

Organizational Leadership Status and Program Assessment

by Elizabeth Lahey, 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 Department Chair 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 department was composed of a contracted chair and student advisor, plus 14 adjunct faculty members. In 2014 – 2015 of the 15 member faculty, 4 had terminal degrees and 3 were working on doctoral degrees. The remaining adjuncts possessed Master's degrees and significant experience in their respective fields. Four of the faculty were adult, non-traditional students themselves. Seven of the faculty members have extensive experience in online course development and/or instruction. However, emphasis on classroom presence is key to attaining an ongoing position in the department since all the OL major courses are offered live. 2014-2015 faculty included Debbie Campbell, Melinda Rueter, Nathan Buske, David Drennan, Sterling Raskie, Bernard Moss, Pam Folger, Matthew Tucker, Frank Houston, Candace Baker, Máire Fox, Janet Kirby, Diana Heeb-Bivona, and Margaret Lee.

The 2014 – 2015 OL cohort students included approximately 56 adults, ages 21 – 45, with the bulk in their late 20s and early 30s. There are also approximately 50 other students at varying stages of completing general education requirements that have declared an OL major, but are currently termed pre-majors. The pre-majors are excluded from the assessment of the program as the number of credits and the types of courses transferred in to Millikin vary too greatly to properly evaluate.

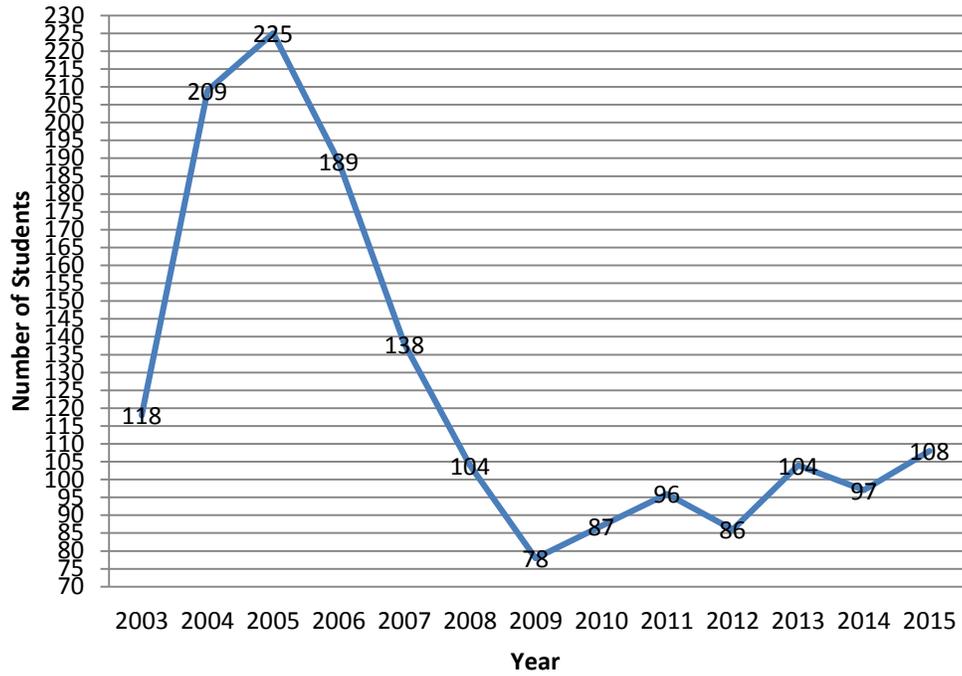
The enrollment in Organizational Leadership has varied greatly over the last few years as seen in the graph below. When the major was first introduced the pent-up demand for a local degree completion program was enormous. The numbers of students increased from 118 at the program's inception in 2003 to 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 to the steady levels now considered normal for the program.

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.

