Fall 2004 Assessment Update for the School of Technology

Submitted January 5, 2005 by Teresa Woods, Lecturer

Beginning this fall the School clearly moved from a planning phase to implementation of outcomes-based assessment activities. A summary of recent actions taken is presented below.

1. An Assessment Committee was formed within the School and includes a representative from each curriculum area. The committee works to provide a consistent foundational structure for area-specific assessment activities, as well as faculty education related to assessment.

2. The Assessment Committee prepared a standard assessment plan template designed for use in all programs, open to customization by lead faculty for each area. The template contains a common set of program objectives (4) and program outcomes (ABET a-k). The Assessment Criteria are a combination of indirect and direct measures. Indirect measures include surveys (senior, alumni, and employer) and industrial advisory board feedback. Direct measures include exit exams, course-level assessments, job placement rates, and senior project performance.

3. In relationship to the course-level assessments just mentioned, the Assessment Committee designed an end of course reporting tool to document student performance against course objectives (sample on next page). Faculty will use the results of this analysis each semester to focus course improvement efforts. The reporting tool was used for the first time at the end of fall semester, 2004.

4. The Assessment Committee took over responsibility for managing senior, alumni, and employer surveys for all programs. Results from the fall survey cycle are currently being aggregated and will be available to faculty for review and action at the end of January, 2005.

5. Two faculty members as well as the Dean attended assessment-related conferences during fall semester 2004. Knowledge gathered from these conferences is being used to guide assessment efforts.

6. On a related note, active Strategy and Curriculum committees within the School did a significant amount of work related to continuous quality improvement. Some of the work done, particularly by the Curriculum Committee, will likely have positive impacts to student learning which may be revealed in future assessments.
- Sample End of Course Reporting Tool -
Evidence of Achievement of Course Objectives

**Course:** MAT1103 College Algebra  
**Instructor:** Teresa Woods  
**Semester:** Fall 2004

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Relates to Program Outcome(s)</th>
<th>Assessment Instrument for This Objective</th>
<th>Standard</th>
<th>Results</th>
<th>Acceptable?</th>
<th>Continuous Improvement Actions Planned</th>
</tr>
</thead>
</table>
| 1. Solve linear equations and inequalities. | b, degree 3  
f, degree 3 | Cumulative final exam, questions 1-5 | 70% of students will score 70% or better on this question block | 80% of students scored 70% or better on this question block | Y | None planned at this time. |
| 2. Solve quadratic equations. | b, degree 3  
f, degree 3 | Cumulative final exam, questions 6-10 | 70% of students will score 70% or better on this question block | 71% of students scored 70% or better on this question block | Y | None planned at this time. |
| 3. Solve systems of equations. | b, degree 3  
f, degree 3 | Cumulative final exam, questions 11-15 | 70% of students will score 70% or better on this question block | 70% of students scored 70% or better on this question block | Y | None planned at this time. |
| 4. Apply algebraic concepts to the solution of word problems. | b, degree 3  
f, degree 3 | Word problem assignment series (3 parts) | 70% of students will score 70% or better on the assignment series | 65% of students scored 70% or better overall, assignment 2 performance weakest | N | Problem setup is the weakest link. Spend extra time each unit doing translation exercises. |
| 5. Explore current applications of a concept from this course and present findings in a brief written report | g, degree 2 | Written report. | 70% of students will score 70% or better on the report (measured using department writing rubric) | 75% of students scored 70% or better on the report | Y | None planned at this time. |

*Shading differentiates top tier from bottom tier objectives.*

Reviewed by the Math Focus Group on: __________________________.

Signatures: 
_______________________________________________________________________________________________________.