

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
2018-2019**

Learning Outcome 1:

Evaluate how Christian values support the practices of leadership within an organizational system.

Outcome Measure:

Case Study Response for PLO-1

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

Minimum average score of 80% on value 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					
	SP19	FA19	SP20	FA20	SP21	FA21
Case Study Response for PLO-1	75%					

Conclusions Drawn from Data:

This is the first program assessment for the new version of the MAOL that includes four new courses, and revamped eight of the core courses. This new version also includes a Line of Inquiry (LOI) emphasis that allows students to develop an individual expertise within organizational leadership that is developed throughout the courses in the program in addition to individual research and investigation.

The initial cohort graduated four students. The samples gathered for the program review were actually every student's work in the cohort. The conclusions from the data are drawn considering the limitations of the small cohort size.

The student's understanding of the context and purpose of writing, in addition to the use of sources of evidence show a graduate level of research proficiency and scope of the program. Scores in the rubric that negatively affected scores were content development, genre and disciplinary conventions and control of syntax and mechanics.

Changes to be Made Based on Data:

There is an opportunity to evaluate the use of this rubric for this outcome to determine if a writing-focused rubric limits the scope of the assessment too much to writing conventions and outweighs assessment of other areas including what specifically is not being addressed in content development.

Rubric Used : Value Rubric Written Communication

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
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Learning Outcome 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:

Case Study Response for PLO-2

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

Minimum average score of 80% on value rubric

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

- 6. Specialized Knowledge
- 7. Broad Integrative Knowledge
- 8. Intellectual Skills/ Core Competencies
- 9. Applied and Collaborative Learning, and
- 10. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria					
	SP19	FA19	SP20	FA20	SP21	FA21
Case Study Response for PLO-2	75%					

Conclusions Drawn from Data:

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Learning Outcome 3:

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

Outcome Measure:

Case Study Response for PLO-3

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

Minimum average score of 80% on value 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					
	SP19	FA19	SP20	FA20	SP21	FA21
Case Study Response for PLO-3	100%					

Conclusions Drawn from Data:

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Changes to be Made Based on Data:

There is an opportunity to evaluate the use of this rubric for this outcome to determine if a writing-focused rubric limits the scope of the assessment too much to writing conventions and outweighs assessment of other areas including what specifically is not being addressed in content development.

Rubric Used : Value Rubric Written Communication

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
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Learning Outcome 4:

Adapt leadership concepts to real life organizational situations.

Outcome Measure:

Developing a Strategic Plan

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

Minimum average score of 80% on value 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					
	SP19	FA19	SP20	FA20	SP21	FA21
Developing a Strategic Plan	75%					

Conclusions Drawn from Data:

This is the first program assessment for the new version of the MAOL that includes four new courses, and revamped eight of the core courses. This new version also includes a Line of Inquiry (LOI) emphasis that allows students to develop an individual expertise within organizational leadership that is developed throughout the courses in the program in addition to individual research and investigation.

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Changes to be Made Based on Data:

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**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
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	Criterion Not Observed	Does not meet expectations	Needs improvement	Meets expectations	Excellent
	0 points	1 point	2 points	3 points	4 points
Context of and Purpose for Writing-- Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Criterion not observed	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Criterion not observed	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Disciplinary Conventions-- Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Criterion not observed	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.
Sources and Evidence	Criterion not observed	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas and/or relevant sources to support ideas that are appropriate for the discipline and genre of	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing

**M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)
2018-2019**

			the writing.		
Control of Syntax and Mechanics	Criterion not observed	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.