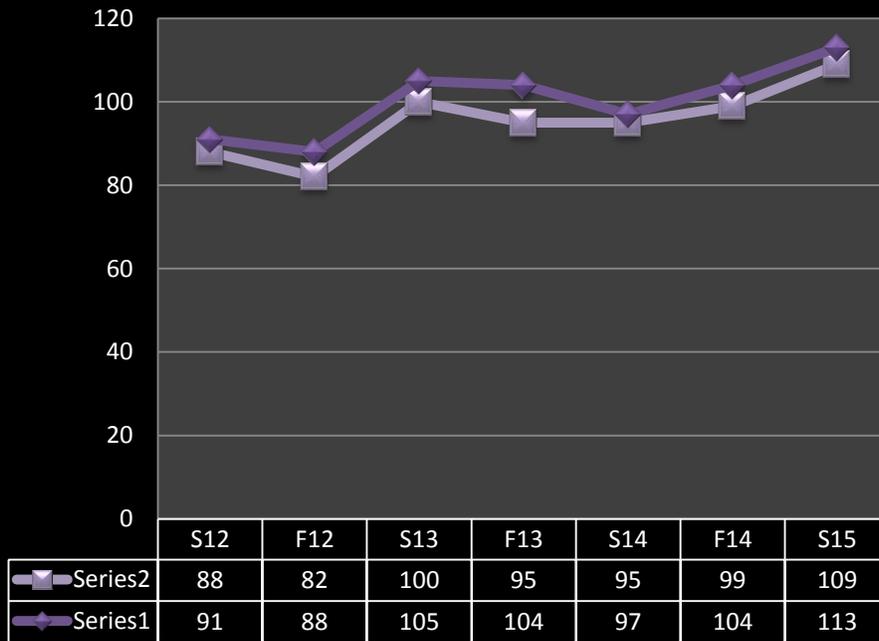
In 2009, with renewed commitment to strong leadership and a rigorous academic curriculum, the trend was abated. Admissions developed linkages directly to the local community colleges to provide ongoing feeds to the OL program. The new Chair of Organizational Leadership and the PACE office staff met with 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 Chair 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 enrollment numbers since 2009.

With declining enrollment in the PACE program during the 2014-2015 academic year, OL was the single bright spot. Enrollment totals reached 108 people overall. That number has been trending continually upward since the low in 2009 or 78 students. 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, and a few pregnancies and illnesses that require extended absences for classroom activities. As a result, the number of 108 students is not necessarily representative of semester start and end numbers. During the last academic year the fall of 2014 semester had a beginning enrollment of 99 students with an ending enrollment of 104 students. Despite a graduating class in fall of 12 students, the spring semester of 2015 began with an enrollment of 109 students and ended with an enrollment of 113 students. The spring graduating class was 14 students for a total of 26 OL graduates in the 2014-2015 academic year.

Organizational Leadership Enrollment



Enrollment Numbers



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 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)

CO343 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 3-5 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 will be the first that covers an entire year of OL students, 2 complete cohorts.

The 2014-2015 assessment report incorporates OL cohorts that began in Spring and Fall of 2013 and finished four semesters later in Fall 2014 and Spring 2015. These two cohorts began with a total of 29 students. Of those students, 2 withdrew due to ADM's decision to move several corporate positions to the Chicagoland area. One took a couple semesters off due to the untimely death of their spouse, but has resumed classes in the past semester. One was excluded from the assessment process because they did not take pre-assessment tests. Therefore the 2014-2015 assessment covers a pool of 25 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	NO	NO	YES	YES	NO	NO
OL344 Organizational Leadership	YES	YES	YES	YES	YES	YES
OL350 Leadership Ethics	YES	YES	YES	NO	YES	YES
CO343 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						
CO343						
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"> 1. Obviously nervous in front of an audience 2. Gets confused over material 3. Avoids eye contact 4. Message delivered without passion 	<ol style="list-style-type: none"> 1. Nervousness is controlled 2. Eye contact is acceptable 3. Little need for supporting script 4. Message delivered acceptably 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Demonstrate familiarity with basic organizational structures, concepts and terms 2. Has little or no understanding of variables involving individuals, groups and the whole organization 3. Has little or no familiarity with organizational change issues 	<ol style="list-style-type: none"> 1. Demonstrates understanding of organizational structures, concepts and terms as it relates to own organization 2. Is able to apply their knowledge regarding organization variables to settings with which the student has had experience 3. Understands the impact of change events the student has been in involved 	<ol style="list-style-type: none"> 1. Understands implications of organizational structures, concepts and terms on any organization 2. is able to use organizational variables and concepts to develop an approach to organization change for a real or hypothetical organizational need

<p>Leadership Attributes, Collaboration & Team Building Skills</p>	<ol style="list-style-type: none"> 1. Displays a high level of ownership and determination to accomplish goals 2. Prefers to work alone and involve others only if required to do so. 	<ol style="list-style-type: none"> 1. Self- disciplined and displays determination to accomplish goals 2. Has passion for managing things and activities and will include others if they have similar ideas and goals 3. Seeks to promote own solutions to situations in positive and inclusive manner 	<ol style="list-style-type: none"> 1. Self- disciplined and displays a high level of ownership, humility, determination to accomplish goals 2. Has passion for making others prosperous by articulating a vision that motivates and influences the actions of others in a positive way 3. Seeks to promote the solutions of others rather than self.
<p>Understanding Ethically & Socially Responsible Behavior</p>	<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 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

