



2024-2025

ANNUAL ASSESSMENT REPORT

MA Organizational Leadership

CARRIE MCCRAY

MISSION AND INTRODUCTION	2
INTRODUCTION	2
PROGRAM MISSION STATEMENT	2
ALIGNMENT TO INSTITUTION MISSION	3
STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM	3
PROGRAM STUDENT LEARNING OUTCOMES	3
CURRICULUM MAP	4
MEASURES AND RESULTS	4
PARTICIPATION IN ASSESSMENT	5
ACTION ITEMS AND USE OF RESULTS	5
GEN ED	6
NSSE FOCUSED ACTIVITIES	6
CONCENTRATIONS	6
CONCENTRATION INFORMATION	6
FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP	7
SCHOLARSHIP AND RESEARCH	7
FACULTY AWARDS AND HONORS	8
TEACHING SUPPORT AND MONITORING TEACHING QUALITY	8
PROGRAM DATA: STUDENT EXPERIENCE	8
ENROLLMENT AND RECRUITMENT	8
RETENTION	9
CURRICULUM/COURSE RETENTION AND SUCCESS	9
COMPLETION	9
COURSE EVALUATION DATA	10
STUDENT ADVISING	10
STUDENT AWARDS AND ACHIEVEMENTS	10
PROGRAM ANALYSIS	10
SWOT ANALYSIS	11
INDUSTRY AND PROGRAM TRENDS	11
SENIOR EXIT SURVEYS	11
RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS	11

2024-2025 Assessment Narrative on Findings

Organizational Leadership (MA)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

Master of Arts in Organizational Leadership (MAOL)

Master of Arts in Organizational Leadership is one of the most sought-after degrees for candidates who aspire to reach an executive or a top-level position in an organization. While traditional MBA programs emphasize business-driven outcomes, the MA in Organizational Leadership draws from a more human-centered approach, prioritizing meaning, values and vision to unlock the fullest potential of human capital.

Program Advantages

In this program, you will learn how to analyze and apply organizational leadership theories to respond to real leadership challenges such as organizational inefficiencies, corporate culture issues, dormant productivity and more. You will gain a deeper understanding of how to instill effective leadership practices, policies and systems to enable 21st-century organizations to grow, evolve and adapt to the realities of an ever-changing, globalized world.

This degree will help you develop your leadership style and learn to build highly effective teams and a culture of collaboration within an organization. All along the way, you will have an opportunity to learn from a diverse group of experienced and accomplished faculty with backgrounds and specialty areas ranging from Fortune 500 companies, military, adult learning, strategic foresight, and behavioral sciences.

The organizational Leadership Degree consists of 30 credit hours. Students can also choose a concentration area through the ORL Flex program. Students wishing to complete the ORL through the Flex program complete the core ORL courses (30-credit hours) and an additional 9-credit hour concentration developed in partnership with a content specialist faculty member or the ORL Program Manager.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

No mission statement revisions have been made

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

This skill-based, academically rigorous program aims to prepare leaders for diverse work settings and broad career opportunities in all different types of organizations including public, private and not for profit organizations. The program offers a highly practical and hands-on curriculum. Students will not only learn to develop their leadership potential but will also learn to develop highly effective teams and a culture of collaboration within the organization.

Program objection 1 is aligned with the university objective WWU2016.4

Program objection 2 is aligned with the university objective WWU2016.1

Program objection 3 is aligned with the university objective WWU2016.3

Program objection 4 is aligned with the university objective WWU2016.2

Program objection 5 is aligned with the university objective WWU2016.3

Program objection 6 is aligned with the university objective WWU2016.1

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

2. Describe the extent to which students in the program have met these outcomes.

Narrative:

No changes have been made to the outcomes over the course of this cycle as recent updates to the MAOL program were recently instituted.

The mission of the Business Programs of William Woods University includes:

- A quality learning environment
- Empowering students to succeed in their professions
- Provide MBA students the skill and techniques to make an impact in a variety of business situations.
- Students will gain the ability to take calculated risk and build smart, agile teams that deliver results.

The MAOL capstone **course description** and **outcomes** align with the business programs' mission.

Course Description:

ORL 590 Organizational Leadership Capstone

Students will generate reflection and critical thought on various leadership theories and practices while engaging in research and completing an approved research work or service project. They will apply integrated knowledge of organizational leadership and skills that they have developed throughout this program.

Course Outcomes:

After completing this course, students should be able to:

- C1. Evaluate the foundations, proven practices, and commitments of exemplary leadership.
- C2. Craft a unifying vision and model values to create a significant impact as a leader.
- C3. Assess the business context and leadership problems to devise research-based innovative strategies for problem-solving.
- C4. Facilitate relationships by fostering collaboration and empowering people.
- C5. Use knowledge gained from this program to recommend effective strategies and solutions for leaders in real-life work settings.

Capstone Project Report

The major activity in this course will be the development of a project report that can be used to provide consultation to leaders in real-life work settings.

Submit your final report as a Word document or PDF by Friday week 5, no later than

The program has met their outcomes. See evidence.

Evidence:

- [MA Organizational Leadership Annual Assessment 2023-2024](#)
- [Organizational Leadership \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

No changes to the curriculum have made since the 2022 revision.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this

outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

The assessment results and evidence since the 2022 revision have been effective in measuring students' expected outcomes. In ORL 590, the capstone course, the direct project—designed with the goal of at least 90% of students performing at 75% or better—has proven to be a strong measurement and assessment tool.

Evidence:

- [Organizational Leadership \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Beginning in Fall 2025, the program is phasing out the use of the Peregrine exam as an assessment tool but will continue to implement inbound and outbound exams to support assessment and quality assurance efforts in alignment with HLC standards.

