



Defense Civilian Training Corps (DCTC)

**DCTC-301: Course Assessment Report
Fall Semester 2023**

January 2024





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Part I

Introduction



DCTC PROGRAM ASSESSMENT

This Report addresses the course level assessment for DCTC-301, completed in the Fall semester of 2023.

ASSESSMENT PROCESS

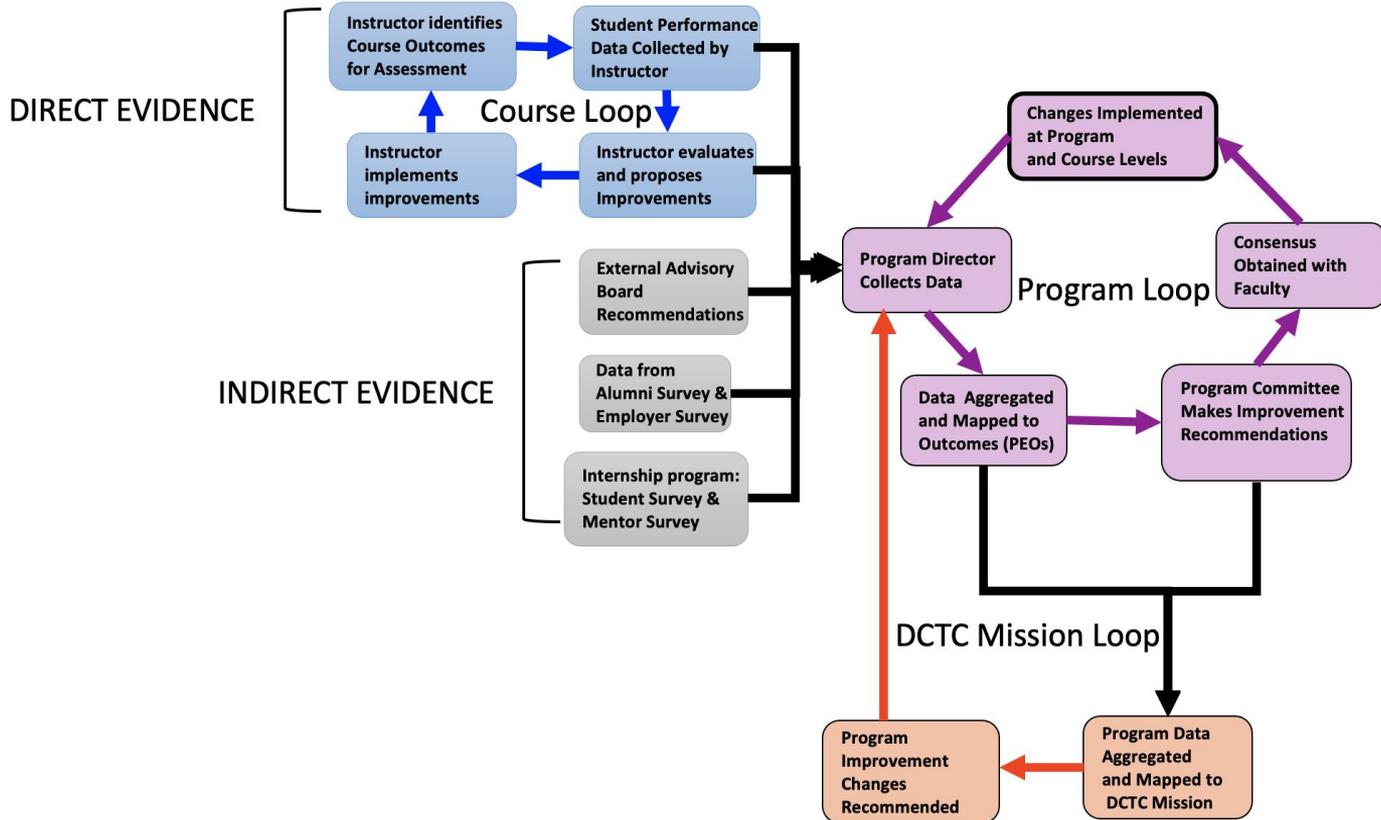
- The DCTC has adopted an evidence-based process of assessment, evaluation, and continuous improvement modeled after ABET assessment guidelines (www.ABET.org).
- It consists of three loops of assessment:
 - Loop I: Close at the Course Level
 - Loop II: Close at the Program Level
 - Loop III: Close at the DCTC Mission Level

DCTC MISSION STATEMENT

Developing a highly skilled talent pipeline to fill critical skill gaps in DoD occupations related to acquisition, digital technologies, critical technologies, science, engineering, and finance. Investing in high-performing students through a prestigious scholarship and accelerated career development program to keep pace in the great power competition.



DCTC PROGRAM ASSESSMENT PROCESS





DCTC PROGRAM ASSESSMENT DEFINITIONS (ABET)

Course/Module: A collection of student learning activities that takes place during a semester or other term. For DCTC it includes a) Core Curriculum Courses b) Summer Internships and c) DoD Challenge Capstones.

Program: A collection of course requirements that leads to granting of a degree or certification by an educational institution. For DCTC it is the Integrated Curriculum (Core + Internships + Capstone Projects).

Program Educational Objectives (PEOs): Are broad statements that describe what graduates are expected to attain within a few years of graduation. PEOs must be consistent with the DCTC mission which is aligned with the DoD needs. PEOs must be periodically reviewed and modified to meet the various DoD constituency needs in critical areas.

