Organizational Leadership Status and Program Assessment

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July 3, 2018

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 2017 – 2018 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. 2017-2018 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 is 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 four 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 the past two academic years. The total unique enrollments dropped below prior year levels, to 109, for academic year 2016-2017 and to 70 for academic year 2017-2018. 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 is the practice today. These declines cannot continue or the cohort program will be at risk.

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 unique number of 70 OL students for 2017-2018 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 2017 semester had a beginning
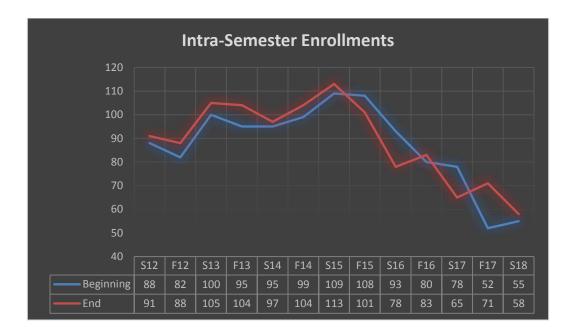
enrollment of 52 students with an ending enrollment of 71 students. With a graduating class in fall of 15 students, and 1 student dropping out mid-semester for family issues, the spring semester of 2018 began with an enrollment of 55 students and ended with an enrollment of 58 students. The spring graduating class was 13 students. This does not bode well for the starting enrollment of OL students in fall semester of 2018, a possibility of only 45 OL students, unless there are additional enrollments over the summer of 2018.

There was a total of 28 OL graduates in the 2017-2018 academic year. Of the 70 unique majors declared in the academic year 2017-2018, 40% are now gone. What these numbers show dramatically is students are not enrolling at a sustainable rate. The twice a year OL cohort starts are now a major concern – one that has already caused us to cancel a fall semester 2018 start. Hopefully, the numbers will improve so that a spring semester 2019 start makes sense.

The overall 2017– 2018 number of unique OL cohort students (not just graduates) included 58 adults, ages 21 – 55, with the bulk in their late 20s and early 30s. Plus, there were also approximately 12 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 three declared OL minor (1) and OL certificate students (2) graduate, leaving 1 declared OL certificate seeker. All the OL minor and certificate students are from traditional programs at Millikin. *All OL pre-majors, minors, and certificate seekers are excluded from the assessment of the overall success of the OL program.*

Organizational Leadership Enrollment

Intra-Semester Enrollments

	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17	F17	S18
Beginning	88	82	100	95	95	99	109	108	93	80	78	52	55
End	91	88	105	104	97	104	113	101	78	83	65	71	58

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.

<u>Degree Requirements</u>

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 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.

The 2017-2018 assessment report incorporates OL cohorts that began in Spring and Fall of 2016 and finished four semesters later in Fall 2017 and Spring 2018. These two cohorts began with a total of 33 students. Of those 33 students, 1 never even attended once enrolled, 2 withdrew for job relocations, 2 changed majors (Sociology and Exercise Science). One took a semester off for personal reasons, but has been readmitted and will finish in December 2018. Uniquely, two students that were part-time joined a cohort midway through. There tenure started long before the testing portion of the assessment process began, so they were excluded from that single result below.   Therefore the 2017-2018 assessment covers a pool of 28 (pre/post assessment testing 26) students.

<u>Organizational Leadership Curriculum versus Goal Map</u> (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	1. Obviously nervous in front of an audience 2. Gets confused over material 3. Avoids eye contact 4. Message delivered without passion	1. Nervousness is controlled 2. Eye contact is acceptable 3. Little need for supporting script 4. Message delivered acceptably	1. No sign of nerves 2. Uses audience to advantage 3. Does not rely upon support materials 4. Message delivered with enthusiasm
Written Communication Skills	1. The purpose of the paper is generally unclear 2. The writing style is not logical or cohesive; flow is choppy and disconnected 3. Paper contains minimal depth of content and mentions ideas but offers little if any support 4. Student exhibits little or no understanding of APA formatting or citation style 5. Has numerous grammatical, spelling or punctuation errors that make reading very difficult	1. The purpose or focus of the paper is clear but lacks originality of thought or perspective 2. 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 3. Paper sometimes lacks clear and consistent support for the purpose or focus of the paper 4. APA formatting has been used with minor to moderate errors in-text and in References 5. Has minor grammatical, spelling or punctuation errors that are noticeable in the reading	1. The purpose or focus demonstrates originality of thought with clear and consistent support 2. The ideas are arranged logically to support the purpose or argument; transitions are used effectively to create a smooth and cohesive flow of ideas 3. Adequate, credible and thoughtful evidence is consistently used to support the purpose or focus of the paper 4. Illustrates clear understanding of APA format; exhibits ability to cite complex academic/professional sources through consultation with manuals 5. Has few or zero grammatical, spelling or punctuation errors
Critical Thinking, Creative Problem-Solving & Decision-Making Skills	1. Unreflective 2. Relies on undocumented Assumptions 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	1. Selectively reflective 2. Cites few source Documents 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	1. Explicitly reflective 2. Cites many sources with conflicting data 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	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	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	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

