



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College CSTH

Department TECHNOLOGY

Degree Program APPLIED TECHNICAL LEADERSHIP (ATL)
 TECHNOLOGY MANAGEMENT (TM)
 INFORMATION TECHNOLOGY (IT)
 CYBER SECURITY (CyS)

Contact Person for the Assessment Plan: MARK MONNIN, CHAIR

Current Date: MAY 8, 2020

List the date of the most recent academic program review/self-study: Spring 2019

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 4-5**) 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.

<https://usm.maine.edu/tech/overview>

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.

We follow the universities recommendations for diversity, equity, and inclusion, and do not have a separate version.

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:

<https://usm.maine.edu/tech/overview>

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 page 6 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.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer
<input type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
<input checked="" type="checkbox"/> Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
<input type="checkbox"/> Oral Performance/conference presentation	Fall	Spring	Summer
<input type="checkbox"/> Portfolio of student work	Fall	Spring	Summer
<input type="checkbox"/> Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
<input type="checkbox"/> Research Papers (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
<input type="checkbox"/> Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> 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).

Seniors graduating with the Technology Management degree are required to take a national exam given by our accreditation organization: ATMAE. Afterwards, ATMAE provides a summary of the quantitative results, both indicating the areas of strengths/weaknesses of the program, and how the program compares to other universities that also have taken the same ATMEA exam.

The results are discussed at one or more of our department meetings to determine where specific improvements are necessary.

The department is also working on two separate upcoming program accreditations, both of which include mapping learning outcomes to the respective accreditation standard.

ATMAE (<https://atmae.org>) is the accreditation body for our Technology Management degree. The department is up for a site visit, currently scheduled for Spring 2021.

DHS/NSA/NICE's has the CAE-CDE accreditation for cybersecurity programs. Our Cybersecurity degree was accredited using a joint accreditation for USM+UMFK+UMA. The accreditation body has asked for each campus to reaccredit separately. The Department of Technology is in progress with the mapping of knowledge units to courses. <https://www.nsa.gov/resources/students-educators/centers-academic-excellence/>

- 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.)

The results have shown some improvement over the last couple of years, but also shows areas of weaknesses. Some of this is related to if our students take the exam seriously or not (as it has no impact on their grades nor does it control if they graduate or not). Dr. Lori Sussman is leading the effort to increase the overall department scores.

- 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.)

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 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

- 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, 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

- d. Briefly explain each of the program changes/improvements indicated above.

- e. 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.