

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
2016-2017**

Learning Outcome:

MAOL PLO 2: Interpret how organizational knowledge relates to management, the practices of planning, leadership of change and conflict, and oversight of human resources, and illustrate how that integrates with Christian, legal, and regulatory roles.

Outcome Measure:

SOL 621 Developing a Strategic Plan: Capstone Project (Paper)

Criteria for Success (how do you judge if the students have met your standards):

Minimum average score of 80% on rubric

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria					
	SU16	FA16	SP17	SU17	FA18	SP18
SOL 621 Strategic Plan Paper	94%	100%	90%			

Conclusions Drawn from Data:

- **Summer 2016:** Cohort 1 in the MA-OL Program: 94% met or exceeded the 80% criteria for success.
- **Fall 2016:** Cohort 2 in the MA-OL Program: 100% met or exceeded the 80% criteria for success using two evaluative tools: Literature Review, Researched Proposal for Change.
- **Spring 2017:** Cohort 3 in the MA-OL Program: 90% met or exceeded the 80% criteria for success using two evaluative tools: Literature Review, Researched Proposal for Change.

Changes to be Made Based on Data:

Changes to the course that directly precedes SOL621 were made to better prepare the students for this final capstone project. The Fall 2016 cohort performed excellently on their strategic plan paper. One student in the Spring 2017 cohort did not meet the 80% criteria for success.

Rubric Used

Developing a Strategic Plan: Capstone Project Rubric

Capstone Project Report

Criteria	Pts
Executive Summary: Organization, clarity, thorough yet concise.	25.0 pts
Strategic Recommendations: How specific are they and how powerfully are they presented? These are presented as part of the Executive Summary	25.0 pts
External Environment Analysis	25.0 pts
Company Situation Analysis	25.0 pts
Financial Analysis	25.0 pts
Other Strategic Tools	15.0 pts
Analysis of Alternatives	25.0 pts
List of Sources	15.0 pts
Spelling / Punctuation / Grammar	20.0 pts

Total Points: 200.0

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
2016-2017**

Learning Outcome:

MAOL PLO 3: Analyze the evidence of personal leadership style, strengths, and skills, and how that supports their various functions within an organization.

Outcome Measure:

SOL 620 Leadership Challenge Paper (Summer 2016) course changes applied and outcome measured using the SOL620 Literature Review, the SOL620 Researched Proposal for Change Paper, and the SOL620 Narrative: The Story.

Criteria for Success (how do you judge if the students have met your standards):

Minimum average score of 80% on rubrics

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria					
	SU16	FA16	SP17	SU17	FA18	SP18
SOL 620 Leadership Challenge Paper Adjusted to Literature Review, Researched Proposal for Change, & Narrative	100%	100%	100%	100%		

Conclusions Drawn from Data:

- **Summer 2016:** Cohort 1 in the MA-OL Program: 100% of the students met or exceeded the 80% criteria for success.
- **Fall 2016:** Cohort 2 in the MA-OL Program: 100%% of the students met or exceeded the 80% criteria for success using three evaluative tools: Literature Review, Researched Proposal for Change, and Narrative.
- **Spring 2017:** Cohort 3 in the MA-OL Program: 100%% of the students met or exceeded the 80% criteria for success using three evaluative tools: Literature Review, Researched Proposal for Change and Narrative.

- **Summer 2017:** Cohort 4 in the MA-OL Program: 100% of the students met or exceeded the 80% criteria for success using three evaluative tools: Literature Review, Researched Proposal for Change and Narrative.

Changes to be Made Based on Data:

The MA-OL Program works to maintain outstanding courses and materials that inspire growth and development in its students. As a result of this goal, the SOL620 course, after its initial release, was refined to better support work completed in the second capstone course, SOL621: Developing a Strategic Plan. The “Leadership Challenge Paper” assignment was replaced with three other assignments meant to evaluate student mastery of Program Learning Outcome #3.

Rubric Used

SOL620 was first delivered during the summer of 2016. The Leadership Challenge Paper was assessed using the following rubric (see next page):

