**University of La Verne**

**Master of Science, Leadership & Management Program**

**College of Business and Public Management**

**Program Review**

**2010-2011**



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**I. Introduction**

This program emphasizes the human dimensions of management. It is applicable where skills in change management, leadership, and group dynamics are demanded for professional effectiveness. The core classes develop an essential managerial knowledge base; students then customize the balance of the coursework with either electives from one focused concentration or a more generalized program of study, selecting electives from any of the three concentrations. The capstone course, built upon two or three required research courses, results in the research, writing, and presentation of either a thesis or an applied research project. The MSLM program is a networked and mutually supportive community of learners.

The Master of Science in Leadership and Management (MSLM) program began in 1986 as a part of the department of Public Administration. The program was moved under the department of organizational leadership in 2002 and then to the College of Business and Public Management in 2004 where it currently resides. The program curriculum has undergone major revisions since 1986 with the most recent revision in 2006. There are three concentrations offered within the degree: human resources management, organizational development and nonprofit management.

The program is offered through six different regional campus centers and additional sites under the direction of the regional centers. The MSLM program currently has a total of 326 registered students (1605 units) with 150 students primarily taking courses on the main campus and 176 students primarily taking courses on regional campuses.

There are 3 full time equivalent faculty serving the program and 20 part-time in an average term. All of the full time faculty have terminal degrees, while adjunct faculty have at least a master’s degree in the field of management. A total of 73.2% of all courses are currently taught by doctorally qualified faculty including 84.5% of courses on the main campus and 59.3% on the regional campuses.

The rapid growth of the program over the past two years, both on the main campus and on regional campuses, has presented a variety of challenges. Full-time faculty have taught at geographically nearby campuses to enhance the quality and consistency of the program on all campuses. The program director has worked closely with the regional directors in the hiring of new adjunct faculty to ensure quality faculty who have the education, professional experience, teaching experience and philosophy that matches the MSLM program and approach. Master syllabi, assessment instruments and rubrics have been disseminated through the campus directors to ensure consistency in course content and assessment.

The MSLM program is further developed as a community of learners through common experiences. From time-to-time a class-in-common is held either between two classes or within a geographic region. Classes-in-common have featured a common book, an outside speaker or panel, interactive exercises and more. The structure of a class-in-common is designed by one of the faculty who teaches in the MSLM program. Twice per year, the Leadership Forum is held on the La Verne campus (and on regional campuses as needed) to provide a public forum for students to present their capstone papers. Students create a poster and a five to ten minute oral presentation which is evaluated by faculty and alumni as part of the assessment process. Students’ families, colleagues, current and prospective MSLM students, and campus administrators are also invited to attend. The most well-known community event sponsored by the MSLM program is an author series titled “Coffee, Cake and Conversation”. This series has featured more than 50 authors over the past 18 years. Leadership scholars present on topics related to MSLM classes then take questions from the audience.  Authors who have participated include such notables as Daniel Pink, Frances Hesselbein, Warren Bennis, Margaret Wheatley, and James McGregor Burns.

1. **The Program**
2. **Mission, Goals, Objectives, and Learning Outcomes**

**Mission**

The mission of the program is to prepare professional leaders and managers to successfully address the challenges and complexity of 21st century organizational life, with integrity, as architects of organizational life and goal attainment.

**Goals**

The University of La Verne Master of Science in Leadership and Management (MSLM) curriculum is designed to educate/develop effective future leaders for all types of organizations. The design of our curriculum integrates management and leadership theories with real-world applications.

MSLM students should expect to develop:

* Effective interpersonal, communication, teamwork, and leadership skills
* Problem solving and decision making skills in a dynamic, every-changing environment.
* A commitment to ethical and socially responsible behavior in a diverse working environment.
* The ability to apply organizational theory to managerial practice.
* A mastery of the human aspects of an organization.

**Objectives and Learning Outcomes**

The MSLM goals translate into the following program objectives and learning outcomes:

