



Master of Arts in Organizational Leadership (MAOL)

Assessed by: MAOL Faculty

Cycle of Assessment: Fall 2017-Spring 2018

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.

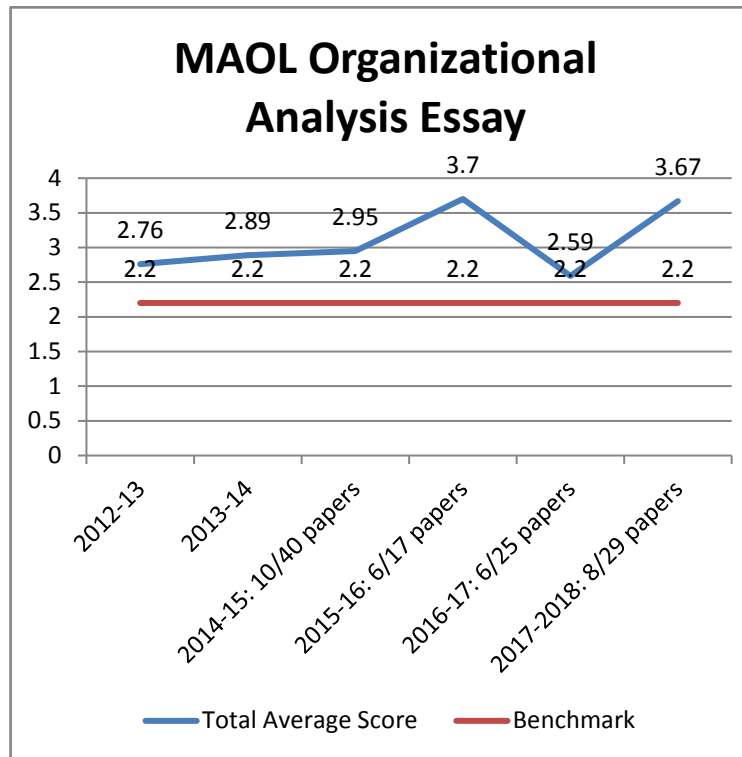
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results																														
<p>A. Students will understand the basic and emerging concepts and theories of leadership.</p>	<p>Comprehensive Exam: The comprehensive exam 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="831 380 1507 980" data-label="Figure"> <table border="1"> <caption>MAOL Comprehensive Exam Results</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 2014</td> <td>10</td> <td>11</td> </tr> <tr> <td>F 2015</td> <td>7</td> <td>4</td> </tr> <tr> <td>S 2015</td> <td>5</td> <td>7</td> </tr> <tr> <td>F 2016</td> <td>9</td> <td>4</td> </tr> <tr> <td>S 2016</td> <td>6</td> <td>4</td> </tr> <tr> <td>Su 2017</td> <td>2</td> <td>1</td> </tr> <tr> <td>F 2017</td> <td>7</td> <td>9</td> </tr> <tr> <td>S 2018</td> <td>0</td> <td>10</td> </tr> </tbody> </table> </div> <p>Comprehensive Exam: In the 2017-2018 academic year, <u>21 students</u> completed the exam. 7 students scored below 84%. 14 students scored at or above 84%. This represents a significant turn-around from last year's results. 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 56% and 100% of the students, respectively. The benchmark of 90% of our students meeting the benchmark of a score of 84 fell short at an average of 76% of our students scoring 84 or higher.</p>	Semester	Scored below 84%	Scored at or above 84%	F 2014	11	9	S 2014	10	11	F 2015	7	4	S 2015	5	7	F 2016	9	4	S 2016	6	4	Su 2017	2	1	F 2017	7	9	S 2018	0	10	<p>Comprehensive Exam:</p> <p>In the last year and a half we have changed the program from 10 courses at 36 credits to 12 courses at 36 credits. We have reviewed and revised the questions based on these changes. We have revised the summary lectures from the courses for the revised Capstone course. We are lowering our benchmark from 90% to 80% of our students will score 84% or higher on this assessment exam.</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 an overall performance score of 2.2 or above on the rubric.

Organizational Analysis:

In this iteration of assessment, 2 of the 3 papers were selected from Summer 2017, 4 of the 16 papers and in Spring 2018 3 of the 10 papers were selected and reviewed in this year’s cycle. The averages for these assessments were 3.2, 3.4 and 3.5 respectively. All averages were above the benchmark of 2.2.



Organizational Analysis: We will 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. We are raising our benchmark from 2.2 to 2.5.

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

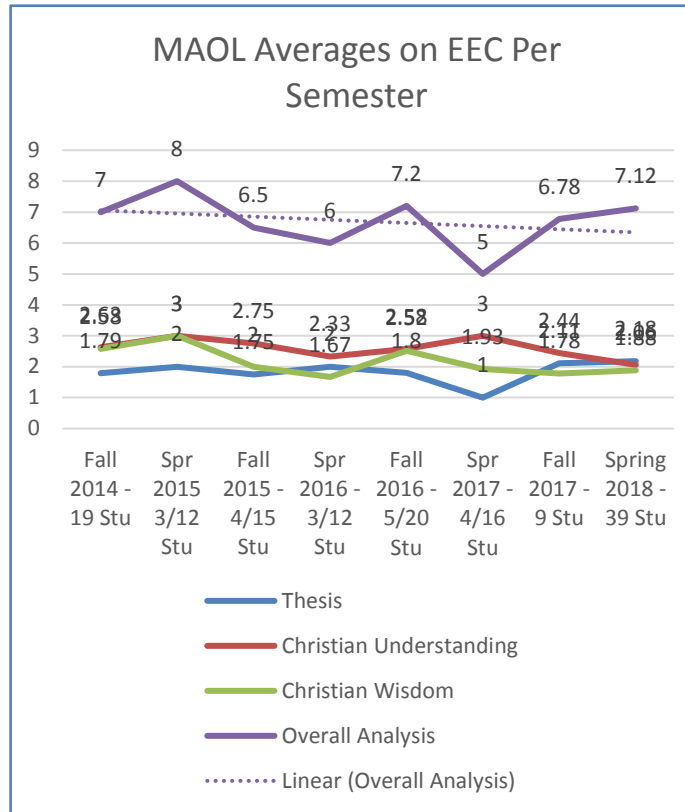
Embedded Ethics Case (EEC) Analysis

In LEAD 533 (Ethics for Leading with Integrity) (the course number was changed to 533, as the course was reduced from 4 credits to 3), there is a case analysis assignment in Session 7. 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 overall score is an assessment of the quality of the essay.

The benchmark is that students will score 1.5 out of 3 possible points on average or above on each rubric component. An overall score of 5 out of a possible 9 points is considered 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 down slightly, for the overall assessment, mostly due to student performance in Spring 2017.



EEC:

The professor teaching the On Line Ethics course is no longer teaching that course.

Up through Spring 2017, the On Line Spring course was assessed with just a random sampling of students. This is designated as a fraction showing how many papers were selected from the total. Beginning Spring 2018, all papers in the OL course are being assessed.

