MLOS Annual Learning Results Summary, AY 2016-17

The following table summarizes the assessment of PLOs for the MLOS program for assessment cycle (2017). 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.

Program	**Master of Arts in Leadership and Organizational Studies (MLOS)**
Assessment Period	Summer 2016 to Spring 2017
Program Learning Outcomes (PLOs)	PLO: 1 Develop their own philosophy of leadership based on their understanding of ethical and worldview theories (MLOS 529) PLO: 7 Demonstrate the value of collaborative problem-solving by participating in group projects (MLOS 501)
Standards of Success	PLO 1: 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. Aggregate student scores equal to 80% for the Moral Compass Paper for MLOS 529 as measured by the artifact assessment rubric. PLO 7: 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. Aggregate student scores equal to 80% for the Group Process Analysis Paper for MLOS 501 as measured by the artifact assessment rubric.
Evidence	PLO 1: Moral Compass Paper for MLOS 529; Sample size - random sample of 40% (29/72) artifacts PLO 7: Group Process Analysis Paper for MLOS 501; Sample size - random sample of 40% (24/60) artifacts
Assessment Tool	PLO 1: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate. PLO 7: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.
Assessors	Dr. Kurt Takamine Dr. Debbie Austin Dr. Lisa Phillips

Results	PLO 1: 24 out of 29 samples passed (82.7%) PLO 7: 20 out of 24 samples passed (83.3%)
Discussion of Results	PLO 1: There was a 93% consistency rate between assessors 1 and 2. The aggregate achievement standard of 80% was met with a passing score of 82.7%. - The students demonstrated an ability to develop a personal philosophy of leadership based on ethical and worldview theories, but an area of weakness included lack of graduate-level writing skills. PLO 7: There was an 83% consistency rate between assessors 1 and 2. The aggregate achievement standard of 80% was met with a passing score of 83.3%.
Proposed Changes	PLO 1: 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. PLO 7: 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. Create an instructional video to be included in all courses that addresses all of the requirements for graduate level writing.
Rationale for Proposed Changes	PLO 1: Approximately 30% of students did not demonstrate graduate level research, writing (including APA), and critical thinking skills. Incorporation of an iterative approach to writing in fundamental courses to support this approach will better prepare students for scholarly research and writing. PLO 7: Approximately 30% of students did not demonstrate graduate level research, writing (including APA), and critical thinking skills. Incorporation of an iterative approach to writing in fundamental courses, as well as an instructional video to support this approach will better prepare students for scholarly research and writing.
Financial Resources Required	PLO 1 and PLO 7: 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.
Annual Learning Report for MLOS Recommended for Approved	ALR approved by EEC in a unanimous vote on 10/3/2018
Follow Up (Closing the Loop for the previous Annual Learning Report (2015))	PLO 8: Revision of the instructions for the MAPS Project, as recommended in the 2015 MLOS Annual Learning Report, was completed in August 2017 and the revised course launched in Fall 2017. PLO 9: No changes recommended.