

Assessment of Student Learning Plan (ASLP): Dept of Technology

2015-16 Academic Year

A. College, Department, Date

College CSTH
Department Technology
Date

B. Contact Person for the Assessment Plan

CARL BLUE, Associate Professor, Chair

C. Degree Program

Technology Management

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? Yes
 - i. If yes, please indicate the url: <http://usm.maine.edu/tech/atmae-accreditation-information>
 - 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**. *ATMAE Accreditation completed April 2015. We have no blue prints, but we have identified the need to create these going forward.*
- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? *No*
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

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

Students in their senior year are required to take a proctored examination from our ATMAE accreditation agency. This is required to be completed prior to graduation.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

The ATMAE accreditation exam has been implemented since 2009.

Step 3: Using the Assessment results to Improve Student Learning

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

N/A

- b. What changes have been or will be made to improve student learning, as a result of using the program assessment results?

N/A

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

Spring 2015

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

N/A

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.*

b. *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)	<u> X </u>	R
Student-Faculty Community Research Project	<u> X </u>	R O
Internship, or a Field Experience	<u> X </u>	R O Both
Independent Study (community-related project)	<u> X </u>	O
Capstone Course (community-related project)	<u> X </u>	R
Service-Learning (course-based)	<u> X </u>	O
Study Abroad, or an International Program	<u> X </u>	O
Interdisciplinary Collaborative Project (community related)	<u> </u>	R O
Student Leadership Activities (related to a team project)	<u> X </u>	R O Both
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u> X </u>	O
Other Activities (not mentioned above):		

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

Entry-level courses:

Mid-level courses:

Upper-level courses: **Capstone**