Leadership Challenge Paper					
Criteria	Ratings				Pts
Introduction	Exemplary: Clearly and concisely describes the leadership challenge and the overall purpose of the paper. Positions self as leader. Identifies key items of concern and key players. 50.0 pts	Proficient: Clearly describes the leadership challenge. Positions self as leader. Identifies most key items of concern and key players. 40.0 pts	Developing: Description of the leadership challenge is incomplete and/or confusing. Positions self as leader but may not identify key concerns and/or key players. 30.0 pts	Non-Compliant: Limited if any description of the leadership challenge. May not position self as leader, identify key concerns and/or key players. 0.0 pts	50.0 pts
History, Background & Context	Exemplary: Presented important and relevant details and background about the leadership challenge. Clearly discussed and analyzed patterns of behavior, habits of action, and unspoken norms or values from the organizational, department and individual levels. 50.0 pts	Proficient: Presented most of the important and relevant details and background about the leadership challenge. May have discussed too many or too few important details. Discussed and analyzed most of the relevant patterns of behavior, habits of action, and unspoken norms or values from the organizational, department and individual levels. 40.0 pts	Developing: Somewhat presented important and relevant details and background about the leadership challenge. However, may have missed a few very important or significant details. Provided some discussion and but lacked in the analysis of patterns of behavior, habits of action, and unspoken norms or values from the organizational, department and individual levels. 30.0 pts	Non-Compliant: Limited if any discussion about the important and relevant details about the background, patterns and the like, as they related to the leadership challenge. 0.0 pts	50.0 pts
Literature Review (see Lit Review Rubric)	Exemplary: Presented all three parts of the Literature Review fully and completely. 50.0 pts	Proficient: Mostly presented all three parts of the Literature Review. 40.0 pts	Developing: Somewhat presented all three parts of the Literature Review. 30.0 pts	Non-Compliant: Did not adequately present all three parts of the Literature Review. 0.0 pts	50.0 pts
Conclusions	Exemplary: Assesses leadership effectiveness clearly describing 3 or more specific insights into leadership gained and 1 specific action. Discusses surprises, effectiveness of classic theories, and how thinking and/or behavior changed. 50.0 pts	Proficient: Discusses leadership effectiveness describing 2 - 3 insights into leadership gained and 1 fairly specific action. Considers surprises, value of classic theories, and how thinking and/or behavior changed. 40.0 pts	Developing: Somewhat discusses leadership effectiveness describing 1 - 2 general insights into leadership gained and 1 general action. May include surprises, value of classic theories, and/or how thinking and/or behavior changed. 30.0 pts	Non-Compliant: Limited if any reflection on leadership effectiveness, surprises, value of theories or changes in thinking or behavior; may identify but not discuss 0 - 2. 0.0 pts	50.0 pts
APA and Sources	Exemplary: Accurately uses headers and adheres to APA standards; reference page and citations are correct. All sources listed in References are cited in paper. 50.0 pts	Proficient: Uses headers and adheres to APA standards; reference page and citations are correct with minor (1-3) errors. All sources listed in References are cited in paper. 40.0 pts	Developing: May use headers and somewhat adheres to APA standards; the work of others is cited but with numerous (4 - 10) errors. Sources listed in References and citations may not match. 30.0 pts	Non-Compliant: Limited adherence to APA standards in the paper and Reference page; work of others may be cited but with multiple (11+) errors. Sources listed in References and citations do not match. 0.0 pts	50.0 pts
Writing Mechanics	Exemplary: The paper is logical and well-written; spelling, grammar and punctuation are accurate. Paper is the required length of 15-20 pages of content, and includes correctly prepared title page. 50.0 pts	Proficient: The paper is logical and well-written but with minor (1 - 3) errors in spelling, grammar and/or punctuation. The content may be 5% too long or short; includes a correctly prepared title page. 40.0 pts	Developing: The paper is somewhat logical and well-written but with several (4 - 10) errors in spelling, grammar and/or punctuation. The content may be 10% too long or short, and may not include a correctly prepared title page. 30.0 pts	Non-Compliant: The paper lacks clarity and may be confusing with numerous (11+) errors in spelling, grammar and/or punctuation. The content may be 15% too long or short, and may not include a title page. 0.0 pts	50.0 pts
Total Points: 300.0					

Rubric Used for Cohorts 2, 3, 4 to assess the three capstone assignments, including the comprehensive rubric for the course.

Literature Review Rubric for 620

	Exemplary	Proficient	Developing	Non-Compliant
Topic and Constructs	Clearly identifies the component parts (constructs) of the change.	Mostly identifies the component parts (constructs) of the change	Somewhat Mostly identifies the component parts (constructs) of the change	Does not identify topic or the component parts.
Reference List	All resources are peer reviewed or have passed a gatekeeper function	Most of the resources are peer reviewed or have passed a gatekeeper function	Some of the resources are peer reviewed or have passed a gatekeeper function	None of the resources are peer reviewed or have passed a gatekeeper function
APA format	Accurately uses headers, citations, references and completely adheres to APA style guide	Uses but does not adhere to APA style guide	Limited use of APA style guide	No use of APA style guide
Cohesiveness of the Literature Review	All 3 parts (Introduction, Main Body, and Summary) of the Lit Review are clearly available and concisely written.	Most of the parts (Introduction, Main Body, and Summary) of the Lit Review are clearly available and concisely written.	Some of the parts (Introduction, Main Body, and Summary) of the Lit Review are clearly available and concisely written.	None of the parts (Introduction, Main Body, and Summary) of the Lit Review are clearly available and concisely written.

Cohesiveness:

An Introduction that defines the constructs being investigated.

