

Assessment of Student Learning Plan (ASLP): Academic Programs

2018-19 Academic Year

University of Southern Maine

Reminder: All Department/Program 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 NECHE (New England Commission of Higher Education) 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. **Please email this form by May 31, 2019.***

A. College, Department, Date

College LAC
Department LOS
Date 6/12/19

B. Contact Person for the Assessment Plan

Name and title Dan Jenkins; Chair & Associate Professor

C. Degree Program

Name of Degree Program MA in Leadership Studies

D. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website? Yes No

i. If yes, please provide 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?**

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

- 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.

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 provide the url or attach a copy of the curriculum map.

No.

Step 2: Assessment Methods Selected and Implemented

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.**

(NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

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.

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.

b. **Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.**

AY2018-19. We plan to integrate rubrics for our next ASLP.

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.

Step 3: Using the Assessment results to Improve Student Learning

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

Our department reviews ongoing assessment twice. First during conversations about changes to the catalog in February and second during our last meeting of the academic year (late April or early May).

- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

Specific changes range from removing duplicative assessment or learning activities

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

2013-14 (and we plan to do this again with our MA program in AY19-20)



E. Other Assessment Activities:

Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

N/A at this time.

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. In addition to requirements across most of our required undergraduate courses, we recently added a "service learning component" requirement to our B.S.

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)	<input checked="" type="radio"/> R	<input type="radio"/> O
Student-Faculty Community Research Project	<input type="radio"/> R	<input checked="" type="radio"/> O
Internship, or a Field Experience	<input checked="" type="radio"/> R	<input type="radio"/> O
Independent Study (community-related project)	<input type="radio"/> R	<input checked="" type="radio"/> O
Capstone Course (community-related project)	<input checked="" type="radio"/> R	<input type="radio"/> O
Service-Learning (course-based)	<input checked="" type="radio"/> R	<input type="radio"/> O
Study Abroad, or an International Program	<input type="radio"/> R	<input checked="" type="radio"/> O
Interdisciplinary Collaborative Project (community related)	<input type="radio"/> R	<input checked="" type="radio"/> O
Student Leadership Activities (related to a team project)	<input checked="" type="radio"/> R	<input type="radio"/> O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<input type="radio"/> R	<input checked="" type="radio"/> O
Other activities:		

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

Entry-level courses:

Mid-level courses: LOS 270; LOS 301; LOS 329

Upper-level courses: LOS 462; LOS 470

Reminder: Please complete and submit this form by May 31, 2019.

Please make sure you include any necessary file attachments when emailing this form. Thank you!

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

MLS Required Course	Cornerstones		Competencies		
	LOS 500 Foundations I	LOS 501 Foundations II	LOS 512 Deliberate Creativity & Innovation	LOS 610 Methods of Inquiry	LOS 611 Communication & Relationship Building
LOS Student Learning Outcomes					
Describe and contrast leadership and organizational theories and integrate them with leadership practice.					
Understand the difference between formal authority and leadership and the idea that leadership is an activity, process, or practice, not a position.					
Use critical reflection to continuously improve their practice.					
Understand the value of collaboration and be able to work collaboratively with others in an effective manner.					
Identify the key issues in organizational and leadership sustainability and be able to implement a project with sustainability factored in.					
Identify contextual factors that affect competitive advantage in an organization.					
Explain social responsibility in an array of contexts and develop its applicability.					

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LOS Student Learning Outcomes					
Proficiently analyze leadership situations from a systems perspective and identify numerous parts of the system that could be impacted to achieve positive change.					
Recognize the value of diversity in all its forms to organizational/community development and adaptation.					
Identify and be able to apply strategic level change and strategies to pursue change.					
Apply innovative and critical thinking as well as complex problem solving.					
Proficient communication skills including written and oral and through computer mediated interaction.					

A = Student performance is used for program level assessment of the outcomes

X = Student's have the opportunity to learn the outcome