

ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Office of Institutional Effectiveness.

Program / Department: BA Organizational Leadership (LEAD)

Submitted by: Dr. Clinton Parker III

ASSESSMENT of PROGRAM STUDENT LEARNING GOALS and OUTCOMES – SPOTLIGHT REPORT

I. List the Program Goals in the first column and indicate in which year those goals will be assessed.

Program Goals = what the program aims to achieve and what it should offer students who take it.

[Each goal should be assessed at least once over a 3-year cycle – indicate by X]

Goals for the <u>BAOL</u> Major/Dept.	Year	2024-2025	2025-2026	2026-2027
Goal 1. Graduates of Organizational Leadership major will have developed basic knowledge and skills for careers in business, church, non-profit, faith-based, social sector, or any organization.		X		
Goal 2. Demonstrate foundational knowledge and skills necessary for designing, implementing, and leading a program, ministry, or organizational idea.				X
Goal 3. Acquire foundational knowledge of leadership fundamentals, which enables graduates to apply them to actual ministry settings and pursue advanced degree.			X	

II. Program Goals and Specific Student Learning Outcomes for assessment in 2024-2025

- In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

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Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.

[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]

Program Goal to be assessed this year	Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus)	Which course will these be assessed?	How assessed? (e.g. Rubric, survey, focus group)	Does assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
Goal #1: Graduates of Organizational Leadership major will have developed basic knowledge and skills for careers in business, church, non-profit, faith-	i) Evaluate the benefits of project management to a business and the key steps involved in managing a project ii) Differentiate between basic project management tools and terms such as timelines, work breakdown structures, Gantt charts, precedence tables, activity	MGMT 304A Project Management	Syllabus and Blackboard analysis.	Y	N/A	N/A	2025

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based, social sector, or any organization.	charting, and critical path and recovery actions. iii) Compose effective communication with both team members and upper management/stakeholders outside the project team. iv) Assess the knowledge and skills to participate and lead effectively on a project team. v) Apply structured problem solving to various projects						
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III. Rationale for decisions

[Include a brief explanation of the rationale for your decision to assess outcomes for these program goals and specific learning outcomes in the way(s) indicated. Why is this course/essay the best place to assess this goal/outcome? Why is this method (eg. survey, rubric) the best way to assess the goal/outcome?]

Course content analysis via Blackboard and the syllabus helps determine the effectiveness or opportunities for improvement by showing how well the course content, assignments, and assessments align with program goals. By reviewing the syllabus and Blackboard, any evaluator can see if: 1) key learning outcomes are clearly addressed, 2) assignments align with learning objectives, and 3) appropriate biblical integration is consistent. This approach also highlights gaps such as misaligned assessments or unclear connections to goals, and real-life ministry or marketplace application to ensure instructors can make targeted improvements to strengthen the course's impact on student learning.

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IV. What conclusions can be drawn based on your assessment results?

Current results indicate that students are taught project concepts; however, there appears to be a lack of sufficient applied skills and leadership emphasis for workplace readiness, as evidenced by the absence of specific ministry or marketplace projects. Although the course is only five weeks, a well-planned short project is appropriate.

1. This course should be reframed or focused as “leadership through projects” because the concentration of this degree is Organizational Leadership.
2. Outcomes should use accessible verbs like identify, create, and reflect, with deliverables simplified into a five-part toolkit: a) project charter, b) WBS, c) simple timeline, d) risk list, and e) stakeholder-style status report so that the students can be prepared to engage and actual ministry or marketplace project.
3. An Agile/Trello (project management software) exercise would introduce adaptive leadership.
4. The grading should be rebalanced to 70% applied deliverables and 30% reflection, as it is disproportionately heavy on participation with less emphasis on execution and delivery.
5. Rubrics adapted from AAC&U VALUE will provide clarity and measurable evidence.

V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?

Improvements will include revised learning outcomes mapped to program-level goals, short tool labs, leadership prompts, Agile basics, and rubric-based assessment.

1. Revise learning objectives and outcomes.
2. Transition the project management focus from a “doer” role to a leadership position, ensuring timely and effective project execution.
3. Implement the use of project management software such as Monday, Asana, Trello, ClickUp, Wrike, Smartsheet, Hub, etc.
4. Introduce the learners to the Project Management Institute’s Body of Knowledge and standards.

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5. Explore the feasibility of implementing nationally recognized assessment tools developed by the AAC&U (*Association of American Colleges & Universities*) VALUE (*Valid Assessment of Learning in Undergraduate Education*).
6. Rebalance grading to 70% applied deliverables and 30% reflection.

VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented? Do your recommendations apply to the assignment, course, program, evaluated learning outcomes, or another area of student learning? Please indicate which and provide SMART Goal action steps. (SMART: Specific, Measurable, Achievable, Relevant, & Time-bound). The Dean of GSLB will work closely with the Program Chair of LEAD to execute the following:

1. March 2026 | Engage an experienced project management expert for advisement.
2. March 2026 | Revise course learning objectives and outcomes with entry-level leadership verbs.
3. April 2026 | Reframe course orientation from technical hands-on “doer” to leadership-centered project execution.
4. May 2026 | Integrate project management software (e.g., *Monday, Asana, Trello, ClickUp, Wrike, Smartsheet, Hub, etc.*) into assignments.
5. June 2026 | Incorporate PMBOK® principles and standards using a quick-reference guide.
6. July 2026 | Explore the feasibility of incorporating AAC&U VALUE rubrics for teamwork and problem-solving in assessment.
7. August 2026 | Rebalance grading to 70% applied deliverables and 30% reflection activities.