University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information

Program Name (e.g. BA Computer Science, PhD Nursing)

Master of Science in Executive Leadership (MSEL)

College/School Name (e.g. CAS, KPS, SB, SMSOE)

SB

Assessment Overview

Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The Master of Science in Executive Leadership (MSEL) program assesses six learning outcomes on a rotating basis. The program uses various assessment methods in appropriate program courses to evaluate the quality of student work in the areas of executive leadership knowledge, interpersonal skills in diverse environments, critical analysis skills, applied leadership skills, (oral and written) business communication skills, and standards of ethical behavior.

Results and Actions Taken

Assessment Cycle

2016-2017

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

In the Spring 2017 semester, MSEL students' critical analysis skills were assessed. Students completed a case study that applies change management and leadership tools, and shows insight into their business implications and their impact on future positioning, and a rubric was used to assess their work. Students generally did well but struggled most with the "Evaluation of alternatives and constraints" which is to be expected given these skills take time to develop. The students' ability to use descriptive and inferential statistical models improved markedly over the time of the course. Generally, there is large variation in the experiences of the students with quantitative methods, and some students struggle a great deal with the online component. To encourage them to make progress and complete the module in a timely manner, I plan to have students complete the pre-assessment very early on and then set up three review sessions that cover specific material in which we review problems from the pre-assessment. I think this will encourage greater attendance and engagement. This will also minimize the amount of review that takes place during the weekend meeting, which will allow more time for content and projects during the weekend.