

Advanced Technological Educational Program
Academic Review: August 2008

Categories of Learning Outcomes	Learning Outcomes	Assessment Methods	Inferences from Assessment	Actions Taken/ Program Improvements
Cognitive/ Critical Thinking	<ul style="list-style-type: none"> • Ability to Think critically Through research and problem-solving activities • Ability to synthesize data draw reasoned conclusions • Ability to Forecast technology systems' and their impact on organizations and people. 	<ul style="list-style-type: none"> • Instructor routinely monitors and participates in discussions of course readings. • Students research and write papers requiring a variety of information sources including case studies. • Students complete a technology forecasting assignment and a technology assessment assignment 	<ul style="list-style-type: none"> • How well Students understand the relationships of data and ideas to other data points and ideas. • How well students can comprehend the relationship between ideas and the implication of actions 	<ul style="list-style-type: none"> • Development of assessment rubrics for Discussion Boards and written assignments. in order to measure cognitive/academic performance. These rubrics are continually reviewed by faculty. • Annual course reviews to ensure that content is current and relevant and practical. • A unique and specific Library Tutorial has been developed for ATE Students.
Communication	<ul style="list-style-type: none"> • Ability to effectively communicate through verbal, written and electronic mediums. • Ability to organize, develop and deliver presentations and lesson plans electronically. • Ability to develop interview questions, to conduct effective interviews and to effectively collaborate in groups. 	<ul style="list-style-type: none"> • Students are required to communicate with other students through Discussion Boards and through small group activities. • The first course in the ATE program, introduces students to APA research and writing guidelines. • Every ATE course includes references to and requires the use of those guidelines. • Students are required to conduct interviews in their work environment. • Throughout Discussion Boards Students are expected to probe others' contributions and questioning of ideas and conclusions is also expected in written assignments. • Students present their ideas in various forums, including papers, discussions, and web-based presentations. • Most ATE courses have a significant group assignment which contributes to students' abilities to interact with peers. 	<ul style="list-style-type: none"> • How well students can communicate one-on-one and in group settings. • Improved communication is reflected in the characteristics and quality of written work, discussions and other course activities. 	<ul style="list-style-type: none"> • Students are provided ongoing feedback relative to the quality of their written work as well as the tone of their interface with the instructor and their fellow students through ATE's electronic interface. • Faculty observation and student feedback indicate improved communication abilities. • Specific areas of improvement are regularly identified and action plans systematically recommended.

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Technical / Management	<ul style="list-style-type: none"> • Ability to understand how individual functions of a business work and relate to each other • Ability to understand the impact of changing technology in organizational decisions. • Ability to identify the skill requirements of jobs, tasks, and roles • Ability to determine the effectiveness of training and its impact on organizations. • Ability to utilize the appropriate media and instructional methods for learning situations. • Ability to implement appropriate evaluation methodologies. 	<ul style="list-style-type: none"> • Assignments such as journaling, readings, research papers and examinations will help assess student understanding of business functions and the effect of technology change. • Assignments require that students demonstrate their understanding and application of adult learning principles. • Assignments require that students demonstrate understanding and application of principles and practices for analyzing, designing, developing, implementing, administering and evaluating training programs, methods and materials. 	<ul style="list-style-type: none"> • How well the student will be able to apply skills to their actual work environment. • How much the students actually learn based on the quality and quantity of skill acquisition. • The quality of the presentations and training development that students can demonstrate. 	<ul style="list-style-type: none"> • Individual courses are continually reviewed and re-designed by faculty based on student performance and feedback. • Reviews are designed to eliminate unnecessary or undesirable overlap or duplication.
Learning Experience Synthesis	<ul style="list-style-type: none"> • Ability to draw appropriate learning and conclusions from the students total body of coursework in the ATE Program. • Ability to generalize the totality of the student's educational learning, and to be able to apply these lessons to the students work and personal life. 	<ul style="list-style-type: none"> • Students will synthesize their learning in a Reflective Essay and categorize their achievement level. • The synthesis includes an analysis by the student of the quality and usefulness of individual learning experiences as well as the experiences that make up the program as a whole. 	<ul style="list-style-type: none"> • The student's Reflective Essay will help students analyze and focus on important aspects of their learning process as well as serving to summarize and integrate the whole experience for them. • The Reflective Essay will help faculty assess the quality of the student's skills. • The Reflective Essay will also help faculty assess the program's effectiveness as a total learning experience. 	<ul style="list-style-type: none"> • This reflective experience will be monitored and adjusted each year as appropriate.