



3 TOOLS FOR INSTITUTIONAL ASSESSMENT AND PROGRAM-HEALTH PLANNING

Dr. Ada Uche, Jeff Pizek, and Liz Nunez

October 2024



CTU started in 1965 as a military-serving institution and still proudly supports the education of veterans and their families

Nearly 80 undergraduate and graduate degree programs and concentrations

An estimated 29,000 students in all our programs, with more than 1,100 faculty.



CAMPUSES

- Colorado Springs
- Online

COLLEGES

- Business and Management
- Computer Science, Engineering, and Technology
- Criminal Justice and Health Services
- General Education and Psychology
- Nursing

ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS TEAM

- Assessing Learning Outcomes
- Program Reviews
- Program Health-check
- Institutional Planning
- Mid-year and End of Year Report
- Assessment Committee
- Competency Mapping
- Co-curricular Assessment
- Surveys and Benchmarking
- Faculty Assessment Training



Dr. Ada Uche

Director of Assessment and
Institutional Effectiveness



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Institutional Research Analyst



Liz Nunez

Program Development Administrator



AGENDA

Introduce three guides that help our Colleges collect and organize their information to make informed decisions and planning. Creates data and terminology standardization within all units.

1

Competency Maps

The Competency Maps are used to demonstrate alignment to industry and program outcomes.

2

Course Designing Planning

The Course Design Plan (CDP) is used to review courses and identify curriculum gaps

3

Program Health Checks

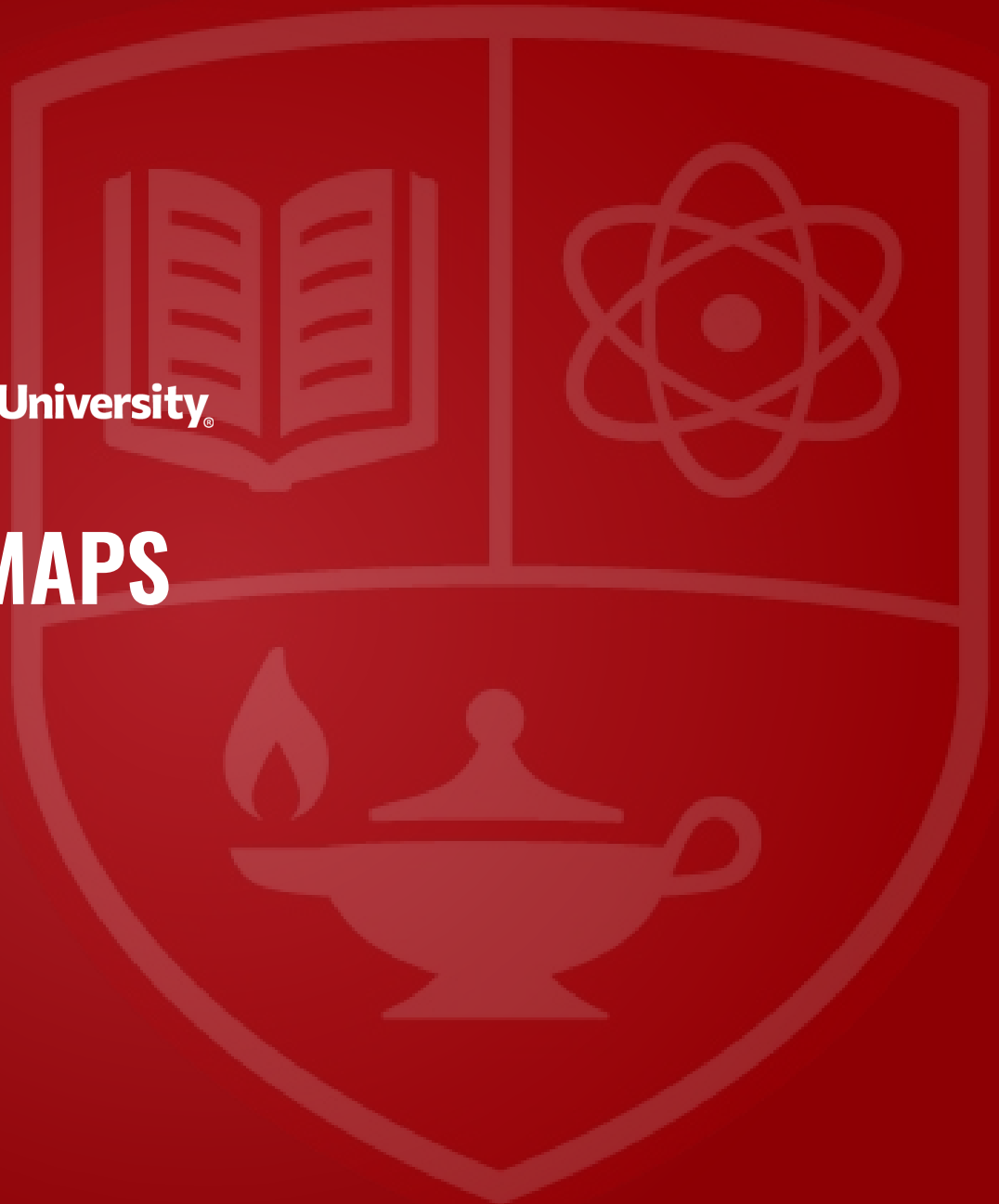
The Program Health Checks use standardized data points to gauge degree programs' strengths and weaknesses.



