



Master of Arts in Organizational Leadership (MAOL)

Assessed by: MAOL Faculty

Cycle of Assessment: Fall 2019-Spring 2020

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:

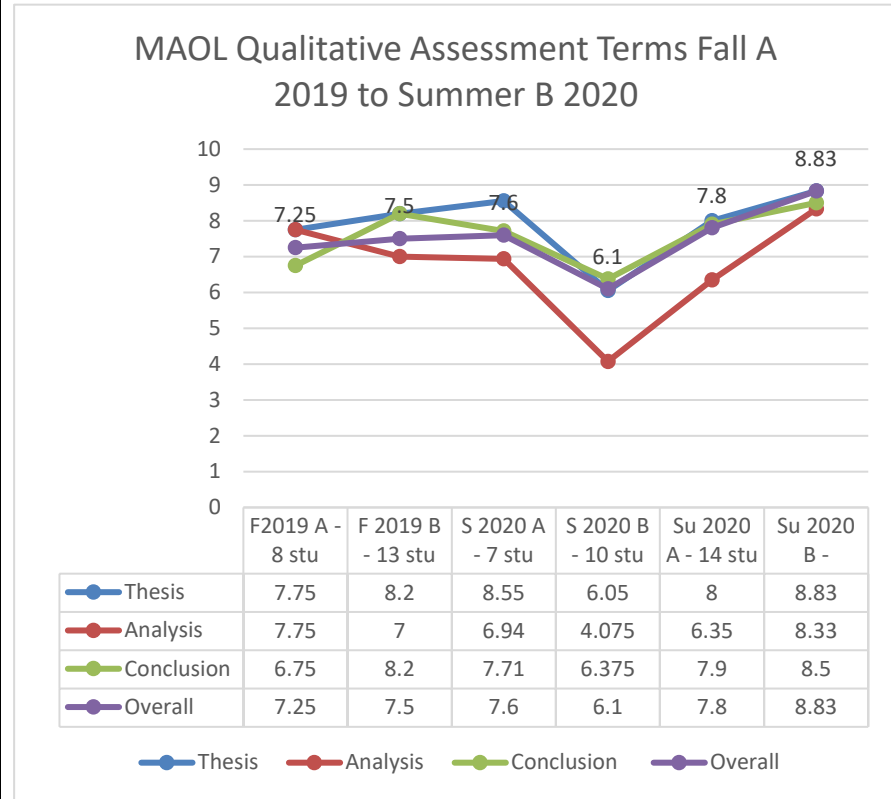
- A. To develop leaders who understand and critically engage the foundational and emerging theoretical positions in the field of leadership.
- B. To develop leaders who demonstrate critical and creative evaluation and decision making to lead change in organizations.
- C. To develop leaders who effectively 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																					
<p>A. Students will understand the basic and emerging concepts and theories of leadership.</p>	<p>Quantitative Analysis of objective assignments in each class is our new approach to assessing how much students learn and retain. Each class uses at least one informational-reporting, objectively focused assignment and reports on how many students achieve 84% or higher on those assignments. All results from each class are then averaged together along with the number of students involved in that term's classes.</p>	<p>Quantitative Analysis: We began this assessment in the Fall of 2019. Each term shows a different average enrollment of students in classes where assessments were given. In this assessment cycle, we see an average of 67% of students scoring 84% or higher on various quantitative assessments, embedded in various classes. Our original benchmark is that 80% of MAOL students will achieve this benchmark.</p> <p>Compared to the 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% (65%). Under last year's Comprehensive exam we had Quantitative Analysis: of students score 84% or higher on the test. So, the two approaches are nearly even with this year's 67%.</p> <div data-bbox="703 846 1583 1393" style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">MAOL Quantitative Assessment by Terms From Fall 2019 to Summer 2020, Showing Percentages of Students who scored 84%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Term</th> <th>Number of Students</th> <th>Percentage of Students who scored 84%</th> </tr> </thead> <tbody> <tr> <td>Su 2020 B</td> <td>-</td> <td>68%</td> </tr> <tr> <td>Su 2020 A</td> <td>14 stu</td> <td>76%</td> </tr> <tr> <td>S 2020 B</td> <td>10 stu</td> <td>75%</td> </tr> <tr> <td>S 2020 A</td> <td>7 stu</td> <td>71%</td> </tr> <tr> <td>F 2019 B</td> <td>13 stu</td> <td>63%</td> </tr> <tr> <td>F2019 A</td> <td>8 stu</td> <td>46%</td> </tr> </tbody> </table> </div>	Term	Number of Students	Percentage of Students who scored 84%	Su 2020 B	-	68%	Su 2020 A	14 stu	76%	S 2020 B	10 stu	75%	S 2020 A	7 stu	71%	F 2019 B	13 stu	63%	F2019 A	8 stu	46%	<p>Quantitative Analysis: So, as reported last year, we removed the Capstone course, and put in its place Leading Change and Innovation, which functions like a normal course in the rotation. The strength of this new approach is that student learning is better couched in the directives of each class. The faculty will get together and review these results, since they are our first in this new approach. We will discuss how our choice of assignments fit this learning objective.</p>
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B. Students will be able to integrate course-specific skills and knowledge used by leaders to analyze organizations and make recommendations for improvement.