|  |
| --- |
| **Objective 1:** **Evaluate students’ personal leadership styles and develop a plan for leadership skills development.** |
|  | Learning outcomes for Objective 1: |
|   | 1. Analyze a self assessment of own leadership styles/practices |
|   | 2. Create a personal leadership development plan |
| **Objective 2: Solve organizational problems in an ethical and socially responsible manner.** |
|  | Learning outcomes for Objective 2: |
|   | 1. Apply ethical and moral considerations in the analysis of managerial decisions. |
|   | 2. Identify ethical dilemmas and develop analytical and interpersonal approaches for dealing with them.  |
| **Objective 3: Analyze a specific Human Resource (HR) problem within an organization** |
|  | Learning outcomes for Objective 3: |
|  | 1. Analyze HRM processes to identify gaps that need to be addressed in order to optimize the use of individual and team talents. |
|  | 2. Create a development plan to address gaps in HRM systems which include specific recommendations so that all HRM systems are integrated, understood, and legally defensible. |
| **Objective 4: Design effective organizations** |
|  | Learning outcomes for Objective 4: |
|   | 1. Develop a corporate mission statement, strategies, and goals. |
|   | 2. Establish high performance group work and teams environment. |
|   | 3. Analyze the leadership of the organization and its effectiveness. |
| **Objective 5: Evaluate approaches to bring about organizational change and to choose the most effective one(s).** |
|  | Learning outcomes for Objective 5: |
|   | 1. Identify the need for change including stakeholder analysis, organizational readiness for change and the role of the change agent. |
|   | 2. Apply specific change and conflict models to a specific organizational problem. |
| **Objective 6: Apply research and analytical skills in the development of a research topic.** |
|  | Learning outcomes for Objective 6: |
|   | 1. Integrate literature search, analysis and writing skills in the development of a literature review on a chosen topic. |
|   | 2. Develop the ability to apply current organizational research to an organizational setting. |
| **Objective 7:** **Communicate effectively both in writing and verbally.** |
|  | Learning outcomes for Objective 7: |
|   | 1. Create a well written capstone paper/thesis. |
|   | 2. Deliver an effective oral presentation of capstone paper/thesis. |
| **Objective 8: Design, conduct, and complete an integrated research project.** |
|  | Learning outcomes for Objective 8: |
|  | 1. Analyze key organizational issues with an integrated action plan for change (case). |
|  | 2. Analyze key organizational issues with integrated recommendations building on theory and research findings (thesis). |

1. **Program Curriculum**

The MSLM curriculum consists of:

**Foundation Course**: 0-3 units

MGMT 500 Management: Theory and Practice

The foundation course is waived if a student has completed an undergraduate degree in business or management within the past 7 years.

**Core Courses:** 15 units

MGMT 520 Leadership: Theory and Practice (3)

MGMT 521 Ethics and Decision Making (3)

MGMT 522 Human Resources Management (3)

MGMT 523 Organizational Theory and Design (3)

MGMT 569 Conflict Management and Organizational Change (3)

MGMT 586 Organizational Research Methods I (3)

**Electives and Concentrations:** 12 semester hours

Each student can select a set of courses that addresses his or her career needs. Concentrations require a minimum of four courses (12 semester hours) that may include required core courses in the same discipline. Available concentrations include Human Resource Management, Organizational Development and Nonprofit Management.

**Human Resources Management Concentration**

MGMT 522 Human Resources Management (3) and

a minimum of three of the following:

MGMT 525 Management of Diversity (3)

MGMT 526 Training and Development (3)

MGMT 529 Seminar in Human Resources Management (3)

MGMT 554 Negotiations and Collective Bargaining (3)

**Organizational Development Concentration**

MGMT 523 Organizational Theory and Design (3) and

a minimum of three of the following:

MGMT 525 Management of Diversity (3)

MGMT 556 Building Partnerships; Creating Coalitions (3)

MGMT 559 Seminar in Organizational Development (3)

MGMT 582 Managing Groups and Teams (3)

**Nonprofit Management Concentration**

MGMT 520 Leadership: Theory and Practice (3) and

a minimum of three of the following:

MGMT 530 Managing Nonprofits (3)

MGMT 531 Marketing Nonprofits (3)

MGMT 532 Effective Fundraising (3)

MGMT 533 Accounting and Compliance for Nonprofits (3)

**Research and Culminating Activity:** 6-9 units

MGMT 596 Graduate Seminar (3) OR

MGMT 588 Organizational Research II\* (3) AND

MGMT 594 Thesis (3)

\*MGMT 588 counts as an elective

There are also two certificates offered, one in Organizational Leadership and one in Nonprofit Management. All courses in certificate can apply to the MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

**Certificate in Organizational Leadership**

Requirements: 18 semester hours

MGMT 520 Leadership: Theory and Practice (3)

MGMT 521 Ethics and Decision-Making (3)

MGMT 523 Organizational Theory & Design (3)

MGMT 569 Conflict Management and Organizational Change (3)

*Two of the following:*

MGMT 525 Management of Diversity (3)

MGMT 556 Building Partnerships; Creating Coalitions (3)

MGMT 582 Managing Groups and Teams (3)

MGMT 590 Selected Topics in Leadership and Management (3)

**Certificate in Nonprofit Management**

Requirements:18 semester hours

MGMT 520 Leadership: Theory and Practice (3)

MGMT 530 Managing Nonprofits (3)

MGMT 531 Marketing for Nonprofits (3)

