

Organizational Leadership Status and Program Assessment

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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. Elizabeth retired May 1, 2019 and an existing adjunct, Dr. Janet Kirby, was hired as her replacement. Additionally, the program will be housed in the Tabor School of Business going forward, but will remain a Bachelor of Science degree.

In 2018-2019 the OL program was composed of a fulltime director and student advisor, plus 9 adjunct faculty members. In 2018 – 2019 of the 10-member faculty, 4 had terminal degrees. The remaining adjuncts possessed MBA degrees in Organizational Leadership and/or Master's in 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. 2018-2019 faculty included Dr. Diana Heeb-Bivona, 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 had 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 five such Open Houses have occurred in total since Admissions took over the PACE function for recruitment. Because of these lackluster efforts, OL did not see typical increases in enrollment the past three academic years. The total unique enrollments dropped below prior year levels, to 109, for academic year 2016-2017, 70 for academic year 2017-2018, and 45 for academic year 2018-2019. This seems to be the new trend in enrollment for the foreseeable future. It is apparent graduates are not being replaced by new enrollments.

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 is essential. Additionally, the recent decision by ADM to endorse a fully online college program, Ashford University, and to reduce their number of live classroom college choices, 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 was the practice in years past. These declines cannot continue or the cohort program will be at serious risk. Adults business programs, to quote Dr. Michael Brown, "Are on life-support."

The overall 2018– 2019 number of unique OL cohort students (not just graduates) included 43 OL cohort members, ages 25 – 58, with the bulk in their late 20s and early 30s. Plus, there were also approximately 2 other students at

varying stages of completing general education requirements that have declared an OL major but are currently termed pre-majors.

There was a total of 19 OL graduates in the 2018-2019 academic year. Of the 45 unique majors declared in the academic year 2017-2018, 42% are now gone. Although FLEX admits students year-round, it appears there are only about 26 students in the pipeline. What these numbers show dramatically is students are not enrolling at a sustainable rate.



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 FLEX 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 many 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.

This Year’s Assessment

The 2018-2019 assessment report incorporates OL cohorts that began in Spring and Fall of 2017 and finished four semesters later in Fall 2018 and Spring 2019. These two cohorts began with a total of 24 students. Of those 24 students, 1 left the area due to parental care issues, 3 told jobs that required them to move out of the area, and 1 has struggled to attend courses due to a self-processed drinking problem. However, the latter student continues in the OL program and is on target to graduate in the 2019-2020 academic year. Therefore, the 2018-2019 assessment covers a pool of 19 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	YES	NO	YES	YES	NO	NO

Finance and Budget in Organizations						
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: 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	Initial Assessment: Videotape Presentation					

OL310						
OL340						
OL344						
OL350						
OL343						
OL306						
OL301						
OL375						
OL385						
OL390						
OL400						
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 	<ol style="list-style-type: none"> Selectively reflective Cites few source Documents 	<ol style="list-style-type: none"> Explicitly reflective Cites many sources with conflicting data

	<ol style="list-style-type: none"> 3. Factual only 4. Avoids making Inferences 5. Looks towards others to influence their decision 6. Logic not apparent 7. Avoids responsibility for decision making 8. Bypasses problem solving techniques 	<ol style="list-style-type: none"> 3. Vocabulary acceptable, but still lacks critical thinking vocabulary 4. Uncomfortable inferring from facts 5. Inconsistently biased 6. Looks for others' confirmation 7. Uses problem solving techniques in limited ways 8. Unsure how to analyze data to make decisions 9. Not conceptual 	<ol style="list-style-type: none"> 3. Seeks deeper understanding of situation 4. Neutral, stating alternative viewpoints without bias 5. Leads others in thinking and decisions 6. Utilizes problem solving techniques consistently 7. Conceptual analysis
Understanding Organizations & Change	<ol style="list-style-type: none"> 1. Score below 26/60 on OL Assessment 2. Demonstrate familiarity with basic organizational structures, concepts and terms 3. Has little or no understanding of variables involving individuals, groups and the whole organization 4. Has little or no familiarity with organizational change issues 	<ol style="list-style-type: none"> 5. Score 26-35/60 on OL Assessment 6. Demonstrates understanding of organizational structures, concepts and terms as it relates to own organization 7. Is able to apply their knowledge regarding organization variables to settings with which the student has had experience 8. Understands the impact of change events the student has been in involved 	<ol style="list-style-type: none"> 9. Score above 35/60 on OL Assessment 10. Understands implications of organizational structures, concepts and terms on any organization 11. is able to use organizational variables and concepts to develop an approach to organization change for a real or hypothetical organizational need
Leadership Attributes, Collaboration & Team Building Skills	<ol style="list-style-type: none"> 1. Score below 26/60 on OL Assessment 2. Displays a high level of ownership and determination to accomplish goals 3. Prefers to work alone and involve others only if required to do so. 	<ol style="list-style-type: none"> 1. Score 26-35/60 on OL Assessment 2. Self- disciplined and displays determination to accomplish goals 3. Has passion for managing things and activities and will include others if they have similar ideas and goals 4. Seeks to promote own solutions to situations in positive and inclusive manner 	<ol style="list-style-type: none"> 1. Score above 35/60 on OL Assessment 2. Self- disciplined and displays a high level of ownership, humility, determination to accomplish goals 3. Has passion for making others prosperous by articulating a vision that motivates and influences the actions of others in a positive way 4. Seeks to promote the solutions of others rather than self.
Understanding Ethically & Socially Responsible Behavior	<ol style="list-style-type: none"> 1. Addresses an ethical question or situation with a quick, top-of-mind response 2. May see things as very black and white 3. Is unwilling to make a controversial decision 4. May not understand the importance or value of diversity within an organizational structure 5. Only aware of self; "you are who you are" 	<ol style="list-style-type: none"> 1. Makes an attempt to analyze an ethical dilemma or situation 2. 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 3. Is aware that an ethical decision might not be viewed as positive by others 4. Is tolerant of diversity within an organizational structure 5. Aware that each person has own experiences 	<ol style="list-style-type: none"> 1. Is able to question how an ethical decision could affect self, followers, the organization, the industry, the environment, future generations, etc. 2. 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 3. Understands that the ethical decision may not be a popular one, but is prepared to persevere

