

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 program was composed of a fulltime chair and student advisor, plus 12 adjunct faculty members. In 2015 – 2016 of the 13 member faculty, 3 had terminal degrees and 2 were working on doctoral degrees. The remaining adjuncts possessed Master's degrees and significant experience in their respective fields. Five 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 while the OL minor and certificate courses are hybrid or online. 2015-2016 faculty included Diana Heeb-Bivona (ABD 12/2016), Melinda Rueter, Nathan Buske, David Drennan, Sterling Raskie (ABD 1/2016), Matthew Tucker, Dr. Frank Houston, Candace Baker, Máire Fox, Dr. Janet Kirby, and Dr. Margaret Lee.

The overall 2015– 2016 number of different OL cohort students (not just graduates) included approximately 77 adults, ages 21 – 55, with the bulk in their late 20s and early 30s. There are also approximately 40 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.

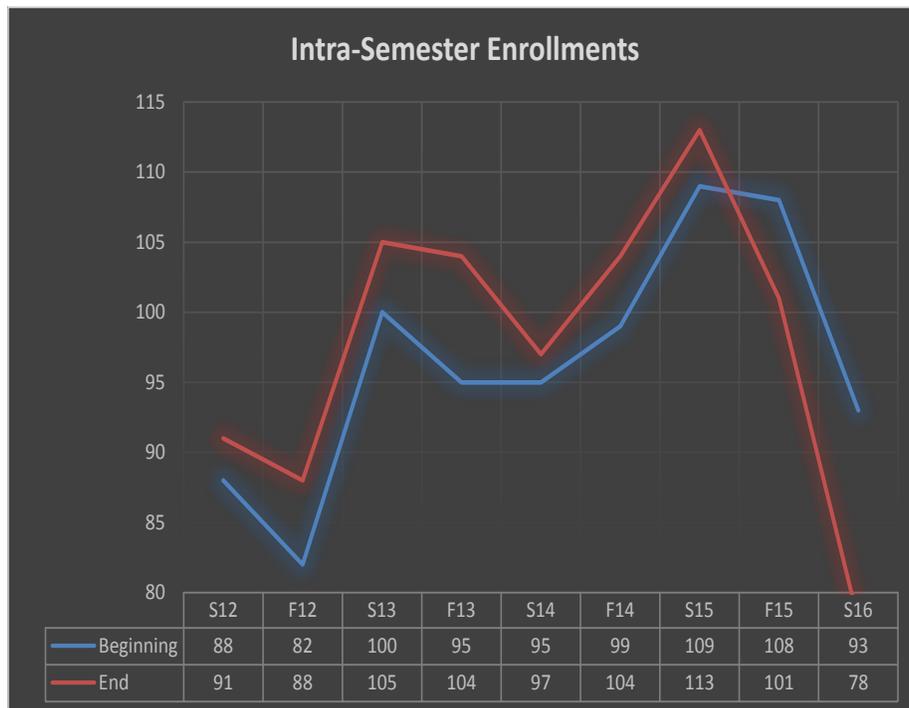
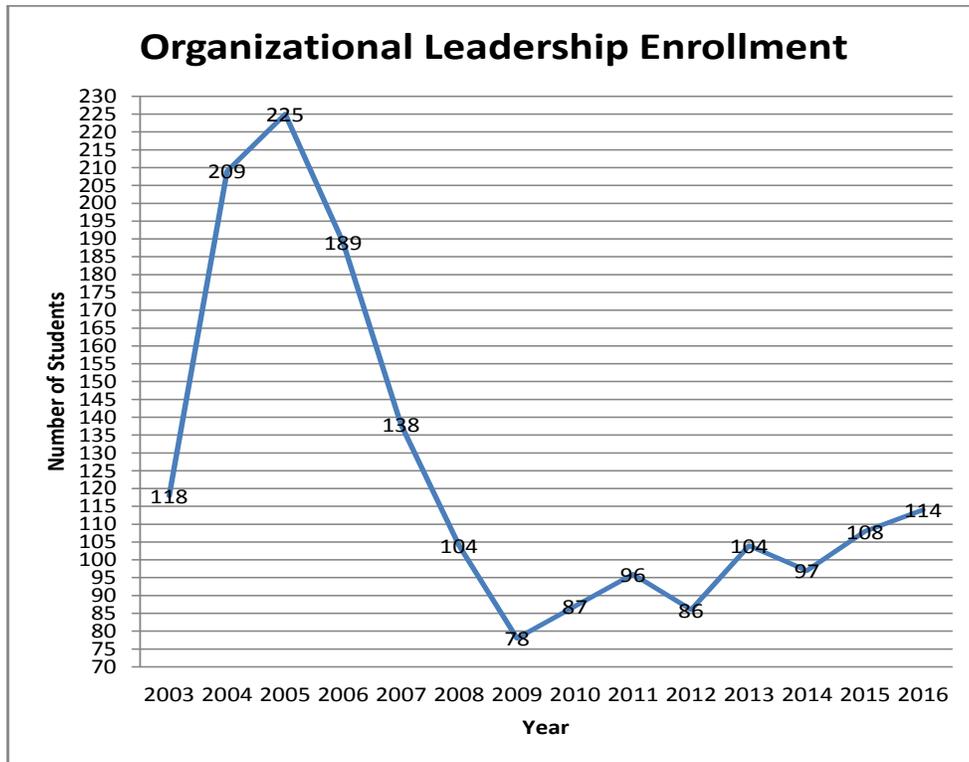
The Organizational Leadership program struggled between 2005 and 2009 with a rotating and often absent PACE director leadership. The rigor and academic integrity of the program was called into question by employers. The support from community businesses began to decline, both due to their concern over 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, slow-growth 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 114 people overall. That number has been trending continually upward since the low in 2009 of 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 1114 students is not necessarily representative of semester start and end numbers. During the last academic year the fall of 2015 semester had a beginning enrollment of 108 students with an ending enrollment of 101 students. With a graduating class in fall of 7 students, the spring semester of 2016 began with an enrollment of 93 students and ended with an enrollment of only 78 students. The spring graduating class was 16 students for a total of 23 OL graduates in the 2015-2016 academic year.

