

# 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](mailto:susank@maine.edu). **Please email this form by May 31, 2019.***

## A. College, Department, Date

College \_\_\_\_\_  
Department \_\_\_\_\_  
Date \_\_\_\_\_

## B. Contact Person for the Assessment Plan

Name and title \_\_\_\_\_

## C. Degree Program

Name of Degree Program \_\_\_\_\_

## 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: \_\_\_\_\_

- 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.**
- 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.

**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.)
- 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.

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

**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.).*

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

Upper-level courses:

**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!**