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COMPETENCY MAPS

Presenter: Liz Nunez



COMPETENCY MAPS

- Began as an excel spreadsheet created by the College of Nursing to map their programs for CCNE.
- Worked with all our Colleges and gathered feedback.
- Developed a template to standardize the process of assessing programs and courses.
- Information contained in these templates includes program, concentration, course, and accreditation information.
- Demonstrates how each program aligns to all outcomes (from university to assignment level)
- Allows to standardized nomenclature
- Can customize to address the needs of different colleges or programs
- Colleges use the mapping template to demonstrate how each program outcomes align to course outcomes and then to the assignment used to assess the outcomes.

| Program: BPSYSC | | Blooms Taxonomy | | | | | | | | | | Level |
|--|--|--|--|--|---|--|---|--|---|---|--|---|
| Outcomes to Course (KAS) | | Core Courses | | | | | | | | | | |
| Steps for this sheet: Map Core Courses to PLOs, corresponding ULOs, and Industry (if required) competencies. Map Concentration courses to the corresponding set of PLOs, CLOs, and Industry (if required) competencies. | | BHVS205 | BHVS215 | BHVS316 | BVHS320 | BHVS400 | BHVS410 | PSYC130 | PSYC210 | PSYC309 | PSYC310 | PSYC315 |
| Category | Competency (Sub-Competency) | 1. Explain key leadership theories and practices. 2. Recognize skills related | 1. Describe how knowledge of motivation and emotion helps us | 1. Explore the interactions between psychology and the many forms of | 1. Develop knowledge regarding the fundamental principles of statistics | 1. Identify effective methods (such as re-framing and developing | 1. Identify the philosophical and historical foundations of Positivist Psychology | 1. Interpret the role of conflict in group dynamics 2. Describe | 1. Identify key topics in the study of social psychology. 2. Recognize human | 1. Demonstrate fluency in researching social science topics using | 1. Define the term organizational behavior and identify the scope of | 1. Identify the relationship between the functions of the human brain and |
| PROGRAM LEARNING OUTCOMES | 1. Describe the major concepts theoretical perspectives, empirical findings, and historical trends in psychology. | K | K | A | | A | A | K | K | | A | A |
| | 2. Use analytical thinking to integrate the concept of the self, social dynamics, and organizational workplace systems. | K | K | A | | A | | | K | | | A |
| | 3. Establish a personal leadership style, informed by psychological principles, that focuses on effective management and improvement strategies. | K | | | | A | A | K | | | A | |
| | 4. Employ ethical standards, values and considerations in the theory and practice of psychology. | | | | | | | | | A | | |
| | 5. Communicate effectively as a professional in the field of psychology by developing and articulating ideas in accordance with the responsible use of data and source material. | | | | A | | | | | | A | A |
| | 6. Demonstrate the value of diversity, equity and inclusion in the theory and practice of psychology. | | | | | | | | | | | |

