

USU General Technology Assessment Plan

AVTE Department

Learning Objectives	Where Exemplified	Outcomes Data	Data-based Decisions
Develop skills in business and technical communication and leadership.	BUSN 2200 Business Communications <u>c</u> BUSN 2320 Small Business Management <u>c</u>	BUSN 2200 : Business Presentation; Persuasive Essay	Direct data for individual course curriculum changes.
Obtain specific technical skills in demand by business and industry.	Obtain a 900+ hour certificate or equivalent in a focused area of technical skill, or complete 30 SH Hours of technical coursework at USU as approved by faculty.	Develop a list of graduating students in each technical field. Compare to published state needs and advisory board recommendations.	Assess programs to be targeted for recruitment based on state and advisory board needs.
Successfully gain employment within the business or technical field of emphasis, or transfer to a stackable bachelor's program.	Post- graduate survey. <u>e</u>	How many students are employed in the area of emphasis; how many students continued onto a bachelor's program.	Possible changes to the whole curriculum plan, as well as course-level curriculum changes, and recruitment strategies.

a Courses to be evaluated by instructors on a yearly basis through course evaluations. Programmatic data to be collected on years 1 and 4 of the accreditation cycle.

b Summative programmatic data to be collected every year.

c Courses to be evaluated by instructors on a yearly basis through course evaluations. Programmatic data to be collected on years 2 and 5 of the accreditation cycle.

d Courses to be evaluated by instructors on a yearly basis through course evaluations. Programmatic data to be collected on years 3 and 6 of the accreditation cycle.

e Post graduate surveys to be conducted in years 3 and 6 of the accreditation cycle.

Complete Program Reviews including all course data, summative programmatic data (internship or senior project) and post graduate surveys to be conducted in years 4 and 7 of the accreditation cycle. Reviews, including yearly assigned course reviews and complete program reviews to be conducted in September and October or the review year.

Accreditation Cycle Years (date = Fall semester year)

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>
<u>2021 a & b</u>	<u>2022 b & c</u>	<u>2023 b, d & e</u>	<u>2024 Complete Program Review a, b,</u>	<u>2025 b & c</u>	<u>2026 b, d, & e</u>	<u>2027 Complete Program Review</u>

<u>2028 a & b</u>	<u>2029 b & c</u>	<u>2030 b, d & e</u>	<u>2031 Complete Program Review a, b,</u>	<u>2032 b & c</u>	<u>2033 b, d, & e</u>	<u>2034 Complete Program Review</u>
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Assessment Plan

The Associate of Applied Science in General Technology provides an option for students who have completed a certificate of technical specialty to further their education. It provides a pathway for students completing technical training in a nontraditional format to use that training in satisfying a portion of the requirements for an AAS degree. Program assessment is completed through the following methods:

- Faculty Advisory Board Meetings with people in business and industry and faculty members at the Applied Technology Colleges to determine the needs of their potential employees. The advisory board is to meet twice a year.
- Individual Course Evaluations – Course data is to be collected every year by the instructors and used for continuous improvement. This includes summative and formative assessments in the course as well as course evaluations. Every three years, data from courses is to be collected on a programmatic level with artifacts identified to assess meeting programmatic objectives. This will be done across courses and instructors to create a complete programmatic review.
- Student Employment Placement rates and employer surveys will be collected and included into the programmatic review.
- Surveys of Past Graduates, in particular, retention in Secondary Education and employer surveys will be collected and included into the programmatic review.

Prior Review Notes:

AAA Comments: Objectives very broad, undefined, and not measurable. Assessment plan relies only on indirect measure nothing measuring student level learning. Can't find outcomes or data-based decision in the links to your reports.

DATA-BASED DECISIONS - The following are recent examples of data-based decisions for program improvement.

- An option was developed for “stackable” technical credentials to align with applied technical colleges and our branch campuses as well as USU Eastern to assist students in a seamless transfer program to acquire a two-year and eventually a four-year degree at USU.

This is the only information given to us so it cannot be reviewed until the other elements are posted on the webpage.