



**Master of Arts in Organizational Leadership (MAOL)**

**Assessed by: MAOL Faculty**

**Cycle of Assessment: Fall 2014-Spring 2015**

**Mission Statement:**

*The Master of Arts in Organizational Leadership is designed to focus on the human component of organizations. It takes the learner and develops inspirational leaders with vision and high ethical standards.*

**Program Goals:**

- To develop leaders who understand and critically engage the foundational and emerging theoretical positions in the field of leadership.
- To develop leaders who demonstrate critical and creative evaluation and decision making to lead change in organizations.
- To develop leaders who effectively integrate Christian faith and values within multiple contexts.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>A. Students will understand the basic and emerging concepts and theories of leadership.</p> <p>B. Students will be able to integrate course-specific skills and knowledge used by leaders to analyze organizations and make recommendations for improvement.</p>	<p><b>Comprehensive Exam:</b> The comprehensive exam is designed to demonstrate the student's mastery of the most significant concepts in each course of the MAOL program. The exam consists of 100 multiple choice questions. The benchmark is 90% of students taking the exam will score 84% (B) or above. The exam is taken during the LEAD691 Capstone in Organizational Leadership course.</p> <p><b>Organizational Analysis:</b> The student analyzes an organization of his/her choosing (must be approved) using one of two holistic organizational models.</p> <p>The student collects data about the organization, which can be done in a variety of ways (e.g., interviews, articles, websites, etc.). The student identifies gaps between actual performance and desired performance. Underlying or root causes of gaps should be identified in an effort to keep the issues from reoccurring. The interdependence of the model elements must be identified. Once the underlying causes are identified, recommendations are made.</p>	<p><b>Comprehensive Exam:</b> Forty-one students completed the exam. The average was 84%. Twenty-one students scored below 84%. Twenty students scored at or above 84%. The benchmark of 90% of our students was not met.</p> <p><b>Organizational Analysis:</b> In this iteration of assessment, five papers were selected from the fall of 2014 and five papers were selected from the spring of 2015.</p> <p>The benchmark is met (90%) for both the fall of 2014 and the Spring of 2015 as 100% of the papers meet or exceed the 2.2 benchmark score.</p>	<p><b>Comprehensive Exam:</b> Starting with the Fall 2013 class, the exam was changed to a 100 point multiple choice exam that is timed. We have now shown two years of the benchmark not being met. Discussion will be taken to review the relevant factors in order to analyze our data and make recommendations regarding our expectations.</p> <p><b>Organizational Analysis:</b> Continue to monitor this area with additional data.</p>

<p>C. Students will be able to identify and analyze their personal leadership style and ethical position.</p>	<p>Twenty-five percent of the organizational analyses are randomly selected and evaluated by the MAOL faculty using the organizational analysis rubric.</p> <p>The benchmark is 90% of the students will score 2.2 or above on the rubric.</p> <p><b>Values Integration Case (VIC)</b> In LEAD 531 (Ethics for Leading with Integrity), there is a case analysis assignment in Session 10. This case will be used as an embedded assessment tool. It will be evaluated using a revised values rubric. The 1's indicate some basic use of Christian ideas was offered, the 2's indicate that Christian ideas were invoked in more than two places or ways, and the 3's indicate a firm grasp of when and how to integrate Christian values and ideas appropriately in their respective papers. The benchmark is 90% of the students will score 1.5 on average or above on each rubric component. A total score of 5 is considered the benchmark of acceptable performance.</p>	<p><b>Values Integration Case</b> The fall of 2014 average (7.32) and the Spring 2015 average meet the benchmark of acceptable performance (5).</p> <p>It is noted that one weak area in these papers is that students do not summarize very well the wisdom of the integrated Christian values in their conclusions</p>	<p><b>Values Integration Case</b> We will address the concern of how well the conclusions are written with more specific instructions in the assignment. The benchmark for each component was lowered from 2.2 to 1.5 this year, because evaluators tend to give whole numbers to the assessment judgment: using 1, 2, or 3. The previous benchmark of 2.2 on three criteria would be 6.6, or almost 7 out the possible 9 points. It is more reasonable to set the benchmark at 1.5. The benchmark for the total is set at 5, and so requires that the three components being assessed, must exceed the 3 minimal component benchmarks in order to meet the total benchmark. We will continue to monitor this area with additional data.</p>
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