

The enrollment in Organizational Leadership has increased greatly over the last few years as seen in the graph below. When the major was first introduced the per capita demand for a local degree completion program was enormous.

Methodology

Organizational Leadership Assessment Rubric

	Red(1)	Yellow(2)	Green(3)
	<ol style="list-style-type: none"> 1. Obviously nervous in front of an audience 2. Gets confused over material 3. Avoids eye contact 4. Message delivered without passion 	<ol style="list-style-type: none"> 1. Nervousness is controlled 2. Eye contact is acceptable 3. Little need for supporting script 4. Message delivered acceptably 	<ol style="list-style-type: none"> 1. No sign of nerves 2. Uses audience to advantage 3. Does not rely upon support materials 4. Message delivered with enthusiasm
	<ol style="list-style-type: none"> 1. The purpose of the paper is generally unclear 2. The writing style is not logical or cohesive; flow is choppy and disconnected 3. Paper contains minimal depth of content and mentions ideas but offers little if any support 4. Student exhibits little or no understanding of APA formatting or citation style 5. Has numerous grammatical, spelling or punctuation errors that make reading very difficult 	<ol style="list-style-type: none"> 1. The purpose or focus of the paper is clear but lacks originality of thought or perspective 2. The ideas are arranged logically to support the central purpose or focus but there may be some difficulties in organization and flow of ideas, but for the most part, the audience can follow the line of reasoning 3. Paper sometimes lacks clear and consistent support for the purpose or focus of the paper 4. APA formatting has been used with minor to moderate errors in text and in References 5. Has minor grammatical, spelling or punctuation errors that are noticeable in the reading 	<ol style="list-style-type: none"> 1. The purpose or focus demonstrates originality of thought

	<ol style="list-style-type: none"> 1. Displays a high level of ownership and determination to accomplish goals 2. Prefers to work alone and involve others only if required to do so. 	<ol style="list-style-type: none"> 1. Self disciplined and displays determination to accomplish goals 2. Has passion for managing things and activities and will include others if they have similar ideas and goals 3. Seeks to promote own solutions to situations in a positive and inclusive manner 	<ol style="list-style-type: none"> 1. Self disciplined and displays a high level of ownership, humility, determination to accomplish goals 2. Has passion for making others prosperous by articulating a vision that motivates and influences the actions of others in a positive way 3. Seeks to promote the solutions of others rather than self.
	<ol style="list-style-type: none"> 1. Addresses an ethical question or situation with a quick, top-of-mind response 2. May see things as very black and white 3. Is unwilling to make a controversial decision 4. May not understand the importance or value of diversity within an organizational structure 5. 	<ol style="list-style-type: none"> 1. Makes an attempt to analyze an ethical dilemma or situation 2. Is aware that there could be more than one viewpoint but chooses to focus on own frame of mind; can take a position and provide arguments for the position 3. Is aware that an ethical decision might not be viewed as positive by others 4. Is tolerant of diversity within an organizational structure 5. Aware that each person has own experiences 	<ol style="list-style-type: none"> 1. Is able to question how an ethical decision could affect self, followers, the organization, the industry, the environment, future generations, etc. 2. Seeks out multiple viewpoints and forms a decision based upon what is best for the organization; student can take an issue and dissect it, then form strong arguments to support the decision 3. Understands that the ethical decision may not be a popular one, but is prepared to persevere 4. Is accepting of people with diverse backgrounds and opinions and seeks to create an inclusive environment 5. Has an understanding that

Organizational Leadership

In Spring 2015, Elizabeth Lahey and Ken Laundra began serving as joint chairs for the SOL department. Elizabeth will share her years of nontraditional education and chair experience, and Ken will navigate the world of traditional student programming for OL.

Ken Laundra oversees the Criminal Justice minor for Millikin. In Spring 2015 he created a certificate program for the nontraditional program that hopes to take advantage of the OL student population and the external community. It utilizes the online education expertise shared by him and Elizabeth in the SOL department. Few, if any, other departments have this combined level of online expertise.

In Spring 2015, Elizabeth developed an online Minor in OL to be offered to traditional students beginning in Spring 2016. It has gained division approval and will go through the remaining approval process in Fall 2015.

In Summer 2015, Elizabeth was selected to serve on the Nyberg to develop a three year plan for Millikin to expand its online, nontraditional course offerings.