

Organizational Leadership Status and Program Assessment

by Elizabeth Lahey, Chair & Faculty Coordinator

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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 is composed of a contracted chair and student advisor, plus 12 - 13 adjunct faculty members. In 2013 – 2014 there were 13 adjuncts, of which 3 were PhDs and 2 were ABD. The remaining 8 adjuncts possessed Master's degrees and significant experience in their respective fields. Emphasis on classroom presence is key to attaining an ongoing position in the department. 2012-2013 faculty included Debbie Campbell, Melinda Rueter, Andrew Wadsworth, Diana Heeb-Bivona, Bernard Moss, Pam Folger, Matthew Tucker, Frank Houston, Carolyn-Treadwell-Butler, Candace Baker, Maire Fox, Janet Kirby, and Margaret Lee.

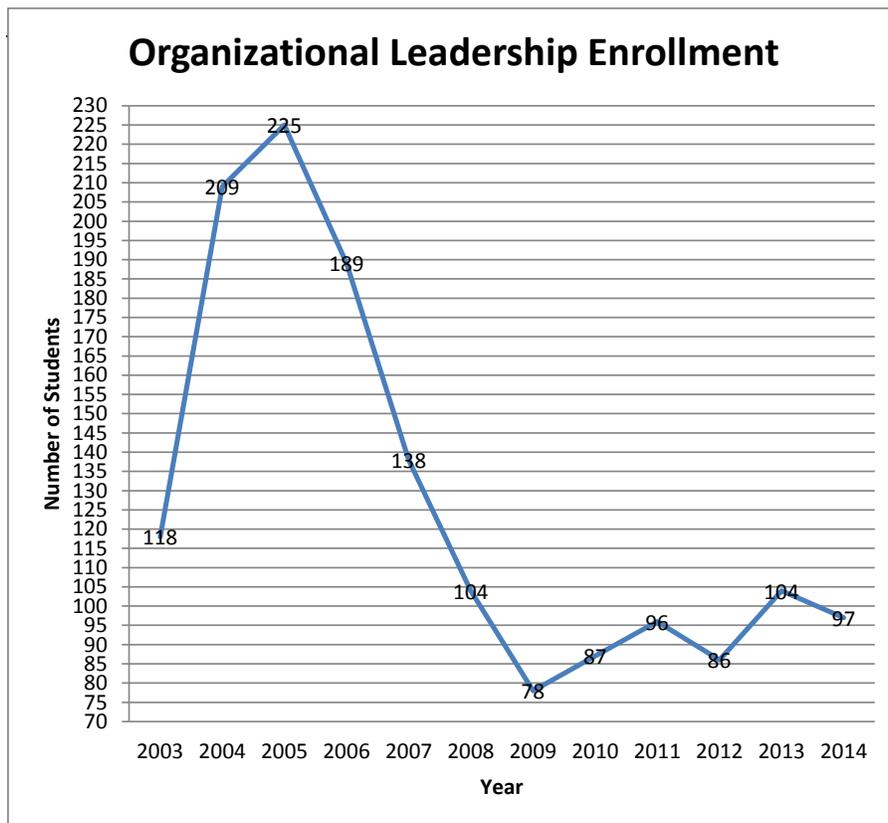
The 2013 – 2014 OL cohort students included approximately 55 adults, ages 21 – 60, with the bulk in their late 20s and early 30s. There are also approximately 40 other students at varying stages of completing general education requirements that are termed pre-majors. The pre-majors are excluded from 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.