This highlights a significant recruiting issue in 2015-2016. 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. As a result, we did not see typical increases in Admissions and enrollment throughout the academic year. Admissions did not even replace the graduating classes, much less expand the student population. This left our enrollment numbers exceptionally low for the spring semester 2016. Looking at the trends prior to this year, new admissions intra-semester have always

outnumbered the number of students graduating or leaving for business or personal reasons. These declines cannot continue or the cohort program will be at risk. Watching this trend is critical going forward. Working with Admissions to see they make recruitment of non-traditional students a priority will be essential.



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 was the first that covered an entire year of OL students, two complete cohorts. From this point forward the assessment will incorporate two cohorts and an entire academic year.

The 2015-2016 assessment report incorporates OL cohorts that began in Spring and Fall of 2014 and finished four semesters later in Fall 2015 and Spring 2016. These two cohorts began with a total of 27 students, although 3 others enrolled but never attended classes. Of those 27 students, 2 withdrew due to job transfers to the Chicagoland area. One took a couple semesters off due to reaching financial aid limit, but has been readmitted

and plans to finish remaining classes next semester. Therefore the 2015-2016 assessment covers a pool of 24 students.

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

Millikin Goals	1. & 3.	1. & 3.	1. & 2. & 3.	1. & 2.	1. & 2. & 3.	1. & 2. & 3.
OL Major Goals	1.	1.	1. & 2. & 3. & 4.	2. & 3. & 4.	2. & 3. & 4.	5.
Goal Measurement Categories	Fundamental Skills	Fundamental Skills	Fundamental Skills and Leadership and Organizational Skills and Understanding	Leadership and Organizational Skills	Leadership and Organizational Skills	Leadership and Organizational Skills
Specific Goal Measurements	Oral Presentation Skills	Written Communication Skills	Critical Thinking, Creative Problem-Solving & Decision-Making Skills	Understanding Organizations & Change	Leadership Attributes, Collaboration & Team Building Skills	Understanding Ethically & Socially Responsible Behavior