COMPETENCY MAPS COMPONENTS – INDUSTRY TO PROGRAM LEARNING OUTCOMES

| | | | | | | | | | |
|---|--|--------------------------|----------------------------------|--------------|--------------|--------------|--------------|--|--|
| Program: | | | | | | | | | |
| Completed by: | | | | | | | | | |
| Approved by: | | | | | | | | | |
| Date: | | | | | | | | | |
| Industry Standards: | | | | | | | | | |
| Industry to Program Learning Outcomes | | Example | PROGRAM LEARNING OUTCOMES | | | | | | |
| Steps for this sheet: Maps Program Outcomes and CLO to Industry/Accreditation standards. As required based on accreditation guidelines | | Outcome | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | | |
| *Add additional Industry Standards/Accreditation competencies if required for multiple concentrations * | | Verbatim of outcome here | Outcome | Outcome | Outcome | Outcome | Outcome | | |
| Industry Standards / Accreditation | | | | | | | | | |
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COMPETENCY MAPS COMPONENTS – OUTCOMES TO COURSE (BLOOM'S LEVEL)

| Outcomes to Course (KAS) | | Example | Core Courses | | | | | Concentration 1 | | | |
|---|-----------------------------|---------|--------------|--------|--------|--------|--------|-----------------|--------|--------|--------|
| Steps for this sheet: Map Core and Concentration Courses to PLOs, corresponding ULOs, and Industry (if required) competencies. | | BUS101 | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE |
| Category | Competency (Sub-Competency) | BUS101 | | | | | | | | | |
| PROGRAM LEARNING OUTCOMES | PLO 1: | K | | | | | | | | | |
| | PLO 2: | K | | | | | | | | | |
| | PLO 3: | | | | | | | | | | |
| | PLO 4: | A | | | | | | | | | |
| | PLO 5: | | | | | | | | | | |
| | PLO 6: | K | | | | | | | | | |
| Count of Competencies Within Course | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Category | Competency (Sub-Competency) | | | | | | | | | | |
| CONCENTRATION 1 | CLO 1: | K | | | | | | | | | |
| | CLO 2: | K | | | | | | | | | |

COMPETENCY MAPS COMPONENTS – OUTCOMES TO COURSE OUTCOMES

| Outcomes to Course Outcomes (CO) | | Example | Core Courses | | | | | Concentration 1 | | |
|--|-----------------------------|---------------------------|--------------|--------|--------|--------|--------|-----------------|--------|--------|
| Steps for this sheet: Map Core and Concentration Courses to PLOs, CLOs & corresponding ULOs. <i>Mapping core and concentration courses to Industry standards is optional and only recommended to complete if required by accreditor.</i> | | BUS101 | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE |
| | | Course Learning Outcome 1 | | | | | | | | |
| | | Course Learning Outcome 2 | | | | | | | | |
| | | Course Learning Outcome 3 | | | | | | | | |
| | | Course Learning Outcome 4 | | | | | | | | |
| | | Course Learning Outcome 5 | | | | | | | | |
| Category | Competency (Sub-Competency) | BUS101 | | | | | | | | |
| PROGRAM LEARNING OUTCOMES | PLO 1: | 2, 5, | | | | | | | | |
| | PLO 2: | 1, 5 | | | | | | | | |
| | PLO 3: | 2, 3, 4 | | | | | | | | |
| | PLO 4: | 4, 5 | | | | | | | | |
| | PLO 5: | 1, 2, 3 | | | | | | | | |
| | PLO 6: | 3, 5 | | | | | | | | |
| Category | Competency (Sub-Competency) | | | | | | | | | |
| | CLO 1: | 5 | | | | | | | | |
| | CLO 2: | | | | | | | | | |