MGMT 532 Effective Fundraising (3)

MGMT 533 Accounting and Compliance for Nonprofits (3)

One MGMT course from core courses (3)

MGMT 590: Special topics is offered as an elective twice per year and features a current topic of interest based on student and faculty input. A MGMT 590 course may count toward a concentration depending on the topic. The use of the special topic course allows a deeper, richer examination of emerging topics related to leadership or management. Examples have included sustainability, women and leadership, power and politics, storytelling and leadership, effective organizational communication, and travel courses. Offering travel courses is a recent addition to the program. Under the MGMT 590 special topic designation, the courses include pre-work, travel with visits to local business and presentations by local business leaders, and integrative papers related to the business issues in that geographic area. Classes in business and culture in Costa Rica and London/Paris have been offered with plans for Italy in spring 2012.

1. **Program Comparisons**

Although it is difficult to compare La Verne’s program with those of other institutions due to the limited information available, some comparisons of the curriculum can be made. More detailed information of the seven selected institutions is included in Appendix I. The selected institutions and programs are:

University of San Diego (MS Executive Leadership)

University of Southern California (Executive Master of Leadership)

University of Redlands (Master of Arts Management)

Pepperdine University (MS Management and Leadership)

Brandman University (Organizational Leadership MA)

Azusa Pacific University (MA in Management)

Gonzaga University (MA in Organizational Leadership)

The MSLM program and comparison programs have similar requirements for the number of units. The programs offer some of the same courses or courses whose topics are included in MSLM courses. The MSLM and one other institution offer concentrations in HR and nonprofit management. MSLM offers an elective in diversity management, some other institutions offer courses in cross-cultural management or global leadership. Three of the institutions offer a course in either creativity or innovation which the MSLM program no longer offers. Some of the common courses or topics include:

Leadership

Ethics and/or decision making

Change

Organizational theory or design

Groups and teams

Human Resources

**III. Students**

1. **Admission Policy**

Student applications are carefully reviewed for the following criteria:

1. A bachelor’s degree from a regionally accredited college or university.
2. A preferred GPA of 2.75 in the last 60 semester hours of undergraduate work. Some applicants with lower GPA’s may be admitted conditionally or requested to submit GRE (analytical and verbal).
3. Two positive letters of recommendation.
4. A current resume and personal statement of purpose.

Students without a degree from an English speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by accomplishing one of the following: a TOEFL score of 550 or more, completion of [ESL 112](https://banweb.laverne.edu/prod/bwckctlg.p_disp_course_detail?cat_term_in=201150&subj_code_in=ESL&crse_numb_in=112" \t "_blank), a GRE verbal score of 400, satisfactory completion of ULV’s English proficiency test, or satisfactory completion of prerequisite courses at ULV as indicated by a placement examination. All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information research and retrieval on the Internet.

1. **Applicant, Admitted, and Matriculated Student Profile**

The majority of MSLM students are working adults taking evening and Saturday classes on a part-time or full-time basis. Additionally, there are international students taking a full-time course load. Appendix II shows the profile of the MSLM applicants, admitted, and matriculated students. Over the past three years, 2007-2010, the average number of applications per year for the main campus was 290, out of which 156 were admitted for an admission rate of 53.7%. Over the same three year period, 87.9% of the admitted students matriculated. Twenty-four percent of the matriculated students were international students on F-1 visas.

The ethnic diversity of the MSLM program reflects the university’s geographic area with 10% and 16% African-American students on the main campus and regional campuses respectively, 19.5% and 23.3% Hispanic, 17.1% and 15.1% Asian, and 16.5% and 31.6% White. The average age of matriculated students on the main campus is 31.9 and 37.7 on the regional campuses. Male students represent 44.6% on the main campus and 34.1% on regional campuses. It should be noted that not all students indicate race or ethnicity on their application.

**IV. Student Support**

1. **Student Advising**

Every MSLM student regardless of the program or location is assigned a professional advisor to help the student with course scheduling and sequencing. An Individualized progress sheet helps the advisor and student to keep track of the student program requirement. There is one advisor for the La Verne campus and an advisor on each of the RCA campuses where the MSLM degree is offered. The program chair and other faculty are available for students to advise on professional, educational, and academic development.

1. **Counseling**

The University of La Verne Counseling Center provides a full range of counseling services designed to assist each person to achieve his or her full human potential. Managed by the psychology department in the College of Arts and Sciences, the center provides free counseling services to all university students. Students can utilize the services on their own initiative with or without a referral from the faculty or staff.

