



ACADEMIC PROGRAM REVIEW (APR)
Master in Organizational Leadership
(Part A)

"Are we teaching the right things?"

SECTION 1: Introduction

1. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.
Sarah Walters- CAGS- MOL Program- 2019-2020
2. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.
The mission of the MOL program is to empower current and aspiring leaders with the skills they need to lead people well and to the cross.
3. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.
The program includes 9 adjunct faculty and 1 full time faculty member, of the adjuncts 1 is a full-time employee (Dean) at Evangel University. The other full-time faculty member is the program coordinator.

Alina Lehnert	PhD- Organizational Leadership
Duane Praschan	DMin- Industry experience at Phillips
Lisa Tyson	PhD- Global Leadership
Rich Manca	MS- Industry experience at Xerox (VP level)
Julie Horner	
Jeff Fulks	PhD- Industry experience in research
Josh Yancey	EdD- Industry experience in project management and spiritual leadership
Sarah Walters	PhD, ABD- Organizational Leadership
Michael Buttacy	MBA
Thomas Harrison	PhD- Industry experience in television and radio

4. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.
Students, alumni, faculty, employers, churches of the Assemblies

SECTION 2: Identity: Mission, Values and Strategic Plan

5. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.
The mission of the MOL program is to empower leaders to lead well, but also to share the gospel as they carry out their work. The missions are almost identical. Values of the MOL program are Kindness, Integrity, and Excellence. Values of EU are truth, integrity, service, and community. The MOL's values of kindness and excellence foster community and are examples of how communities should operate. Service should also be carried out with kindness and integrity. While the EU 20 Outcomes are not directly assessed in the MOL program, the curriculum matrix shows their relationship.

The MOL program recently underwent a major restructure and redesign. This was to bring the program into alignment with the university's strategic priority of leading in academic innovation. The MOL program's mission statement was recently solidified to show its commitment to spiritual vitality (empowering leaders to lead people to the cross) and an investment in our future to focus our attention on what the goal of the program is.

The MOL program's total credit hours required to graduate were reduced from 36 to 30 to lead in academic innovation, but more importantly to expand our reach. One of the barriers to the program was the embedded residency program. This requirement was removed in September 2019 thus expanding our reach to students who originally were weary of a residency each semester.

6. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.
The program coordinator for the MOL program regularly provides feedback to the undergraduate leadership minor on campus to ensure a strategic and natural progression into the MOL when students choose to matriculate to the MOL. The MOL program also receives feedback from the undergraduate leadership program and business department to strengthen it's attractiveness to potential students.
7. Explain any changes or improvements that have been implemented since the last APR.
See number 5.
8. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.
Students would miss the opportunity to learn about leadership on a much more directed level. In undergraduate leadership courses, students are exposed to different leadership theories and concepts, but are not asked to assess leadership effectiveness, and make adjustments accordingly. The MOL program adds this much needed component to any practitioner who leads people. Students may have the book knowledge about how to lead people, but aren't able to analyze and synthesize new ideas based on their work experiences as traditional undergraduate students or adult studies students.

SECTION 3: Relevance

9. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.
At this time, key stakeholder interest has remained the same. However, as of recently, the world has experienced a global pandemic, which has thrust many leaders into an unavoidable reflection of their leadership skills. Leaders are being asked to assess and respond more than ever, and if possible, prevent it from happening in the first place. Empowering people to lead well and with validated methods and strategic planning tools is imperative to today's society. Trends in cohort enrollment for the past 9 semesters:

Semester	Number of Students
Jan. 2016	6
July 2016	8
Jan. 2017	4
July 2017	10
Jan. 2018	10
Jan. 2019	6
July 2019	7
Jan. 2020	6
Aug. 2020	14

10. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.
See number 5. The program coordinator meets with the advisory team once/year to discuss the previous year. The advisory team recommended the following changes in August 2019: Work on developing a program that is attractive to employers, add partnership opportunities, remove residency component as a barrier to enrollment.
11. A SWOT Analysis involves identifying the program's strengths (S), weaknesses (W), opportunities (O), and threats (T). List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Opportunities
Diversity and experiences of the faculty	Partnerships
Elective options for students	Professional Coaching, Human Resource Development, and Spiritual Leadership Tracks
Weaknesses	Threats
Lack of program exposure	Competitive MBA programs (in the SGF area) that are fully online and have moved to 30 credit hours after seeing our MOL move to 30 hours.
Limited diversified online classroom modalities	

Lack of program exposure

The faculty provide meaningful experiences to the classrooms for students as evidenced by student evaluations of faculty.