Organizational Leadership Assessment Report

Cohort Start and End Dates: Spring 2013 – Fall 2014 and Fall 2013 – Spring 2015

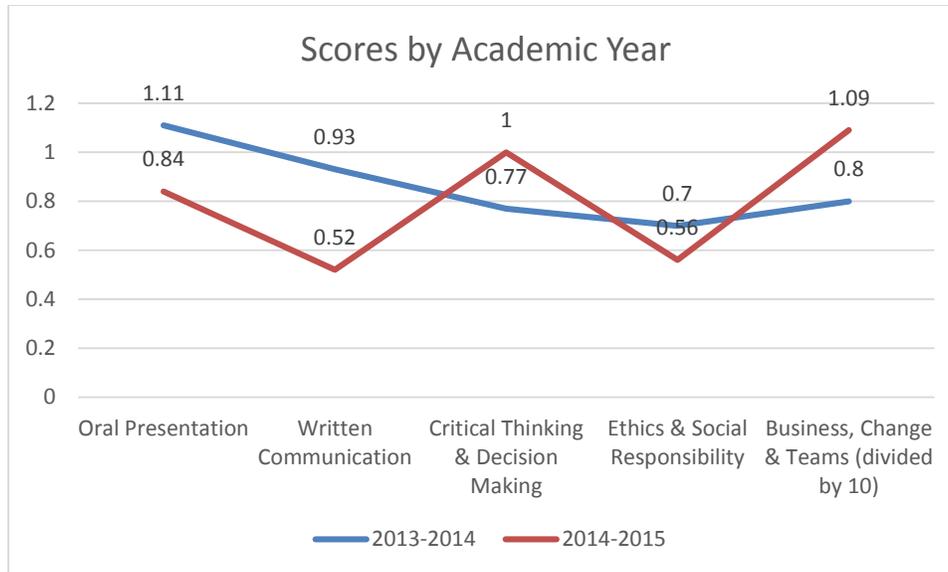
Total Number of Students Assessed: 25

	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	9/36%	13/52%	3/12%	1.76/..65
Final Assessment	0/0%	10/40%	15/60%	2.60/..49
Change				.84
Written Communication Skills				
Initial Assessment	12/48%	10/40%	3/12%	1.64/..69
Final Assessment	6/24%	9/36%	10/40%	2.16/..78
Change				.52
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	12/48%	12/48%	1/4%	1.56/..57
Final Assessment	3/12%	5/20%	17/68%	2.56/..70
Change				1.00
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	10/40%	11/44%	4/16%	1.76/..71
Final Assessment	5/20%	7/28%	13/52%	2.32/..79
Change				.56
	Red (1) Scores to 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	9/36%	15/60%	1/4%	26.6/17-36/-4.20
Post-Assessment Results	1/4%	10/40%	14/56%	37.5/22-54/6.97
Change				10.9

Organizational Leadership Assessment Results Analysis

Overall, the OL program continues to be a huge success. The faculty has worked hard to revise their courses to meet the program goals. The revision of OL240 Technology and Data for Decision-Making to emphasize decisions and downplay the technology component resulted in a significant addition to the student’s overall understanding of the key content from that course. It also allowed students to be exposed long before Capstone to a number of valuable decision-making tools that improved performance in that course.

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. This was in fact the case in every category. Many individual pre-assessment scores showed a **Yellow** level of achievement by OL students prior to the start of their degree completion program. Forty three percent of scores came in as **Red**. Yet, less than 11% of scores came to the program as **Green** in any category. So, most came in with a median level of knowledge to begin the program in every category.



Despite their starting positions, the OL program was able to produce major improvements in every goal category. The greatest progress was made in Critical Thinking, Creative Problem-Solving and Decision-Making Skills (1.00). This is due to all of the courses in the curriculum requiring the use and exhibition of these skills. It comes as a bit of a surprise however. As working adults we would have expected to see higher starting scores and therefore less improvement. This was not the case. This will be an interesting trend to watch over the years since the 2013-2014 assessment showed only a .77 gain which had been attributed to skills acquired on the job. Either this skill is declining in incoming students or the faculty has done a markedly better job of honing these skills this year.

