Master of Arts in Organizational Leadership (MAOL)

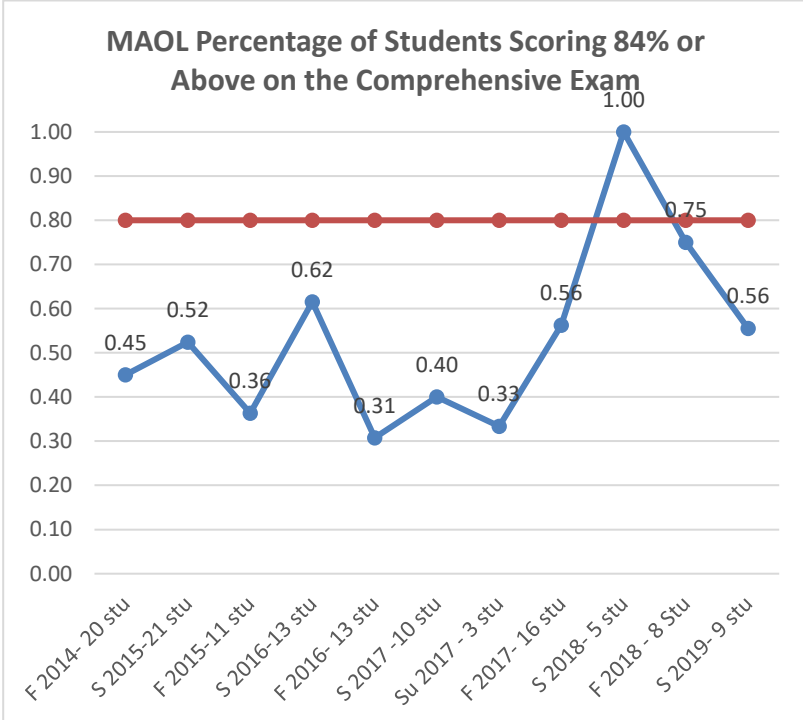**Assessed by: MAOL Faculty**

Cycle of Assessment: Fall 2018-Spring 2019

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:

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

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
A. Students will understand the basic and emerging concepts and theories of leadership.	**Comprehensive Exam:** 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 LEAD 691 Capstone in Organizational Leadership course. Starting with the Fall 2013 class, the exam was changed to a 100 point multiple choice exam that is timed.	**Comprehensive Exam:** **MAOL Percentage of Students Scoring 84% or Above on the Comprehensive Exam** 1.00 0.90 0.80 0.70 0.60 0.50 0.40 0.30 0.20 0.10 0.00 0.45 0.52 0.36 0.62 0.31 0.40 0.33 0.56 1.00 0.75 0.56 F 2014- 20 stu S 2015-21 stu F 2015-11 stu S 2016-13 stu F 2016- 13 stu S 2017 -10 stu Su 2017 - 3 stu F 2017- 16 stu S 2018- 5 stu F 2018 - 8 Stu S 2019- 9 stu **Comprehensive Exam:** In the 2018-2019 academic year, <u>17 students</u> completed the exam. 7 students scored below 84%. 11 students scored at or above 84%. In two semesters, more students met the benchmark than did not. In the last two semesters, the percentage of students meeting the benchmark score of 84 or higher were 75% and 56%, respectively. The benchmark of 80% of our students meeting the benchmark of a score of 84 fell short at an average of 65% of our students scoring 84 or higher.	**Comprehensive Exam:** Although we lowered our benchmark last year from 90 to 80, we still missed that benchmark scoring 65% of students who earned 84% or higher on the exam. We will be revising our quantitative measure of the MAOL program, this summer 2019, in addition to revising the Capstone course into a course on Leading Change and innovation. Since we will not have a capstone course, we will use a different means of measuring our first 2 learning objectives in a quantitative way.

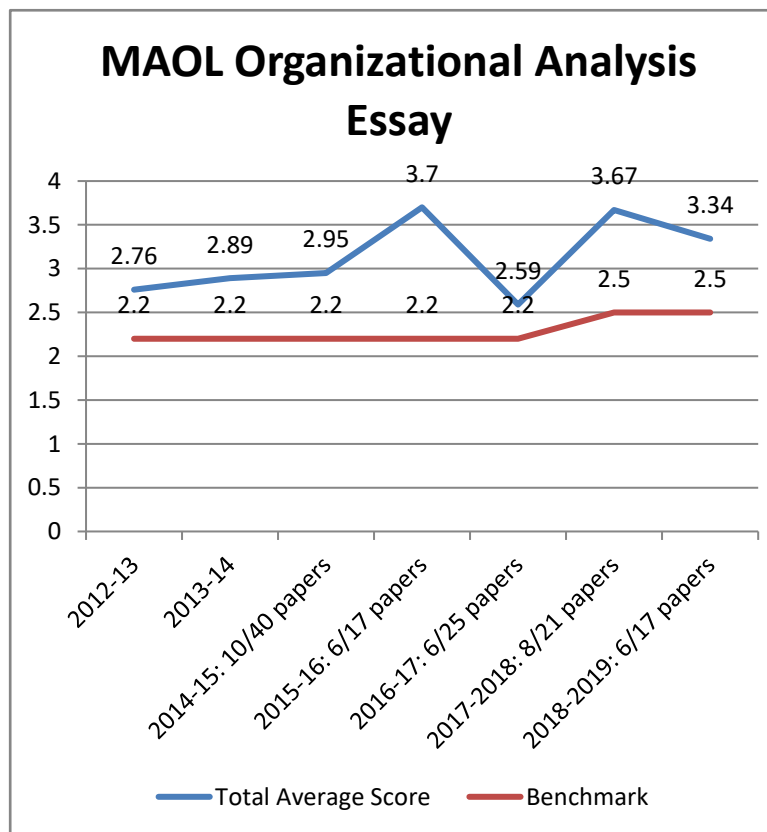| B. Students will be able to integrate course-specific skills and knowledge used by leaders to analyze organizations and make recommendations for improvement. | **Organizational Analysis:** The student analyzes an organization of his/her choosing (must be approved) using one of two holistic organizational models.
  The student collects data about the organization, 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.
    25% of the organizational analyses are randomly selected and evaluated by the MAOL faculty using the analysis rubric.
    The benchmark is an overall performance score of 2.5 or above on the rubric. | **Organizational Analysis:**
In this iteration of assessment, 3 papers from 8 and 9 papers respectively to the Fall and Spring semesters. The averages for these assessments were 3.5 and 3.18, respectively. All averages were above the benchmark of 2.5, which is the level to which we raised the benchmark, last year.