			<p>4. Is accepting of people with diverse backgrounds and opinions and seeks to create an inclusive environment</p> <p>5. Has an understanding that one's own experiences impact interactions with others</p>
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Organizational Leadership Assessment Report

Organizational Leadership Assessment Report

Cohort Start and End Dates: **Spring 2017 – Fall 2018 and Fall 2017 – Spring 2019**

Total Number of Students Assessed: **19**

	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	14/74%	4/21%	1/5%	1.316/.57
Final Assessment	0/0%	2/10%	17/90%	2.90/.31
Change				1.58
Written Communication Skills				
Initial Assessment	8/42.5%	9/47.5%	2/10%	1.68/.65
Final Assessment	0/0%	2/11%	17/89%	2.90/.31
Change				1.21
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	4/20.5%	12/61.5%	3/18%	1.95/.61
Final Assessment	0/0%	3/16%	14/74%	2.84/.37
Change				.89
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	5/53.5%	12/25%	2/21.5%	1.89/.64
Final Assessment	0/0%	2/28.6%	17/71.4%	2.80/.41
Change				.90
	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	5/26%	11/58%	3/16%	29.7/17-41/5.82
Post-Assessment Results	0/0%	4/21%	15/79%	38.9/28-46/5.34
Change				8.4

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 are typically expected to reflect higher scores than traditional students starting college. This year's OL cohort students were no exception to this long-standing phenomena, except in their ability to do oral presentations.

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 past several academic years the faculty feel the courses are both taught and received as desired to maximize the attainment of our learning goals. As a result, there has been more emphasis in the last few years on adding elective and special topic courses to the OL offerings. The Global Leadership course has proven a great success not only due to content, but also due to it satisfying student's IN350 requirement. A Perspectives in Leadership course is now offered to allow students to explore a single leader in depth. A Leadership and Popular Culture course has attracted a great deal of interest from students of all ages across campus. Both the latter course may count as a student's IN251 requirement. The only course that continues to draw little interest in Mindful Leadership. Zero student's enrolled last year so it has been pulled from future offerings.

Within Year Scores

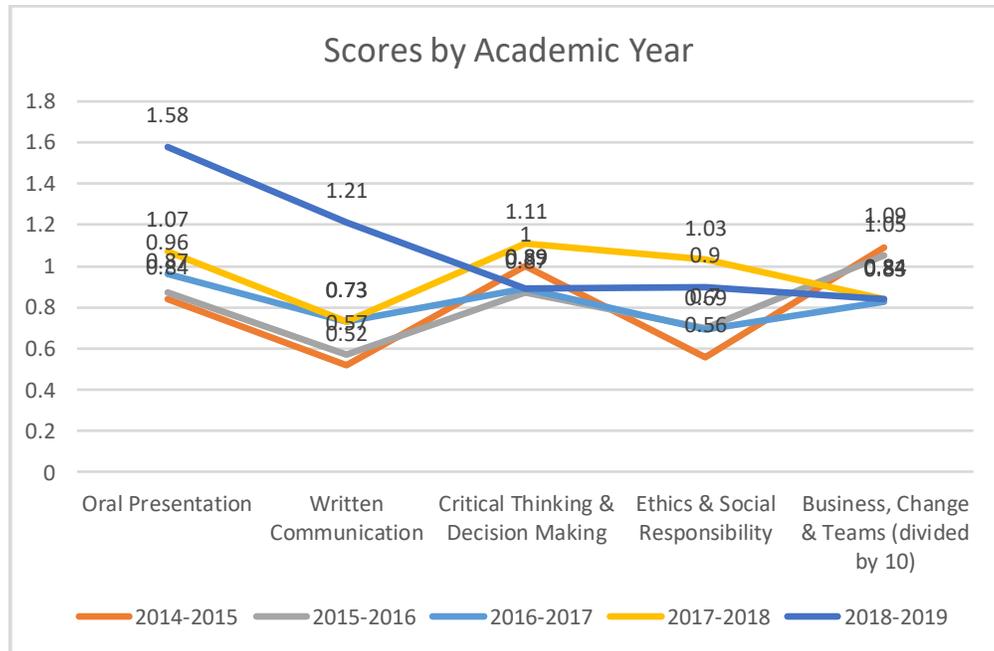
The largest improvements in the number of fully proficient students (Greens) from the start to the end of these students OL career were found in Oral Presentation and Writing skills and with 85% and 79% increases respectively from the start of the program to its end. This is due largely to three professors that are putting extreme emphasis on the development of these skills in their classrooms. All three instructors teach the first semester of the OL cohort and set a standard of excellence that carries through until graduation.

