

**Assessment of Student Learning Plan (ASLP)**

**2023-2024 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,* [*susank@maine.edu*](mailto:susank@maine.edu)*.* ***Please email this form by July 1, 2024.***

**Overview Information:**

College \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Person for the Assessment Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the date of the most recent academic program review/self-study:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Assessment Plan Information:**

Do you have a Formal Program Assessment Plan?\_\_\_**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** 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.Provideyour program’s mission statement in the space below, or provide a link to the statement from your program’s webpage.

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

**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.

**Assessment of Student Learning: Program Assessment Steps**

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

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

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

If your program has a curriculum assessment map, but it is **not** published, please attach your map to this ASLP. If you do **not** have a curriculum map, see an example at the end of this document.

* 1. Please list the program learning outcomes which were assessed during this past academic year.

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

1. **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 on the chart below, since the submission of your last ASLP. Also, indicate when you implemented the assessment activity (fall, spring, summer).**

***Check Assessment Methods Used this Academic Year*** ***When Implemented***

\_\_Artistic Exhibition/Types of Performance Fall Spring Summer

\_\_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

\_\_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

\_\_Reflection Essays (self-report of outcome achievement) Fall Spring Summer

\_\_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

1. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).
2. **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.)
3. **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**

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

\_\_Program instructors/faculty

\_\_Faculty committee

\_\_Ad hoc faculty group

\_\_Dept Chair/Program Director/Dean

\_\_Faculty advisor

\_\_Students (assistants, interns)

\_\_Other: please explain

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

\_\_ 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

1. 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.)

\_\_Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

\_\_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.)

\_\_Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

\_\_Results indicated no action needed, students met expectations

\_\_Other: please explain

1. Briefly explain each of the program changes/improvements indicated above.
2. 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 July 1, 2024.***

**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.*