

## MLOS Program Learning Outcomes Report Summary 2019

The following table summarizes the assessment of PLOs for the MLOS program for assessment cycle 2018-2019. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

<b>Program</b>	Master of Arts in Leadership and Organizational Studies
<b>Assessment Period</b>	Summer 2018 - Spring 2019
<b>Program Learning Outcomes (PLOs)</b>	<p>PLO 4: Apply leadership competencies for effecting change within organizations</p> <p>PLO 5: Propose innovative leadership strategies for improving organizational effectiveness</p>
<b>Standards of Success</b>	<p>PLO 4: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate student scores equal to 80% for the MLOS 500 Research Proposal Part 10: Final Proposal as measured by the artifact assessment rubric.</p> <p>PLO 5: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate student scores equal to 80% for the MLOS 516: Organizational and Personal Analysis Paper as measured by the artifact assessment rubric.</p>
<b>Evidence</b>	<p>PLO 4: The evidence to evaluate PLO 4 was the Research Proposal Part 10 Paper for MLOS 500. 40% of the artifacts were assessed resulting in a sample size of 28/71 artifacts</p> <p>PLO 5: The evidence to evaluate PLO 5 was the Organizational and Personal Analysis Paper for MLOS 516. 40% of the artifacts were assessed resulting in a sample size of 28/69 artifacts</p>
<b>Assessment Tool</b>	<p>PLO 4: Each artifact was evaluated based on the direct assessment rubric created by Dr. Lisa Phillips which includes all of the key components required to assess PLO 4.</p> <p>PLO 5: Each artifact was evaluated based on the direct assessment rubric created by Dr.</p>

	Lisa Phillips which includes all of the key components required to assess PLO 5.
<b>Assessors</b>	PLO 4 and 5: Dr. Bradly Roh, Adjunct Faculty Dr. Dina Samora, Adjunct Faculty Ms. Teri Rolley, Adjunct Faculty
<b>Results</b>	PLO 4: The program did not meet the aggregate achievement standard of 80% - 20/28 samples passed (71.4%).  PLO 5: The program did not meet the aggregate achievement standard of 80% - 20/28 samples passed (71.4%).
<b>Discussion of Results</b>	PLO 4: The aggregate achievement standard of 80% was not met with a score of 71.4%. <ul style="list-style-type: none"> <li>- The assignment requirements were refined and rigorous, but the scope of the assignment is extensive for an 8-week course.</li> <li>- Students did not clearly demonstrate the ability to conduct scholarly research and to write a comprehensive literature review.</li> <li>- The research proposal (course assignment used to measure the PLO) does not provide the opportunity for students to apply leadership competencies for effecting change as stated in PLO 4.</li> <li>- Students did not demonstrate critical thinking and writing skills.</li> </ul> PLO 5: The aggregate achievement standard of 80% was not met with a score of 71.4%. <ul style="list-style-type: none"> <li>- The assignment could be further refined to link students' leadership assessment results for improved organizational effectiveness by putting the analysis in a research context.</li> <li>- Students did not demonstrate the ability to conduct library research and integrate scholarly sources to support analysis.</li> <li>- Need for faculty to establish clear expectations for APA writing when course begins, and consistently hold students to these writing standards</li> </ul>
<b>Proposed Changes</b>	PLO 4: Integrate scholarly article deconstruction assignments as a part of the course that incorporates an iterative approach to graduate writing. The assignments in this course should demonstrate how to conduct library research, but provide the articles for analysis and deconstruction so the focus is on the writing process, rather than the time consuming effort associated with library research which takes away from the student's ability to focus on developing and improving writing skills.  PLO 5: Create 2-minute instructional videos that address all of the requirements for graduate level writing. Embed the videos in all courses as writing resources.

	The same proposed recommendations were identified in the 2018 MLOS Program Review.
<b>Rationale for Proposed Changes</b>	<p>PLO 4 and 5:          This approach will better prepare students for scholarly research and writing and build a foundation for the entire program.</p>
<b>Financial Resources Required</b>	<p>PLO 4:          N/A</p> <p>PLO 5:          \$1,500 for a major course revision</p>
<b>Annual Learning Report for MLOS Approved</b>	<p>Approved by the Educational Effectiveness Committee on 12/11/2019</p> <p>Approved by the Academic Council on 12/17/2019</p>
<b>Follow Up (Closing the Loop)</b>	<p>PLO 1: Develop their own philosophy of leadership based on their understanding of ethical and worldview theories (MLOS 529)</p> <ol style="list-style-type: none"> <li>1. The FY 2019 Curriculum Development Budget should include \$1,800 per course for the revision/refresh of 12 MLOS courses by the end of FY 2020.</li> <li>2. Strategically redesign fundamental courses to incorporate an iterative approach to graduate writing. One paper would be utilized throughout the session with continuous and salient feedback provided to the students.</li> </ol> <ul style="list-style-type: none"> <li>- Budget approved, course revisions in progress: MLOS is being replaced with a new Masters of Arts in Organizational Leadership (MAOL) scheduled to launch Fall 2020.</li> <li>- Strategic redesign of fundamental course(s) - course vision completed. ORGS 500 (introductory leadership course for the MAOL program) has been identified as a course where this approach to writing can be implemented.</li> </ul> <p>PLO 7: Demonstrate the value of collaborative problem-solving by participating in group projects (MLOS 501)</p> <ol style="list-style-type: none"> <li>1. The FY 2019 Curriculum Development Budget should include \$1,800 per course for the revision/refresh of 12 MLOS courses by the end of FY 2020.</li> <li>2. Strategically redesign fundamental courses to incorporate an iterative approach to graduate writing. One paper would be utilized throughout the session with continuous and salient feedback provided to the students.</li> <li>3. Create an instructional video to be included in all courses that addresses all of the requirements for graduate level writing.</li> </ol> <ul style="list-style-type: none"> <li>- Budget approved, course revisions in progress: MLOS is being replaced with a new Masters of Arts in Organizational Leadership (MAOL) scheduled to</li> </ul>



	<p>launch Fall 2020.</p> <ul style="list-style-type: none"><li>- Strategic redesign of fundamental course(s) - course vision completed. ORGS 500 (introductory leadership course for the MAOL program) has been identified as a course where this approach to writing can be implemented.</li><li>- Instructional Video - not started. Resources have been targeted for this proposed change.</li></ul>
--	---