1. **Learning Enhancement Center**

The Learning Enhancement Center provides tutoring services to all the students of the University of La Verne free of charge. The tutoring covers discipline-specific areas such as academic writing as well as communication skills. The services are available to students either in a face-to-face format or online. Tutors are available over the weekend and during evening hours to accommodate the regional campuses students as well as working adults. Recently, through funding from a Title V-B grant, a Graduate Success Center was created to concentrate on addressing the specific needs of graduate students. The current student survey showed that 72% or students using the LEC were slightly or very satisfied with LEC services.

1. **Student life**

The MSLM students at the University of La Verne are not active participants in the campus student life. Most students come to class from work, just before it starts, and leave right after it ends. In order to provide a means of communication with the students and for the students, a Blackboard Community for all MSLM students was created to provide students with an online networking opportunity and to provide the MSLM program chair and advisors with the means to communicate with the students. In addition to networking opportunity, MSLM Central provides student access to course outlines and syllabi, ability to post jobs and resumes, advising forms, special events and the course schedule.

1. **Library**

The MSLM students are served by the Elvin and Betty Wilson Library located on the University La Verne campus. The library houses a collection of 178,000 print and 40,000 electronic books in fields such as management, psychology, sociology, leadership organizational behavior, and other relevant fields. Additionally thousands of books are available to students. If Wilson Library does not own an item needed by a student, the student can order the item from the library’s homepage to be delivered by LINK+, a consortium of 40+ libraries in California and Nevada that has five days a week courier service to get the book to La Verne in 48-72 hours. MSLM students have access to over 9 million additional books via LINK+. If an item is not available from LINK+, particularly articles that appear in journals unavailable through Wilson Library, students can order books and articles through LeoDelivers, the library’s web-based interlibrary loan system. Articles are scanned and sent from lending libraries to Wilson Library, then delivered via email to the requestor; books are mailed to the library and made available for pickup or mailed to the requestor. LeoDelivers provides access for La Verne students and faculty to resources available at thousands of libraries across the United States and around the world. Wilson Library subscribes to 25,680 journal titles: 250 are print journals and all other titles are electronic journals accessible 24/7 exclusively to La Verne students wherever they are located via the library’s proxy server. Of those journal titles, over 270 are of primary interest to management and organizational leadership, and over 10,000 journal titles are available in related disciplines. The library subscribes to 64 databases of which, 21 are directly relevant to the degree programs within the purview of the CBPM programs

The library utilizes 24-hour online librarian access via chat, 24-hour “LEOPAC” access which allows students to access the library’s resources online, 24-hour “Leo delivers” which allows students to access materials from other libraries, and 24-hour “Link +” which allows students to access other libraries directly online. The library subscribes to many research sources such as ProQuest, Sage, and EBSCOhost. A current student survey shows that that 80% of respondents are slightly or very satisfied with remote access to the library materials.

1. **Career Services**

Career Services at the University of La Verne provides quality resources, counseling, and services to help students and alumni assess and apply their education and life experiences to a lifetime of fulfilling opportunities. Their mission is to assist undergraduate and graduate students and alumni with identifying, developing, and implementing their career goals through self-direction and personal responsibility. Career services provide MSLM students with:

 Career planning, advice and guidance which includes assessments and interpretation

Resume and letter writing tips and review

Job search strategies

Mock Interviews

Graduate school advice which includes choosing a school and the application process

Workshops on resume writing, interviewing techniques and job search

Career Services holds an Etiquette and Networking Dinner and Virtual Career Fairs to help students in their job search with their professional development. They also maintain a library of career-related books and employment source materials, accessible during business hours. Additionally, the office maintains directories and information on graduate school programs and national fellowship opportunities, for students whose professional goals might require additional research opportunities or advanced degrees. Online services include targeted information and links for career exploration, internships, summer jobs, full-time employment, graduate school, conducting a job search, and much more.

Only 50% of current students utilizing the Career Services indicated they were slightly or very satisfied. The Career Services office does not have the sufficient staff and resources to help all of La Verne students although they have recently added a staff member dedicated to graduate students.

**V. Program Assessment**

1. **Direct and Indirect Assessment of Learning Objectives**

The MSLM assessment plan has two components: The first one is course embedded whereby the MSLM objectives and learning outcomes are assessed in MSLM core courses (see Appendix III for the curriculum map). The second component of the assessment involves the utilization of course evaluations (see Appendix IV), current student survey (Appendix V) and alumni survey (see Appendix VI). to ensure that students are satisfied with their educational experience in the program and that the program is current and relevant.

The alumni survey was administered to the alumni of the MSLM program. The survey was sent via email to all MSLM alumni with a valid email address. The college received 71 responses. A survey was also sent to current students taking the capstone course. Forty-three responses were received from current students.

* + 1. **MSLM Assessment**

In this section each of the MSLM objectives along with the results of the direct and the indirect assessments are listed. The complete results of assessing the learning outcomes for each objective are shown in Appendix VII.

