Assessment of Student Learning Plan: Leadership & Organizational Studies

Review of 2014-15 Academic Year

A. **College, Department or Program, Date**
    College   Lewiston Auburn College
    Department or Program   Leadership & Organizational Studies
    Date   June 3, 2015

B. **Department or Program Chair:** Tara Coste
    (person responsible for completing this form)

C. **Degree or other Program:** B.S. in Leadership & Organizational Studies

D. **Assessment of Student Learning**

1: Has your department identified any Student Learning Outcomes? *(What are students able to do by the end of your program?)*

a. *List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year. See Appendix A for definitions and examples.*

1. Students will have knowledge of the role(s) of leadership in the public and private sectors.
2. Students will be able to view organizational change from multiple role perspectives including that of a follower.
3. Students will be able to synthesize, articulate, and disseminate knowledge of organizational change and leadership to others.
4. Students will be able to recognize the ethical and legal issues facing leaders in an increasingly interconnected world.
5. Students will be able to compare and contrast how organizational change is achieved and effectively managed in a variety of contexts and settings.

All of them were assessed this past year and forms of evidence for assessment of outcomes two and five will be described in number two below.

2: How and When will the Learning Outcomes be assessed?

a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment. See Appendix A for definitions and examples.*

- Outcome 2 Assessment: *Students will be able to view organizational change from multiple role perspectives including that of a follower.* Assessed with case study analysis (detailed intensive study of a unit, such as a corporation or a corporate division, that stresses factors contributing to its success or failure). Students are graded on their ability to cogently apply course theory and content to assigned cases in LOS 300 (Organizational Theory), LOS 301 (Group Dynamics), LOS 350 (Leadership), and LOS 440 (Organizational Change).
- Outcome 5 Assessment: *Students will be able to compare and contrast how organizational change is achieved and effectively managed in a variety of contexts and settings.* All students who successfully complete LOS 300 (Organizational Theory) are assessed on their ability to compare and contrast how organizational change is achieved and effectively managed in a variety of contexts and settings through a "real world application paper." In this form of evidence, students demonstrate and are graded on their ability to analyze an organization through multiple frames of analysis, while focusing specifically on communication, group norms and processes, and the practice of leadership.

3: How did you use the Assessment results to Improve Student Learning?

a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.*

Improve curriculum: Program faculty regularly engage in curriculum review which includes assessment, evaluation, and improvement of course descriptions, learning objectives, and forms of assessment, and alignment to program outcome goals.

An example of a change resulting from this analysis would be improvement of the assessment plan for Outcome 5: In prior semesters, students indicated ambiguity regarding instructor expectations for the "real world application paper." To address this ambiguity, a detailed rubric was created by program faculty, distributed to enrolled students, and posted to the course Blackboard page.

F. Are there "community engagement" activities integrated in your departmental curriculum?

a. *Please indicate which of the components, listed below, are <u>included</u> in your program's curriculum, and then indicate if the activities are <u>required or optional</u> for students in your major.*

Community Engagement Activity	Included	Required/Optional
Student Research (related to a community-based problem)	√	R
Student-Faculty Community Research Project	√	R
Internship, or a Field Experience	√	R
Independent Study (community-related project)	√	O
Capstone Course (community-related project)	√	R
Service-Learning (a component of a course)	√	R
Study Abroad, or an International Program	√	O
Interdisciplinary Collaborative Project (community related)	√	R
Student Leadership Activities (related to a team project)	√	R
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	√	O

Other Activities (not mentioned above):

b. *Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:*

Mid-level courses: LOS270, LOS300, LOS315, LOS329, LOS361

Upper-level courses: LOS430, LOS440, LAC447, LOS470, LCC480