

Organizational Leadership Status and Program Assessment

by Elizabeth Lahey, Sociology and Organizational Leadership Department Chair

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Organizational Leadership Mission and Vision Statement

The Bachelor of Science in Organizational Leadership (OL) is a liberal arts degree with broad application due to its coursework in leadership, communication, ethics, team dynamics, and fundamental business practices. The major integrates theory and practice to foster understanding between the interrelationship of leadership, power and influence, while emphasizing socially responsible leadership and ethical decision-making.

Organizational Leadership is a newer discipline that is widely accepted in today's business climate. Students who study Organizational Leadership earn a life-enhancing degree while learning to become stronger professionals and more effective organizational members. Graduates of the Organizational Leadership program will possess strong leadership, communication, team-building, critical thinking, oral presentation, and creative problem solving skills.

The program meets the needs of employers in all types of organizations. Best of all, this degree is compatible with many fields and types of organizations including small businesses, large corporations, non-profits, municipal, government or community agencies, hospital administrations, agribusiness, service and hospitality industries, pharmaceutical and other professional sales, and more.

OL Department Snapshot

The Organizational Leadership Department was formed in 2003 as Millikin's only adult accelerated degree completion program. It functioned independently until Fall semester 2011 when it became a department within the College of Arts and Sciences. Prior to that time it was administratively part of PACE and the College of Professional Studies and had a revolving door of administrators that took more or less interest in the academic value of the program.

In 2011, the Dean of the College of Arts and Sciences assigned Elizabeth Lahey, a long-term member of the all adjunct faculty, as the Program Director and Faculty Coordinator. Since that time the faculty has focused on fine-tuning the curriculum and developing rigor in the assessment of the curriculum and the faculty.

The OL program was composed of a fulltime director and student advisor, plus 9 adjunct faculty members. In 2015 – 2016 of the 10 member faculty, 3 had terminal degrees and 1 was ABD. The remaining adjuncts possessed MBA degrees in Organizational Leadership and/or Communications with significant experience in their respective fields. Six of the faculty were adult, non-traditional students themselves. Six of the faculty members have extensive experience in online course development and/or instruction. However, a combination of online and classroom experience is critical to attaining an ongoing position in the program since all the OL major courses are offered live or in hybrid mode; while the OL minor and certificate courses are hybrid or online. 2016-2017 faculty included Diana Heeb-Bivona (ABD), Melinda Rueter, Nathan Buske, David Drennan, Dr. Frank Houston, Candace Baker, Máire Fox, Dr. Janet Kirby, and Dr. Margaret Lee.

The enrollment in Organizational Leadership has varied greatly over the last few years as seen in the graph below. When the major was first introduced the pent-up demand for a local degree completion program was enormous. The numbers of students increased from 118 at the program's inception in 2003 to a peak of 225 students only two years later. The primary impetus for the early enrollment was the joint effort between PACE and the local

ADM, Caterpillar, and Decatur hospitals to encourage employees to finish degrees they had begun earlier in life. As those students moved through the system the student numbers began a steady decline until 2009.

The Organizational Leadership program struggled between 2005 and 2009 with a rotating and often absent PACE director leadership. The rigor and academic integrity of the program was called into question by employers. The support from community businesses began to decline, both due to their concern over the degree's value and the declining economic conditions. Several employers reduced their student tuition financial support to address their own declining profits.

In 2009, with renewed commitment to strong leadership and a rigorous academic curriculum, the trend was abated. Admissions developed linkages directly to the local community colleges to provide ongoing feeds to the OL program. The new Chair of Organizational Leadership and the PACE office staff met with local employers to discuss the new emphasis. OL was placed in the College of Arts and Sciences, adding credence to the importance of the degree to Millikin. The new Director attended all PACE open houses to sell the program and become its face for potential students. This effort continued longer-term as students were admitted, enrolled, and attended classes. The systematic, personalized nurturing of students has kept the drop-out rate to a minimum and has encouraged many students to transfer into the degree from other PACE programs. These combined efforts have created stable, sustainable, slow-growth enrollment numbers since 2009.