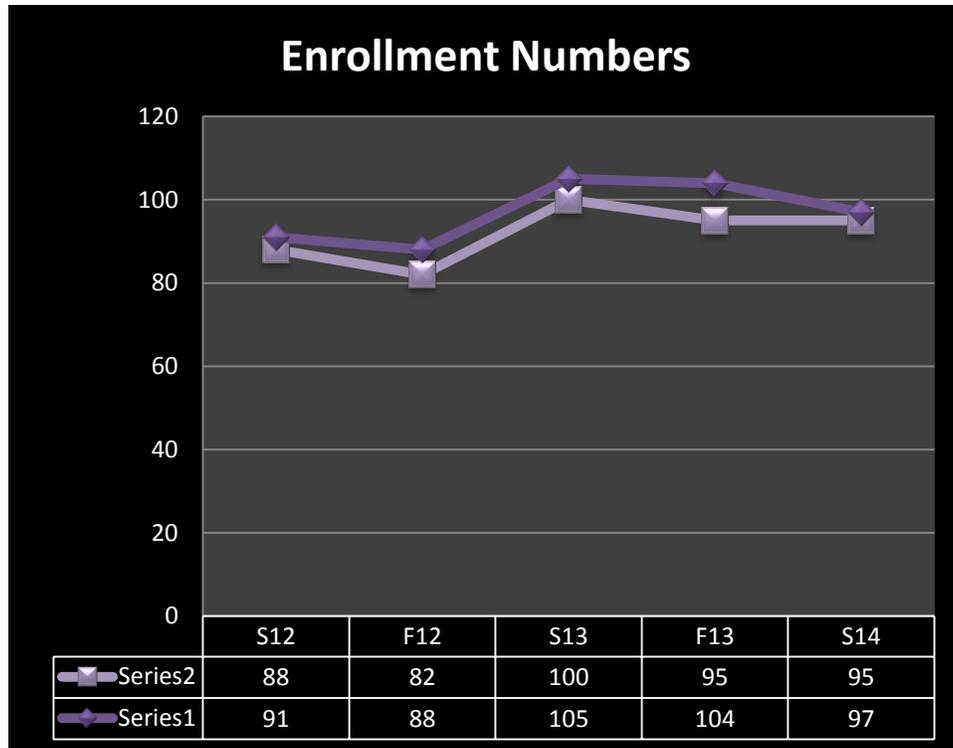
The enrollment in Organizational Leadership has varied greatly over the last few years as seen in the graph below. When the major was first introduced the pent-up demand for a local degree completion program was enormous. The numbers of students increased from 118 at the program's inception in 2003 to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





Learning Outcome Goals for the Organizational Leadership Major

1. Millikin:

To Deliver on the Promise of Education

At Millikin, we prepare students for:

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

2. Organizational Leadership:

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

1. Formulate professional level written and oral communication as a critical component of effective leadership.
2. Interpret organizational issues and determine effective solutions consistent with organizational goals.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organization's political, social and cultural context.
5. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.

Degree Requirements

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

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

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

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

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

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

2. Major Requirements (45 Total Semester Credit Hours)

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

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

Before entering an OL major cohort, students must have fewer than 12 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 3-4 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 Fall 2012 cohort was completed at the end of Spring semester 2014. The first assessment was an entire single cohort of 13 people. In succeeding year reports trends will be developed to determine the ongoing improvement in the OL program based upon changes implemented based upon details in the report.

Organizational Leadership Curriculum versus Goal Map (See links above on page 3 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	NO	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	NO
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
OL3 Leadership, Diversity & Multiculturalism	YES	YES	YES	YES	YES	YES
OL400 Project Management	NO	YES	YES	YES	YES	YES
OL450 Leadership Capstone	YES	YES	YES	YES	YES	YES

Organizational Leadership Assessment Choices Overview (See links above on page 3 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

Leadership Attributes, Collaboration & Team Building Skills	<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.
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 Date: **Fall 2012 – Spring 2014**

Total Number of Students Assessed: **13**

	Red (1)	Yellow (2)	Green (3)	Average And Standard Deviation
Oral Presentation Skills				
Initial Assessment	3/23%	9/69%	1/8%	1.85/.53
Final Assessment	0/0%	4/31%	9/69%	2.96/.46
Change				1.11
Written Communication Skills				
Initial Assessment	4/31%	9/69%	0/0%	1.69/.46
Final Assessment	1/8%	3/23%	9/69%	2.62/.62
Change				.93
Critical Thinking, Creative Problem-Solving & Decision-Making Skills				
Initial Assessment	4/31%	7/53%	2/16%	1.85/.66
Final Assessment	0/0%	5/39%	8/61%	2.62/.49
Change				.77
Understanding Ethically & Socially Responsible Behavior				
Initial Assessment	3/23%	8/61%	2/16%	1.92/.62
Final Assessment	0/0%	5/39%	8/61%	2.62/.49
Change				.70
	Red (1) Scores to 25/60	Yellow (2) Scores of 25-35/60	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	1/8%	11/84%	1/8%	28/20-40/3.82
Post-Assessment Results	3/23%	7/54%	3/23%	36/25-45/5.09
Change				8