The current assessment of the capstone course, ORL 590 Organizational Leadership Capstone will remain a significant part of the assessment process.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

The assessment results and evidence since the 2022 revision have been effective in measuring students' expected outcomes. In ORL 590, the capstone course, the direct project—designed with the goal of at least 90% of students performing at 75% or better—has proven to be a strong measurement and assessment tool.

Evidence:

- [Organizational Leadership \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

Gen Ed is NA for graduate programs.

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

NSSE focused activities are NA for graduate degree programs.

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

Students may complete the Master of Arts in Organizational Leadership consisting of 30 credit hours or develop a concentration area through the MBA Flex program.

Through the Flex program, students complete the core Master of Arts in Organizational Leadership courses (30-credit hours) and an additional 9-credit hour concentration developed in partnership with a content specialist faculty member or the Master of Arts in

Organizational Leadership Program Manager. This path allows students to develop a more personalized concentration in an area of interest.

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

Dr. Miriam O’Callaghan: Co-Presentation with Jennifer Bigler on Global Perspectives on Gender Disparities in the Construction Industry: Challenges, Nuances, and Collaborative Solutions, delivered at the IPER & CII MP’s International Conference, Bhopal, India, June 29, 2024.

Dr. Miriam O’Callaghan: presented (virtually) on 'Navigating Human Dynamics and Relationships at Work' delivered to the faculty and students of Engineering and Technology at Jagran Lakecity University, Bhopal, India, February 13, 2025.

Dr. Regina Willis: attended the Quality Matters-Missouri Conference on February 28, 2025.

Dr. Regina Willis: In April 2025, earned a certificate in Effective Teaching Practice Framework, which is offered through ACUE and endorsed by the American Council on Education

Dr. Jimmy Duncan: attended the MO-SHRM conference August 2024.

Dr. Manzoor Chowdhury: Awarded a sabbatical leave from Lincoln University to conduct research on the following topic:

Do the long-term shifts in the post-COVID economy require adjustments in Business School curriculum? – A Data-Analytic Investigation and Recommendations

Tom Luckenbill: Attended the Kansas city estate planning symposium. April 2025.

Dr. Geoffrey VanderPal:

1. VanderPal, G., & Brazie, R. (2024). Integrating Polyvagal Theory With Agile Project Management. *Journal of Organizational Psychology*, 24(1).
<https://doi.org/10.33423/jop.v24i1.6862>

2. VanderPal, G., & Brazie, R. (In Press). *Using PVT To Optimize Healthcare Excellence*. Cambridge University Press

Dr. Kyle Allison:

Conference Speaking:

1. Data Modeling Zone 2025 – Spoke on generative AI in data modeling

2. SAS Innovate Conference 2025 – Hosted Roundtable discussion on generative AI in data modeling

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

Dr. Regina Willis: In 2024, selected as Nashville State Community College’s Outstanding Adjunct Faculty for the School of Business and Professional Studies.

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

Student evaluations are completed at the end of each course. Those evaluations are reviewed by both the chair and the dean to determine if action should be taken for support of any faculty receiving negative scores and/or remarks for the course.

New faculty or existing faculty with prior issues on their evaluations receive a midterm evaluation to determine if any support needs to be offered.

All faculty teaching in the WWU MBA program are reviewed and credentialed. A file is maintained for each active faculty member, containing their application materials and credential information, which have been reviewed by the dean or program chair. Both a long-form credential document and a short-form credential summary are added to the faculty file for future course assignments.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?

How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

WWU’s MAOL program and courses were recently updated to ensure the degree remains current and appealing to prospective students. Enrollment in the MAOL program continues to grow. The implementation of five-week courses reflects a modern academic trend and appeals to graduate students by enabling them to enhance their résumés more quickly and

demonstrate academic qualifications sooner in their chosen careers.

WWU's website effectively directs prospective MAOL students to the admissions team. The team maintains strong communication with interested applicants and ensures a responsive admissions process. Various marketing strategies are regularly updated and utilized to reach potential MAOL students.

Current WWU Graduate Enrollment: MAOL = 23

Enrollment by Major	
Major	Students
Business Administration	76
Organizational Leadership	23
Health Administration	18
Business Analytics	17
Management (MS)	2
~Entrepreneurial Leadership (MBA)	1

Graduation rates have been requested.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

Retention numbers are not available at this time.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

These numbers have been requested. Once received the data will be entered.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

This information has been requested. Once received the information will be entered.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

As a result of the significant shift from eight-week to five-week courses, student outcomes and course evaluations will continue to be monitored closely. This ongoing assessment will help identify any necessary adjustments to sustain the five-week format and support continued student success.

While all students initially faced challenges related to time management, most were able to adapt. By the end of the Spring 2025 semester, the majority had adjusted and provided positive feedback about the flexibility and opportunities that the five-week course format offers.

All spring 2025 ORL courses evaluations were above 4.0/5.0 with no written comments positive or negative.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

WWU MAOL Students are advised exclusively by the graduate advisor.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

No know honors or awards exist at this time.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Please refer to the two attachments.

Evidence:

- [MAOL SWOT Analysis Chart](#)
- [MAOL SWOT Extended](#)

Industry and Program Trends

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

Senior exit surveys are not conducted for graduate programs at this time.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

WWU is in the process of transitioning to exclusive HLC accreditation and moving away from the Peregrine exam. However, they will continue to use inbound and outbound exams for assessment purposes. This assessment marks the first one conducted under this change.

An HLC visit is scheduled for 2026.