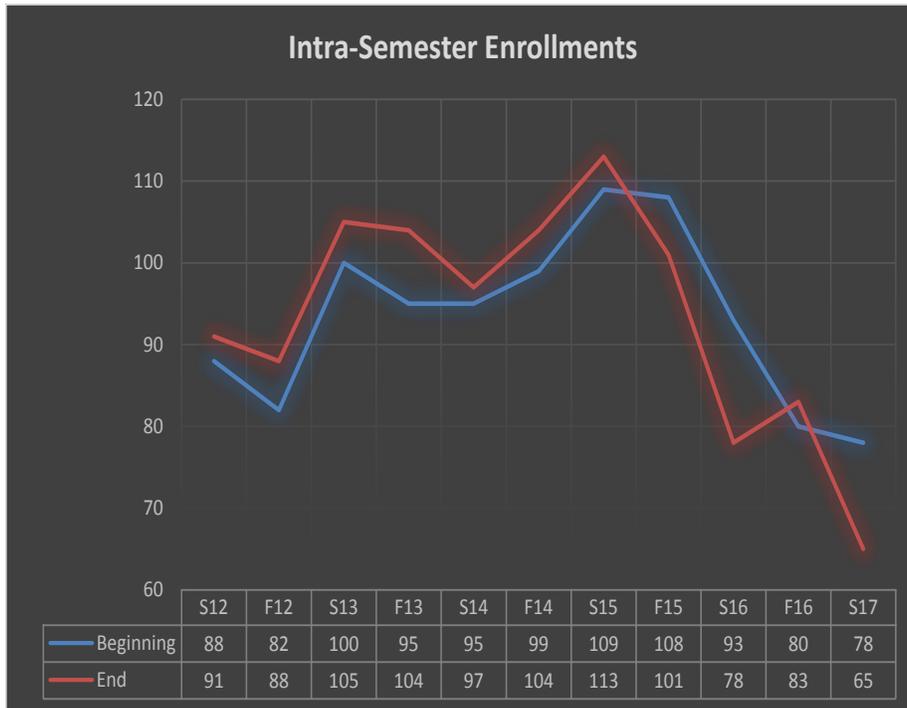
With declining enrollment in the PACE program for years, OL has historically been the single bright spot. The OL numbers have been trending continually upward since the low in 2009 of 78 students. Unique student enrollments reached 132 students overall in 2014-2015. Academic year 2015-2016 saw the number rise to 135. However, the PACE office whose fulltime job was to recruit, admit and enroll students was eliminated in December 2015. It was not until April of 2016 that the Admissions department offered any open houses for potential non-traditional students. Even then only three such Open Houses have occurred in total since Admissions took over the PACE function for recruitment. As a result of these lackluster efforts, OL did not see typical increases in enrollment this past academic year. The total unique enrollments dropped below prior year levels, to 109, for academic year 2016-2017. This was the first significant decline in OL enrollments in eight consecutive years.

Admissions has not replaced the graduating students, much less expanded the student population. This leaves total enrollment numbers exceptionally low. Working with Admissions to see they make recruitment of non-traditional students a priority will be essential. Additionally, the recent decision by ADM to endorse a fully online college program, Ashford University, will compound enrollment concerns in all non-traditional programs at Millikin. Similarly, Millikin has been expanding its variety of adult-friendly degrees – in affect diluting enrollments in existing programs. These three issues have combined to make OL enrollments at a level too low to sustain cohort start-ups each semester going forward, as is the practice today. These declines cannot continue or the cohort program will be at risk. Watching this trend is critical going forward.

The overall 2016– 2017 number of different OL cohort students (not just graduates) included approximately 53 adults, ages 21 – 55, with the bulk in their late 20s and early 30s. There are also approximately 56 other students at varying stages of completing general education requirements that have declared an OL major, but are currently termed pre-majors. Additionally, this academic year saw the first declared OL minor and 2 declared OI certificate seekers, all from traditional programs at Millikin. Pre-majors, minors, and certificate seekers are excluded from the assessment of the overall success of the OL program.

Prior to closure of the PACE office, new admissions intra-semester had typically outnumbered the students graduating or leaving. Students in the PACE program have numbers that wax and wane quite significantly throughout the year. Reasons typically include businesses closing and/or restructuring tuition reimbursement programs, families moving out of the area for job changes, financial aid issues, and a few pregnancies and illnesses that require extended absences from classroom activities. As a result, the number of 109 OL students for 2016-2017 is not necessarily representative of semester start and end numbers. Looking at the detailed intra-semester number further clarifies the declines in OL enrollments. During the last academic year the fall of 2016 semester had a beginning enrollment of 80 students with an ending enrollment of 83 students. With a graduating class in fall of 11 students, the spring semester of 2017 began with an enrollment of 78 students and ended with an enrollment of only 65 students. The spring graduating class was 17 students for a total of 28 OL graduates in the 2016-2017 academic year. None of these numbers even approach the 109 unique student enrollments proclaimed by the records keepers. What these numbers show is students starting and dropping out in numbers far exceeding prior years. It shows numbers that make the sustainability of twice a year OL cohort starts an concern – one that may impact OL as soon as January 2018!





Learning Outcome Goals for the Organizational Leadership Major

1. Millikin:

To Deliver on the Promise of Education

At Millikin, we prepare students for:

1. Professional success;
2. Democratic citizenship in a global environment;
3. A personal life of meaning and value.

2. Organizational Leadership:

Students completing the Bachelor of Science degree in Organizational Leadership will:

1. Formulate professional level written and oral communication as a critical component of effective leadership.
2. Interpret organizational issues and determine effective solutions consistent with organizational goals.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organization's political, social and cultural context.

5. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.

Degree Requirements

This is a non-traditional major and is only available to students first admitted to Millikin's PACE adult accelerated degree program.

A total of 124 semester credit hours are required to complete the Bachelor of Science degree in Organizational Leadership. It is made up of 2 parts:

1. Pre-Major (University and College of Arts and Sciences Requirements plus Electives)
2. Major Requirements

1. Pre-Major (79 Total Semester Credit Hours)

The Organizational Leadership degree program has all the same requirements as the College of Arts and Sciences and the University in general. These may be transfer credits from previous universities, CLEP test credits, Prior Learning Assessment credits (PLAs), or courses taken from the PACE adult accelerated format through Millikin University.

After completion of all specific Pre-Major requirements OL students still have a large number of available elective credits. These too may be transfer credits or Millikin adult accelerated PACE courses. The students may select from a variety of available courses to personalize their education; either broadening or deepening their academic experience.

2. Major Requirements (45 Total Semester Credit Hours)

Organizational Leadership majors then finish their B.S. degree by successfully completing 15 required major courses, over four semesters. OL semesters run from January through June and July through December, with short breaks over the summer and winter holidays. The major courses are only offered in a cohort format; students begin the major together, take all courses together in a pre-defined sequential order, and complete degree requirements as a team.

Each of the 15 required major courses meet five times, one night per week from 6-10pm. Students focus on one course at a time. Overlap between courses due to pre and post work from predecessor and successor courses is expected. The pre and post activities create a total of seven weeks of instruction per course.

Before entering an OL major cohort, students must have fewer than 18 credit hours remaining in their Pre-Major course work. Students are expected to complete all Major and Pre-Major course work in the remaining four semesters once beginning a cohort, so as to graduate with their peers. Students unable to complete any course in the cohort may significantly delay their degree completion date due to prerequisites and cohort scheduling issues.

Semester 1:

OL300 Self-Leadership (3)

OL240 Technology and Data Analysis in Organizational Decision-Making (3)

CO242 Business and Professional Communication (3)

OL310 Group and Team Dynamics (3)

Semester 2:

OL340 Introduction to Finance and Budget in Organizations (3)

OL344 Organizational Leadership (3)

OL350 Leadership Ethics (3)

OL343 Communication and Conflict (3)

Semester 3:

OL306 Organizational Behavior (3)

OL301 Organizational Development through Human Resources (3)

OL375 Organizational Creativity, Innovation, and High Performance (3)

OL385 Leadership, Diversity, and Multiculturalism (3)

Semester 4:

OL390 Organizational Development (3)

OL400 Project Management (3)

OL450 Organizational Leadership Capstone (3)

Methodology

This assessment plan is designed to determine the success of the Organizational Leadership curriculum at impacting the goals of both Millikin and the Organizational Leadership Major. This will be done on two levels: 1) are the students in aggregate progressing toward competence in the goals set by the OL faculty over their tenure in the degree completion program, and 2) are the OL faculty continually looking for opportunities to improve the ability of students to be successful by analyzing the trend results of the assessment over time and implementing needed changes.

To measure student learning with respect to the above goals, the OL department assesses students as they begin their major cohort, effectively at Junior status, and again at the completion of the program just prior to graduation. Feedback at each of these two points guides improvement in the OL curriculum and OL faculty development. Each artifact is evaluated by a committee of three OL faculty members and students are given a rating of green (3 points), yellow (2 points) or red (1 point). Green implies the learning goal has been achieved, yellow that the students have made progress toward the goal, and red means the students are new to or significantly below acceptable levels on the goal.

Assessment methods involve the collection of artifacts early in the student's degree completion program and comparing the results to artifacts collected at the end of the degree completion program. As a result of the student assessment beginning at the Junior level, early results are often higher than might typically be expected by assessment programs that track traditional students for their entire four years in college.

The instructors in all identified OL courses (see succeeding pages) will design an artifact to accurately reflect the desired measurement on the assessment rubric. Additionally, instructors will submit these artifacts to the Organizational Leadership Department in electronic form within a week of the final assignment due date for archiving, analysis and accreditation purposes.

An OL committee of 2-3 faculty members will review the artifacts to determine the number of students in each rubric category and submit the counts to the Organizational Leadership Department within 45 days of the end of the proceeding semester. The Organizational Leadership Department will then develop the percentages and averages as defined on the assessment grid below and prepare the annual report for the University and accrediting bodies, to include trend performance over time.

OL students begin cohorts both Spring and Fall semesters. The draft assessment plan was completed and approved in May of 2012. Thus the initial assessment was taken for the cohort beginning in Fall of 2012. It has been implemented in every cohort thereafter. The final assessment of the first cohort, Fall 2012, was completed at the end of academic year 2013-2014. That first assessment was an entire single cohort of 13 people. The 2014-2015 assessment was the first that covered an entire year of OL students, two complete cohorts. From this point forward the assessment will incorporate two cohorts and an entire academic year.