OL300 Self-Leadership	YES	YES	YES	YES	YES	YES
OL240 Technology and Data Analysis in Organizational Decision-Making	YES	NO	YES	YES	NO	NO
CO242 Business & Professional Communication	YES	YES	NO	YES	NO	NO
OL310 Group & Team Dynamics	YES	YES	YES	YES	YES	YES
OL340 Introduction to Finance and Budget in Organizations	YES	NO	YES	YES	NO	NO
OL344 Organizational Leadership	YES	YES	YES	YES	YES	YES
OL350 Leadership Ethics	YES	YES	YES	NO	YES	YES
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. 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 	<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 	<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

	issues	change events the student has been in involved	
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 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 2014 – Fall 2015 and Fall 2014 – Spring 2016

Total Number of Students Assessed: 23

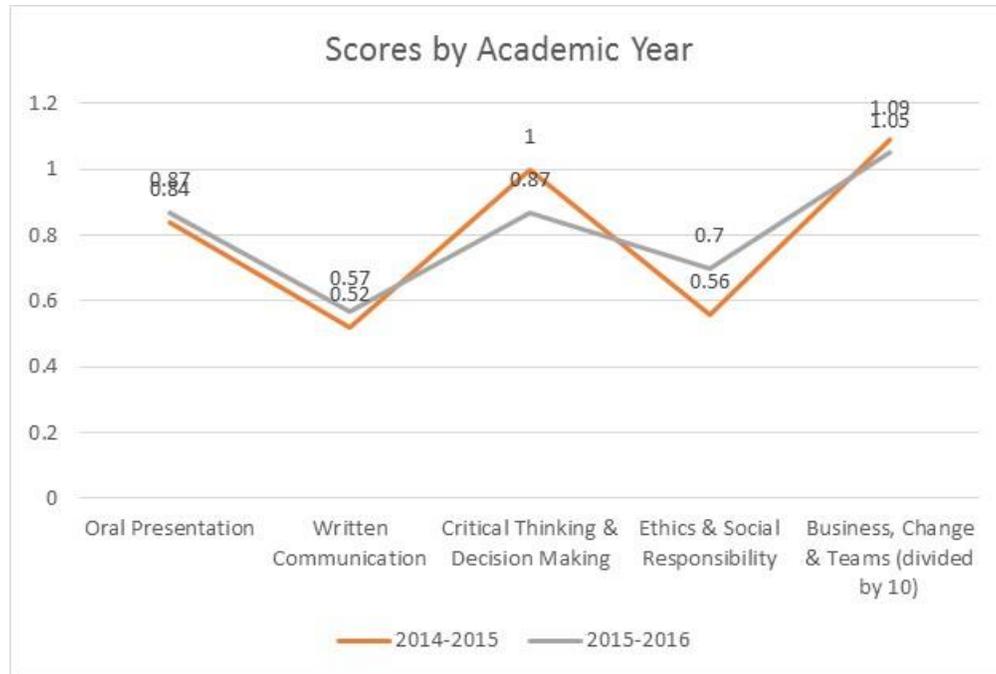
	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	13/57%	8/34%	2/9%	1.52/.65
Final Assessment	1/4%	12/52%	10/44%	2.39/.57
Change				.87
Written Communication Skills				
Initial Assessment	7/30%	14/61%	2/9%	1.78/.59
Final Assessment	4/17%	7/30%	12/53%	2.35/.76
Change				.57
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	8/34%	14/62%	1/4%	1.70/.55
Final Assessment	0/0%	10/43%	13/57%	2.57/.50
Change				.87
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	6/26%	13/57%	4/17%	1.91/.65
Final Assessment	2/9%	5/21%	16/70%	2.61/.64
Change				.70
	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	7/31%	13/56%	3/13%	27.9/17-37/5.80
Post-Assessment Results	2/9%	4/17%	17/74%	38.4/22-49/7.14
Change				10.5

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. However, that course continues to be problematic. It has a minor component of technology and data usage aimed at students that may not have been in college for many years. Such students rate the course highly and appreciate the chance to “get up to speed” in a supportive environment. Students that are younger, use computers and mobile devices for their careers, or are recent junior college graduates find this portion of the course content trivial. The instructor is working with the department chair to address this issue in academic year 2016-2017.

