calculations	More than 75% of the questions will be answered correctly/satisfactorily by the students. Sample answers for essay questions. Sample answers for cases analyses including calculations	Results: The average grade percentage of the test answering the questions correctly was 77%, which met the expectation. Analysis: Cases were performed and evaluated against grading rubrics including calculations.

<p>Summer 2012 – MSHR 6126:</p> <ul style="list-style-type: none"> For recruitment: course embedded questions and essay questions For selection: Course embedded questions and essay questions 	<p>More than 75% of the questions will be answered correctly/satisfactorily by the students.</p> <p>Sample answers for essay questions</p>	<p>Results: For recruitment, the average grade percentage of the test answering the questions correctly was 90%, which met the expectation.</p> <p>For selection, The overall average on the assignment was 96% and met the expectation.</p>	<p>Individual question with a potentially low pass rate will be examined and the questions as well as the content of the teaching will be adjusted accordingly.</p>
<p>Spring 2013 – MSHR 6146:</p> <ul style="list-style-type: none"> Embedded essay test questions, graded with a rubric. One section of the rubric measures the student's ability to analyze compensation related problems and develop solutions. 	<p>Five essay questions were given on the midterm exam. These questions were graded using a rubric. One section of the rubric measures the student's ability to analyze compensation related problems and develop solutions. All students should make a 4.0 (fully meets standard) or higher on the 5 point rubric scale</p>	<p>Results: 9 of the 10 students exceeded 4 of 5 on the average of their 5 essay questions. Their scores ranged from 3.0-5.0. The mean was 4.4. Two other students made below a 4 on one question.</p> <p>Analysis: The one student who did not make above the 4.0 threshold also made a C in the course, and either did not understand the exam questions, or put very little effort into them. This is a student specific problem, rather than the curriculum.</p>	<p>Discussion of performance appraisal was decreased to a single lecture. This allowed me to spend much more time on the compensation and benefits, and improved learning outcomes.</p> <p>Instructor plans to add a practice midterm prep (only 1 or two essay questions) to give students an idea of the exam difficulty and provide me with an early warning system for the problem students.</p>
<p>Spring 2013 – MSHR 6156:</p> <ul style="list-style-type: none"> Students completed a 	<p>Students are expected to complete reports and pass at the</p>	<p>Results: The average score on the project was 87.8% with 8 out of 10 students scoring over</p>	<p>Guidance and rubric will be reviewed and modified for clarity and relevance</p>

	written report on a current labor relations issue and present findings in an oral presentation. Students are required to assess the relevant HR problems and offer recommendations for resolving the issue.	80% level.	80%.	to the current labor environment.				
5. Demonstrate the knowledge needed to pass the PHR or SPHR exam.	<p>Spring 2013 – MSHR 6156:</p> <ul style="list-style-type: none"> Knowledge is tested on exams containing multiple choice and essay questions. 	Students are expected to pass tests at the 80% level.	Results: The average for the exams was 84.5% with 8 of 10 students scoring above 80%.	Test items are continually updated and revised for relevance to the current labor relations environment.				
<p>Servant Leadership Track</p> <p>6. Articulate the concepts and current issues in servant leadership and be able to analyze organizations to build a culture which promotes strong ethical values and the principles of servant leadership.</p>	<p>Fall 2012 – MSSSL 6117:</p> <ul style="list-style-type: none"> Students were required to turn in a one page journal reflecting on a current article that relates to leadership. Students read the article and reflected on how it relates to the concept of servant leadership. <p>Each student chose one book on leadership that interested him or her. Students read the book and wrote a 5 page paper giving a brief summary of the main points of the book and then related the main</p>	The expected performance from students was 85% of the class would have an average on these three assignments of an 80% or higher.	<p>Results: 100% of students enrolled in the course received an average of 80% or higher on the three assignments.</p> <p>Analysis: The breakdown of grades were as follows:</p> <table border="0"> <tr> <td>90-100%</td> <td>14/17</td> </tr> <tr> <td>80 – 89%</td> <td>3/17</td> </tr> </table>	90-100%	14/17	80 – 89%	3/17	The primary difficulty during the semester was securing organizations willing to be studied for the final project. In the future, I will either regularly maintain a list of organizations or I will need to develop this into a group project and add more depth to it. The size of the class in the future will determine how this ends up.
90-100%	14/17							
80 – 89%	3/17							

