UML Program Curriculum & Learning Assessment Summary-Undergraduate Programs

Department/Program Information

Department:

_____

Undergraduate degrees/program(s) and options/concentrations addressed in this summary*:

*If different approaches are taken across the UG degree programs/concentrations/options within your department, please complete a separate summary survey for each.

_____

Date of summary:

(This summary should reflect activities between Fall 2016 and Spring 2018.)

_____

Department Chair:

_____

Person(s) filing report (if other than Chair):

_____

Date of last departmental AQAD review, if applicable (please note the year the review was completed):

_____

Date of last professional (re)accreditation, if applicable (please note the accreditor, the program(s) reviewed, and the year the accreditation was granted):

_____

Basic Curriculum and Assessment Information

1 Undergraduate program learning outcomes for your department are posted online at the address below. Please review.   https://www.uml.edu/Academics/Provost-office/Student-Success/Student-Learning-Outcomes/default.aspx

Are posted program learning outcomes current?

◯ Yes

◯ No (Please contact assess@uml.edu to update.)

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2 Undergraduate program Degree Pathways for your department are posted in the catalog, linked at the address below. Please review.
https://www.uml.edu/Catalog/Undergraduate/DP-by-major/default.aspx

Are posted Degree Pathways current, including accurate and complete placement of all Core Curriculum ELOs?

◯ Yes

◯ No

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3 Does your department have a current curriculum map or maps?
(A curriculum map is simply a publicly shared, written plan showing how the courses you require students to take allow students to progress toward the relevant learning outcomes—program, Core, etc.)

☐ Yes

☐ No

If you have a curriculum map…

3a Please indicate where curriculum maps are posted, or email to assess@uml.edu.

_____

4 For your department, indicate the percentage of **courses** for which program-, core- and/or course-level student learning outcomes are explicitly stated on the syllabus.

○ 0%

○ 1-50%

○ 51-80%

○ 81-99%

○ 100%

5 Did your department engage in any learning assessment activity since Fall 2016?

○ Yes

○ I'm not sure

○ No

5a If your department did not engage in assessment activity during this period, please explain what assistance you need in order to move ahead with learning outcomes assessment.
Help is available; assessment can be designed to fit your department's interests, time, and resources.

Assessment Activity and Process with Brief Summary

6 What best describes the program-level learning assessment activities that took place for the academic period under consideration? (Check all that apply.)

○ Create/modify/discuss program learning assessment procedures (e.g. outcomes, plans for collecting student work or surveys, or rubric)

○ Collect/evaluate student work/performance to determine their level of achievement

○ Collect/analyze student self-reports of learning achievement via surveys, interview, focus groups, etc.

○ Use assessment results to make programmatic decisions (e.g. change course content or pedagogy, design new course, impact hiring plans)

○ Investigate curriculum coherence (e.g. evaluate how well courses address the learning outcomes, course sequencing, effect of pre-requisites on achievement, building curriculum maps)

○ Investigate other pressing issue(s) related to student learning achievement for the program (please explain in your summary, below)

○ Other (please describe): _____

7a What types of **direct** evidence of student learning did the department/program use as part of the assessment activities checked in question 6? (Check all that apply)

○ Artistic expression/display/performance

○ Assignment/exam/paper completed as part of regular coursework and used for program-level assessment

○ Capstone work product (e.g. written project or non-thesis paper)

○ Exam created by an external organization (e.g. licensure exam (please specify)

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○ Exit exam created by the program/department

○ Oral performance (oral presentation, conference presentation)

○ Portfolio of student work

○ Student publication, grant proposal, or other work with a specific external audience

○ Qualifying or comprehensive exam for program-level assessment in addition to individual student evaluation

○ Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements)

○ Thesis or dissertation used for program-level assessment in addition to individual student evaluation

○ Other 1: _____

○ Other 2: _____

○ None

7b What types of **indirect** evidence of student learning did the department/program use as part of the assessment activities checked in question 6? (Check all that apply.)

○ Alumni survey that contains self-reports of learning outcome achievement/preparation

○ Employer meeting/survey/interview about student learning outcome achievement

○ Interviews or focus groups that contain self-reports of learning outcome achievement

○ Student reflection (essay, portfolio, self-assessment) of their learning outcome achievement

○ Student survey that contains self-reports of learning outcome achievement

○ Other 1: _____

○ Other 2: _____

○ None

If you gathered evidence, either direct, indirect, or both…

7c Indicate the number of students from whom you gathered evidence (direct or indirect) that was assessed.

If you gathered evidence, either direct, indirect, or both…

7d Estimate the **percentage** of students in the program/department from whom you gathered evidence (direct or indirect) that was assessed.

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8 Who interpreted or analyzed the evidence that was collected? (Check all that apply.)

○ Course instructor(s) assessed evidence from their own students

○ Standing faculty committee

○ Ad hoc faculty group

○ Department chairperson

○ Persons or organization outside UML

○ Students

○ Dean or administrator

○ Other: _____

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9 How did they evaluate, analyze, or interpret the evidence? (Check all that apply.)

○ Used a rubric or scoring guide

○ Scored exams/tests/quizzes

○ Used professional judgment (no rubric or scoring guide used)

○ Compiled survey results

○ Used qualitative methods on interview, focus group, or open-ended response data

○ External organization/person analyzed data (e.g. licensing exam)

○ Other: _____

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10 Briefly explain the assessment activities for this period. Who decided what would be assessed? What outcomes were studied? What approach was taken?

Assessment Results and Use of Results

11 Briefly summarize the results of the assessment activities noted above. (For example, report the percent of students who achieved satisfactory levels on each outcome studied, or describe trends or themes that emerged from the assessment of student work.)

12 What best describes how the program/department used the results? (Check all that apply.)

○ Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.)

○ Curriculum changes (new degree requirements or other structural changes beyond the course level

○ Personnel or resource allocation changes

○ Program policy changes (e.g. admissions requirements, grade requirements, course evaluation changes)

○ Student support/student experience changes (e.g. advising, co-curricular experiences, program website, handbook, events, workshops, etc.)

○ Celebration of student success

○ Results indicated no action needed because student work met expectations

○ Use is pending (typical reasons: insufficient amount of evidence, evidence not yet interpreted or evaluated, decision about how to go forward is ongoing)

○ Other: _____

13 Briefly describe how the program used the results. What changes were made based on the use of learning outcomes data/evidence? What plans do you have to evaluate the effectiveness of changes?

14 Beyond the results described in question 11, did assessment activity lead to additional conclusions or discoveries? This might include insights about assessment procedures, teaching and learning, and achievements in program assessment in this reporting period.

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15 With whom did you share the results of your assessment activities?

○ Shared among department faculty

○ Shared across the college

○ Shared with students

○ Shared with parents

○ Shared on website or social media

○ Shared with professional colleagues outside UML (at conference, etc.)

○ Shared with professional accreditors

○ Shared with advisory board or other external stakeholders

○ Shared with others at UML: _____

End of Summary – Thank you!