MAOL Organizational Analysis Essay

Total Average Score: 2.76, 2.89, 2.95, 3.7, 2.59, 3.67, 3.34
Benchmark line: 2.2, 2.2, 2.2, 2.2, 2.2, 2.5, 2.5
Years: 2012-13, 2013-14, 2014-15: 10/40 papers, 2015-16: 6/17 papers, 2016-17: 6/25 papers, 2017-2018: 8/21 papers, 2018-2019: 6/17 papers | **Organizational Analysis:**

We are changing the Capstone course to a stand-alone course on Leading Change and Innovation. So, this will be the last iteration of the embedded Organizational Essay assignment. New assessments will be used for this program goal. |

| C. Students will be able to identify and analyze their personal leadership style and ethical position. | **Embedded Ethics Case (EEC) Analysis** In LEAD 533 (Ethics for Leading with Integrity), a case analysis assignment in Session 7 is used as an embedded assessment tool. The student is asked to apply a theory of ethics integrated with Christian faith and values in order to demonstrate they understand what a Christian view of ethics would look like. The overall score is an assessment of the quality of the essay. The benchmark is that students will score <u>1.5 out of 3 possible points on average</u> or above on each rubric com-ponent. An overall score of 5 out of a possible 9 points is the benchmark of acceptable analysis and ethical problem-solving. | **EEC:** This year, the benchmarks were met in all areas. The added assignments may have contributed to these desirable results. The trendline is up significantly from 6.0 to 7.3, for the overall assessment, for the year.
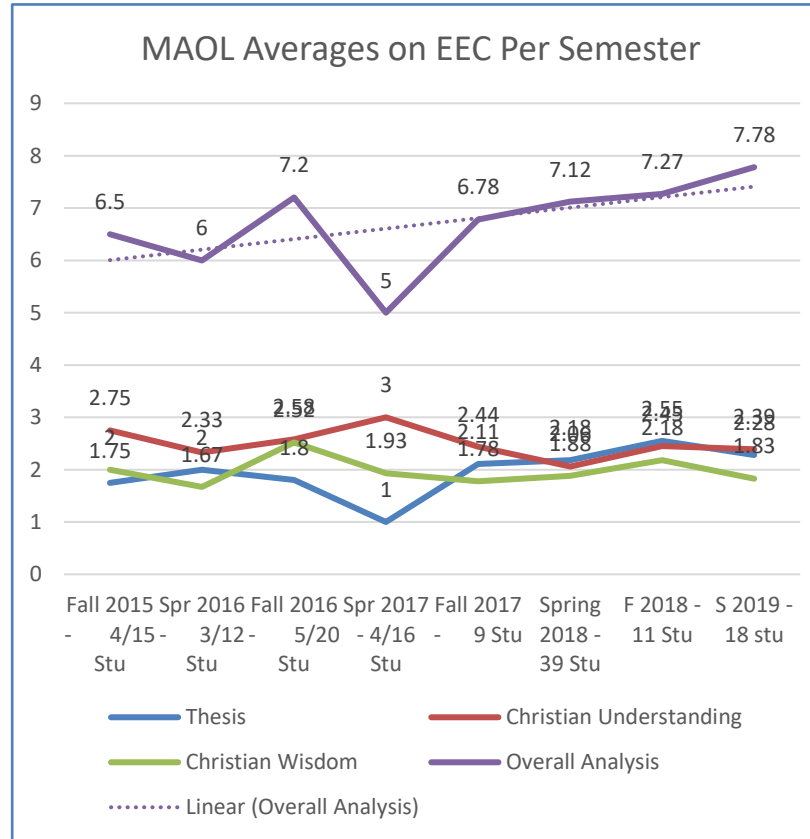
 | **EEC:** Seeing a general strength in case analysis, we are developing new assessments for this program goal in order to develop a new facet on the program's work in this area. |