Objective 1: Evaluate students’ personal leadership styles and develop a plan for leadership skills development.

Direct assessment:

One hundred and fourteen observations were used to assess student achievement on this objective using two learning outcomes. 52 of the students have excellent performance, 31 have good performance, 18 have satisfactory performance and 13 have unsatisfactory performance, this implies that 72.8% have a good or excellent mastery in analyzing a self-assessment of their own leadership styles/practices (outcome 1). 34 of the students have excellent performance, 35 have good performance, 20 have satisfactory performance and 25 have unsatisfactory performance, this implies that 60.5% have a good or excellent mastery in creating a personal leadership development plan (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 520 course where objective 1 is assessed is 3.70 for the academic year of 2010-2011. This is out of a maximum possible score of 4. The alumni survey found that 96.8% rated this area as good or excellent. When comparing this area to co-workers from other universities, 87.5% gave a rating of equally or better prepared.

Objective 2: Solve organizational problems in an ethical and socially responsible manner.

Direct assessment:

Thirty-four observations were used to assess student achievement on this objective using two learning outcomes. 26 of the students have excellent performance, 8 have good performance, 0 have satisfactory performance and 0 have unsatisfactory performance, this implies that 100% have a good or excellent mastery in applying ethical and moral considerations in the analysis of managerial decisions (outcome 1). 30 of the students have excellent performance, 4 have good performance, 0 have satisfactory performance and 0 have unsatisfactory performance, this implies that 100% have a good or excellent mastery in identifying ethical dilemmas and develop analytical and interpersonal approaches for dealing with them (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 521 course where objective 2 is assessed is 3.8 for the academic year of 2010-2011. The alumni surveys found that 90.6% rated this area as good or excellent. When comparing this area to co-workers from other universities, 84.4% gave a rating of equally or better prepared.

Objective 3: Analyze a specific Human Resource (HR) problem within an organization

Direct assessment:

One hundred and thirty-six observations were used on the main campus and thirty-four on regional campuses (regional campus statistics are in parenthesis) to assess student achievement on this objective using two learning outcomes. 95(34) of the students have excellent performance, 32(11) have good performance, 7(1) have satisfactory performance and 2(1) have unsatisfactory performance, this implies that 93.4%(95.7%) have a good or excellent mastery in analyzing HRM processes to identify gaps that need to be addressed in order to optimize the use of individual and team talents (outcome 1). 95(25) of the students have excellent performance, 30(18) have good performance, 5(3) have satisfactory performance and 2(1) have unsatisfactory performance, this implies that 91.9%(91.5%) have a good or excellent mastery in creating a specific plan to address gaps in HRM systems so that they are integrated, understood by managers and employees, legally defensible (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 522 course where objective 3 is assessed is 3.5(3.7) for the academic year of 2010-2011. The alumni surveys found that 67.2% rated this area as good or excellent. When comparing this area to co-workers from other universities, 73.4% gave a rating of equally or better prepared.

Objective 4: Design effective organizations

Direct assessment:

Sixty-eight observations were used on the main campus and thirty-six on regional campuses to assess student achievement on this objective using three learning outcomes. 60(21) of the students have excellent performance, 8(15) have good performance, 0(0) have satisfactory performance and 0(0) have unsatisfactory performance, this implies that 100% have a good or excellent mastery in developing a corporate mission statement, strategies, and goals (outcome 1). 50(21) of the students have excellent performance, 16(36) have good performance, 1(0) have satisfactory performance and 1(0) have unsatisfactory performance, this implies that 97%(100%) have a good or excellent mastery in establishing high performance group work and teams environment (outcome 2). 51(22) have excellent performance, 14(14) have good performance, 1(0) have satisfactory performance and 0(0) have unsatisfactory performance, this implies that 98.5%(100%) have a good or excellent mastery in analyzing the leadership of the organization and its effectiveness (outcome 3).

Indirect assessment:

The teaching evaluations average for the MGMT 523 course where objective 4 is assessed is 3.51(3.72) for the academic year of 2010-2011. The alumni surveys found that 87.8% rated this area as good or excellent. When comparing this area to co-workers from other universities, 81.2% gave a rating of equally or better prepared.

Objective 5: Evaluate approaches to bring about organizational change and to choose the most effective one(s).

