



Master of Arts in Organizational Leadership (MAOL)

Assessed by: MAOL Faculty

Cycle of Assessment: Fall 2016-Spring 2017

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.

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>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.</p> <p>Starting with the Fall 2013 class, the exam was changed to a 100 point multiple choice exam that is timed.</p>	<div data-bbox="863 380 1539 980" style="text-align: center;"> <h3>MAOL Comprehensive Exam Results</h3> <table border="1" style="margin: 0 auto;"> <caption>MAOL Comprehensive Exam Results Data</caption> <thead> <tr> <th>Semester</th> <th>Scored below 84%</th> <th>Scored at or above 84%</th> </tr> </thead> <tbody> <tr> <td>F 2014</td> <td>11</td> <td>9</td> </tr> <tr> <td>S 2015</td> <td>10</td> <td>11</td> </tr> <tr> <td>F 2015</td> <td>7</td> <td>4</td> </tr> <tr> <td>S 2016</td> <td>5</td> <td>8</td> </tr> <tr> <td>F 2016</td> <td>9</td> <td>4</td> </tr> <tr> <td>S 2017</td> <td>6</td> <td>4</td> </tr> </tbody> </table> </div> <p>Comprehensive Exam: In the 2016-2017 academic year, 23 students completed the exam. 15 students scored below 84%. 8 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 were 31% and 40%, respectively. The benchmark of 90% of our students was not met.</p>	Semester	Scored below 84%	Scored at or above 84%	F 2014	11	9	S 2015	10	11	F 2015	7	4	S 2016	5	8	F 2016	9	4	S 2017	6	4	<p>Comprehensive Exam: The benchmark of 90% of our students scoring 84% or higher on the Comprehensive exam has never been achieved. We will review the rationale behind choosing this benchmark. In having reviewed the questions we have not identified any that a majority of our students miss. Last year we added summary lectures from each of the courses into this Capstone course as a study aid, but the results show no positive benefit from this effort. We will review the questions in order to update them, and we will discuss further incentives for taking the test, in order to assure ourselves that reasonable effort is being made on the test.</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.

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, 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.

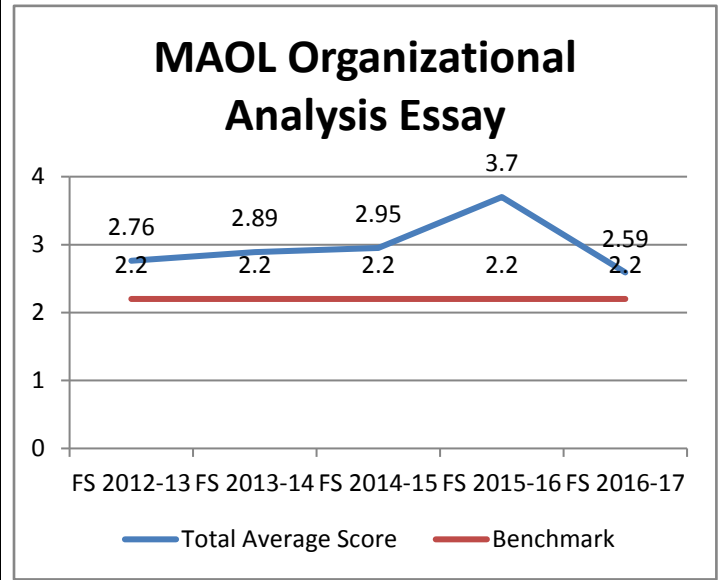
25% of the organizational analyses are randomly selected and evaluated by the MAOL faculty using the organizational analysis rubric.

The benchmark is 90% of the students will score 2.2 or above on the rubric.

Organizational Analysis:

In this iteration of assessment, 3 papers were selected from the Fall of 2016 and 3 papers were selected from the Spring of 2017.

The benchmark is met (90%) for the fall of 2016 and just below the benchmark for the Spring of 2017 at 2.18. The overall benchmark is met for the year.



Organizational Analysis:

Continue to monitor this area with additional data, as changes to the program are put in place. This Fall of 2017, we have made some changes to the MAOL program. We have added two new courses: one on Business Law and Human Resource Management, and one on Followership. All courses will be worth 3 credits. With these changes we will review the next two years of assessing this assignment and consider alterations that we think wise to make.

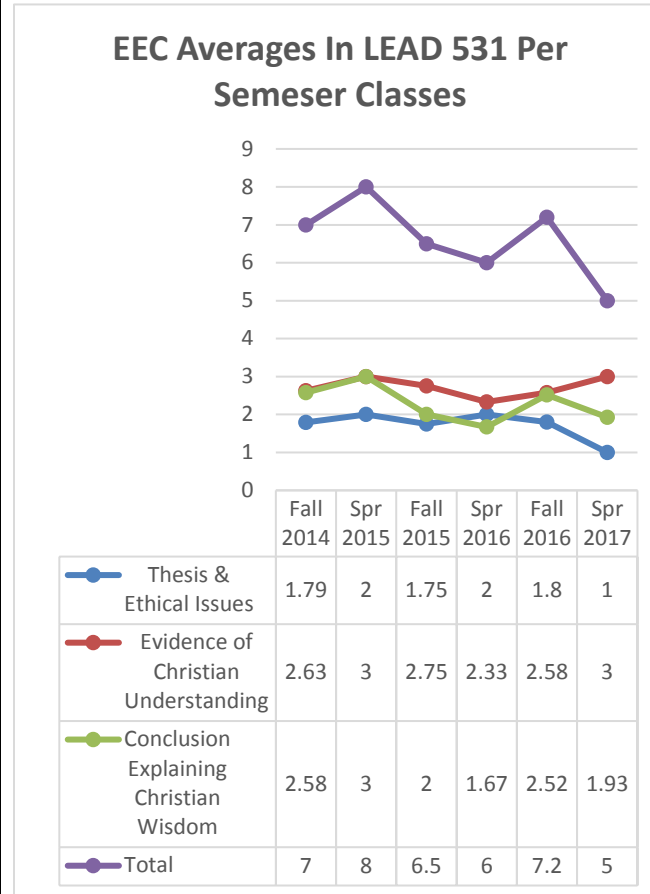
C. Students will be able to identify and analyze their personal leadership style and ethical position.

Embedded Ethics Case (EEC) Analysis

In LEAD 531 (Ethics for Leading with Integrity), there is a case analysis assignment in Session 10. It is the same assignment in years past which we called the VIC (Values Integration Case) This case 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 1's indicate some basic use of the criterion. The 2's indicate that a firmer grasp of the criterion was demonstrated. And the 3's indicate a firm grasp of the criterion. The overall score is now an overall assessment of the quality of the essay. The benchmark is 90% of the students will score 1.5 on average or above on each rubric component. An overall score of 5 is considered the benchmark of acceptable performance.

EEC:

The fall of 2016 average (7.2) and the Spring 2017 average (5) meet the benchmark of acceptable performance (5). The benchmark of every category of 1.5 is met in all other criteria, except for Spring 2017 Thesis formulations.



EEC:

We note that the Spring 2017 class assessment showed a weak performance, it was a random pull from the essays given in that semester. We are considering adding an assignment that focuses more directly on having the student describe their overall approach to ethics.