UNIVERSITY OF SOUTHERN MAINE

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   _____

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 (see **pages 6-7**) 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.

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)

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 the last page 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).

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 all that were used since the submission of your last ASLP (May 2019)

□ Artistic Exhibition/Types of Performance   □ Fall   □ Spring   □ Summer

□ Class assignments/Exams/Papers…completed in the course,   □ Fall   □ Spring   □ Summer
used for program-level assessment

□ Capstone Project (written project, non-thesis paper)   □ Fall   □ Spring   □ Summer

□ Comprehensive or licensure Exam (created by   □ Fall   □ Spring   □ Summer
external organization)

□ Exit Exam (created by department or program)   □ Fall   □ Spring   □ Summer

□ Exit Interview (individual or one-on-one self-reports   □ Fall   □ Spring   □ Summer
of outcomes)

□ Employer meetings/discussions regarding student outcomes   □ Fall   □ Spring   □ Summer

□ Focus groups (self-reports of outcome attainment)   □ Fall   □ Spring   □ Summer

□ Internship/Fieldwork evaluation of performance/outcomes   □ Fall   □ Spring   □ Summer

□ Oral performance/ Conference presentation   □ Fall   □ Spring   □ Summer

□ Portfolio of student work   □ Fall   □ Spring   □ Summer

□ Reflection Essays or Assignments (student self-assessment   □ Fall   □ Spring   □ Summer
of outcome achievement

□ Research papers (course and program assessment)   □ Fall   □ Spring   □ Summer

□ Supervisor/Employer Evaluation of student performance   □ Fall   □ Spring   □ Summer
outside the classroom

□ Student survey information (self-reports using program   □ Fall   □ Spring   □ Summer
or alumni survey)

□ Thesis/Dissertation (used for student evaluation and   □ Fall   □ Spring   □ Summer
program assessment)

□ Other: please explain

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.)

<u>Step 3: Using the Assessment results to Improve Student Learning</u>

    a. 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

    b. How did they evaluate, analyze, or interpret the evidence? (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

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.)

   □ Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)

   □ 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

d. Briefly describe how the program used the results checked in the list above.

e. Indicate when any program improvements will be implemented or when were they implemented (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 <u>not</u> 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 (SLOs) can be assessed on a 3-year cycle:
   SLOs 1 and 3 assessed in Year 1, SLOs 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.