Direct assessment:

Eighty-seven observations were used to assess student’s achievement on this objective using two learning outcomes. 31 of the students have excellent performance, 31 have good performance, 19 have satisfactory performance and 6 have unsatisfactory performance, this implies that 71.3% have a good or excellent mastery in identifying the need for change including stakeholder analysis, organizational readiness for change and the role of the change agent (outcome 1). 23 of the students have excellent performance, 32 have good performance, 21 have satisfactory performance and 11 have unsatisfactory performance, this implies that 63.2% have a good or excellent mastery in applying specific change and conflict models to a specific organizational problem (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 569 course where objective 5 is assessed is 3.82 for the academic year of 2010-2011. The alumni surveys found that 92.1% rated this area as good or excellent. When comparing this area to co-workers from other universities, 90.6% gave a rating of equally or better prepared.

Objective 6: Apply research and analytical skills in the development of a research topic.

Direct assessment:

One hundred and seventeen observations were used on the main campus and forty-nine on regional campuses to assess student’s achievement on this objective using two learning outcomes. 57(23) of the students have excellent performance, 43(15) have good performance, 13(11) have satisfactory performance and 4(0) have unsatisfactory performance, this implies that 85.5%(77.5%) have a good or excellent mastery in integrating literature search, analysis and writing skills in the development of a literature review on a chosen topic (outcome 1). 55(27) of the students have excellent performance, 40(12) have good performance, 19(10) have satisfactory performance and 3(0) have unsatisfactory performance, this implies that 81.1%(79.5%) have a good or excellent mastery in developing the ability to apply current organizational research to an organizational setting (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 586 course where objective 6 is assessed is 3.77(3.75) for the academic year of 2010-2011. The alumni surveys found that 84.4% rated this area as good or excellent. When comparing this area to co-workers from other universities, 84.4% gave a rating of equally or better prepared.

Objective 7: Communicate effectively both in writing and verbally

Direct assessment:

One hundred and sixteen observations on the main campus and sixteen on regional campuses were used to assess student achievement on this objective using two learning outcomes. 26(6) of the students have excellent performance, 71(9) have good performance, 19(1) have satisfactory performance and 0(0) have unsatisfactory performance, this implies that 83.6%(93.7%) have a good or excellent mastery in creating a well written case or thesis (outcome 1). 64(11) of the students have excellent performance, 47(0) have good performance, 47(5) have satisfactory performance and 0(0) have unsatisfactory performance, this implies that 95.7%(100%) have a good or excellent mastery in delivering an effective oral presentation of a case study or thesis (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 596 course where objective 7 is assessed is 3.67(3.8) for the academic year of 2010-2011 (data is not available for MGMT 594 due to small number of students). The alumni surveys found that 93.7% rated this area as good or excellent. When comparing this area to co-workers from other universities, 87.5% gave a rating of equally or better prepared.

Objective 8: Design, conduct, and complete an integrated research project.

Direct assessment:

One hundred and eleven observations on the main campus and sixteen on regional campuses were used to assess student achievement on this objective using one learning outcome. 26(6) of the students have excellent performance, 71(9) have good performance, 19(1) have satisfactory performance and 0(0) have unsatisfactory performance, this implies that 83.6%(93.7%) have a good or excellent mastery in analyzing key organizational issues with an integrated action plan for change (case) (outcome 1). 2 of the students have excellent performance, 2 have good performance, 1 has satisfactory performance and 0(0) have unsatisfactory performance, this implies that 80% have a good or excellent mastery in analyzing key organizational issues with integrated recommendations from theory and research findings (thesis) (outcome 2).

Indirect assessment:

The teaching evaluations average for the MGMT 596 course where objective 8 is assessed is 3.67(3.8) for the academic year of 2010-2011 (data is not available for MGMT 594 due to small number of students). The alumni surveys found that 81.2% rated this area as good or excellent. When comparing this area to co-workers from other universities, 79.7% gave a rating of equally or better prepared. Additionally, of those alumni obtaining additional graduate work, 74% consider themselves better prepared than most.

1. **Faculty Coverage and Qualifications**

Appendix VIII shows the fall 2010 and spring 2011 units generated by campus, whether the class is taught by a full time faculty, full-time faculty on overload or by an adjunct, and whether the faculty has a doctorate degree or not. As shown in the appendix, 73% of the MSLM units were taught by faculty with a doctorate while 27% were taught by faculty with a master’s degree. Twenty percent of the units were taught by full time faculty, 11% were taught by full-time faculty on overload and 69% of the units were taught by adjunct faculty.

For the main campus, 32% of the units were taught by full-time faculty, 19% were taught by full-time faculty on overload, and 49% of the units were taught by adjunct faculty. Of the units generated on the La Verne campus, 84% were taught by doctoral qualified faculty while the remainder were taught by master’s prepared faculty.

For the regional campuses, about 6% of the units were taught by full time faculty, 2% were taught by full-time faculty on overload and 92% of the units were taught by adjuncts. Fifty-nine percent of the units were taught by doctoral qualified faculty while the remainder were taught by master’s prepared faculty.