The 2016-2017 assessment report incorporates OL cohorts that began in Spring and Fall of 2015 and finished four semesters later in Fall 2016 and Spring 2017. These two cohorts began with a total of 34 students, although 3 others enrolled but never attended classes. Of those 34 students, 2 withdrew due to job transfers. Two took a couple semesters off for personal reasons, but have been readmitted and plan to finish remaining classes next year. Two others changed majors, one to Nursing and the other to Exercise Science. One student was part-time and started long before the assessment process began, so she was excluded from the final results below. Therefore the 2016-2017 assessment covers a pool of 27 students.

Organizational Leadership Curriculum versus Goal Map (See links above on page 4 for first two rows below)

Millikin Goals	1. & 3.	1. & 3.	1. & 2. & 3.	1. & 2.	1. & 2. & 3.	1. & 2. & 3.
OL Major Goals	1.	1.	1. & 2. & 3. & 4.	2. & 3. & 4.	2. & 3. & 4.	5.
Goal Measurement Categories	Fundamental Skills	Fundamental Skills	Fundamental Skills and Leadership and Organizational Skills and Understanding	Leadership and Organizational Skills	Leadership and Organizational Skills	Leadership and Organizational Skills
Specific Goal Measurements	Oral Presentation Skills	Written Communication Skills	Critical Thinking, Creative Problem-Solving & Decision-Making Skills	Understanding Organizations & Change	Leadership Attributes, Collaboration & Team Building Skills	Understanding Ethically & Socially Responsible Behavior
OL300 Self-Leadership	YES	YES	YES	YES	YES	YES
OL240 Technology and Data Analysis in Organizational Decision-Making	YES	NO	YES	YES	NO	NO
CO242 Business & Professional Communication	YES	YES	NO	YES	NO	NO

OL310 Group & Team Dynamics	YES	YES	YES	YES	YES	YES
OL340 Introduction to Finance and Budget in Organizations	YES	NO	YES	YES	NO	NO
OL344 Organizational Leadership	YES	YES	YES	YES	YES	YES
OL350 Leadership Ethics	YES	YES	YES	NO	YES	YES
OL343 Communication and Conflict	YES	NO	YES	YES	YES	YES
OL306 Organizational Behavior	NO	YES	YES	YES	YES	YES
OL301 Organizational Development through Human Resources	NO	YES	YES	YES	YES	YES
OL375 Organizational Creativity, Innovation, and High Performance	YES	YES	YES	YES	YES	NO
OL390 Organizational Change	NO	YES	YES	YES	YES	NO
OL385 Leadership, Diversity & Multiculturalism	YES	YES	YES	YES	YES	YES
OL400 Project Management	YES	YES	YES	YES	YES	YES
OL450 Leadership Capstone	YES	YES	YES	YES	YES	YES

Organizational Leadership Assessment Choices Overview (See links above on page 4 for first two rows below)

Millikin Goals	1. & 3.	1. & 3.	1. & 2. & 3.	1. & 2.	1. & 2. & 3.	1. & 2. & 3.
OL Major Goals	1.	1.	1.& 2. & 3. & 4.	2. & 3. & 4.	2. & 3. & 4.	5.
Goal Measurement Categories	Fundamental Skills	Fundamental Skills	Fundamental Skills and Leadership and Organizational Skills and Understanding	Leadership and Organizational Skills	Leadership and Organizational Skills	Leadership and Organizational Skills
Specific Goal Measurements	Oral Presentation Skills	Written Communication Skills	Critical Thinking, Creative Problem-Solving & Decision-Making Skills	Understanding Organizations & Change	Leadership Attributes, Collaboration & Team Building Skills	Understanding Ethically & Socially Responsible Behavior
OL300 Self-Leadership	Initial Assessment: Videotape Presentation	Initial Assessment: First Draft of Ethics Research Paper	Initial Assessment: First Draft of Ethics Research Paper	Initial Assessment: Pre-Assessment Test	Initial Assessment: Pre-Assessment Test	Initial Assessment: First Draft of Ethics Research Paper
OL240						
CO242						
OL310						

OL340						
OL344						
OL350						
OL343						
OL306						
OL301						
OL375						
OL385 Leadership, Diversity & Multiculturalism						
OL390						
OL400 Project Management						
OL450 Leadership Capstone	Final Assessment: Videotape Presentation	Final Assessment: Reflection Paper	Final Assessment: Reflection Paper	Final Assessment: Post-Assessment Test	Final Assessment: Post-Assessment Test	Final Assessment: Final Ethical Evaluation Paper

Note: As Organizational Leadership (OL) is a 2-Year Degree Completion Program, Assessments are of 3rd and 4th Year Students Only

