

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

3-Year Program Cycle: AY 16/17 – AY 18/19

<b>Organizational &amp; Strategic Leadership Program (OSL) MS</b>	
<b>OSL Program Learning Outcome(s)</b>	<ol style="list-style-type: none"> <li><b>1. Apply the theories of organizational and strategic leadership to life and work situations.</b></li> <li><b>2. Analyze public policy and legal issues in today's global society</b></li> </ol>
<b>Area of Development</b>	
How do students learn this? In what course(s) and/or co-curricular experience(s)?	<ol style="list-style-type: none"> <li>1. Emphasis is placed upon students throughout the program to demonstrate the application of theories of organizational and strategic leadership to life and work situations, primarily because this provides evidence of subject mastery; but secondarily, because it provides employers and families with evidence of a return on investment (ROI) in time and tuition assistance.</li> <li>2. In addition, students are also required to assemble an Individual Reflective Portfolio, (IRP), of their major papers completed in the Master of Science in Organizational and Strategic Leadership program, which demonstrates practical application as well as deliberate and thoughtful internalization of theories of organizational and strategic leadership, and evidence of the transformative educational model of the Franciscan Intellectual Tradition. Students learn these concepts in the following courses: OSL 510; OSL 550; OSL 560; OSL 600. They acquire this knowledge as they move through the curriculum by first developing research and analytical skills, and then through the review of case studies, researching and analyzing leadership and organizational strategies; by examining, interpreting, and writing legal briefs and public policy issues; and by mastering course-specific content. Students demonstrate their understanding of this course content through class discussion, research papers, and classroom presentations.</li> </ol>
How and in what course do they demonstrate that they have achieved this outcome?	Although students are expected to demonstrate mastery of content of the courses listed above, it is through the culminating Capstone Research Project that students assimilate the component elements of OSL 600. The Capstone Service Research Project (CSRP) is a creative expression of leadership that includes a “deliverable” to a sponsoring organization, or a realistic service template, that represents a scholarly contribution to the leadership field of study. It may also involve: the creation of a business model; a strategic plan or analysis; a social, educational, public service, or financial scholarship program; or a public awareness campaign regarding some timely and compelling issue – but whatever the topic, it must have socially redeeming value.
<b>Assessment Protocol</b>	
How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?*	<p>The program's Capstone Seminar (OSL 600) provides the students with an opportunity to synthesize knowledge and demonstrate mastery of key competencies in the field of organizational and strategic leadership. Students are required to document and demonstrate a review of scholarly literature, authoritative sources, contemporary articles, professional or trade journals, corporate reports, government records, and primary research sources for data gathering required for the CSRP.</p> <p>The CSRP must be based on rigorous independent research and reflect the integration of theory and practice. It cannot be merely an interesting or wishful idea. The Capstone Service Project is composed of two parts: 1) a scholarly paper that clearly and succinctly documents the research performed by the student(s); and 2) an oral presentation and defense of the project's major conclusions and recommendations. Initial proposals for the CSRP are reviewed and approved by the Program Director and Dean. Projects in progress are reviewed throughout the program. The oral presentation of Capstone research is conducted before the</p>

## Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

	graduating cohort, in addition to the Program Director, faculty, and fellow students. The student's scholarly paper and oral presentation are evaluated by faculty.
What do you consider satisfactory achievement of this outcome? WHY?	Assessment categories were updated in Summer 2015 to conform to IDEA standards. The new categories are now: Explanation of Issues; Context and Purpose; Control of Syntax and Mechanics; Evidence; Content Development; and, Application of Ethical Perspectives and Concepts. Assessment levels were similarly updated, and reduced from four levels to three levels. The new levels are now: Mastery Level (4 points for each criteria met); Accomplished Level (3 points for each criteria met); Unacceptable level (1 point for each criteria met). Scores at 3 out of 4 are considered satisfactory achievement. Also, the Capstone research paper must demonstrate a consistent emphasis on academic and scholarly writing; i.e., spelling, grammar, structure, page numbering, clarity of ideas, data analysis, and overall caliber of writing expected on a graduate level.
<b>Time Frame</b>	
When will you assess these outcomes?	Academic Year 2016-2017