A Main Body that informs the reader with clear information, from research, about each of the constructs and weaves the material together in dedicated sections for each construct. Provides all sides of each construct.

A Summary that succinctly informs the reader of what is known about each of the constructs and how they might integrate.

Researched Proposal for Change Rubric for 620

	Exemplary	Proficient	Developing	Non-Compliant
Introduction:	Clearly explains who the proposal is written to and why they are the people being addressed.	Mostly identifies who the proposal is written to and why they are the people being addressed.	Somewhat identifies who the proposal is written to and why they are the people being addressed.	Does not identify who the proposal is written to and why they are the people being addressed.
Issue: Change Needed	Clearly delineates the change needed	Mostly delineates the change needed	Somewhat delineates the change needed	Does not delineate the change needed
Reasoning: Why Change	Uses Literature Review data to support a well-reasoned argument for the change	Used some Lit Review data to support an argument for the change	Used little Lit Review data to support a weak argument for the change	Did not use Lit Review data to support change. Lacks any argument for change.
Solution: What will be different	Clearly asks for a decision and explains what will be different.	Mostly asks for a decision and indicates a change will happen	Somewhat asks for a decision and vaguely describes the change.	Does not ask for a decision and fails to explain what will be different.

Cohesiveness:

An Introduction will allow the reader to understand who, in authority, will be able to approve the requested change.

The Issue will explain to the reader the change being proposed

The Reasoning presents a argument for the change that is supported by reasoning and data.

The Solution provides a view of what will be different and asks for a decision.

Narrative Rubric for 620

	Exemplary	Proficient	Developing	Non-Compliant
Introduction and Environment	Easily understandable who the audience for the story is.	Audience for the story is somewhat understandable.	Audience for the story is vague and hard to comprehend	Cannot tell who the audience for the story is.
Facts: an explanation of the change to happen	Clearly states why the change is needed and uses the data to support the change	Somewhat states why the change is needed and uses some data to support the change	Vaguely states why the change is needed and uses little data to support the change	Does not state why the change is needed and does not support the change with any data
Engagement: includes an emotional appeal	Story, as delivered, clearly appeals to hearers and	Story somewhat appeals to hearers and uses little	Story vaguely appeals to hearers and uses factual	Story has no appeal to hears and relies upon factual material

	connects with much more than the factual material	emotional appeal.	material to appeal to hearers	to appeal to hearers
Unification: includes the tag line to tie the story together	Clearly uses the tag line to tie together the story	Somewhat uses a tag line to tie together the story	Refers briefly to the tag line to tie together the story	Does not use a tag line to tie together the story
Dream: what the future will be like	Clearly paints a verbal picture of the future and how it is better	Mostly paints a verbal picture of the future and how it is better	Vaguely paints a verbal picture of the future and how it is better	Does not paint a verbal picture of the future and how it is better

Cohesiveness:

Introduction and Environment: Provides an explanation of the setting and audience

Facts: An explanation of the change the leader wants to see happen and why the change will work.

Engagement: The Story draws the listeners to the change by appealing on an emotional level.

Unification: The Tag Line is used to unify the parts of the story so that listeners are brought with the leader.

Dream: Story provides the listener with a vision of the better future they will want to be involved in.

A Main Body that informs the reader with clear information, from research, about each of the constructs and weaves the material together in dedicated sections for each construct. Provides all sides of each construct.

A Summary that succinctly informs the reader of what is known about each of the constructs and how they might integrate.

Comprehensive Rubric for 620

	Exemplary	Proficient	Developing	Non-Compliant
Change and Parts	Clearly identifies the change and component parts	Mostly identifies the change and component parts	Somewhat identifies the change and component parts	Does not identify the change and component parts
Facts	Clearly breaks down component parts of the change and clearly uses the facts for support	Mostly breaks down component parts of the change and mostly uses the facts for support	Somewhat breaks down component parts of the change and somewhat uses the facts for support	Does not break down component parts of the change and does not use the facts for support
Persuasion	Clearly shows an understanding of who needs to give permission and who needs to make the journey with the Leader	Mostly shows an understanding of who needs to give permission and who needs to make the journey with the Leader	Somewhat shows an understanding of who needs to give permission and who needs to make the journey with the Leader	Does not show an understanding of who needs to give permission and who needs to make the journey with the Leader

Leadership	Clearly sees a tomorrow and clearly appeals to more than the facts, asks for others to follow using the tag line as a unifying factor toward an emotional connection	Mostly sees a tomorrow and clearly appeals to more than the facts, asks for others to follow using the tag line as a unifying factor toward an emotional connection	Somewhat sees a tomorrow and clearly appeals to more than the facts, asks for others to follow using the tag line as a unifying factor toward an emotional connection	Does not see a tomorrow and fails to appeal to more than the facts, does not ask for others to follow using the tag line as a unifying factor toward an emotional connection
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