The second best portion of the OL program was a .84 on improved Oral Communications Skills. Over 70% of the courses require presentations and evaluate the student's skill. 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. This was a decline from the 1.11 seen in 2013-2014. Both years assessed have shown no student still in the **Green** category upon completion of the OL program. We are doing outstanding work at making students better presenters.

The next best portion of the OL program was a .56 on improved Understanding Ethically and Socially Responsible Behavior. The 2013-2014 assessment showed a .70 improvement. It is the faculty belief that not enough emphasis is placed on teaching to WRITE ethically sound essays. This deficiency may be explaining the continued poorer results in this category. Students are drilled on ethical and socially responsible behavior, therefore we believe they understand it better than the numbers would indicate. The goal for 2015-2016 is to better instruct students on how to put together ethically strong written statements. This may show improvement in the scores assigned to the essays evaluating this skill set in the next assessment cycle.

The last portion of the OL program assessment was a .52 on improved Written Communication Skills. The 2013-2014 assessment showed a .93 improvement. The OL program builds significant writing assignments into 80% of its courses, but our emphasis is on enhancing professional writing of sound thesis and content in formal APA format. 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. The students should effectively be at a Junior level

of writing skill when they enter the OL cohort. 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.

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 a 10.9/60 point score total improvement. Improvements in the quality of the questions, not in the content of the question, may explain some of the pre-test to post-test point rise over 2013-2014 (which only showed an overall 8/60 point improvement). However, a large portion of the improving scores should be attributed to faculty. Two faculty members that were continually under-performing were replaced with strong faculty that were willing to support the OL goals. Existing faculty, upon seeing the results from the first assessment questions for their individual courses, recognized areas that required greater emphasis and focus to make sure the students learned and retained the key concepts from their courses. The entire OL team stepped up to the challenge of improving understanding of course material by the students.

Next Steps and Initiatives

At the end of the 2013-2014 academic year the OL program planned to expand to Parkland Community College in Champaign, IL per a request by their administration. However, the marketing effort required to fill a cohort proved unsuccessful. The idea to begin an OL cohort at Parkland was tabled. This became particularly critical to place on the back burner with the changing direction of the new administration.

The administration's new plans included the expansion of certificates and minors around the OL program as a base and catalyst. It also involved the transition of the adjunct OL Department Chair to a fulltime position. Another goal was to add a traditional student component to OL's until now exclusively adult degree. An emphasis on quality online education to expand the reach of Millikin's OL program was also initiated. Finally, the administration recognized OL as an integral player in the Leadership Center that is scheduled to open in 2017. These things rounded out the new administration's expanding agenda for OL.

With these changes in the direction for OL came a variety of new efforts. None of them came to fruition during this assessment period. However, below are a list of initiatives that are underway as of the preparation of this report.

- In Fall 2014, Elizabeth became an integral part of the Leadership Team at Millikin, dedicated to the design of a Leadership Center and the programming to support it.
- Leadership programming efforts are in progress with events scheduled beginning in Fall 2015.
- Elizabeth Lahey has been hired effective August 1, 2015 as a fulltime faculty member in OL.
- OL will merge with Sociology to form the Sociology and Organizational Leadership (SOL) Department effective August 1, 2015. The two disciplines are highly correlated as OL has a major emphasis on the understanding of principles underlying group behavior.
- In Spring 2015, the two departments merged many materials in anticipation of the upcoming academic year. Both departments are exploring ways to cross-utilize the complementary skill sets of their faculty, as well as revising and cross-listing courses to create greater synergy between the once stand-alone disciplines.
- In Spring 2015, SOL was assigned an administrative support person and co-located office space. OL adjuncts were assigned office space for the first time.

- In Spring 2015, Elizabeth Lahey and Ken Laundra began serving as joint chairs for the SOL department. Elizabeth will share her years of non-traditional education and chair experience; and Ken will navigate the world of traditional student programming for OL.
- Ken Laundra oversees the Criminal Justice minor for Millikin. In Spring 2015 he created a certificate program for the non-traditional program that hopes to take advantage of the OL student population and the external community. It utilizes the online education expertise shared by him and Elizabeth in the SOL department – few, if any, other departments have this combined level of online expertise.
- In Spring 2015, Elizabeth developed an online Minor in OL to be offered to traditional students beginning in Spring 2016. It has gained division approval and will go through the remaining approval process in early Fall 2015.
- In Summer 2015, Elizabeth was selected to serve on the Nyberg to develop a three year plan for Millikin to expand its online, non-traditional course offerings.