Organizational Leadership Assessment Rubric

	Red (1)	Yellow (2)	Green (3)
Oral Presentation Skills	<ol style="list-style-type: none"> Obviously nervous in front of an audience Gets confused over material Avoids eye contact Message delivered without passion 	<ol style="list-style-type: none"> Nervousness is controlled Eye contact is acceptable Little need for supporting script Message delivered acceptably 	<ol style="list-style-type: none"> No sign of nerves Uses audience to advantage Does not rely upon support materials Message delivered with enthusiasm
Written Communication Skills	<ol style="list-style-type: none"> The purpose of the paper is generally unclear The writing style is not logical or cohesive; flow is choppy and disconnected Paper contains minimal depth of content and mentions ideas but offers little if any support Student exhibits little or no understanding of APA formatting or citation style Has numerous grammatical, spelling or punctuation errors that make reading very difficult 	<ol style="list-style-type: none"> The purpose or focus of the paper is clear but lacks originality of thought or perspective The ideas are arranged logically to support the central purpose or focus, but there may be some difficulties in organization and flow of ideas, but for the most part, the audience can follow the line of reasoning Paper sometimes lacks clear and consistent support for the purpose or focus of the paper APA formatting has been used with minor to moderate errors in-text and in References Has minor grammatical, spelling or punctuation errors that are noticeable in the reading 	<ol style="list-style-type: none"> The purpose or focus demonstrates originality of thought with clear and consistent support The ideas are arranged logically to support the purpose or argument; transitions are used effectively to create a smooth and cohesive flow of ideas Adequate, credible and thoughtful evidence is consistently used to support the purpose or focus of the paper Illustrates clear understanding of APA format; exhibits ability to cite complex academic/professional sources through consultation with manuals Has few or zero grammatical, spelling or punctuation errors
Critical Thinking, Creative Problem-Solving & Decision-Making Skills	<ol style="list-style-type: none"> Unreflective Relies on undocumented Assumptions Factual only Avoids making Inferences Looks towards others to influence their decision Logic not apparent Avoids responsibility for decision making Bypasses problem solving techniques 	<ol style="list-style-type: none"> Selectively reflective Cites few source Documents Vocabulary acceptable, but still lacks critical thinking vocabulary Uncomfortable inferring from facts Inconsistently biased Looks for others' confirmation Uses problem solving techniques in limited ways Unsure how to analyze data to make decisions Not conceptual 	<ol style="list-style-type: none"> Explicitly reflective Cites many sources with conflicting data Seeks deeper understanding of situation Neutral, stating alternative viewpoints without bias Leads others in thinking and decisions Utilizes problem solving techniques consistently Conceptual analysis
Understanding Organizations & Change	<ol style="list-style-type: none"> Score below 26/60 on OL Assessment Demonstrate familiarity with basic organizational structures, concepts and terms Has little or no understanding of variables involving individuals, groups and the whole organization 	<ol style="list-style-type: none"> Score 26-35/60 on OL Assessment Demonstrates understanding of organizational structures, concepts and terms as it relates to own organization Is able to apply their knowledge regarding organization variables to settings with which the 	<ol style="list-style-type: none"> Score above 35/60 on OL Assessment Understands implications of organizational structures, concepts and terms on any organization is able to use organizational variables and concepts to develop an approach to organization change for a real or

	<ol style="list-style-type: none"> Has little or no familiarity with organizational change issues 	<p>student has had experience</p> <ol style="list-style-type: none"> Understands the impact of change events the student has been in involved 	<p>hypothetical organizational need</p>
<p>Leadership Attributes, Collaboration & Team Building Skills</p>	<ol style="list-style-type: none"> Score below 26/60 on OL Assessment Displays a high level of ownership and determination to accomplish goals Prefers to work alone and involve others only if required to do so. 	<ol style="list-style-type: none"> Score 26-35/60 on OL Assessment Self- disciplined and displays determination to accomplish goals Has passion for managing things and activities and will include others if they have similar ideas and goals Seeks to promote own solutions to situations in positive and inclusive manner 	<ol style="list-style-type: none"> Score above 35/60 on OL Assessment Self- disciplined and displays a high level of ownership, humility, determination to accomplish goals Has passion for making others prosperous by articulating a vision that motivates and influences the actions of others in a positive way Seeks to promote the solutions of others rather than self.
<p>Understanding Ethically & Socially Responsible Behavior</p>	<ol style="list-style-type: none"> Addresses an ethical question or situation with a quick, top-of-mind response May see things as very black and white Is unwilling to make a controversial decision May not understand the importance or value of diversity within an organizational structure Only aware of self; “you are who you are” 	<ol style="list-style-type: none"> Makes an attempt to analyze an ethical dilemma or situation Is aware that there could be more than one viewpoint but chooses to focus on own frame of mind; can take a position and provide arguments for the position Is aware that an ethical decision might not be viewed as positive by others Is tolerant of diversity within an organizational structure Aware that each person has own experiences 	<ol style="list-style-type: none"> Is able to question how an ethical decision could affect self, followers, the organization, the industry, the environment, future generations, etc. Seeks out multiple viewpoints and forms a decision based upon what is best for the organization; student can take an issue and dissect it, then form strong arguments to support the decision Understands that the ethical decision may not be a popular one, but is prepared to persevere Is accepting of people with diverse backgrounds and opinions and seeks to create an inclusive environment Has an understanding that one’s own experiences impact interactions with others

