



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)

- | | | | |
|--|-------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Class assignments/Exams/Papers...completed in the course, used for program-level assessment | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Capstone Project (written project, non-thesis paper) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Comprehensive or licensure Exam (created by external organization) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Exam (created by department or program) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Interview (individual or one-on-one self-reports of outcomes) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Employer meetings/discussions regarding student outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Focus groups (self-reports of outcome attainment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Oral performance/ Conference presentation | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Portfolio of student work | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Reflection Essays or Assignments (student self-assessment of outcome achievement) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Research papers (course and program assessment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Supervisor/Employer Evaluation of student performance outside the classroom | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Other: please explain | | | |

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)

- 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 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 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 #	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.