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. Thirty seven percent of scores came in as Red. Yet, less than 10% of scores came to the program as Green. So, most came in with a median level of knowledge to begin the program in every category.



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 two academic years show relative consistency in the assessments from one year to the next.

The greatest progress this year over last year was made in Ethics and Social Responsibility (from .56 to .70). This too may be due to the use of different raters. However, it is the faculty belief that this improvement is largely due to the replacement of a minimally qualified adjunct with a PhD candidate in Financial and Leadership Ethics. The new faculty member’s revamping of the OL344 Leadership Ethics course impressed both faculty and students. Additionally, it has always been the OL faculty belief that not enough emphasis was being placed on teaching students to WRITE ethically sound essays – and these essays are what we assess for this report. We knew students were being well-versed in ethically and socially responsible behavior in several classes. Therefore we believed the students understood the concepts better than the numbers would indicate, simply due to their inability to present an ethical argument coherently. So, a goal for 2015-2016 was to better instruct students on how to put together ethically strong written essays. Three OL courses now include ethical writing assignments and faculty critiques that will hopefully continue the improved scores seen in this category in 2015-2016.

There was a slight decline in the Critical Thinking, Creativity, Problem Solving and Decision-Making skills (from 1.00 to .87) that may be explained by the use of different raters from the prior year, since no changes were made to the teaching or assessment process in those areas. This area will be a watch item on the next assessment to determine whether any changes need to be considered to retain as high a score as possible.

Within Year Scores

The largest improvements from the start to the end of these students OL career were found in Oral Presentation skills and Critical Thinking, Creativity, Problem Solving and Decision-Making skills (both .87 increases). This is due to all of the courses in the curriculum requiring the use and exhibition of these skills.

The continually improving trends in Critical Thinking, Creativity, Problem Solving and Decision-Making skills is no longer something that might be attributed to skills acquired at work. As OL students are working adults we would have expected to see higher starting scores and therefore less improvement. This has not been the case since the inception of this assessment three years ago. The improvements should therefore be attributed to the great job OL faculty has done honing these skills in the classroom.

The going improvements in Oral Presentation skills in to be expected. Over 70% of the courses require at least one presentation and several require two or more. Increasing expectations of professionalism from the start to the finish of the OL program is detailed in each syllabus, despite the use of a standardized rubric to make the important components of success apparent from the day the program begins. We are doing outstanding work at making students better presenters. This is a key leadership skill as presentations are the most common way that leaders share their enthusiasm for their vision with their followers. It is also the way most organizations today disseminate information to large numbers of employees.

The last portion of the OL program assessment was a .57 on improved Written Communication Skills. The 2014-2015 assessment showed a .52 improvement. The OL program builds significant writing assignments into 80% of its courses, with 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. OL students should effectively be at a Junior level of writing skill when they enter the OL cohort. However, many arrive at their first OL cohort class needing remedial writing assistance. Despite our best efforts to teach both OL content and writing, many students are still embarrassingly poor writers when they leave the program. An ongoing effort is to establish a better benchmark against which potential students must be evaluated successfully prior to entering the OL cohort.

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 10.5/60 point score total improvement. This improvement continues to be the norm between cohorts on this measure.

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.

A Spring 2016 graduate wrote the following in the conclusion to her final reflection paper in OL450 Capstone course. It speaks to the performance learning experienced by all OL major students.