COMPETENCY MAPS COMPONENTS – COURSE OUTCOMES TO ASSIGNMENTS

| Outcomes to Course (Outcomes) | | | | | | | | | | | | | | | |
|---|-------------------|------------------------|----------------------------|-----------------------------------|--------|--------|--------|--------|----------|----------|----------|----------|-----------|---------|--|
| Steps for this sheet: Identify the course learning outcome(s) covered in each assignment. <i>(Hidden Cells identify program learning outcome covered in each assignment. To use only if required by program/accrediation standards)</i> | | | | <i>**Delete if not applicable</i> | | | | | | | | | | | |
| | | | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6** | Unit 7** | Unit 8** | Unit 9** | Unit 10** | | |
| BUS101 | BLOOMs Level | K,A,S Level for Course | List Individual Assignment | PLO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | |
| Course Learning Outcome (CO) 1 | 1 | K | DB | | 1 | 2,4 | 3 | 1,3,4 | | 1 | 2,4 | 3 | 1,3,4 | | |
| Course Learning Outcome (CO) 2 | 1 | | Intellipath | | 1 | 1 | 2,4 | 3 | | 1 | 1 | 2,4 | 3 | | |
| Course Learning Outcome (CO) 3 | 2 | | Individual Project | | | 1 | | | 1,2,3,4 | | 1 | | | 1,2,3,4 | |
| Course Learning Outcome (CO) 4 | 3 | | | | | | | | | | | | | | |
| Course Name | Course Code | K,A,S Level for Course | List Individual Assignment | | | | | | | | | | | | |
| Course Learning Outcome 1 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 2 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 3 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 4 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 5 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 6 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 7 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 8 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 10 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Name | Course Code | K,A,S Level for Course | List Individual Assignment | | | | | | | | | | | | |
| Course Learning Outcome 1 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 2 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 3 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 4 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 5 | List Blooms Level | | Assignment | | | | | | | | | | | | |
| Course Learning Outcome 6 | List Blooms Level | | Assignment | | | | | | | | | | | | |

COMPETENCY MAPS COMPONENTS – PROGRAM AND ACCREDITATION NOTES

| Notes for Course or Program Revisions | | | | Accreditation Notes or Recommendations | | | |
|---------------------------------------|----------------------|------------------|------------------|--|---------------|---------------------|------------------|
| Date | Program /Course Name | Scope of Changes | Additional Notes | Date | Accreditation | Recommended Changes | Additional Notes |
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COLLABORATING TOWARDS A COMMON GOAL



Took on this project in 2022 and 2023

Once the template was approved, with the collaboration of the colleges, sent template for completion.

Met with each college to review the template and set deadline expectations to complete.

Met with Colleges to review maps, request feedback, and address needs of each college.

Collected all competency maps from the colleges for all programs at the end of 2023.

ROLE OF THE ASSESSMENT TEAM



The Assessment Team keeps a repository of all the current and archived crosswalks.



Shared responsibility with the Colleges to update the competency maps when there are changes to programs or courses.



The Assessment Team meets with the colleges to review the maps and identify any gaps within the programs.

WHAT DID WE LEARN?

- Crosswalks helped Deans, Program Directors, and Faculty members articulate the connection between learning outcomes, programs, courses, and assignments.
- These competencies maps were instrumental in preparation for HLC, ABET, CCNE, and ABCBSP visits that same year.
- Continuously update when any changes occur.
- Supported the changes made to programs and courses:
 - Revised over 100 courses
 - Created about 20 new courses
 - Updated program outcomes
 - Updated program sequences and course offerings



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COURSE DESIGN PLANNING

Presenter: Dr. Ada Uche



COURSE DESIGN PLANNING (CDP)

- Designed to ensure all elements of the course are consistently evaluated and applied.
- Defines the goals of the course and clarifies what students will learn and accomplish.
- Used to develop a plan for improvement.
- Shows a visual representation of the course and current alignment (what are we not seeing?)
- Includes a narrative, which ties the pieces of the course and how it fits together.

