PROGRAM CHAIR'S ASSESSMENT REPORT
Canvas
(Last update: 2021.04.21)

Program: Organizational Leadership   **Program Chair:** Jared Baldwin   **Report for the year:** 2020-21   **Date report submitted:** 6/4/21

I. Program Goals: This chart is used to summarize the assessment activities and results that specifically address your program goals. Consider each goal and complete the chart as directed. **However, if you have focused on certain selected goals only for this year, highlight/designate those for particular emphasis**. Use additional appendices as needed.

This goal #	Tools or activities used to assess this goal	Results of this goal's assessment(s) (provide data: e.g., summaries, averages, etc.)	Implications and/or recommendations for improving students' learning related to this goal	*Status of Goal (4..3..2..1)
1	M-OL 302, Ethics and Values in Organizational Leadership. The entire course is about ethics and integrity. Every quiz, test, and project touches on some aspect of integrity. They also participated in at least 3 case studies with current events involving ethics and integrity.	The students all contributed meaningful summaries of the case studies and class room discussions. They also completed 10 quizzes related to aspects of organizational ethics.	I recommend adding in a little more ethical reading and/or case studies. This reading may be assessed through discussion posts.	3
2	M-OL 201 History and Theology of Leadership has specific assignments throughout the course that fit the description of this goal. The Reading Summary assignments specially target this goal and challenge each student to draw conclusions and ask questions surrounding this goal. Other courses that will accomplish elements of Goal 2 are: M-OL 301 Fundamentals of Business Management, M-OL 404 Strategic Leadership and	The 20 reading summaries in MOL 201 consistently demonstrated a clear understanding of the basic models of leadership. The students linked the models to principles by articulating thoughtful questions at the end of each Reading Summary.	I recommend that the various guest lecturers be aware of this goal prior to their speaking so they can assist in linking the models with the principles. Speakers can state, "Here is a model that I use…" or "This principle I learned may link to another leadership model…".	3

	Organizational Change, and M-OL 406 Dynamic Team Leadership Theory and Development.		
3	M-OL 301 Fundamentals of Business Management and M-OL 402 Human Resource Fundamentals both have guest lecturers scheduled to address the class. Students collected and articulated their thoughts after each guest speaker. Their analysis of each guest speaker was submitted through Canvas and graded based on specific criteria, relevant to the speaker and topic. M-OL 400 Organizational Leadership Internship also places the student in proximity with organizational leaders, where they will observe through immersion in an organization. Internship analysis reports are submitted for every ten hours of internship.	On 4/16/21, in MOL 402, guest Speaker Dave Perrott (licensed financial planner and Faith alumni) spoke on basic financial principles related to business and finance. Each student submitted a summary statement regarding the importance of the guest lecturer's talk as well as two action steps that each student would take after learning from the guest speaker.	I intend to have more business leaders with subject matter expertise visit both MOL 301 and MOL 402. I have already adjusted the expectations of MOL 400 and all future internships; making the course a 3 credit requirement with 140+ hours. This allows the student to be paired with business leader mentors for more intensive training.	3
4	This goal is ubiquitous within all courses. We regularly utilize a Socratic method of learning that flips the classroom, giving the students opportunities in every class to not only ask questions of the instructor or speaker, but also be asked to process	On 2/9/21 the students in MOL 302 the students turned in a "Codes of Ethics and Codes of Conduct" mini-project and presentation. In this assignment they each had to take what they learned through lecture, reading, and personal research, and create their own codes for a fictional company that they created. Then the students presented, explained, and defended their rationale to their peers.	Because this is at the core of the program, I will continue to leverage this goal in each class period throughout every course.	4

	scenarios, case studies, and dilemmas.			
5	Multiple courses involve management within a project team. These include MOL 202 Leadership Toolbox, MOL 301 Fundamentals of Business Management, and MOL 401 Current Issues in Organizational Leadership.	In MOL 202, the students were divided into four working teams, each assigned to go through the four stages of team development, assume roles and responsibilities within the team, and accomplish a "real-world" project. Each team had to assign various managerial roles to each member.	Throughout the program I attempt to provide leadership and management opportunities for students	3

Your Program Goals:
1. The student will exemplify the ethics and integrity of Biblical servant leadership.
2. The student will link theoretical models of effective leadership with business principles and people skills
3. The student will test their knowledge of sound business practices.
4. The student will integrate critical-thinking and problem-solving skills.
5. The student will experiment with interpersonal and management skills.

College Assessment Scale (see last page for exact conversion charts)

  *4 = goal is met with strength
  3 = goal is met satisfactorily
  2 = goal is only marginally met (plans to address deficiencies must be attached)
  1 = goal is not met (plans to address deficiencies must be attached)

Include here your determination of what qualifies a score for each of the measurements above (4-1):

	Capstone	Internship/Project
4	4- The students thoroughly met the intended goal of the Capstone exam.	
3		Some of the students met this with strength,

		but some only met this satisfactorily.
2		
1		

% of students with a minimum 3.0 as defined above

	Total number of students who participated	Total number of students who achieved a 3.0 or higher	Average score on the College Assessment Scale	% of those who achieved a 3.0 or higher	4 year ave.*
Capstone	7	7	4	100	100
Internship/Project	7	7	4	100	100

*If there was a low number of graduating seniors in your program (fewer than 5), also give the average of the last 4 years.