	<p>points to servant leadership. Answering the following questions: How do the author's assertions integrate with the philosophy of servant leadership? How do they not? What is the author missing? Do you agree or disagree with the assertions of the author?</p> <p>Final Project: Students chose an organization (preferably the organization where they work) to do a comprehensive analysis on the extent to which servant leadership is incorporated in the culture of the organization. Students had to do the following:</p> <p>1. Choose a model/conceptual framework for servant leadership, including a definition, characteristics and organizational</p>			
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	<p>values (OLA recommended).</p> <p>2. Assess the current state of the organizational culture in relationship to its practice of servant leadership from its employees.</p> <p>3. Assess the mission, vision, values and strategic plan of the organization in relationship to servant leadership.</p> <p>4. Assess the current state of the organizational culture in relationship to its policies and procedures (including but not limited to recruitment policies, professional development practices, evaluation processes, advancement opportunities, leadership development training, etc.)</p> <p>5. Triangulate the data assessed and develop an analysis of where the</p>			
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	<p>organization currently is in its practice of servant leadership.</p> <p>6. Offer conclusions based on your analysis as to specific areas</p> <p>Final projects were written up and presented on the last day of class.</p>			
	<p>Fall 2012 – MSSL 6157:</p> <ul style="list-style-type: none"> Rubric graded essay exam questions 	<p>Five Essay questions were given on the midterm exam. These questions were graded using a rubric. One of the categories on the rubric measured the portion of this goal focused on promoting strong ethical values.</p> <p>Students will all average above 4 out of 5 (fully meets standard) on their rubric score.</p>	<p>Results: 21 students took this assessment. All students exceeded the 4 out of 5 on the average of their 5 essay questions.</p> <p>Analysis: Their scores ranged from 4.0-5.0. The mean was 4.51. Three students made a score below 4 on one of the 5 questions..</p>	<p>For the last two iterations of the course, the instructor has increased the number of cases used in the class. The result has been a steady increase from 4.17, to 4.43 and now to 4.51. In the next offering of this course, the instructor will attempt to increase the number of cases that address the specific servant leadership portion of this outcome. The instructor will modify the assessment to include servant leadership specific values.</p>

	<p>Spring 2013 – MSSL 6127:</p> <ul style="list-style-type: none"> REFLECTIVE ARTICLES: Throughout the semester, students turned in one page journals reflecting on a current article that relates to leadership. In the journal students evaluated how the article related to concepts of servant leadership. BOOK PAPER: Because this is meant to be a more self-directed course, students chose three books on leadership that interest them. Students wrote papers on each book, giving a brief summary of the main points of the book and then relating the main points to servant leadership. Students related the book to the contemporary issues we discussed in class as well as issues they experienced in the organization where you work/volunteer/participate. PRESENTATION: During the semester students presented on one of the books that they read. For this 	<p>The expected performance from students was 85% of the class would have an average on these three assignments of an 80% or higher.</p>	<p>Results: 95% of students enrolled in the course received an average of 80% or higher on all assignments.</p> <p>Analysis: The breakdown of grades were as follows:</p> <table border="0"> <tr> <td>90-100%</td> <td>19/20</td> </tr> <tr> <td>80 – 89%</td> <td>0/20</td> </tr> <tr> <td>70 – 79%</td> <td>1/20</td> </tr> </table>	90-100%	19/20	80 – 89%	0/20	70 – 79%	1/20	<p>Students exceeded the performance expectations during the semester.</p> <p>In the future, the instructor intends to focus in on the final project and offer more direction. The majority of students chose the creative inquiry and their projects were outstanding, as were the literature review and the one follow up from the MSOL 6117 project. Without all students having the same experience it was difficult to use class time to discuss and offer recommendations. There was considerable out of classroom time spent with students in discussing these projects.</p>
90-100%	19/20									
80 – 89%	0/20									
70 – 79%	1/20									