Organizational Leadership Assessment Report

Organizational Leadership Assessment Report

Cohort Start and End Dates: Spring 2015 – Fall 2016 and Fall 2015 – Spring 2017

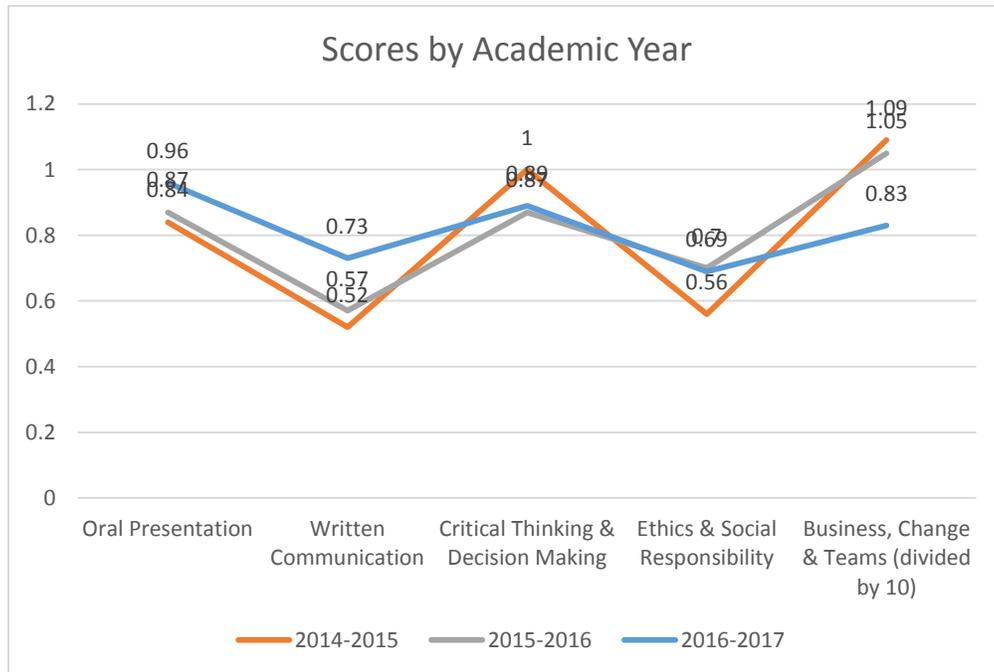
Total Number of Students Assessed: 27 (26 on three measures)

	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	15/56%	10/37%	2/7%	1.52/.64
Final Assessment	2/7%	10/37%	15/56%	2.48/.57
Change				.96
Written Communication Skills				
Initial Assessment	12/45%	11/43%	3/12%	1.65/.69
Final Assessment	1/4%	14/54%	11/42%	2.38/.50
Change				.73
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	11/42%	12/46%	3/12%	1.69/.66
Final Assessment	0/0%	11/42%	15/58%	2.58/.48
Change				.89
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	10/38%	10/38%	6/24%	1.85/.75
Final Assessment	1/4%	10/38%	15/58%	2.54/.49
Change				.69
	Red (1) Scores 0-25/60	Yellow (2) Scores of 26-35/60	Green (3) Scores 36-60/60	Average Low and High And Standard Deviation
Understanding Organizations & Change and Leadership Attributes, Collaboration & Team Building Skills				
Pre-Assessment Results	5/18.5%	21/78%	1/3.5%	28.4/17-37/4.31
Post-Assessment Results	2/7%	7/26%	18/67%	36.7/23-46/6.29
Change				8.3

Organizational Leadership Assessment Results Analysis

It is important to note that OL students are working adults, with at least two years of prior college learning, and with significant life experience. Their pre-assessments would be expected to reflect higher scores than traditional students starting college. Many individual pre-assessment scores showed a Yellow level of achievement by OL students prior to the start of their degree completion program. Less than 60% percent of scores came were Green and Red combined. So, about 40% of the students came in with a median level of knowledge to begin the program in every category.

Overall, the OL program continues to be a huge success. The faculty has worked hard to revise their courses to meet the program goals. For the first time since this assessment began the faculty feel the courses offered taught and received as desired. As a result, there has been more emphasis this year on adding elective special topic courses. The Global Leadership course has proven a great success not only due to content, but also due to it satisfying student’s IN350 requirement. Mindful Leadership was less successful with only one OL student taking the course.