I feel as though every time I was struggling with something at work or didn't know how to exactly handle a situation, I would go to class that week and we would learn exactly what I needed to know. I had more aha moments than I can even remember. I have grown not only as a leader, but as a person. I have had to take a look at myself from within and examine my leadership style, my communication style, my conflict management style, my strengths and my weaknesses. By having to look at all of these different things, I have had to learn from every error and every situation. (Hayes, personal communication, 2016).

A Spring 2016 graduate thanked his classmates the final evening of their OL450 Capstone course by saying he thought he knew it all after 18 years in management. But, he had learned so many new approaches and ways of handling issues from each of his classmates, instructors and courses and was able to implement new methods that worked better than what he had done previously. He went on to say, "I cannot thank you all enough. You have made me a better leader" (Skeffington, personal communication, 2016).

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

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

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.
- 3) The OL301 Organizational Development Through Human Resources class allows students to choose between a traditional research paper and a one-on-one personal consultation and project under the guidance of an OL alumnus. These alumni volunteers are all hiring professionals in the HR field working for local companies. The student's goal is to establish a marketable paper resume, cover letter, LinkedIn account and video resume that the HR professional believes will result in above average responses from local employers.

The 2015 – 2016 academic year was the most tumultuous in the memory of any members of the OL faculty. A few initiatives were aimed at the students, but most others were administrative changes that had little direct impact on students. The exceptions were the formation of an OL Club open to students across campus interested in being better leaders and the introduction of OL courses to traditional students.

1. OL Club

The first programming to support the Leadership Center (expected to open Fall 2017) was executed through the OL Club. MU Leads, a leadership development and recognition program, was developed in conjunction with the co-curricular side of Millikin. It included a Fall 2015 lecture, a Fall 2015 weekend conference, and two spring leadership events that were part of Millikin's annual faculty workshop and the annual student awards ceremony. The primary attendees at the first year's events were OL students and faculty. The newly formed OL Club managed the oversight of the logistics.

2. OL Minor and Certificate Programs

Two courses, OL300 Self-Leadership and OL344 Leadership were piloted in Spring 2016 to traditional students. The former was a hybrid course meeting only one time. The latter was offered fully online. Both were offered in a seven week block format, a definite change from what traditional students were accustomed to attending at Millikin. Each course was highly successful and thus became integral pieces of the OL Minor and OL Certificate that were also approved in Spring 2016. These are the first programs from OL open to all students, not just PACE admits. Below is the Bulletin information about the new minor and certificate programs.

Organizational Leadership Minor

Students who complete a minor in Organizational Leadership (OL) will become more effective organizational members, whether their chosen career is in business, non-profits, arts, agriculture, service, sales or government. Students will possess strong leadership, communications, team building, and ethical decision-making skills, along with a greater understanding of organization behavior. Students will utilize their skills to analyze, interpret, and reflect on the impact a local organization has on its people (and vice versa); providing a career-enhancing performance learning opportunity and developing a network of professional contacts while still at Millikin. The minor includes an internship at a local business as a culminating course. Note: This program is offered in non-traditional, online and accelerated formats to non-OL majors only. Unlike OL major courses, the OL minor courses do not require acceptance into Millikin's PACE program.

Program Learning Outcome Goals:

1. Interpret organizational issues and determine effective solutions consistent with organizational goals.
2. 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.

3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. 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.
5. Evaluate an organization in action. This performance learning experience will include on-site visits to discuss organizational issues, analyze the issues in relation to program concepts and theories, recommend changes, and reflect upon the student's realizations about organizational leadership.

A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above.