Qualitative Analysis
Another change that we put in place was to replace the paper in the Capstone course on organizational analysis with essays or some written assignments embedded in each class where leadership knowledge and ethical judgments are used to assess this learning objective.

Qualitative Analysis: This is our first year using this new qualitative assessment of this learning objective. All sections of the qualitative assessment are evaluated on a 9-point scale. This year we averaged 10.4 students/per class, and we see an average low score of 4.08 in the area of analysis, and an averaged high score of 8.55 in the area of formulating a thesis for the assignment.

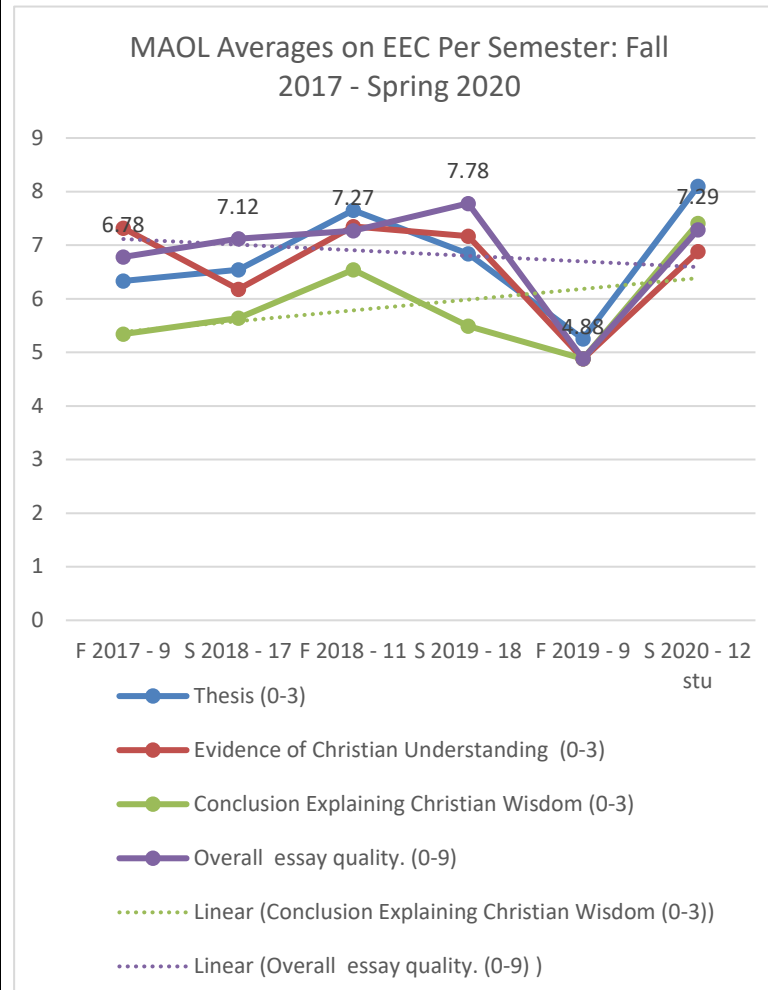


Qualitative Analysis: Upon review of this document the faculty will discuss what shared criteria we might want to have behind the assignments we give as well as set clearer criteria around the mix of course-specific material and the integration of ethics.

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), an embedded case analysis is used as the assessment tool for this learning objective. The student is asked to apply a theory of ethics integrated with Christian faith and values in order to demonstrate they can use such thinking in resolving a business case. The benchmark is that students will score 5 out of a possible 9 points.

EEC: This year, the benchmarks were met in the averages for the year, at 6.09. The trendline is down significantly from last year's 7.3 to 6.09, but the year before that the average was 6.0.



EEC: Having made 2 significant changes to the previous assessment tools, we decided to leave this Case analysis in place, but it has been adjusted for assessment on a 9-point scale. We will work on strengthening the means by which students identify and apply their leadership style to the case analysis assignment.