Year to Year Scores

Despite the students starting positions, the OL program was able to produce major improvements in every goal category for the students assessed. The scores across the previous three academic years show relative consistency in the assessments from one year to the next.

The greatest progress this year over last year was made in Written Skills (from .87 to .96, or .16 improvement over last year's scores). This is completely contributed to the use of a more demanding instructor in the key first course that emphasizes writing. It is unclear as to whether this trend will continue long-term, as she has taken a fulltime position elsewhere and has recently given up the course. We should see another year of extremely good results in the writing area before the trend may shift. Getting instructors in Org Leadership that also are demanding in the written skills can prove difficult.

The second major improvement came in Oral Presentation skills (from .87 to .96). This is believed to be due to two factors. First, a faculty member was added into the students' first semester who includes two presentations in his five week course. He believes in giving live feedback so all students can benefit from his comments. He immediately follows our "speech" instructor in the curriculum so he was able to reinforce the formal learning she provided through his assignments. Second, our "speech" instructor took on an additional course this past year. Since her emphasis is on Oral Presentation skills the students' benefitted from having her a second time later in their curriculum to further reinforce their skill set.

Critical Thinking, Creativity, Problem Solving and Decision-Making skills and Ethical Responsibility showed no changes. However, the faculty feel this is an indication that the program is doing exactly as we hoped in those areas and therefore are showing stabilization.

There was an unexpected decline in Business, Change and Team Building skills (from 1.05 to .83). This is the fact-based portion of the assessment process and is a disappointment to the faculty. We will need to put more emphasis on this area going forward.

Within Year Scores

The largest improvement from the start to the end of these students OL career were found in Oral Presentation skills with a 96% increase from the start of the program to its end. As mentioned above, this is due in part to two professors that are putting extreme emphasis on the development of these skills in their classrooms. Additionally, Over 70% of the courses require at least one presentation and several require two or more. Increasing expectations of professionalism from the start to the finish of the OL program is detailed in each syllabus, despite the use of a standardized rubric to make the important components of success apparent from the day the program begins. We are doing outstanding work at making students better presenters. This is a key leadership skill as presentations are the most common way that leaders share their enthusiasm for their vision with their followers. It is also the way most organizations today disseminate information to large numbers of employees.

The second greatest improvement came in Critical Thinking and Decision Making which rose by 89% over the student's assessment at the start of the program. This is in line with improvements seen in the goal for all previous cohorts as well. This is a skill that is honed in every class in the curriculum. Students are expected to take theory and apply it to their actual work life through careful and thorough analysis. The faculty continues to excel at giving assignments and facilitating discussions that exercise this skillset.

Written Communication showed the third best improvement at a 73% increase over the student's starting position. A growing trend in students admitted to the PACE program are extremely poor initial writing skills. The OL department chair has been in conversation with the Admissions staff to do a better job of screening applicants out of the program and/or requiring a formal writing exam prior to admittance. It has been a growing strain on the faculty to try to teach basic writing skills in addition to content. OL students should effectively be at a Junior level of writing skill when they enter the OL cohort. However, many arrive at their first OL cohort class needing remedial writing assistance. Despite our best efforts to teach both OL content and writing, many students are still embarrassingly poor writers when they leave the program. An ongoing effort is to establish a better benchmark against which potential students must be evaluated successfully prior to entering the OL cohort.

Two instructors have made it their personal goals to focus heavily on the challenge of remedial writing needs in our students. Their relentless emphasis in two first semester classes, combined with writing assignments in 90% of the courses in the curriculum gives the students a significant number of opportunities to hone their writing skills. However, this is an area of concern going forward. One of those faculty members recently took on a more limited role at Millikin due to full-time work considerations, and has therefore given up their writing intensive course completely. The other instructor is the OL Program Director who will be retiring in two years. A concerted effort must be made to fill this void in faculty willing to provide remedial writing assistance or these improvements will be more difficult to maintain in the future.

Ethics and Social Responsibility saw a 69% improvement over the initial assessment. This is in line with all previous cohorts and appears to be the norm for this goal.

The pre and post-assessment scores are aimed at evaluating the goals of Understanding Organizations & Change and Leadership Attributes, Collaboration & Team Building Skills. They did so, with an 8.3/60 point score total improvement. This improvement is below the norm of about 10 points for other cohorts and needs to be monitored going forward to see if the trend continues and what it might mean.

Performance Learning in OL

By its very nature as a degree completion program for working adults, OL has always provided performance learning opportunities. Students are expected to read about an Organizational or Leadership issue, discuss how it relates to them on their job, examine alternative approaches from in-class peers with vastly different experiences, and then reflect on what they learned in the classroom and back on the job via journals, essays, presentations or papers.