| COURSE DESIGN PLAN - Please complete | | Course Code: | Course Title: |
|--------------------------------------|---|---------------|------------------------|
| Learning Outcomes (PLO/ULO) | Course Learning Outcomes (COs) | | Unit # |
| Add: Program Name | Write your course outcomes below. Typically there are 3-5 overall outcomes. | Bloom's Level | List the Main Topic |
| 1 | 1 | | Unit 1: |
| 2 | 2 | | |
| 3 | 3 | | Unit 2: |
| 4 | 4 | | |
| 5 | 5 | | Unit 3: |
| 6 | 6 | | |
| | | | Unit 4: |
| | | | |
| | | | Unit 5: |
| | | | |
| Course Description: | | | **add rows if needed** |
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ELEMENTS OF A COURSE DESIGN PLAN

| COURSE DESIGN PLAN - <i>Please complete</i> | | | Course Code: | Course Title: | CDP Prepared by: | Date: | |
|---|---|---------------|----------------------|---|---------------------------------------|--|--|
| Learning Outcomes (PLO/ULO) | Course Learning Outcomes (COs) | | Unit and Main Topics | | Method of Assessment | X if CO covers assignment OR - highlight if not aligned | Narrative |
| <i>Add: Program Name</i> | Write your course outcomes below. Typically there are 3-5 overall outcomes. | Bloom's Level | List the Main Topic | Write your learning objectives for the main topic listed in column F. | Assignment (i.e. DB, IP, Intellipath) | List the Learning Outcome | Describe any challenges or issues within the course and how you will address it. |
| | | | | | | CO 1 CO 2 CO 3 CO 4 CO 5 CO 6 | |
| 1 | 1 | | Unit 1: | | | | |
| 2 | 2 | | | | | | |
| 3 | 3 | | Unit 2: | | | | |
| 4 | 4 | | | | | | |

List the **learning outcomes** for the program, University, or Industry Standards

The **course outcomes** set the course expectations and identifies the purpose the course plays in the program.

Blooms Levels: Are the outcomes at an appropriate course level?

The **unit topic** or unit title conveys what is covered in that unit.

The **main topics** or **unit objectives** reflect the content covered in each unit. Unit objectives should map to one or more course learning outcomes for assessment.

The **assignment** assesses the student's understanding of the learning outcome.

List which **learning outcome(s)** are mapped to the assignment and mark with "X" to see if there is enough coverage of learning outcomes.

The **narrative** connects the course to the program. Describe any challenges within the course and how its addressed. This section supports revisions to the course.

ROLE OF THE ASSESSMENT TEAM



Created an Assessment Training for Faculty



The Assessment Team uses the CDP as a learning tool.



Colleges are encouraged to use this plan when revising a course and working with Instructional Designers.

ASSESSMENT TRAINING

- The Excellence in Teaching (EIT) training 4-week program is currently for Program Directors and Lead Faculty to learn about writing learning outcomes and assessment.

Module 1: Applies understanding of the CTU student to the process for developing outcomes supporting a positive student climate.

Module 2: Covers writing learning outcomes that will demonstrate the student's understanding of course objectives.

Module 3: Reviews how to develop effective assessment strategies that align learning outcomes to course assessment.

Module 4: Demonstrates how to effectively integrate tech tools in the classroom as an added value to learner experiences.

WHAT DID WE LEARN?

