Assessment of Outcomes Achievement
Degree, Certificate, Program

Name of Degree, Certificate or Program: ECE Curriculum Certificate 2022-23

1.   Describe assessment results.

The assessment results depended on multiple ways of assessing or determining averages, particularly on the outcomes that included multiple measurement tools. In this particular assessment, we averaged individual assignments/projects/papers with a total or average of all of the data at the bottom. Additionally, we omitted data from students who did not submit any assignments throughout the term as inactive.

2.   Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

Assignments that were heavily writing based were not submitted by otherwise "active" students. We thought this was notable because it potentially points to perhaps some of the academic barriers students may be facing. Our analysis of this is to consider more project-based and multi-model measurement tools to better support students in a career technical education program.

We don't know the modality of the measurement tools, so we can't determine if the modality was an issue. For example, was the assignment a written paper or a powerpoint, etc.? This leads back to more faculty involvement and better ways to share data. There needs to be more discussion around mutli-model assignments.

3.   Describe your plan for implementation of any changes.

We updated the "Criteria or Target" column to exclude student data of those who stopped out and did not participate in the course, and those who withdrew. We rewrote it to say "80% of active students meet or exceed expectations (based on the Artifact Rubric)."

4.   Departmental faculty involvement.

There needs to be more faculty involvement with using grading rubrics. We need to discuss as a faculty how to make available culturally responsive assessments. We need to create a more uniform way for faculty to share data and obtain it earlier.

5.   Evaluate the assessment strategy.

There may be some erroneous or cultural unresponsive assessment of student learning outcomes. We are noticing that assignments that are heavily writing based are possibly creating a barrier for assessing comprehension of outcomes. If we continue to only give students one modality, particularly writing based assignments, then as a faculty we need to talk about creating rubrics that are inclusive, culturally responsive, and appropriate for a CTE program. We need a universal definition of "active" students. We need to align measurement tools with what the modality(ies) was administered in.

Updated 9.22.16

6.   Reflect on any adjustments you made from the last assessment of this degree or certificate and their effectiveness in student achievement of outcomes?

We don't have the last analysis to make any determinations regarding adjustments from the last assessment of this certificate.

7.   Additional comments.

We wonder who analyzes or uses student program assessment data. We would love to know how our ECE students perceive their own progress in increased knowledge and skills or progress towards course and program outcomes based on the assessments through final project rubrics that currently exist.