Despite the emphasis in OL on putting classroom training into action at work, OL does provide a variety of other performance learning opportunities for students outside their jobs. The newest effort was developed in Fall 2016 and was in its infancy in Spring 2016. The performance learning initiative runs through three OL courses, CO242 Business and Professional Communication, OL344 Leadership and OL375 Creativity and Innovation. Students develop real interview materials in the first class, actually interview a community leader in the second class, and then create a broadcast segment on leadership in the third class. They share their leadership interview with listeners of Millikin's WJMU radio station. The goal is develop five radio segments per semester.

The OL450 OL Capstone course is the final course in the curriculum and carries the largest performance learning component. The class is designed so that students do a project or presentation for an outside audience. Examples in the recent past have included: 1) making suggestions to a board of visiting students, faculty members, and local Wendy's employees on how to move Wendy's from a good to great company by recapturing the children's market from McDonald's, leading an effort in Decatur to market a construction retail store for Habitat for Humanity, leading the transportation and parking effort for Millikin's IJAS conference debut, and most recently, developing a program for the City of Decatur to reduce homelessness.

Other performance learning initiatives take place on a smaller scale in some classes.

1) The OL240 Technology and Data for Decision-Making students make critical decisions about the final grades of the graduating OL cohort. These students act as the Board of Trustees (along with OL faculty and community leaders as appropriate) for the OL450 student Capstone presentation. They are expected to judge the performance of the graduating class. Their assessments are a significant portion of the final grades awarded in OL450 Capstone. This teaches students how to manage performance reviews in a real world setting.

2) The OL310 Group and Team Dynamics class puts on a holiday concert where the class teams perform their musical composition in front of other students and/or faculty in the evening program. The reviewers determine which team displayed the most cohesion, learning, integration and productivity – all qualities of a successful team.

2016 – 2017 Initiatives

1. OL Club and Alpha Sigma Lambda

The OL Club was expanded successfully to include traditional as well as non-traditional students. The Club was voted the Most Improved on-campus organization for academic year 2016-2017. With the closing of the PACE office the responsibility for the non-traditional student honor society had fallen through the cracks. It was important enough to OL students that the faculty chose to lead the rebirth of the honorarium.

2. OL Minor and Certificate Programs

OL saw its first two declared OL Minors as well as 2 declared OL certificate candidates. The courses offered in these programs continues to attract students to OL despite the limited number that declare themselves in either program. Of the four courses offered last academic year, all but one had the necessary enrollment to proceed.

3. Administrative Initiatives

- With the start and end of term changes imposed by the federal regulators, plus Millikin's decision to make all courses start on a preset inflexible schedule, OL students suffered many unacceptable consequences. Students lost financial aid related to required OL Summer courses. They were not fulltime students Fall or Spring semesters so 1) they could not be on the Dean's List and 2) many lost Veteran or Job Training funding. The OL advisor developed personalized approaches to help those effected financially. The OL faculty voluntarily and in a coordinated fashion realigned the entire OL curriculum sequence to rectify the issues created. This required creative scheduling and intimate interactions among adjunct faculty to minimize the student workload spikes where multiple courses overlapped. The students benefitted greatly from the unselfish effort on the part of the OL adjunct faculty and they are to be congratulated on their immediate and momentous effort to assist the OL student population.
- As a representative for the Organizational Leadership program, Elizabeth Lahey had been an integral part of the Leadership Team at Millikin, dedicated to the design of a Leadership Center and the programming to support it since Fall 2014. This role included membership on the Leadership Nyberg, leadership on the Leadership Center Advisory committee, chair of the Academic Subcommittee on Leadership and membership in the committee to develop the mission, vision and values for Millikin's brand of Leadership and the Leadership Center.
- A proposal to add a second fulltime faculty member to the OL program was not considered by management. The new Leadership Center Director was not chosen from among persons able to serve as a part-time faculty member in OL either.

Next Steps

- 1) Organizational Leadership will undergo a Program Assessment in the 2017-2018 academic year. This will take up a great deal of non-classroom time this coming year.
- 2) A plan for Elizabeth's approaching 2019 retirement must be developed. She houses the bulk of Millikin's expertise on both OL and non-traditional students in general. She is also the glue that keeps the OL instructors and students a cohesive unit. A smooth transition will require thought, time and effort.
- 3) The OL program has begun to see turnover in faculty, with two long-term instructors leaving due to full-time position considerations, one accepting only online courses going forward, and another who has announced her retirement in 2019. These instructors play integral roles in the OL program because they have taken ownership of their courses and have established a strong academic community with their OL colleagues. They function as a well-oiled machine and require little administrative support to excel. Hiring replacement adjuncts that will perform at the same level of quality and independence will not be easy. Additionally, many are personal friends, colleagues or former students' of Elizabeth Lahey's that own their loyalty and dedication to that relationship with her and not to the university overall.