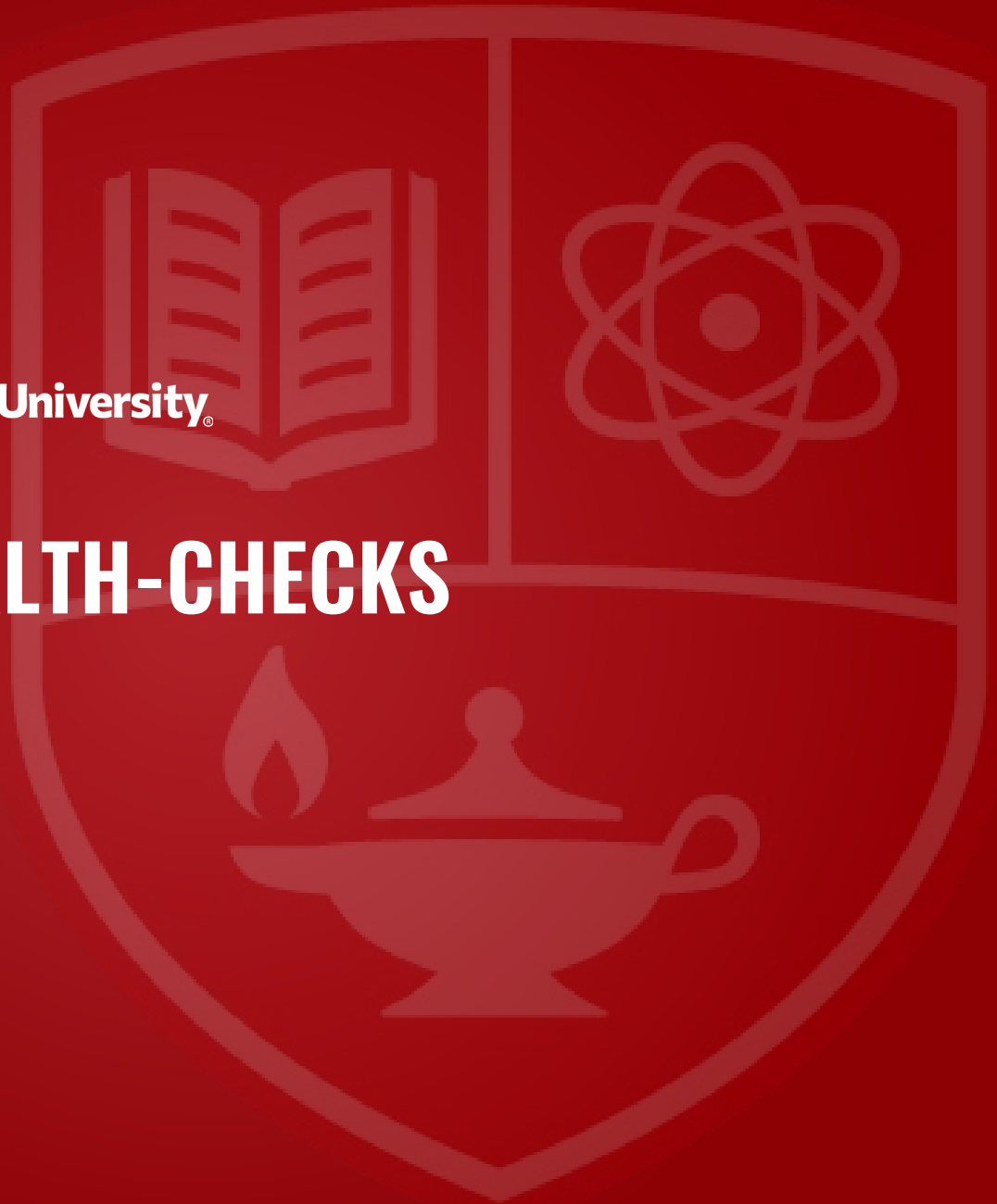
- Identified a need to learn how to write appropriate learning outcomes.
- EDPs and Lead Faculty are asked to revise or create a new course using this template.
- Discuss the process as a group and what is learned using this template
- Discuss the alignment between learning outcomes, assessments, and instructional strategies.



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PROGRAM HEALTH-CHECKS

Presenter: Jeff Pizek



PROGRAM HEALTH CHECKS

New for 2023: Colleges complete an annual summary of common data points, in order to indicate the general “health” of each degree program offered.

