

# Assessment of Student Learning Plan (ASLP): Academic Programs

2016-17 Academic Year

University of Southern Maine

*Reminder: All Department Chairs will be responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form was designed to align with the NEASC accreditation- assessment standards.*

*If you have questions about this form, or need assistance with your program assessment plans during this academic year, please contact Susan King, Director of Academic Assessment, 780-4681, [susank@maine.edu](mailto:susank@maine.edu). Please email this form by May 31, 2017.*

*\*To review your department's ASLP form from last year, please use this link below for the ASLP webpage on the assessment website, then click on departmental ASLP's: <https://www.usm.maine.edu/assessment/campus-wide-assessment-student-learning-asl-plan>*

## A. College, Department, Date

College      \_Lewiston-Auburn College\_\_\_\_\_

Department   \_Leadership & Organizational Studies\_\_\_\_\_

Date            \_5/26/17\_\_\_\_\_

## 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: \_

<https://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?**

Assessment Resources link: scroll down and select, "Objectives & Outcomes Guidelines" <https://usm.maine.edu/assessment/assessment-resources>

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).

Strategic level change

The value of diversity in all its forms

Innovative thinking and practice

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.

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**

- d. *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.

Assessment Resources link: scroll down and select, “Direct and Indirect Measures-Strategies for Assessing Learning”, or “Creating & Using Rubrics, and Rubric Grading & Examples”  
<https://usm.maine.edu/assessment/assessment-resources>

*Please note: Generally, the goal of grading is to evaluate individual students’ learning and performance. The goal of assessment is to systematically examine patterns of student learning across courses and programs for purposes of improving educational practices. Grades may be the basis of assessment--for example, when a program agrees on a common assignment and rubric for assessment purposes, and grades are aggregated to develop a picture of average student performance. However, by themselves grades awarded in an individual course do not constitute assessment data.*

- e. *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).*

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the \_\_\_course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

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 AY2016-17, 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 specific 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 justice.

b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.

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

**G. Additional Comments (Optional):** *Please feel free to give suggestions or feedback on what would help you with the program assessment process.*

***Reminder: Please complete and submit this form by May 31, 2017.***

University of Southern Maine, Lewiston-Auburn College  
 Leadership & Organizational Studies  
 Alignment Matrix

<b>LOS M.A. Required Courses</b>	<b>LOS 500 Foundations I</b>	<b>LOS 501 Foundations II</b>	<b>LOS 512 Deliberate Creativity &amp; Innovation</b>	<b>LOS 550 Cultural Contexts</b>
<b>LOS Student Learning Outcomes</b>				
Knowledge of the role(s) of leadership in the public and private sectors;				
Understanding of the relationship between leadership and the social, economic, and political contexts in which it occurs;				
Awareness of the ethical and legal issues facing leaders in an increasingly interconnected world;				
Demonstration of excellent organizational and writing skills;				

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<b>LOS Student Learning Outcomes</b>				
Understanding how organizational change is achieved and effectively managed in a variety of contexts and settings;				
Ability to implement and/or navigate organizational change;				
Understanding of the process of organizational change from multiple theoretical vantage points;				
Ability to view organizational change from multiple role perspectives including that of a follower;				

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<b>LOS Student Learning Outcomes</b>				
Comprehension of the global implications of organizational change and development;				
Appreciation of the ethical concerns associated with organizational change;				
Ability to identify the nature and significance of various impediments to organizational change, and				
Ability to synthesize, articulate, and disseminate knowledge of organizational change and leadership to others.				

A = Student performance is used for program level assessment of the outcomes  
 X = Student's have the opportunity to learn the outcome

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 Alignment Matrix

<b>LOS B.S. Required Courses</b>	<b>LOS 300 Org. Theory</b>	<b>LOS 301 Group Dynamics</b>	<b>LOS 304 Org. Budgeting</b>	<b>LOS 350 Leadership</b>	<b>LOS 440 Org. Change &amp; Dev.</b>
<b>LOS Student Learning Outcomes</b>					
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