	issues	change events the student has been in involved	
Leadership Attributes, Collaboration & Team Building Skills	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.	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	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	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"	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	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 4. Is accepting of people with diverse backgrounds and opinions and seeks to create an inclusive environment 5. Has an understanding that one's own experiences impact interactions with others

Organizational Leadership Assessment Report

Cohort Start and End Dates: Spring 2016 – Fall 2017 and Fall 2016 – Spring 2018

Total Number of Students Assessed: 28 (26 on one measure)

	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	20/71.4%	7/25%	1/3.6%	1.32/.55
Final Assessment	2/7%	13/46.5%	13/46.5%	2.39/.62
Change				1.07
Written Communication Skills				
Initial Assessment	17/61%	9/32%	2/7%	1.46/.64
Final Assessment	0/0%	10/35.7%	18/64.3%	2.64/..47
Change				.73
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	12/42.9%	13/46.4%	3/10.7%	1.68/.68
Final Assessment	0/0%	6/21.5%	22/78.5%	2.79/.43
Change				1.11
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	15/53.5%	7/25%	6/21.5%	1.68/.79
Final Assessment	0/0%	8/28.6%	20/71.4%	2.71/.47
Change				1.03
	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	10/38.5%	15/57.7%	1/.4%	28.1/16-37/5.94
Post-Assessment Results	0/0%	13/50%	1/50%	36.5/26-49/6.64
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 an exception to this long standing phenomena. A large percentage of these OL students came in with Red levels of knowledge on all the key learning goals. It will be interesting to watch over time whether this trend continues, or whether this is an anomaly. If the pattern continues it will support the instructors' anecdotal beliefs that the caliber of students being admitted to the program is declining. On an extremely positive note, the OL faculty flipped the percentages around through their focus on solid instruction and individualized support as needed. This is reflected in the high percentage of Green scores on the student's final assessments.

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 two academic years the faculty feel the courses are both offered taught and received as desired to maximize the attainment of our learning goals. As a result, there has been more emphasis

in the last two 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 Leadership Practicum was offered to allow students to explore a single leader in depth. Besides the OL minor and certificate offerings, the elective Leadership and Popular Culture was added to attract traditional students that might not otherwise take OL courses. It is being taught as an IN251 so as many students as possible are exposed to it as an option. Even Mindful Leadership, which was less successful when offered the first time, will be back in Spring 2019 with revised and hopefully more successful content.
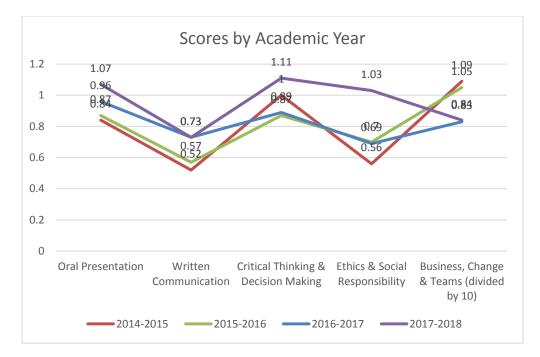
<u>Within Year Scores</u>

The largest improvements from the start to the end of these students OL career were found in Oral Presentation and Written Communication skills and with an 81% increase from the start of the program to its end. This is due in part to three professors that are putting extreme emphasis on the development of these skills in their classrooms. All three teach the first semester of the OL cohort and set a standard of excellence that carries through until graduation.

The OL instructors have made it their personal goal to focus heavily on the challenge of remedial writing needs in our students. Their 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.