	<p>presentation, students introduced the class to the material presented in the book and related it back to servant leadership.</p> <ul style="list-style-type: none">• FINAL PROJECT: Students had three options for the final project in this class:<ol style="list-style-type: none">1. Using the final project you completed in MSSL 6117, Foundations in Servant Leadership, work with the organization you analyzed to further develop the recommendations you offered, design a plan for implementation and begin the process of implementing the plan to move the organization forward in their organizational health. In this scenario, you will serve as a kind of “consultant” to the organization. This project will include a final paper outlining the process you followed, the obstacles you ran into and the progress you made with the organization, as well as an evaluation of your work by the leader of the organization.			
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	<p>2. Conduct a literature review on servant leadership, focusing on a topic you have identified as a contemporary issue through your readings throughout the semester.</p> <p>3. Create your own project. Identify a research or creative inquiry topic that you or a group would like to conduct and prepare a proposal for consideration (due January 31). With faculty approval you will complete the proposed project and write a reflection paper on it.</p> <ul style="list-style-type: none">• REFLECTIVE PAPER: At the end of the semester, students wrote a paper that synthesized all of the information they had taken in over the course of the semester and they developed a thesis on what they believed were the most pressing contemporary issues in leadership today. The paper included what those issues are, how and why they chose them, where they see these issues going in the future and what are the			
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	ramifications/solutions/needs to ensure that these issues are addressed. Included throughout the paper were evaluations of how they saw these particular issues intersecting with servant leadership specifically.			
4. Demonstrate proficiency in coaching and the use of effective coaching behavior	<p>Spring 2013 – MSSSL 6137:</p> <ol style="list-style-type: none"> 1. Practicum demonstrations were completed by the students in the class in front of peers and the instructor both at mid-point of the semester and at the end of semester. The purpose of this observation was to assess coaching skills and application of ICF Core Competencies. 2. Each student applies coaching skills with a peer and an outside client during the semester during six 1-hour outside of classroom sessions for both the peer and client. 3. Coaching role-plays during class-room sessions 	<ol style="list-style-type: none"> 1. Class averages on the assignment were expected to be at least 80%. 2. This process is to apply the skills in actual coaching scenarios. Although these two exercises are not graded, they determine effectiveness in the final practicum. 3. Role-plays are used to practice each skill learned in class that week. 	<p>Results:</p> <ol style="list-style-type: none"> 1. The demonstrations were completed by 18 students. The average on the demonstrations was 87%. 2. Six 1-hour peer sessions and six 1-hour client sessions were completed by 18 students. 3. Each student has an opportunity to practice, be coached and observe the skill learned in class. 	<ol style="list-style-type: none"> 1. The goal was reached. No further actions planned at this time. 2. The goal was reached. No further actions planned at this time. 3. The goal was reached. No further actions planned at this time.
Leader Development Track	Fall 2012 – MSSSL 6117:	The expected performance from	Results: 100% of students	The primary difficulty

<p>5. Understand the concepts of servant leadership and be able to articulate them clearly</p>	<ul style="list-style-type: none"> Students were required to turn in a one page journal reflecting on a current article that relates to leadership. Students read the article and reflected on how it relates to the concept of servant leadership. <p>Each student chose one book on leadership that interested him or her. Students read the book and wrote a 5 page paper giving a brief summary of the main points of the book and then related the main points to servant leadership. Answering the following questions: How do the author's assertions integrate with the philosophy of servant leadership? How do they not? What is the author missing? Do you agree or disagree with the assertions of the author?</p> <p>Final Project: Students chose an organization</p>	<p>students was 85% of the class would have an average on these three assignments of an 80% or higher.</p>	<p>enrolled in the course received an average of 80% or higher on the three assignments.</p> <p>Analysis: The breakdown of grades were as follows:</p> <table border="0"> <tr> <td>90-100%</td> <td>14/17</td> </tr> <tr> <td>80 – 89%</td> <td>3/17</td> </tr> </table>	90-100%	14/17	80 – 89%	3/17	<p>during the semester was securing organizations willing to be studied for the final project. In the future, I will either regularly maintain a list of organizations or I will need to develop this into a group project and add more depth to it. The size of the class in the future will determine how this ends up.</p>
90-100%	14/17							
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	<p>(preferably the organization where they work) to do a comprehensive analysis on the extent to which servant leadership is incorporated in the culture of the organization. Students had to do the following:</p> <ol style="list-style-type: none">1. Choose a model/conceptual framework for servant leadership, including a definition, characteristics and organizational values (OLA recommended).2. Assess the current state of the organizational culture in relationship to its practice of servant leadership from its employees.3. Assess the mission, vision, values and strategic plan of the organization in relationship to servant			
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	<p>leadership.</p> <p>4. Assess the current state of the organizational culture in relationship to its policies and procedures (including but not limited to recruitment policies, professional development practices, evaluation processes, advancement opportunities, leadership development training, etc.)</p> <p>5. Triangulate the data assessed and develop an analysis of where the organization currently is in its practice of servant leadership.</p> <p>6. Offer conclusions based on your analysis as to specific areas</p> <p>Final projects were written up and presented on the last day of class.</p>			
	<p>Spring 2013 – MSSSL 6127:</p>	<p>The expected performance from students was 85% of the class</p>	<p>Results: 95% of students enrolled in the course</p>	<p>Students exceeded the performance</p>

