UNIVERSITY OF SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College   Academic Affairs

Department   **Russell Scholars**

Degree Program   N/A

Contact Person for the Assessment Plan: Lisa Hibl

Current Date: 7-13-20

List the date of the most recent academic program review/self-study: N/A

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **___Yes   _X___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/rscholar/overview

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

We are an inclusive living-learning program that supports academic excellence and engaged learning while building community.

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.

At this time our statement emphasizes the "inclusiveness" of the program, and that is "open to all." In individual courses, particularly RSP 100 and RSP 103, we use course assessments throughout the semester as measures of diversity, equity, and inclusion in student experience of the RSP community and the course content.

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:

https://usm.maine.edu/rscholar/overview (Please scroll down to view PLOs)

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

*attached to email   (we have chosen to not publish this document on our website)

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).

From the PLOs on our website, we have assessed the following:

1**. Students will possess a sense of belonging to their learning community, their campus, and their community.**

2. Students will be able to collaborate with purpose, efficiency, and effectiveness on group projects.

3. Students will use strong analytic and communications skills to clearly express their ideas with peers, faculty, and others.

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
__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
__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
_X_Focus Groups (self-reports of outcome attainment)	**Fall**	**Spring**	Summer
__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

<table>
<tr><td>__Thesis/Dissertation (used for course & program assessment)   Fall   Spring   Summer

_X_Other: please explain
Our annual fall "Glocality Showcase" for RSP 103/EYE students corresponds to our PLO #3; students present group projects to peers, faculty, invited guests</td></tr>
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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).

PLOs were primarily assessed through course-based assessment methods in RSP 100 and 103.

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.)

Most students in these target courses met the objectives; in each course there were 2-3 students who did not.

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.)

We learned that we can continually involve other campus resources in the success of students in our program—from Advising to Res Life to the Health Center. We find that with our small population of about 50 entering first-years, we are able to do substantial qualitative assessment over several years, as we come to know these students very well. This is an aspect we can grow and formalize to some degree; we envision an exit-survey for students graduating with 18 RSP credits (that would also double as a healthy foundation for an alumni database/contact list).

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
        __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.
        _X_ Scored exams/tests/quizzes
        _X_Used professional judgments (no rubric or scoring guide)
        __Compiled or reviewed survey results
        X__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):

        __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.)

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

         website, program handbook, student workshops, etc.)

        __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.

       We have added three new courses this year (RSP 199 Picturing Place, Creative Expression), RSP 299 (The Sea Around Us, Cultural Interpretation), and RSP 402 (Independent Study, offered spring 2020). This effort builds up the CORE curriculum offering available in RSP to our students and to other students at USM as well. Course syllabi in RSP 100 and RSP 103 will continue to be revised for appropriate focus on diversity.