Organizational Leadership Assessment Results Analysis

Overall, the OL program has been a huge success. The faculty has worked hard to revise their courses to meet the program goals, including the revising of OL240 Technology and Data for Decision-Making to emphasize decisions and downplay the information technology component.

It is important to note that since OL students are working adults, with at last 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** or even **Green** level of achievement by OL students prior to the start of their degree completion program. Less than 30% of OL students came to the program as **Red** in any category.

Despite their starting positions, the OL program was able to produce major improvements in every goal category. The greatest progress was made in Oral Presentation Skills (1.11). This is due to over 70% of the courses in the curriculum requiring the use and exhibition of these skills. 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.

The second best portion of the OL program was a .93 on improved Written Communication Skills. The OL program builds significant writing assignments into 80% of its courses. An opportunity to further improve these scores is in the faculty evaluation of writing. Most instructors use rubrics to consistently and rigorously guide student progress, but this is not yet a universal practice across the program. A goal for the academic year 2014 – 2015 will be to review which faculty need assistance and training in this area to further improve student learning.

The goals of Critical Thinking, Creative Problem-Solving and Decision-Making Skills and Understanding Ethically and Socially Responsible Behavior saw improvements of .77 and .70 respectively. These categories had the largest number of individual beginning assessments in the **Yellow** and **Green** range. So, somewhat lower changes would be expected since these are the categories that adults have learned as part of a community, a church, or through their employment. The results indicate that the OL program added depth and theory to what the students may already have believed or thought prior to completing the program.

The pre and post-assessment scores were aimed at evaluating the goals of Understanding Organizations & Change and Leadership Attributes, Collaboration & Team Building Skills. They did so, with an 8/60 point score total improvement. However, this assessment was not as effective as possible. The assessments themselves had issues. When looking at the assessments a number of key issues became apparent immediately. This being the first fully completed pre and post cycle the department learned much about the quality of the assessment.

The pre and post-assessment test given to the students had five questions that zero students got right on the post-test. Upon review with the two faculty members whose classes were covered by the questions, it was determined that the questions were detailed facts and not good indicators of conceptual content learned. The questions were revised immediately so as to eliminate the impact on the results of any future cohort.

Six other questions were missed by a large number of the students on the post-assessment. Upon review by the OL program director it was determined that the concepts covered by these questions were critical for the program to assess; they should have been learned by the students. Upon further investigation, the way the questions were worded made either the questions confusing or more than one answer seem interpretable as correct. These questions were similarly revised to reduce the impact on future cohort results.

An additional finding was that the final essay used in the Ethically and Socially Responsible Behavior goal post-assessment did not require citations by the instructor. Yet, the assessment scheme was looking for a wide variety of sources cited in the development of the ethical reasoning argument. The assessment team had to overlook that factor while making the 2013-2014 assessment but the instructor was advised to revise the course assignment going forward, so as to better meet the needs of the assessment process.

Next Steps and Initiatives

The assessments clearly pointed out the deficiency in the teaching skills of two instructors. The first instructor had been coached on improving his/her course and delivery to little benefit. The instructor stated he/she felt awkward with the course direction set by the OL program. The second instructor was reassigned to different courses in hopes of finding a match to his/her free-form teaching style. After the assessments highlighted their courses as problem areas both instructors were let go and the instructors have been replaced for academic year 2014-2015. Time will tell if the new instructors will improve the student learning in a way that positively impacts future assessments.

At the end of the 2014 academic year the OL program's success reached Parkland Community College in Champaign, IL. Arrangements have been completed to assess the readiness of their student body for the OL cohort, with plans to begin a cohort in January 2015 if the number of ready students justifies the start. Otherwise a cohort will begin as soon as makes sense.