The following 5 courses are required to receive the Organizational Leadership Minor:

- OL300. Self-Leadership (3)
- OL344. Organizational Leadership (3)
- OL306. Organizational Behavior (3)
- OL310. Group and Team Dynamics (3)
- OL425. Organizational Discovery (3)

Organizational Leadership Minor Electives Include:

- CO343. Conflict and Communication (3)
 - CO344. Leadership and Communication (3)
 - CO345. Leading Organizational Change (3)
 - MG345. Change and Leadership (3)
 - OL355. Special Topics in OL
 - OL385. Leadership, Diversity and Multiculturalism (3)
- *Additional courses may be added to this list of electives per program approval

Organizational Leadership Certificate

Students who complete a certificate in Organizational Leadership (OL) will become more effective organizational members, whether their chosen career is in business, non-profits, arts, agriculture, service, sales or government. Students will possess strong leadership, communications, team building, and ethical decision-making skills, along with a greater understanding of organization behavior. Students will utilize their skills to analyze, interpret, and reflect on the impact a local organization has on its people (and vice versa); providing a career-enhancing performance learning opportunity and developing a network of professional contacts while still at Millikin. Note: This program is offered in non-traditional, online and accelerated formats to non-OL

majors only. Unlike OL Major courses, the minor courses do not require acceptance into Millikin's PACE program.

Program Learning Outcome Goals:

1. Interpret organizational issues and determine effective solutions consistent with organizational goals.
2. 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.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. 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.

Course Requirements:

OL300. Self-Leadership (3)
OL344. Organizational Leadership (3)
OL306. Organizational Behavior (3)
OL310. Group and Team Dynamics (3)

Total Credit Hours = 12

Minor and Certificate Enrollment Guidelines:

The certificate requires fewer hours than the full Organizational Leadership minor, and is not equivalent to the minor. This is a stand-alone program of focused study. Part-time non-degree seeking students or community members may complete this program with an academic degree from Millikin or elsewhere. The certificate is intended to provide a foundational set of courses emphasizing theory and practice in organizational leadership. Students will be able to complete the required coursework within 2-4 semesters. This program is offered in non-traditional, online and accelerated formats only.

3. Administrative Initiatives

Significant changes that occurred administratively are too numerous to accurately capture. OL merged with Sociology to form the Sociology and Organizational Leadership (SOOL) 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. Elizabeth Lahey was hired fulltime effective August 1, 2015 as an instructor and the director of the OL program, a role she had served in as an adjunct faculty member since 2007. Both programs have found 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. SOOL was assigned an office, its first budget and an administrative support person. OL adjuncts were assigned office space for the first time. Elizabeth was appointed the chair of Sociology and Organizational Leadership in Summer 2016.

Elizabeth Lahey, had been a pioneer in online learning since the 1980s. She was selected to serve on the 2015 Summer Nyberg to develop a three year plan for Millikin to expand its online and hybrid course offerings. As a representative for the Organizational Leadership program, Elizabeth had been an integral part of the Leadership Team at Millikin, dedicated to the design of a Leadership Center and the programming to support it since Fall 2014. This role was expanded in Summer 2016 to include membership on Millikin's Leadership Nyberg.

Finally, an indeterminate number of changes resulted from events outside the OL department. The PACE office was dissolved in December 2015. This left many things normally handled by this administrative arm for non-traditional programs to be managed by the OL department itself – often with minimal lead time as each new item that had dropped through the cracks was uncovered.

The elimination of PACE dove-tailed with preparation for the November 2016 HLC visit to create even more administrative effort. A few examples of these administrative changes included: recommending and reviewing course schedules for evening University Studies courses, establishing adjunct faculty performance evaluations, developing paperwork and providing training for the student self-registration process, and realigning OL course schedules to better fit the traditional course schedule.

These last few comments are in no way intended to be whining about extra workload. The intent instead is to be optimistic that more attention in academic year 2016 – 2017 may be placed on efforts related to improving the student experience and learning in the three OL programs: the major, minor and certificate.

Next Steps

There are a number of initiatives that have already been identified for the next academic year. These include reworking the OL240 course, the establishment of a non-traditional student Honor Society, the development of an overall plan for Leadership programming on campus, the execution of more Leadership activities via the OL Club, the expansion of OL course offerings in the traditional space to support the OL minor and OL certificate, the documentation of length/rigor in the OL courses taught in accelerated format, and a full external audit of the OL program. All these initiatives should have a positive long-term effect of the quality of the OL program and the success of OL majors.