| Program/Concentration: | | Reviewed by: | | | |
|---|---|-------------------|--|---|---|
| Year: | | | | | |
| Data Point | Measurement | Decision (select) | Narrative (explain Decision from column C) | Link to data source | Notes / Instructions |
| 1. Population of program / concentration | 2404B (9/3/2024): 2404A (7/23/2024): 2403B (6/11/2024): 2403A (4/30/2024): 2402B (3/19/2024): 2402A (2/6/2024): 2401B (1/2/2024): 2305A (11/14/2023): 2304B (10/3/2023): Avg. of all 9 sessions: | | | http://tableau.careered.com/#site/CECInsightsandAnalytics/views/CTUExecutiveManagementDashboard/ConcentrationByProgram?iid=1 | <ul style="list-style-type: none"> • Filter by Concentrations (choose from drop-down menu) • Then, average all # Students columns shown on the dashboard (9 most recent sessions = past year) |
| 2. Average start | 2404B (9/3/2024): 2404A (7/23/2024): 2403B (6/11/2024): 2403A (4/30/2024): 2402B (3/19/2024): 2402A (2/6/2024): 2401B (1/2/2024): 2305A (11/14/2023): 2304B (10/3/2023): Avg. of all 9 sessions: | | | http://tableau.careered.com/#site/CECInsightsandAnalytics/views/CTUExecutiveManagementDashboard/ConcentrationByProgram?iid=1 | <ul style="list-style-type: none"> • Filter by Concentrations (choose from drop-down menu) • Next, filter by Enrollment Type: Greater Than + New (these are incoming students) • Then, average all # Students columns shown on the dashboard (9 most recent sessions = past year) |
| 3. Persistence 1 rate | 2404A (7/23/2024): 2403B (6/11/2024): 2403A (4/30/2024): 2402B (3/19/2024): 2402A (2/6/2024): 2401B (1/2/2024): 2305A (11/14/2023): | | | http://tableau.careered.com/#site/CECInsightsandAnalytics/views/CTUExecutiveManagementDashboard/CohortPersistenceRates?iid=1 | <ul style="list-style-type: none"> • Filter by Concentrations (choose from drop-down menu) • Next, filter out Inst. Cancels (select only Not an Institutional Cancel) • Then, average 9 most recent start dates available in the % Persistence |

PROGRAM HEALTH CHECKS

Colleges classify each data point (**Satisfactory / Unsatisfactory / In Progress**) and include narrative to explain that classification.

Data points requested:

- Program population (past year)
- Average number of new starts (past year)
- Persistence rates (past year – 2 measurements)
- Retention rates (past year)
- Graduation rates (past year)
- Results from Learning Outcome assessment (most recent)
- Relevant employment data (most recent)
- Market / regulatory trends (most recent)
- Planned curricular changes (next 3 years)

PROGRAM HEALTH CHECKS

To conclude each Health Check, the Colleges select 1 of the following 4 recommendations for the program, based on the data:

- ✓ **Continue, no changes**
- ✓ **Continue, minor changes (less than 25%)**
- ✓ **Continue, major changes (more than 25%)**
- ✓ **Recommend stop enroll**

Health Checks help CTU Colleges to:

- Ascertain each degree program's current and future state
- Identify unique advantages and challenges
- Document program alignment with current trends and industry standards
- Determine and communicate upcoming plans for revising and developing course curricula

ROLE OF THE CTU ASSESSMENT TEAM – PROGRAM HEALTH CHECKS



Maintaining the Health Check template, ensuring it is completed annually for every active degree program, and archiving those documents.



Partnering with the data teams and the Colleges to ensure the completed Health Checks reflect the most relevant and most currently available data.



Summarizing the major findings for University leadership, focusing on major high/low, trends, and recommendations (e.g., stopping enrollment).

WHAT DID WE LEARN?

Better awareness of our data

Structure, timing of release, and access affect what can be reported, when, and by whom. *(adjusted the template for 2024)*

Evidence for informed change

This data empowers Colleges to make a case for consolidating or discontinuing portions of their program portfolios. *(to date, 2 programs recommended for discontinuation in 2023 have ceased new enrollments)*

It also identifies opportunities to adjust curricula to incorporate new technologies and soft skills, or to address emerging market trends and updated accreditation requirements.

PROGRAM HEALTH CHECKS



DISCUSSION AND QUESTIONS

- What platforms or tools do you use for mapping?
- What faculty training for writing learning outcomes?
- How do you assess your programs or courses?



The background features a large, faint, red shield-shaped logo of Colorado Technical University. The shield is divided into four quadrants: top-left shows an open book, top-right shows a stylized atomic symbol, bottom-left shows a lit oil lamp, and bottom-right shows a silhouette of a person. Two horizontal white lines are positioned above and below the main text.

Thank You

For Questions or Inquiries Email:
ctuassessment@coloradotech.edu