

EXECUTIVE SUMMARY
Academic Program Review
Organization and Leadership
Masters and Doctoral Degrees
School of Education
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The School of Education invited two respected consultants from the fields of educational foundations and organizational theory to act as external reviewers for the Masters and Doctoral programs in the Department of Organization and Leadership (O&L). Drs. Chet Bowers and Barbara Lawrence reviewed the Organization and Leadership programs (Ed.D. and M.A.) during a campus visit from April 14 to April 18, 2004. Dr. Bowers is Professor Emeritus at Portland State University. Dr. Lawrence is Associate Provost at Baruch College in New York. Prior to their visit, reviewers were sent the Department's comprehensive self-study document. To further assist the team in their work, they were provided copies of various documents that included, in part, the sample program assessment questionnaires, registration statistics, the University San Francisco's Mission Statement, the Collective Bargaining Agreement, and the USF catalogue. The team met with the acting dean, associate deans, full-and part-time members of the faculty, staff, current students and alumni.

This Executive Summary addresses six basic questions regarding the quality of the Organization and Leadership degree programs. The narrative below reflects the external reviewers' assessment of the programs.

1. How did the external review committee rate the quality of the Organization Leadership programs? How do the programs compare with top-tier programs nationally?

The reviewers qualified their assessment of the O&L programs by stating that they did not regard themselves as professionally qualified to provide a comparative assessment of the O&L program with doctoral programs (Ed.D.) offered in other schools/colleges of education. Considering the full scope of their report, we believe the external reviews would rate the doctoral program **Good**, and the master's program **Very Good**.

Doctoral Program: The external reviewers were impressed with the students and alumni. They found the vast majority were pleased with the faculty and curriculum. In particular, they noted the commitment on the part of the teaching faculty to be unusually high. They commended faculty's willingness to mentor students and the students' rich diversity and academic quality. However, they expressed some concerns. First, the faculty needs to reconcile differences among themselves, and in particular resolution of the Pacific Leadership International

(PLI) program emphasis. Second, one of the two reviewers recommended a greater emphasis on culture, technology, and language. Third, they would like to see a new core course that would provide a conceptual and moral basis for assessing the program's theories and information. Finally, they believe the doctoral program warrants additional full time faculty and other resources.

Masters Program: Students in the masters program currently share courses with the doctoral students. The reviewers cited that some students felt this to be strength while others expressed concern about taking courses with doctoral students. Some masters students expressed concern about their advisement: they did not receive the level they desired and the program requirements were not defined clearly for them early in the program.

2. What are the most general issues that emerged from the external review process?

- a) Given the number of doctoral students, the reviewers expressed the need for additional faculty resources.
- b) In contrast, the reviewers also cited declining enrollments in both the doctoral and masters programs.
- c) The discontinuation of the PLI emphasis in the doctoral program negatively impacted enrollments.
- d) There is a lack of cooperation, trust, and respect among the faculty, particularly between the PLI faculty and the other faculty in the department.
- e) The curriculum should be reviewed to include global, cultural, and conceptual perspectives.

3. What specific recommendations for improving the program's quality?

Master's Program

- a) An orientation to the program, curriculum, and degree requirements should be provided for the students by the faculty.
- b) Printed program guidelines should be revised to better reflect the detailed guidelines doctoral students receive.
- c) Course syllabi should be expanded to include more detailed description of course content and all syllabi should be posted on the department's web site.
- d) Due to recent declining enrollments, emphasis should be placed on increasing the number of masters level students.
- e) Faculty should meet with students to determine how they may better serve them, particularly in their advising role.

Doctoral Program

- a) A new core course should be created to provide students with a conceptual and moral basis for assessing the theories and information they will experience in future courses.
- b) All O&L faculty should help design and teach this core course.

- c) Faculty should be assisted in resolving their issues of cooperation, trust, and respect among themselves.
- d) New faculty lines should be allocated to the department.

4. Is the program following the University's strategic initiatives?

- a) **Recruiting and retaining a diverse faculty of outstanding teachers and scholars?** Yes, currently all four faculty in O&L are women with one faculty member of color. Diversity of new faculty hires should be a primary consideration.
- b) **Enrolling, supporting and graduating a diverse student body?** Yes. The students in the program reflect the diversity of the University and the community it serves.
- c) **Providing the environment necessary to promote student learning?** A qualified yes. The reviewers believe that additional resources and a greater climate of cooperation among faculty will create an even more supportive environment.

5. In what way is the program contributing to the goal of making the University a premier Jesuit Catholic urban university?

The reviewers found that the program is fulfilling its mission, in the Catholic Jesuit tradition, to provide its students with the knowledge and skills necessary to succeed as persons and professionals. The program stimulates development of the moral, ethical, and spiritual values, such as justice and equality, as well as intellectual growth within an urban context.

6. What is the timetable for implementation of recommendations?

The faculty have begun work on a strategic plan to enhance the curriculum, develop new emphases, and integrate online learning into the program. Also they have expressed a willingness to work on internal issues and address other recommendations during the academic year 2004-2005.