

Program Assessment Plan B/CIT Division

I. Current Process Used to Improve Programs

Data is gathered from the following sources:

1. Existing Programs and changes under consideration are discussed with the Department Advisory Committee, made up of representatives from local industry. The advisory committee likewise communicates changes that it anticipates or recommends.
2. Faculty from our department attend the regular statewide meetings of faculty from Oregon's community colleges to stay current with how other colleges are adapting and evolving their course designs and offerings, and to help ensure articulation among institutions. From time to time faculty members work with similar departments from other community colleges in the state to coordinate programs and keep courses and programs up to date.
3. Faculty, staff and management consult with students about how our course and program offerings meet their existing abilities and perceived needs.
4. Departmental counselors and advisors attend Department meetings regularly provide feedback from their work with students who are majors or are considering becoming majors.
5. Departmental Co-op Education coordinators work closely with faculty, students and employers, and participate in department activities in part to provide feedback from the employers who offer our students co-op opportunities and from the students' co-op experiences.
6. Faculty are responsible for the curriculum, and apply their knowledge of how fields of specialization are evolving in their work.
7. Students regularly receive in-class surveys regarding the content and assignments of courses.
8. The departments monitor enrollment in the various types of courses (first-year feeder courses, second-year required courses, service courses, etc.)
9. Faculty members regularly do internships in the community to keep their skills and knowledge up to date, and to learn about current practices and technologies being used by employers who hire our students.

Critique: In general, our program assessment relies on less than completely systematic data gathering. Changes in program outcomes are sometimes driven by catalog production deadlines more than by a systematic methodology.

II. Plan for improving the program assessment process

Summary of plan:

1. Systematic department-wide review and revision of the stated learning outcomes for degree and certificate programs, courses, and the common first-year core curriculum. Part of this will be to ensure the learning outcomes are stated in a common format.
2. Gathering data (as detailed below).
3. Analyzing the data (as detailed below).
4. Revise and systematize the outcomes for programs and certificates, course, and the common core curriculum. Consider whether the programs are set up properly and whether we offer the “right” programs.
5. Assess the services we provide in support of the curriculum: Lab, front desk, administrative functions, advising, how well our service courses serve other departments.
6. Repeat steps 2-3-4 on a regular basis.

Data Gathering and Analysis:

A. Potential tools for gathering and storing data

- ◇ Establish database to collect data/evidence of assessment, possibly utilizing the Portland State University system and possibly using the Request Tracker system now established within the CIT department.
- ◇ Build web interface for gathering additional student and community feedback
- ◇ Use existing certification tests or build our own for pre-testing majors at the beginning of their second year.
- ◇ Use standardized capstone testing methods to evaluate progress by majors at the end of their second year.
- ◇ Establish separate specialized advisory committees for each program.
- ◇ Partner with employers to lead data and feedback collection
- ◇ Systematic discussion with counselor/advisor, co-op coordinator, former students.
- ◇ Survey other Lane departments that send students to our classes
- ◇ Partner with business departments at other community colleges in the state to learn what other colleges are doing and to coordinate and update program offerings.

III. Timeline and requirements.

The timeline for the ongoing work of systematizing program assessment depends on a number of factors, including the availability of institutional support (e.g. for data analysis and systematic reporting methods), the existence of competing demands on faculty and staff time (e.g. supporting students and managing recurring budget cuts).

Productive work is active in the areas of:

- ◇ Developing enrollment data analysis (using Banner's ODS system)
- ◇ Representation of program outcomes and learning objectives (in an online database)
- ◇ Graduate surveys (mail, email)
- ◇ Employer surveys (mail, email)
- ◇ Advisory Committee involvement (informed/guided by objectives of Career Pathways)

As noted, the rate of progress will depend on resource availability and competing demands.