

Assessment of Student Learning Plan (ASLP): Leadership & Organizational Studies

2015-16 Academic Year

A. College, Department, Date

College Lewiston-Auburn College
Department Leadership & Organizational Studies
Date 5/26/16

B. Contact Person for the Assessment Plan

Name and title Dan Jenkins, Director and Assistant Professor

C. Degree Program

Name of Degree Program Leadership & Organizational Studies

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? **Yes/No**
- i. If yes, please indicate the url: http://usm.maine.edu/leadership/overview
- ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**
- b. Please identify **which of your student learning outcome(s) were assessed this past academic year.** (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Integrating theory and practice
Reflection-in-action
Collaboration
Systems thinking

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

No.

ii. Assessment Resources link, scroll down to the assessment information list to see examples on "Curriculum Map templates, Curriculum Map SLO's example, and Curriculum Map Embedded Assignments"

<https://usm.maine.edu/assessment/assessment-resources>

Step 2: Assessment Methods Selected and Implemented

a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

Reflection papers, case studies, individual and group projects, and capstone/theses.

b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

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

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Improve curriculum: Over the course of AY2015-16, program faculty who participated in a comprehensive program review at the undergraduate level (including an assessment, evaluation, and improvement of course descriptions, learning objectives, and forms of assessment, and alignment to program outcome goals) will do the same at the graduate level.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

New course offerings and integration of applied versus theoretical/philosophical assignments.

- c. *Date of most recent program review/self-study?*

2015

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Course blueprints.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

Yes—social responsibility.

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u> X </u>	R O
Student-Faculty Community Research Project	<u> </u>	R O
Internship, or a Field Experience	<u> X </u>	R O
Independent Study (community-related project)	<u> </u>	R O
Capstone Course (community-related project)	<u> X </u>	R O
Service-Learning (course-based)	<u> X </u>	R O
Study Abroad, or an International Program	<u> X </u>	R O
Interdisciplinary Collaborative Project (community related)	<u> </u>	R O
Student Leadership Activities (related to a team project)	<u> X </u>	R O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>X </u>	R O
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: LOS 270

Mid-level courses: LOS 329

Upper-level courses: