Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: *All Department/Program Chairs are 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 is 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, please contact Susan King, Director of Academic Assessment, 780-4681,* susank@maine.edu*.* ***Please email this form by May 31, 2020.***

Overview Information:

College   _LAC_____

Department   __LOS_____

Degree Program __Minor in Leadership_____

Contact Person for the Assessment Plan: __Dan Jenkins_____

Current Date: __6/5/20_____

List the date of the most recent academic program review/self-study:_2012-2013_____

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **_X_Yes   ____No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

https://usm.maine.edu/leadership/overview

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The minor in LOS is aligned with USM's mission statement in several ways. For one, it is accessible—students may complete all requirements for the minor fully online, face-to-face, or a combination of the two. Secondly, the minor is aligned with the focus on educating future leaders. Our tagline for the minor, "Minor in Leadership, Major in Anything!", empowers students to complement their major of choice with a strong grounding in leadership development. Third, and finally for the purposes of this ASLP, our minor requires coursework that meets USM's Engaged Learning requirement, providing students with diverse opportunities to focus on sustainable development, environmental stewardship, and community involvement.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

https://usm.maine.edu/leadership/overview

Specifically, our 10th value proposition, "the value of diversity in all its forms," propels this statement. Recently, we have redesigned curriculum in our minor so that two of the elective choice requirements—LOS 316 Diversity in Organizations and LOS 330 Cultural Contexts—now meet the USM Core Curriculum DIV requirement as well.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

   See below.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**
   Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
_X_Class assignments/Exams/Papers (completed in course)	**Fall**	**Spring**	**Summer**
_X_Capstone Project (written project, non-thesis paper)	**Fall**	**Spring**	**Summ**er
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
__Employer meetings/discussions on student outcomes	Fall	Spring	Summer

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__Focus Groups (self-reports of outcome attainment)            Fall     Spring   Summer
_X_Internship/Fieldwork (evaluations of performance)           Fall     Spring   Summer
__Oral Performance/conference presentation                     Fall     Spring   Summer
__Portfolio of student work                                    Fall     Spring   Summer
X__Reflection Essays (self-report of outcome achievement)      Fall     Spring   Summer
X__Research Papers (used for course & program assessment)      Fall     Spring   Summer
__Supervisor/Employer Evaluation (performance outside of class) Fall    Spring   Summer
__Student Survey information (student self-reports on outcomes) Fall    Spring   Summer
__Thesis/Dissertation (used for course & program assessment)   Fall     Spring   Summer


__Other: please explain
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b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc.).

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

    X__Program instructors/faculty
    X__Faculty committee
    __Ad hoc faculty group
    _X_Dept Chair/Program Director/Dean

__Faculty advisor
__Students (assistants, interns)
__Other: please explain

b.   How did they evaluate, analyze, or interpret those results? (check all that apply)

_X_ Used a rubric or scoring guide(s) for an assignment, paper, etc.
__ Scored exams/tests/quizzes
__Used professional judgments (no rubric or scoring guide)
__Compiled or reviewed survey results
__Reviewed qualitative methods (interviews, focus groups, open-ended   responses)
__External organization scored/analyzed data (licensure, comp exams)
__Other: please explain

c.   Indicate how the program will use (or has used) the results (check all that apply):

_X_Assessment procedure change (student outcomes, curriculum map, rubric,

evidence collected, sampling procedure, communications with faculty, etc.)

X__Course changes (course content, courses offered, new course, pre-requisites,

course requirements, etc.)

X__Course pedagogy changes (teaching)

__Personnel or resource allocation changes

__Program policy changes (admission requirements, student probation policies,

course feedback forms, etc.)

__Student's out-of-course experiences (co-curricular requirements, program

website, program handbook, student workshops, etc.)

X__Student Advising experiences (advisor-advisee relationship, communication of

changes or expectations, etc.)

__Results indicated no action needed, students met expectations

__Other: please explain

d.   Briefly explain each of the program changes/improvements indicated above.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Reminder: Please complete and submit this form by May 31, 2020.

Curriculum Assessment Map of Student Learning Outcomes –Template

Curriculum Map	Required Courses- Used for Assessing Program-Level Student Learning Outcomes				
Program-Student Learning Outcomes	**Course #**	**Course #**	**Course #**	**Course #**	**Capstone/ Internship Course**
Outcome 1	Introduced & Practiced	Reinforced	**Outcome assessed using Quiz/Exam items**		**Outcome assessed using community-based project**
Outcome 2		Introduced & Practiced	Reinforced	**Outcome assessed using research project**	
Outcome 3	Introduced	Practiced & Reinforced	**Outcome assessed using Essay/Paper**		**Outcome assessed using community-based project**
Outcome 4	Introduced	Practiced	Reinforced	**Outcome assessed using research project**	
Outcome 5	Introduced	Practiced		Reinforced	**Outcome assessed using community-based project**

Details/Description:

Student Learning Outcomes (SLO's) can be assessed on a 3-year cycle:
 *SLO's 1 and 3 assessed in Year 1, SLO's 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.