

College or Unit Level Annual Assessment Report
Template and Guidelines
(Approved on Nov 19, 2013)
(Rev. March 23, 2015)

(Coversheet)

College or Unit Name: **COLLEGE OF TECHNOLOGY**
Report Year: **2014-15**
Submitted on (date): **June 30, 2015**

Introduction

The College of Technology's 2014-2015 Assessment Report is comprised of this summary report plus an Appendix with summary reports from each of the four academic schools as well as the Ph.D. program in technology.

Assessment of student learning at EMU is a primary focus, but also includes the assessment of services provided by units that support student learning.

1. *In addition to the primary goal of assessing student learning, list other 2014-15 unit goals that support assessment of student learning (these can be direct, indirect or operational).*
Goal: Provide additional student advising opportunities for all students.
Goal: Create opportunities for students to engage in academic team competitions.
Goal: Create opportunities for students to participate in real-world projects.
Goal: Each program creates a curriculum map.
2. *Summarize the accomplishments your unit made during 2014-15 toward assessing student learning, as your primary goal.*
 - a. *Explain the role that faculty, staff, and students play in this work.* The COT Dean and a faculty leader (Mary Brake) are members of the University Assessment Committee. Mary Brake and Christina Wall are faculty leaders of the COT Assessment Committee and COT assessment activities. The four school directors discuss assessment activities at weekly leadership meetings and encourage faculty to participate in program-level assessment activities as determined by each program. Faculty and lecturers perform the classroom assessment activities. The Faculty Council voted to modify the official COT College Assessment Plan this year to focus on program student-learning outcomes.
 - b. *Next, summarize the activities your unit engaged in during 2014-15 toward meeting the other goals listed above.* We added one-half FTE additional professional advisor to the COT Student Services Office and developed a process that requires and facilitates all junior-year students to meet with a COT advisor. Construction Management, Interior Design, PDD, and Information Assurance students participated in academic team competitions this year. Student travel was supported by the academic schools. Construction Management students participated in the demolition and renovation of the construction laboratory and classroom. CNST students participated in a project to design drinking water filters for developing countries. Paralegal students volunteered their time at the Legal Resource Center at the County Courthouse.
3. *Provide 2-3 descriptive examples from your unit activities that highlight how you assessed student learning.*
 - a. *Although the examples might be ones that indirectly influence student learning (e.g., reorganizing assessment councils, revising templates, etc.),* The Assessment Committee asked every program to use the 2014-2015 year template to create a program curriculum map. The SISAC faculty were able to meet this requirement.

They used the map to understand where there are “holes” in the set of required courses and are now revamping the entire undergraduate curriculum. In MET, an alumni survey was administered at the beginning of the academic year; questions asking alumni to comment on a statement related to all the SLOs was given with the goal that 80% or more would agree or strongly agree. Three programs in SVBE and one in STPSM underwent external accreditation site visits.

- b. *At least one of the examples should describe a direct measure or approach to assessing student learning (e.g., an individual program’s example).* Computer Aided Engineering assessed an SLO dealing with students’ ability to find feasible solutions to technical problems. Homework was assessed and it was determined that more lectures should focus on certain topics and also more time should be spent on improving students’ presentations skills
4. *Discuss what your unit learned from the 2014-15 efforts of assessing student learning and how it will use the findings to improve the program(s), unit, and opportunities for students to learn.*
 - a. For three programs in SVBE, this was the first time to complete assessment projects. Lessons were learned to improve the process moving forward.
 - b. The Aviation programs assessed students’ ability to make professional and ethical decisions. Students could identify failures but did not understand that they are susceptible to the same shortcomings that have led to prior human failures. In future treatments of this topic, students will be exposed to readings and case studies.
 - c. TM assessed their students’ ability to do a strengths, weaknesses, opportunities, and threats (SWOT) analysis associated with new technologies. They found students need more course time associated with identifying organizational strengths.
 5. *As you turn toward next year (2015-16), what goals have emerged that your unit plans to focus on in the upcoming year?* There was a significant increase in the percentage of programs that submitted an assessment report. The two programs that did not submit reports had literally no faculty affiliates this spring. Nevertheless, for some programs there is still slight confusion about the connection between SLOs, assessment techniques, and “closing the loop”. We will clarify these concepts in 2015-16 when we meet with program faculty to plan next year’s assessment activities. We will reinforce the need for program concept maps. Finally, a goal for 2015 – 2016 is to provide feedback on the assessment reports for program coordinators by either the Assessment Committee or a designated person(s) as appointed by the Dean or the College Faculty Council.