1. **Profile of Graduating Students**

The MSLM program had 35, 60, and 82 graduates for the academic years 07-08, 08-09, and 09-10 respectively (See Appendix IX). Students average 2.6 years to complete the program on the main and regional campuses.

The average age of the students in the program is 35.2 years with the regional campuses student being a bit older (37.9) years) than the main campus. The average GPA for the regional campuses graduates (3.80) is the same La Verne Campus graduates (3.81). Seventy-five percent of the students who start the MSLM finish their degree within the five year time limit. The breakdown by gender shows that 76% of male students on the main campus graduate, while 68% of males graduate on the regional campuses. The breakdown of the graduates by ethnicity shows that Hispanics have the highest graduation rate (81%) and African-Americans the lowest graduation rate (68%) on the regional campuses. On the main campus, whites have the highest graduation rate (76%) and Hispanics have the lowest graduation rate (62%).

1. **Resources: Financial, Facilities, Information Technology**

Some of the La Verne’s campus MSLM classes were forced to go off campus during the past three years because of the lack of sufficient classrooms. The growth in the program and the growth in the traditional age undergraduate program may result in moving some classes to a temporary rental facility in the future. Some of the time these temporary locations do not have adequate technology or are not set up for classroom instruction. Regional campuses have adequate classrooms and technology although technology can be an issue when courses are taught at work sites. Eighty-three percent of students who participated in the current student survey rate are slightly or very satisfied with the quality of classrooms, although 47% are slightly or very dissatisfied with parking. Sufficient computer labs and support services exist to help MSLM students whether they are on the La Verne campus or regional campuses.

Sufficient financial resources are available to support the program except for the resources needed to hire additional full-time faculty and to help with career placement.

**VI. Summary of Findings**

The learning outcomes assessment meet the goal of 80% of students at excellent or good except for the leadership development plan (as part of the LPI Paper) in MGMT 520 and the action plan in MGMT 569. A review of the LPI paper description in the syllabus by faculty revealed the potential for confusion and lack of emphasis on the leadership development portion of the paper. Also, there are few in-class activities that focus on the analysis of the LPI results and the application of the LPI resource materials in creating the development plan. Many MSLM papers are intended to apply theory to practice in a real-world scenario within a student’s work organization. With an increase in international students and unemployed domestic students, this can be difficult. This is probably most problematic in writing the action plan for change in MGMT 569. An alternative assignment or approach for non-working students may be helpful in meeting the course outcomes.

The largest concentration in the MSLM program is Human Resources. The concentration was designed several years ago and has not been reviewed recently by outside sources. Additionally, MGMT 529: HR Seminar has been developed by several adjunct faculty over time and has lacked consistent content. The alumni survey comments include the suggestion to make the HR courses more specific to the skills needed to be an HR professional.

In comparing the MSLM program to similar programs at other universities, the one topic not included in current MSLM courses, but offered at other institutions is innovation. The MSLM curriculum included a one unit course on innovation and creativity in the past, but it was eliminated when the program was revised a few years ago. This topic could be easily integrated into the MGMT 569 class with change.

Two years ago, the MGMT 596 capstone course was revised. Previously, the capstone was based on students collecting data from an organization—often their own. More and more, however, students were either unable to obtain permission to conduct research in an organization or were international or unemployed domestic students who had no organization from which to collect data. Additionally, with the rapid growth of the program, adequate faculty supervision of researching students was almost impossible given increased class size and a ten-week time constraint. There were also always a number of students who received an in-progress grade (IP) due to difficulties gathering and analyzing data within the timeframe. Faculty who teach the capstone course were also of the opinion that the previous design was not integrative enough of core concepts included in the program. The new design, which is case-based and involves researching an organization using primarily online sources, has worked well with students meeting the learning outcomes, few to no IP grades each term, and a more manageable workload for students and faculty. The new approach however, assumes that students have completed the key core courses prior to the capstone course. This is not always the case putting some students at a disadvantage during the capstone course.

Many of the comments made by MSLM alumni in the survey included suggestions for course content that has already been implemented in the past few years such as more specific nonprofit courses, talent management and teaching statistics using Excel instead of SPSS. There are a few suggestions that topics related to finance, budgeting and business strategy be included in the MSLM program. Those types of courses are already offered in the MBA program. An MSLM student, who has a recent undergraduate degree in business can earn an MBA with an additional 6-7 classes after completing the MSLM. This is explained in information meetings and in the capstone course, but perhaps needs to be disseminated more widely throughout the program. Additional comments that could be implemented include increasing the emphasis on global and diversity issues, organizational politics and emotional intelligence. The recent addition of travel courses help to support the global aspects. One faculty member has also developed 

Kathy Duncan

Sorry I did not get back to you sooner, but the two days of retreat wore me out. Thanks so much for taking the time to add such good ideas. There were other ideas during the session as well and Deb is going to do more analysis of the qualitative data from the

Mon 9/19



Carol Sawyer

Abe and Kathy---Yesterday and continuing into this morning I am having a family complication that has kept me from sending a message that can feed into this afternoon's discussion of the MSLM Program Review. I am sorry. Doing my best. Juggling. I continue to



9/16/2011

partnerships with universities in other nations, with coursework that engages La Verne students with students in other states and countries.

