

College of Technology Assessment Report 2012-2013
June 12, 2013

I. Introduction

The College of Technology's 2012-2013 Assessment Report is comprised of three sections. The first section includes the COT Assessment Highlights for 2012-2013. The second section includes the approved College of Technology Assessment Process. The third section includes examples of assessment activities in the COT for 2012-2013.

II. COT Assessment Highlights 2012-2013

College Highlights:

Most of the assessment activities in the COT involved developing the COT Assessment Plan. Professor Christina Wall led the planning process. During the winter semester, she met with each of the COT Program Coordinators to review the respective program-declared student learning outcomes (SLOs). No Program Coordinator recommended changing their program SLOs at this time. Prof. Wall then performed a categorical analysis of every declared program student learning outcome (SLO) in the college. She discovered every SLO could be placed under one of eight SLO themes:

- Application of Knowledge*
- Problem Solving*
- Knowledge of Current Issues
- Demonstration of Professional Traits*
- Group Work
- Communication Skills
- Demonstration of Analytical/Evaluation Skills*
- Demonstration of Original Thought

Prof. Wall then led the COT Faculty Council in the development of a college-wide assessment process that requires all programs to regularly assess student achievement on program-declared SLO's and to regularly assess four college-wide, common SLO's (marked with * above).

The School of Engineering Technology approved the proposed College Assessment Process at its April 12 meeting. The School of Technology Studies approved the proposed College Assessment Process at its April 19 meeting. The COT Faculty Council approved the final version of the College Assessment Process at its April 19 meeting.

Program Highlights:

There are at least four programs in the COT that are accredited by outside agencies. They are Mechanical Engineering Technology (Accreditation Board for Engineering and Technology (ABET)), Information Assurance (Committee on National Security Standards (CNSS)), the Construction Management Graduate Program (Project Management Institute Global Accreditation Center for Project Management Education Programs), and Paralegal Studies (American Bar Association). These accrediting agencies require our faculty to perform on-going assessment activities.

Mechanical Engineering Technology (MET) faculty assessed how well students can use prior mathematics and physics knowledge to solve problems relevant to MET courses. Now that MET faculty are enforcing MET prerequisite standards, they have discovered a higher percentage of students are able to demonstrate two of three stated performance indicators.

The Information Assurance program has been modifying its curriculum in response to changing CNSS standards. CNSS recently awarded or renewed three certifications to the IA program. The IA faculty made a conscientious decision to improve their communications in the IA 202L course. As a result, they have detected an improvement in the students' results in project management and completion in Site Security Assessment.

The Construction Management faculty were able to incorporate a Certified Associate in Project Management examination as an assessment tool. They showed the examination could be used to validate the case study learning outcomes that are presently being used in the CNST 505 course. They are still deciding whether they should require all CNST 505 students to take the examination.

The Paralegal instructional staff provided one-on-one writing coaching as part of the MEMO assignment has proven to be a vibrant pedagogical tool. Students respond to this personal approach and ask detailed questions and express concerns that may not be raised in the classroom setting. WE started this coaching two years ago. Eleven out of 17 students in the WI 2013, course received grade of A for the Memo Draft. This is a significant increase in this level of grades over past years. Five of 12 students in the Fall 2012 class received a grade of A on the MEMO Assignment and 6/12 received high B's. I attribute this grade increase to the one-on-one coaching.

III. COT Assessment Plan

The COT Faculty Council approved the COT Assessment Process on April 19. It appears below.

College of Technology Assessment Process

- This document outlines a process that partially fulfills the accreditation requirements for the University.

- Program coordinators shall work with all program faculty to identify at least one or more Student Learning Outcome (SLO) to be assessed annually. These SLOs will be chosen from the pre-defined program SLOs and from the generic College of Technology SLOs. An average student will complete a program in 4-5 years. Therefore, the goal is to assess all SLOs within a 5-year period. Program faculty may use their accrediting bodies to identify their program-level SLOs.

- Methods of assessment can be both direct and indirect. Examples of direct assessment methods include published tests, locally-developed tests, embedded assignments and course activities, portfolios and collective portfolios. Examples of indirect assessment methods include surveys, interviews and focus groups. Direct methods of assessment are preferred.

- As a minimum, 15% of the students within the course that is being assessed must be included in the assessment process to assess the course in the success of the student achieving the SLO.

- The assessment process of the identified SLOs will take place sometime between the beginning of fall semester through end of winter semester. The Program Coordinator shall work with all program faculty to prepare an annual report of the assessment process (see attached form) and submit it to the Director by the end of the winter semester. The Director will review the report and send it to the Dean with comment.

- Based on the outcome process, the SLO being assessed will either be classified as “ACHIEVED” or “IN-PROGRESS”. SLO’s classified as “IN-PROGRESS” will continue in the assessment process until an “ACHIEVED” status is obtained.

- For those SLOs rated “IN-PROGRESS” program faculty will consider modifications to their courses to achieve that SLO next year.

- Review of the pre-defined SLOs will be completed on an annual basis and will be part of the annual report. Depending on the specific program, SLOs may become outdated and new SLOs may need to be identified. Program faculty will review and change their respective program’s SLOs. The COT Faculty Council will review and change the College-wide SLOs.

- Program coordinators shall work with all program faculty to identify other SLOs to be assessed during the following year. Identifying the following year’s SLO will be required regardless of the currently assessed SLO’s status (ACHIEVED or IN-PROGRESS). As a result, program coordinators, with their program faculty, may be assessing multiple SLOs in a given year. If the SLO is not “ACHIEVED” after three years of assessment, then the validity of the SLO will be reviewed. Program coordinators shall work with all program faculty to submit a five-year plan of the assessment of all SLOs.