

2020 – 21 Departmental Executive Summary

Department: ECTA	Date: May 13, 2021
Members involved with analysis of artifacts: Lisa Ashby/Laurie Zum Hofe	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) Student Outcome; b) Background; c) Question(s); d) Methodology	
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - How was data analyzed? (attach rubrics/scoring tools if used). (5) Superior: Skillfully and fully communicates the student's skills in professional research, skill building, network/relational building, and experiences with clarity and fluency, and is virtually error-free. (4) Above average: Sufficiently communicates the student's skills in professional research, skill building, network/relational building, and experience with minor gaps and the language has few errors (3) Average: Generally conveys the student's skills in professional research, skill building, network/relational building, and experiences although writing may include some gaps in content or language errors (2) Developing: Mostly lists the student's skills in professional research, skill building, network/relational building, and experiences but includes vague descriptors or skips one of the areas entirely or has notable language errors (1) Failing: Student provides a portfolio, but the descriptions of the student's skills are irrelevant, non-specific, or do not cover more than two of the skills in professional research, skill building, network/relational building, and experiences or the writing is primarily unclear and contains extensive language errors.	
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): How well are students able to produce a professional and relevant portfolio for their career goals? 2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.) Eng/CTA 300 Placement Seminar was assessed using the final reflection portfolio as the artifact. Students were asked to propose a plan of action and then execute it, with items in the portfolio relating to professional research, skill building, network/relational building, and experiences. The scoring rubric ranked the content in the portfolio as a reflection of the students' knowledge in these areas. The ranks were 5. excellent/4. good/3. adequate/2. problematic/1. failing. The aim was that 75% or greater averaged 4 or above. Results: Score of 5: 4 students; Score of 4: 1 student; Score of 3: 1 student. 3). INTERPRETATION * - Discuss how the results answer the assessment question(s). The average score for the portfolios was 4.5. 5 of 6 (83%) students got a 4 or higher. We can see that students are able to produce a professional, relevant and reflective portfolio. 4). Observations made that were not directly related to the question(s).	
Sharing of Results: When were results shared? Date: May 17, 2021 How were the results shared? (i.e. met as a department) Shared via email Who were results shared with? (List names): Lisa Ashby, Laurie Zum Hofe, Pete Koprince, Erica Lamm, Gabe Haley, Bryan Moore, Tobin Beck	
Discussion of Results – Summarize your conclusions including: 1. ACTION *- How will what the department learned from the assessment impact: a. Teaching: CTA/Eng 300 will continue to use outcomes geared towards the creation of a professional and relevant portfolio. b. Assignment/course: CTA/Eng 300 will continue to use a portfolio assignment as helpful in assessing how students can transition into the professional world. c. Program: d. Assessment: 2. IMPACT *- What is the anticipated impact of the ACTION * on student achievement of the learning outcome in the next academic year? Eng/CTA 300 will continue to utilize this assignment. 3. BUDGET IMPLICATIONS – Indicate budget requirements necessary for the successful implementation of the ACTION * n/a	
If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.	
What assessment questions related to the learning outcome would the program like to investigate in the future? What other courses/assessments could utilize assignments that could help lead into the creation of a professional portfolio?	
Submitted by: Lisa Ashby/Laurie Zum Hofe (date): 7/6/2021	Reviewed by the Assessment Committee
Department Chair notified approved/additional action needed: Approved 7/6/2021 BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: none	