Writing Skills: The OL instructors have made it their personal goal to focus heavily on the challenge of remedial writing needs in our students. This relentless emphasis, combined with two or more writing assignments in 90% of the courses in the curriculum, gives the students a significant number of opportunities to hone their writing skills.

Oral Presentation Skills: 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. Instructors use of a similar, but increasingly more difficult, rubric to make the important components of success apparent from the day the program begins. Instructors 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.

Understanding Leadership Concepts: 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 9.2 increase on a 60-point possible test score. This improvement is the norm seen for several years now and appears to point to indicate ongoing program success at instilling leadership knowledge and understanding in the graduates.

The lowest improvements in Greens came in Critical Thinking and Decision Making and Ethics and Social Responsibility which only rose by 56% and 50% respectively over the student's assessments at the start of the program. These are skills honed in every class in the curriculum. But, often adult students come into college with a decent level of these skills already due to their work, family, and community experience. Nonetheless, 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 these skillsets.



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 four academic years show relative consistency in the assessments from one year to the next. However, this academic year saw the highest scores ever in two of the five categories. This could be due to the percentage of OL students entering the cohorts at Red levels of oral and written skills.

The greatest improvement is in Oral Presentation skills (1.58 versus our high of 1.07 last year). This is believed to be due to three factors. First, the three OL faculty members students have their first semester have a collective total of eight presentations. Second, the Business Communications class is now spread over an entire semester so the instructor has a longer period of time to make an impact. Third, our “speech” instructor now teaches two courses in the OL curriculum. 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.

Significant progress was also made in Written Communication skills (1.21 a record high with the next best year at .73). A new OL300 instructor took over and taught writing skills to both graduating cohorts. Her style is as demanding as the previous instructor, but her approach to learning is more supportive. It seems to have made a impressive difference. The instructor will likely change again in Spring 2020 to the new OL Program Director. It will be critical to watch for changes in this score resulting for another transition in instructor.

The remaining three categories of Critical Thinking & Decision, Understanding Leadership Concepts, and Ethics and Social Responsibility came in consistent with prior years. Anecdotally, this seems to reflect what is seen in the classroom. These skill sets are taught throughout the OL curriculum with only a single class in Leadership Ethics highlighting a specific topic. I would consequently expect these items to remain relatively stable over years.

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.

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, 2) leading an effort in Decatur to market a construction retail store for Habitat for Humanity, 3) leading the transportation and parking effort for Millikin's IJAS conference debut, 4) developing a program for the City of Decatur to reduce homelessness and most recently 5) running up to 2 day conferences on behalf of Sociology and the Sciences on Millikin's campus, and 6) coordinating and sponsoring a Chamber of Commerce Luncheon.

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

- 1) The OL240 Technology and Data for Organizational Decision-Making challenges students to take technology they have never used and prepare websites, business cards, company flyers, etc.
- 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.
- 3) The OL400 Project Leadership class actually prepares materials for their Capstone project, and includes sponsor approvals and write-offs.

2018 – 2019 Initiatives

1. OL Electives and Special Topics Course Expansion

Courses in Global Leadership/IN350 in a fully online mode were expanded to be offered Fall, Spring and Summer semesters due to interest by students across campus. Perspectives in Leadership was expanded to a 1-3 credit variable credit course and received an IN251 designation if taken for 3 credits. The fully online Leadership and Popular Culture/IN251 course has been expanded to offerings Fall, Spring and Summer due to demand.

2. Hiring and Training an OL Program Director

The largest effort of the past academic year was preparing for, executing, hiring, and smoothly onboarding the OL Program's next Director. Existing adjunct Dr. Janet Kirby will be a wealth of knowledge and experience to the position as the former Director retires, assuming a role as adjunct going forward.

Next Steps

- 1) OL will continue to expand its offerings in the online traditional space. More and more OL courses are being converted to incorporate IN or ICS learning goals so traditional students not directly interested in leadership may be exposed to its concepts. The hope is that some will decide to get OL minors or certificates going forward.

- 2) The Doug and Diane Oberhelman Center for Leadership Performance was again given reduced priority by management. This trend will continue for the foreseeable future. It does offer great opportunity for collaboration someday.
- 3) Establish new direction(s) for OL in support of efforts in its new home, the Tabor School of Business.
- 4) Look for ways to increase enrollment before the OL program is no longer sustainable.