    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.).
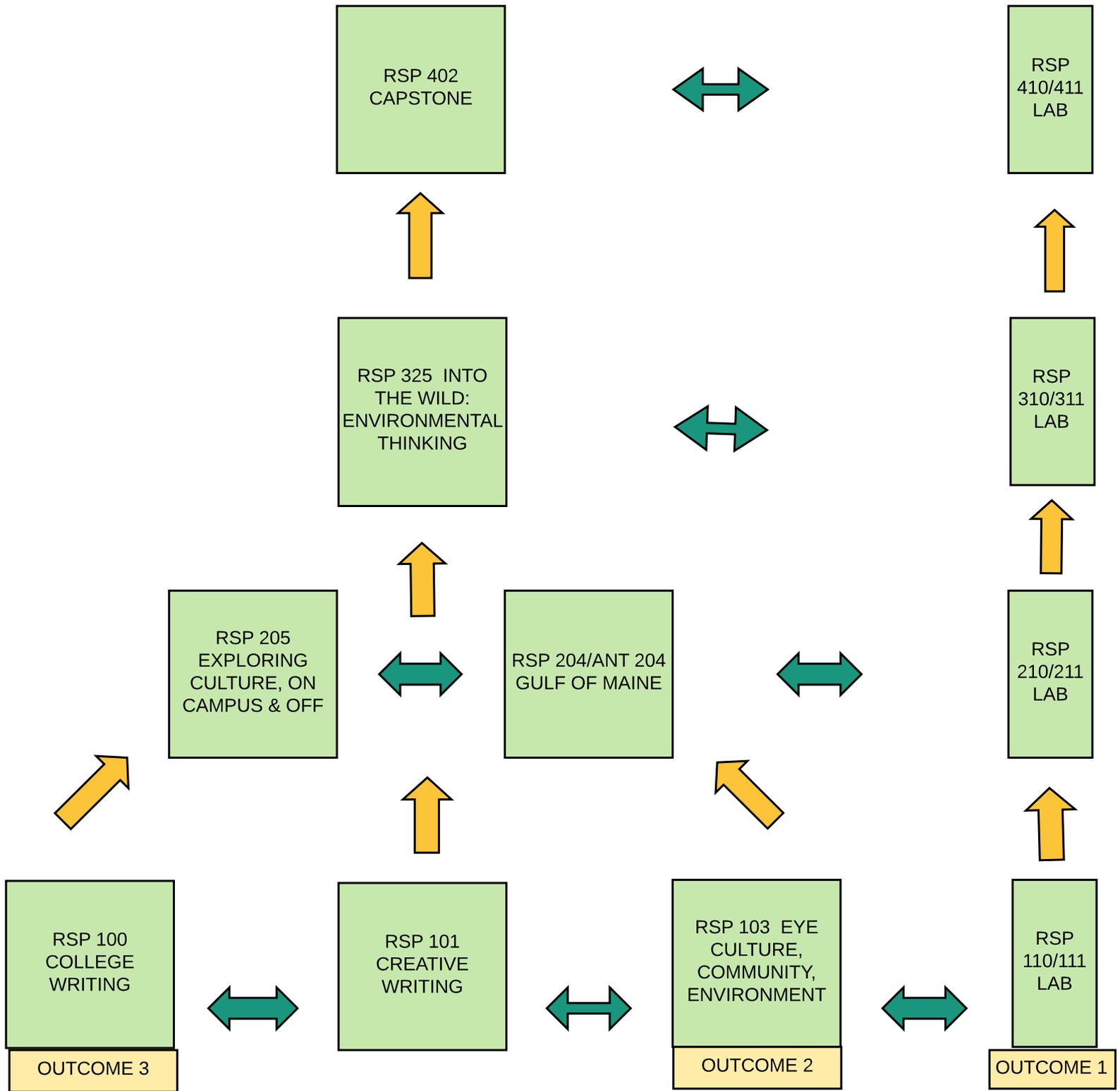
       Most of these changes already made; some will be ongoing in fall semester 2020.

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.)

   We continue to use common assignments in the two courses that have two sections and are at least partly co-taught, RSP 100 and RSP 103. Given the pandemic's effect on an increase in online learning, we will be creating a special assessment of at least one of these first-year courses for new students targeting their online learning experience. The purpose is at least two-fold: more online learning environments may be needed in spring 2021 and, even if they are not needed at that time, we can use any information gleaned to strengthen F2F classes for first-years in spring.

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

***See attached curriculum map for RSP**

RSP 402
CAPSTONE

RSP 410/411
LAB

RSP 325 INTO
THE WILD:
ENVIRONMENTAL
THINKING

RSP
310/311
LAB

RSP 205
EXPLORING
CULTURE, ON
CAMPUS & OFF

RSP 204/ANT 204
GULF OF MAINE

RSP
210/211
LAB

RSP 100
COLLEGE
WRITING

RSP 101
CREATIVE
WRITING

RSP 103 EYE
CULTURE,
COMMUNITY,
ENVIRONMENT

RSP
110/111
LAB

OUTCOME 3

OUTCOME 2

OUTCOME 1

RUSSELL SCHOLARS

Curriculum Map with Learning Outcomes