<b>Organizational &amp; Strategic Leadership Program (OSL)</b>	
<b>OSL Program Learning Outcome</b>	<b>3. Articulate the principles of the Catholic Franciscan Tradition, with a particular focus on how those principles are applied to strategic leadership issues.</b>
<b>Area of Development</b>	
How do students learn this? In what course(s) and/or co-curricular experience(s)?	OSL 540; OSL 600  Although students are exposed to the Catholic Franciscan Tradition throughout the curriculum, particular emphasis is placed on this area of research and course content in OSL 540: Social & Ethical Responsibility of Leadership, through the review and discussion of Franciscan values, in addition to broader concepts of peace, ethics, social justice, humanitarianism, ecological stewardship, culture, etc. Core elements of these concepts must appear in the Capstone Research Paper and presentation at the end of OSL 600: Capstone Seminar.
How and in what course do they demonstrate that they've achieved this outcome?	OSL 540; OSL 600  Students demonstrate that they have achieved this outcome through the reflections in their Individual Reflective Portfolio that describe the personal transformation they experienced through introspection by way of careful contemplation and integration of Franciscan values as explored in literature such as <i>The Wolf of Gubbio</i> , <i>St. Francis and the Sultan</i> , and the <i>Parable of the Sadhu</i> , that serve as effective ethical and contemplative methods to achieve greater understanding, compassion, and appreciation of personal, religious, and cultural differences that form the foundation of human interaction – and especially, leadership. Classroom behavior and interaction is another observable vehicle for demonstrating whether students have internalized these Franciscan values.
<b>Assessment Protocol</b>	
How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?*	The program's Capstone Seminar (OSL 600) provides the students with an opportunity to synthesize the cumulative skills, knowledge, and values they have acquired throughout the program and demonstrate mastery of key competencies in the field of ethical organizational and strategic leadership. Capstones are assessed in two ways; in terms of the written research paper, and the oral presentation of the Capstone research. These two aspects are evaluated through the assessment of rubrics shared with the students as part of the course syllabus at the beginning of the

## Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

	Capstone Seminar. These results are recorded in an assessment report which is then forwarded to the Assistant Vice President for Academic Affairs for Assessment and Learning Support. Additionally, at the completion of the program, all students are required to complete a program evaluation form to achieve data on their assessment of the program, course content, and its impact on them. This data is helpful in assessing the efficacy of the program and the personal and academic value graduating students derive from it. This data is recorded, assessed, and quantified and used to develop and enhance effective teaching and programmatic strategies.
What do you consider satisfactory achievement of this outcome? WHY?	A rubric for the integration of Catholic Franciscan Intellectual Tradition was added for the May 2014 assessment as: "Application of Ethical Perspectives and Concepts." All students scored a minimum of Accomplished Level (3 out of 4 points) or higher on this rubric, which reflects their understanding, mastery, and demonstration of the Catholic Franciscan Intellectual Tradition.
<b>Time Frame</b>	
When will you assess these outcomes?	Academic Year 2017-2018

<b>Organizational &amp; Strategic Leadership Program (OSL)</b>	
<b>OSL Program Learning Outcome</b>	<b>4. Clearly describe their personal philosophy of leadership.</b>  Students personal philosophy of leadership are initially described in the letter of intent/essay submitted for admission to the program, but it is more expansively described in the Individual Reflective Portfolio (IRP) submitted near the end of the program.
	<b>5. Demonstrate their leadership in groups.</b>
<b>Area of Development</b>	
How do students learn this? In what course(s) and/or co-curricular experience(s)?	OSL 570; OSL 600  Participating in the group leadership process empowers students to recognize a problem, intervene, and apply a solution or resolution. Students develop these skills by identifying their own strengths and weaknesses in leading groups. The role of emotional intelligence in effective leadership is also studied.
How and in what course do they demonstrate that they've achieved this outcome?	OSL 600  See above.
<b>Assessment Protocol</b>	
How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?*	The program's Capstone Seminar (OSL 600) provides the students with an opportunity to synthesize knowledge and demonstrate mastery of key competencies in the field of strategic leadership. In addition the student maintains an Individual Reflective Portfolio.
What do you consider satisfactory achievement of this outcome? WHY?	Demonstrate leadership competencies in collaborative team-based projects and weekly reflections were added to the OSL-570 syllabus. Specific rubrics for OSL 570 will be added in the Fall 2014 semester  Currently part of the Capstone project instructions.
<b>Time Frame</b>	

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

When will you assess these outcomes?	Academic Year 2017-2018
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<b>Organizational &amp; Strategic Leadership Program (OSL)</b>	
<b>OSL Program Learning Outcome</b>	<b>6. Understand the systemic forces that drive change in organizations and individuals.</b>
<b>Area of Development</b>	
How do students learn this? In what course(s) and/or co-curricular experience(s)?	OSL 520; OSL 530; OSL 580; OSL 600
How and in what course do they demonstrate that they've achieved this outcome?	OSL 600 :
<b>Assessment Protocol</b>	
How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?*	The program's Capstone Seminar (OSL 600) provides the students with an opportunity to synthesize knowledge and demonstrate mastery of key competencies in the field of strategic leadership. The Capstone involves two experiential learning components -- a scholarly paper that conforms to APA guidelines that contains the required sections; and a boardroom-style presentation.
What do you consider satisfactory achievement of this outcome? WHY?	See rubric below.
<b>Time Frame</b>	
When will you assess these outcomes?	Academic Year 2018-2019