New students like the opportunity to choose their tracks.

The program isn't well known within the assemblies' districts and churches. Is often confused with seminary's MLM degree.

The online classroom environment is consistently dull according to student course evaluations. Students prefer more integrated uses of technology. If students aren't receiving this, they may choose to move to another program or not join this one in the first place.

12. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

While the PC helped develop a relationship between Adult & Teen Challenge USA and Evangel University, there are several other organizations that would find this program useful.

Partnerships could also include the development of micro-courses for professional development use at organizations. This allows the program to obtain more exposure within the community.

The largest threat to this program is the lack of knowledge that it exists and is not the same as the MLM at the seminary within the denomination, and the lack of knowledge about the MOL program within the community. Other local universities use more advertisements on social media and other platforms to push exposure to the fully-online MBA and Leadership masters' programs.

13. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

Creating more partnerships will increase public exposure to the program. The number one barrier to enrollment is exposure. Creating micro-courses could overcome the threat of the competitive MBA programs in town.

SECTION 4: Effectiveness

14. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved and what changes will be made to the program following this APR? What have you learned from assessing the changes?

Row Labels	Average of outcome scores	Student Count
Leadership World	4.81	89
MOL500 LEC 1: Foundations of Leadership	4.92	33
MOL500 LEC 1: Emotionally Intelligent Leadership	5.00	34
Organizational Feedback, Assessment & Analysis	5.40	35
MOL500 LEC 1: The Effective Organization	5.33	35
MOL500 LEC 1: Organizational Analysis Project	5.62	35
Organizational Development	5.62	36
MOL500 LEC 1: Emotionally Intelligent Leadership	5.75	24
MOL500 LEC 1: Organizational Design and Development	5.50	30
MOL500 LEC 1: Developing Policies and Procedures	5.54	30
Managing & Financial Management	5.35	30
MOL500 LEC 1: Managerial Finance	5.33	30
Written & Oral Communication Skills	5.38	38
MOL500 LEC 1: Emotionally Intelligent Leadership	5.80	30
MOL500 LEC 1: Communication and Community Relations	5.69	32
MOL500 LEC 1: Organizational Analysis Project	5.77	32
Customer Satisfaction & Reflection	4.00	34
MOL500 LEC 1: Organizational Design and Development	4.00	34
Diversity Dynamics in Organizations	4.00	34
MOL500 LEC 1: Organizational Design and Development	4.00	34
Grand Total	5.48	45

There is insufficient data to really ascertain student learning. This is the first year the program has collected data related to PLOs. Changes for this year include continuing to assess PLO data using updated curriculum matrix, professional development of faculty as it relates to technology, and improve students' technical writing skills. We have learned that we don't have enough data to draw strategic conclusions as of yet.

15. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

The international leadership association is a large professional organization within the field of leadership that provides resources to professionals in the fields of global and organizational leadership. The PLOs for this program have been compared with the professional standards of this organization. We have not used the ILA standards for assessment purposes as they are really more like values of the organization.

16. Report and discuss the post-graduation placement of your graduates.

Currently, the program could do a better job of soliciting feedback from graduates about the program, and things they wish would have been in the program. Alumni surveys should be implemented as a part of a 360 degree review and strategic plan.

Most graduates are in leadership roles within the organization they entered the program with or within another organization. Many transitioned after graduating from the program into new leadership roles within their organization. The MOL program has an active list of graduates, but does not solicit feedback from those alumni.

17. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

18. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.
Not applicable.

SECTION 5: Sustainability

19. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc.
Micro-courses could be a beneficial way for the program to bring in additional income to the University. These micro-courses could also be marketed as certificates.
20. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives?
At the current time, the program has sufficient funding for personnel, technology, and professional memberships. We are unsure of the marketing and advertising dollars allotted for this program.
21. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole?
The program is fully online. Considering our present circumstances, being able to offer programs fully online is an asset to maintaining enrollment and cash flow.

SECTION 6: Planning for the Future

22. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" section (questions 9-13), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?
These were submitted online. The assessment team chair can provide a copy.

**(Part B)
APR Rubric**

Please click on the link below to complete the APR rubric. A PDF copy of the rubric will be uploaded to Course Commons in the department's file of APRs by the chair of Assessment.

https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJLV0MyNjAwOEILNzA5N0JPQ0dCRC4u

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