Assessment of Student Learning Plan: Leadership Studies

Review of 2014-15 Academic Year

A. **College, Department or Program, Date**
   College   Lewiston-Auburn College
   Department or Program   Leadership Studies

   Date   June 3, 2015

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

C. **Degree or other Program:**   M.A. in Leadership 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 history and major theories of leadership studies.
   2. Students will build skills in motivating individuals, groups, and organizations.
   3. Students will develop a self-awareness and an orientation toward diversity and social responsibility.

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 1 Assessment: *Students will have knowledge of the history and major theories of leadership studies.* Assessed with case study analysis (detailed intensive study of individual and organizational leadership scenarios) where students identify and apply various leadership theory.

Students are graded on their ability to cogently apply course theory and content to assigned cases in LOS 500 Foundation of Leadership I: Theory & Practice.

Outcome 2 Assessment: *Students will build skills in motivating individuals, groups, and organizations.* Assessed with personal application assignments (structured reflection paper based on Kolb's learning style framework of experience, reflection about meaning, analysis and application of assessment). Students are graded on depth and breadth of application of theory and concepts to their understanding of work group experiences--in LOS 501: Foundations of Leadership II: Theory & Practice.

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. See Appendix A for definitions and examples.*

Improve curriculum: Over the course of AY2014-15, program faculty began a comprehensive program review at the graduate level (including an assessment, evaluation, and improvement of course descriptions, learning objectives, and forms of assessment, and alignment to program outcome goals). This will continue next year.

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:

LOS501, LOS610, LOS611, LOS670, LOS688, LOS689