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. We 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.

The second greatest improvements came in Critical Thinking and Decision Making and Ethics and Social Responsibility which rose by 66 and 61% respectively over the student's assessments at the start of the program. These are skills that are 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 these skillsets.

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 8.4 out of a 60 point score total improvement. This improvement is below the norm of about 10 points for earlier cohorts and needs to be monitored going forward to see if the trend continues and what it might mean.

Scores by Academic Year

Chart showing scores across categories: Oral Presentation, Written Communication, Critical Thinking & Decision Making, Ethics & Social Responsibility, Business, Change & Teams (divided by 10)

Data labels shown: 1.07, 0.96, 0.87, 0.84, 0.73, 0.57, 0.52, 1.11, 1, 0.89, 1.03, 0.69, 0.56, 1.09, 1.05, 0.84, 0.83

Legend: 2014-2015, 2015-2016, 2016-2017, 2017-2018

Y-axis: 0, 0.2, 0.4, 0.6, 0.8, 1, 1.2

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. However, this academic year saw the highest scores ever in four of the five categories. This could be due to the percentage of OL students entering the cohorts at Red levels of skill and knowledge.

The greatest progress this year – over all past years – was made in Ethics & Social Responsibility (1.03 over scores hovering around .6 in the past). One of the two cohorts this academic evaluation year struggled with issues of race throughout their tenure. It forced every instructor to place extraordinary levels of focused attention on this subject matter. It is great to see we made an impact on getting students to clarify their opinions with facts and logic. However, I do not believe we will see these levels of improvement in future, less volatile cohorts.

The second major improvement was in Critical Thinking & Decision Making (1.11 versus our high of .89 last year). This is attributed to the use of a more challenging out-of-the-box thinking instructor in the OL240 Technology and Data for Decision Making course that emphasizes these skills early in the program. It is unclear as to whether this trend will continue long-term, but is terrific to see such major improvements over any previous year.

The third continuing improvement is in Oral Presentation skills (1.07 versus our high of .96 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 oer an entire semester so the instructor have 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.

Written Communication skills held their own (.79 again this year for a record high), despite the transition from one instructor to another. Fear was expressed last review period that the new instructor would not be able to live up to the quality of instruction given by her predecessor. It is wonderful to see these concerns were unfounded.

Finally, the Business, Change & Teams knowledge test scores are the same as last year (.84 versus .83). However, they have dropped off from years earlier when the scores were 1.05 or higher. Anecdotally, this seems to reflect what is seen in the classroom. Today's OL cohort students seem to retain less facts than the earlier cohorts, yet they still seem to grasp the importance of the concepts as well as their predecessors due to the performance learning component of their Capstone projects. Going forward, we may need to reconsider whether the pre and post assessment test approach is really capturing the essence of this learning goal.

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 still in its infancy in Spring 2018. 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, 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.

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.

2017 – 2018 Initiatives

1. **OL Electives and Special Topics Course Expansion**

Courses were offered in Global Leadership/IN350 in a fully online mode. It was so successful a two sections were offered in Spring 2018 and one in summer 2018. A one credit fully online Leadership Practicum was offered in the

Winter Immersion format. It allowed students to study a leader through a variety of mediums and from four different author's perspectives, one being the leader himself. A fully online Leadership and Popular Culture/IN251 course was piloted in Summer 2018 providing a noel way to see leadership outside of business. It is positioned as an IN251 for Fall 2018 and is expected to draw a large traditional student population as an introduction to OL courses going forward.

2. **OL Program Peer Review**

The largest effort of the past academic year was preparing for, executing, and following up on the comments provided by an outside panel of peer reviewers. Despite having minor recommendations for improvement, OL was given stellar reviews. The reviewers spoke with faculty, staff and students and all felt the program was meeting or exceeding expectations and goals.

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 a non-starter in its inaugural year. With new management and greater funding, OL hopes to be more deeply involved with the programs at the center in the coming year.
3) A plan for Elizabeth's approaching Spring 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.
4) The same issue must be addressed with OL faculty that plan to quit or retire when Elizabeth does. This may simply mean existing adjuncts take on more classes, which many desire. However, a couple of key skillsets require more effort. Project leadership and Human Resources courses are currently taught by certified instructors. Replacing them will take some concentrated research and/or advertising this coming year.