The MSLM mission statement was created many years ago and has been reviewed from time to time, but not recently. In light of the university-wide strategic planning effort during the next year, it is timely to review the MSLM mission statement and revise it as necessary based on feedback from students, alums and faculty and in alignment with the university’s new vision and strategic plan.

Lastly, 32% of courses are taught by full-time faculty on the main campus with an additional 19% of courses taught on overload. A combined total of 8% of courses are taught by full-time faculty on regional campuses. This is not sufficient coverage of classes by full-time faculty, especially on the regional campuses.

**VII. Recommendations**

Based on learning outcome assessments and the results of student and alumni surveys, the following recommendations are made.

1. Modify the LPI assignment to include an emphasis on the leadership development plan component. Increase classroom activities to strengthen the development plan and outcomes for MGMT 520.
2. Develop a case-based alternative assignment for the action plan assignment in MGMT 569 for students who are not currently working in an organization.
3. Review and revise as needed the Human Resources Management concentration with feedback from students, alums and local HR professionals.
4. Integrate the topic of innovation into the MGMT 569: Conflict Management and Organizational Change course.
5. Revise curriculum to give further attention to organizational politics and emotional intelligence.
6. Develop and offer a MGMT 590 course on emotional intelligence.
7. Greater diffusion across the curriculum of issues related to globalization and diversity.
8. Submit a catalog change to require MGMT 520, 522, and 569 as prerequisites to MGMT 596.
9. Review and revise as needed the MSLM mission statement in conjunction with the university’s new strategic plan.
10. Increase the number of full-time faculty on the La Verne and regional campuses.

**VIII. External Reviewer**

**Appendix I: Program Comparison**



  **Appendix II: MSLM Applicant, Admitted, and Matriculated**

 **Appendix III: MSLM Curriculum Map**

 **Appendix IV: Course Evaluations**

 **Appendix V: MSLM Current Student Survey Results**

**Appendix VI: MSLM Alumni Survey Results**

 **Appendix VII: MSLM Learning Outcomes Assessment**



**Appendix VIII: Faculty Coverage and Qualifications**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program | MSLM |   |   |  | Program | MSLM |   |   |
|  |  |  |  |  |  |  |  |  |
| **Sum of UNITS** | **Column Labels** |  |  | **Sum of UNITS** | **Column Labels** |  |
| **Row Labels** | **DOC** | **MAS** | **Grand Total** |  | **Row Labels** | **DOC** | **MAS** | **Grand Total** |
| Central Coast Campus |  | 3 | 3 |  | Central Coast Campus | 0% | 100% | 100% |
| Inland Empire Campus |  | 189 | 189 |  | Inland Empire Campus | 0% | 100% | 100% |
| Kern County Campus |  | 18 | 18 |  | Kern County Campus | 0% | 100% | 100% |
| Main Campus | 816 | 150 | 966 |  | Main Campus | 84% | 16% | 100% |
| Orange County Campus | 57 |  | 57 |  | Orange County Campus | 100% | 0% | 100% |
| Point Mugu Center | 135 | 30 | 165 |  | Point Mugu Center | 82% | 18% | 100% |
| San Fernando Valley Campus | 198 | 45 | 243 |  | San Fernando Valley Campus | 81% | 19% | 100% |
| Vandenberg Center | 15 | 36 | 51 |  | Vandenberg Center | 29% | 71% | 100% |
| Ventura County Campus | 63 |  | 63 |  | Ventura County Campus | 100% | 0% | 100% |
| **Grand Total** | **1284** | **471** | **1755** |  | **Grand Total** | **73%** | **27%** | **100%** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Program | MSLM |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Sum of UNITS** | **Column Labels** |  |  |  |  |  |  |
| **Row Labels** | **FTF** | **FTO** | **PT** | **Grand Total** |  |  |  |  |
| Main Campus\ | 32.03% | 19.22% | 48.75% | 100.00% |  |  |  |  |
| off campus | 5.91% | 1.97% | 92.13% | 100.00% |  |  |  |  |
| **Grand Total** | **19.63%** | **11.03%** | **69.35%** | **100.00%** |  |  |  |  |

**Appendix IX: Profile of Graduating MSLM Students**