

Assessment of Student Learning Plan (ASLP): Russell Scholars Program

2016-17 Academic Year

A. College, Department, Date

College Academic Affairs
Department Russell Scholars Program (RSP)
Date June 26, 2017

B. Contact Person for the Assessment Plan

Stephen J. Romanoff, Director, Professor of Interdisciplinary Studies

C. Degree Program: N/A

The Russell Scholars Program is neither a major nor a department. It is a non-degree granting academic learning community that offers a limited number of General Education courses and electives.

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?* No

1. Students will be able to describe how and why communities form and the stages they go through in the process; and they will be able to discuss the progress of the RSP community.
2. Students will apply appropriate levels of cognitive skills and critical thinking in analyzing opposing arguments on global issues.
3. Students will be able to identify and produce various modes of writing, e.g., reflective, analytical, argument, research, expository and creative writing.
4. Students will be able to identify and discuss the benefits and responsibilities of working collaboratively within communities, small and large.

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

Step 2: Assessment Methods Selected and Implemented

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

1. In *First Year Seminar (Entry Year Experience)* the direct measures for assessing student learning outcomes include a combination of student participation in class discussion, weekly essays, and written analyses of weekly readings to identify fact from propaganda, emotionalism, generalization, appeals to fear, stereotyping, and other rhetorical devices employed in persuasive communication. A final project requires research into a global issue that manifests itself locally and an action plan to address it includes a library paper and an oral presentation.
 2. In *College Writing*, assessment measures include individual essays on world affairs and global problem-solving, experiential learning reflections, group projects, group debates, and writing workshops.
 3. In *Creative Writing*, weekly writing assignments in multiple genres along with intensive one-on-one student-professor conferences provide ample context for assessment.
 4. The *Senior Capstone* assessment measures student leadership through class discussion, incremental assignments toward the term service learning project, completion of the service learning project, critiquing of the term project paper, in class oral presentation of the project, and the course portfolio.
 5. In *Songs and Society (Gen-Ed Cultural Interpretation)* assessment measures include weekly analytical essays and in-class discussions demonstrating students' understanding of the interrelationship between origins of songs and their specific or general role in a given society at a given time in history.
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1. Outcome 1 is assessed during fall semester. Students submit weekly written reflections and participate in class discussions graded on a rubric and reviewed by two instructors.
2. Outcome 2 is assessed during fall semester with weekly written analyses of the assigned readings graded on a rubric and reviewed by two instructors.
3. Outcome 3 is assessed during fall and spring semesters by weekly written assignments and graded on a rubric as determined by the two co-instructors of College Writing.
4. Outcome 4 is assessed during fall and spring semesters by weekly written reflections and graded on a rubric and reviewed by the co-instructors.
5. Outcome 5 is assessed during the spring semester through weekly essays, class discussion, and a final research paper and oral presentation.

Step 3: Using the Assessment results to Improve Student Learning

- a. Improve regularity of co-instructors and directors reviewing individual students' progress both academically and socially. Improve regularity of faculty's and directors' review of RSP assessment results.
- b. Improve assignment mode and volume in the EYE by giving students more time to apply the rubric for critical thinking in the Global Issues text. In-room technology has been updated in one classroom along with new furniture and carpeting in both classrooms. The lobby-classroom has also been refurbished for a better learning environment.
- c. June 26, 2017

E. Course Assessment Activities: No new assessment projects have been instituted in the last academic year

F. Community Engagement Activities in your departmental curriculum:

The outcome associated with RSP student mentoring at Gorham Middle School is the RSP student’s understanding of the immeasurable effect that s/he can have upon a middle school student who is in need of unconditional attention from an older person, especially a college student, and how that effect can be changed both of their lives.

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)	Required	
Independent Study (community-related project)	Optional	
Capstone Course (community-related project)	Required	
Service-Learning (course-based)	Required	
Study Abroad, or an International Program	Optional	
Interdisciplinary Collaborative Project (community related)	Optional	

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

*Entry-level courses: **RSP110 through RSP 411 Learning Community Laboratory (every semester)***

*Upper-level courses: **RSP 402 Senior Capstone***