	<ul style="list-style-type: none"> • REFLECTIVE ARTICLES: Throughout the semester, students turned in one page journals reflecting on a current article that relates to leadership. In the journal students evaluated how the article related to concepts of servant leadership. • BOOK PAPER: Because this is meant to be a more self-directed course, students chose three books on leadership that interest them. Students wrote papers on each book, giving a brief summary of the main points of the book and then relating the main points to servant leadership. Students related the book to the contemporary issues we discussed in class as well as issues they experienced in the organization where you work/volunteer/participate. • PRESENTATION: During the semester students presented on one of the books that they read. For this presentation, students introduced the class to 	<p>would have an average on these three assignments of an 80% or higher.</p>	<p>received an average of 80% or higher on all assignments.</p> <p>Analysis: The breakdown of grades were as follows:</p> <table border="0"> <tr> <td>90-100%</td> <td>19/20</td> </tr> <tr> <td>80 – 89%</td> <td>0/20</td> </tr> <tr> <td>70 – 79%</td> <td>1/20</td> </tr> </table>	90-100%	19/20	80 – 89%	0/20	70 – 79%	1/20	<p>expectations during the semester.</p> <p>In the future, the instructor intends to focus in on the final project and offer more direction. The majority of students chose the creative inquiry and their projects were outstanding, as were the literature review and the one follow up from the MSOL 6117 project. Without all students having the same experience it was difficult to use class time to discuss and offer recommendations. There was considerable out of classroom time spent with students in discussing these projects.</p>
90-100%	19/20									
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	<p>the material presented in the book and related it back to servant leadership.</p> <ul style="list-style-type: none">• FINAL PROJECT: Students had three options for the final project in this class: <ol style="list-style-type: none">6. Using the final project you completed in MSSL 6117, Foundations in Servant Leadership, work with the organization you analyzed to further develop the recommendations you offered, design a plan for implementation and begin the process of implementing the plan to move the organization forward in their organizational health. In this scenario, you will serve as a kind of “consultant” to the organization. This project will include a final paper outlining the process you followed, the obstacles you ran into and the progress you made with the organization, as well as an evaluation of your work by the leader of the organization.7. Conduct a literature review on servant			
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	<p>leadership, focusing on a topic you have identified as a contemporary issue through your readings throughout the semester.</p> <p>8. Create your own project. Identify a research or creative inquiry topic that you or a group would like to conduct and prepare a proposal for consideration (due January 31). With faculty approval you will complete the proposed project and write a reflection paper on it.</p> <ul style="list-style-type: none">• REFLECTIVE PAPER: At the end of the semester, students wrote a paper that synthesized all of the information they had taken in over the course of the semester and they developed a thesis on what they believed were the most pressing contemporary issues in leadership today. The paper included what those issues are, how and why they chose them, where they see these issues going in the future and what are the ramifications/solutions/needs to ensure that			
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	these issues are addressed. Included throughout the paper were evaluations of how they saw these particular issues intersecting with servant leadership specifically.			
9. Critically analyze ethical/moral dilemmas and use a framework to evaluate the issue and recommend ethically sound solutions	Objective not assessed as of Spring 2013			
10. Independently develop and understand how to implement human resource planning, training, performance management feedback and disciplinary systems in a legal and ethical fashion	Objective not assessed as of Spring 2013			
11. Discuss current issues and trends related to leadership	Objective not assessed as of Spring 2013			