REVISED CAPSTONE RUBRICS FOR 2015-2016:

**Capstone Research Paper Rubrics  
(for May 2016 Capstones)**

**Capstone Paper**

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

<b>CATEGORY</b>	<b>Mastery Level</b> <b>Grading: 4 points for each criteria met</b>	<b>Accomplished Level</b> <b>Grading: 3 points for each criteria met</b>	<b>Underdeveloped Level</b> <b>Grading: 1 point for each criteria met</b>
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant Information necessary for full understanding.	Issue/problem to be considered critically is sufficiently stated and described with some clarification so that understanding the research is not seriously impeded by omissions.	Issue/problem to be considered critically is stated without clarification, description, or detail.
<b>Context and Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus of assigned task.	Demonstrates minimal attention to context, audience, purpose, and to assigned task.
<b>Control of Syntax and Mechanics</b>	Uses scholarly language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses concise language that generally conveys meaning to readers that has few errors.	Uses language that sometimes impedes meaning because of the errors in usage.
<b>Evidence</b>	Research data is cited from authoritative sources with sufficient interpretation for comprehensive analysis or synthesis. Viewpoints of experts are scrutinized.	Research data is cited from authoritative sources with sufficient interpretation for coherent analysis or synthesis. Viewpoints of experts are somewhat scrutinized.	Research data is cited from sources as fact without any critical scrutiny.
<b>Content</b>	Uses relevant and	Uses relevant and	Uses appropriate content

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

<b>Development</b>	compelling content innovatively, which illustrates mastery of the subject, and the author's unique approach in shaping the entire work.	compelling content to explore ideas within the context of the discipline, and to shape the entire work.	to develop fundamental ideas in some parts of the work.
<b>Application of Ethical Perspectives and Concepts</b>	Report accurately applies ethical perspectives and concepts and considers the full implications involved	Report accurately applies ethical perspectives and concepts to a new ethical question but the full implications involved are not considered	Report does not include ethical considerations, perspectives, or concepts

Total \_\_\_\_\_

**Grading: Total Points: 24-20                    A**  
**19-17                    B**  
**16-11                    C**

**Grading Rubrics (for May 2015 Capstones)**

**Capstone Presentation**

<b>CATEGORY</b>	<b>Mastery Level</b> <b>Grading: 4 points for each criteria met</b>	<b>Accomplished Level</b> <b>Grading: 3 points for each criteria met</b>	<b>Underdeveloped Level</b> <b>Grading: 1 point for each criteria met</b>
<b>Organization</b>	Organizational pattern (includes introduction,	Organizational pattern is clearly	Organizational pattern is not

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

	sequenced material, conclusion, transitions) demonstrates presentation is well organized, clear, cohesive, skillfully done.	and consistently observable within the presentation.	observable within the presentation.
<b>Supporting Material</b>	A variety of authoritative supporting materials (e.g. PowerPoints, video, graphics, quotes, statistics, citations) used that illustrate information or analysis and significantly supports the presentation.	Authoritative supporting materials used that illustrate information or analysis and generally supports the presentation.	Insufficient supporting materials used that illustrate information or analysis and minimally supports the presentation.
<b>Language</b>	Language choices are imaginative, compelling, and enhance the effectiveness of presentation.	Language choices are thoughtful and generally support the effectiveness of the presentation.	Language choices are unclear and minimally support the effectiveness of the presentation.
<b>Central Message</b>	Central message is compelling, precisely stated, appropriately reiterated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message can be deduced, but is not explicitly stated in the presentation.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, vocal expressiveness) makes the presentation compelling and speakers appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques detract from comprehending the presentation and speaker appears uncomfortable.
<b>Ethical Issues Recognition</b>	Recognizes ethical issues, presented in a complex, multilayered	Recognizes ethical issues when presented	Recognizes basic and obvious ethical issues but fails to

Neumann University Program Assessment Plan

Division: Continuing Adult and Professional Studies (Graduate)

	context and can address cross-relationships among the issues	in a complex context and grasps cross-relationships among issues	grasp complexities or interrelationships

**Total** \_\_\_\_

<b>Grading:</b>	<b>Total Points: 24-20</b>	<b>A</b>
	<b>19-17</b>	<b>B</b>
	<b>16-11</b>	<b>C</b>
	<b>10 or below</b>	<b>F</b>