Student Outcomes (SOs): What students are expected to know and be able to do at the time of graduation from the DCTC program. DCTC scholars' performance must be monitored and evaluated in order to ensure that student outcomes are met. This enables graduates to attain program educational objectives.

Student Learning Objectives (SLOs): These are the learning objectives at the course level defined by the instructor and approved by the curriculum committee.

Assessment: Is the process used for identifying and collecting multi-constituency data to evaluate the attainment of student outcomes.

Evaluation: Is the process used for interpreting the data obtained through the assessment process and using these interpretations to continuously improve the program.



DCTC PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO-1: Benefited from the Integrated Curriculum, DCTC scholars will advance much faster in their DoD careers than those graduates in similar fields that are employed at the same time with only a Bachelor's degree.

PEO-2: DCTC scholar graduates will fill gaps in critical areas and will have a positive impact on the DoD workplace through multidisciplinary/cross-functional collaboration, teamwork, innovation and leadership.

PEO-3: DCTC program graduates will effectively navigate important contextual factors in their careers, including the historical, regulatory, political, policy, economic, ethical, public relations and technological aspects of DoD future challenges.



DCTC PROGRAM ASSESSMENT

Correlation of PEOs with DCTC Mission Statement

Program Educational Objectives (PEOs)	DCTC Mission Statement
<p>PEO-1: Benefited by the Integrated Curriculum, DCTC scholars will advance much faster in their DoD careers than those graduates in similar fields that are employed at the same time with only a Bachelor's degree.</p>	<p>...Investing in high-performing students through a prestigious scholarship and accelerated career development program...</p>
<p>PEO-2: DCTC scholar graduates will fill gaps in critical areas, and have a positive impact, on the DoD workplace through multidisciplinary/cross-functional collaboration, teamwork and leadership.</p>	<p>Developing a highly skilled talent pipeline to fill critical skill gaps in..</p>
<p>PEO-3: DCTC program graduates will effectively navigate important contextual factors in their careers, including the historical, regulatory, political, policy, economic, ethical, public relations and technological aspects of DoD future challenges.</p>	<p>...to keep pace in the great power competition..</p>



DCTC SCHOLAR OUTCOMES (SOs)

1. Ability to identify critical DoD challenges and formulate innovative solutions by applying fundamental principles.
2. Ability to communicate effectively with a range of audiences within the national defense and security ecosystem.
3. Ability to recognize ethical and professional responsibilities and make informed judgments while considering impacts of their work in global, political, environmental, economic and societal contexts.
4. Ability to navigate with ease through the the national defense and security broader enterprise by understanding the culture, structure, operations and functions of the federal and private defense and security communities (including FFRDCs and academia) and their missions, roles and responsibilities.
5. Ability to function effectively on cross-functional teams whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Ability to acquire and apply new knowledge as needed using appropriate learning strategies including pursuing graduate degrees.



DCTC PROGRAM ASSESSMENT: CLOSING THE COURSE LOOP



1. The first loop (course level assessment) is the sole responsibility of the instructor, and it is based on direct evidence obtained from the students.
2. The course instructor is then using the results of the assessment for the continuous improvement of the course.
3. The direct evidence from the students is produced as follows:
 - a. Assessing the performance of the students through assessment instruments such as homework, tests, examinations, quizzes and class participation which are designed around the course student learning (learning outcomes),
 - b. Soliciting information (through a student survey) as to the degree that the students feel that they have met the stated course learning objectives, and,
 - c. Direct evaluation of the instructor by the students
4. Based on the result of the course assessment the instructor identifies any weaknesses and proposes specific changes in the course to the DCTC curriculum committee.

The student performance data and the course evaluation forms for DCTC-301 are provided in the following slides.



DCTC-301 Learning Outcomes

Week	Modules	Scholar Learning Outcomes	Semester Critical Thinking Team Project	<p>SLO-7: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.</p>	Guiding Attributes
1	Module 1 (Lectures 1-4) <ul style="list-style-type: none"> Orientation Government: Authorities and Policies, Structures, Ethics, and Rewards 	SLO-0: Basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.			<div style="background-color: #cccccc; text-align: center; padding: 20px;">Leadership</div>
2		SLO-1: Basic understanding of DoD structure, organization, authorities, responsibilities, and relationships with the executive and legislative branches.			
3		SLO-2: Basic knowledge of DoD related policies and policy development processes.			
4		SLO-3: Basic understanding of military services, missions, structures, responsibilities, operations and culture.			
5	Module 2 (Lectures 5-7) <ul style="list-style-type: none"> Military Structures 	SLO-4: Basic understanding of personnel management, training, and teaming.			<div style="background-color: #cccccc; text-align: center; padding: 20px;">Critical Thinking</div>
6		SLO-5: Understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate.			
7		SLO-6: Good understanding DoD's critical technology areas including priority tech modernization areas, and the implications for business functions.			
8	Module 3 (Lectures 8-9) <ul style="list-style-type: none"> Workforce and Team Basics 	SLO-7: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			<div style="background-color: #cccccc; text-align: center; padding: 20px;">Effective Team Member</div>
9		SLO-8: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			
10	Module 4 (Lectures 10-11) <ul style="list-style-type: none"> Innovation and Acquisition 	SLO-9: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			<div style="background-color: #cccccc; text-align: center; padding: 20px;">Creativity and Innovation</div>
11		SLO-10: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			
12		SLO-11: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			
13		SLO-12: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			
14		SLO-13: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.			
15	SLO-14: The students demonstrate they can function in a team setting, and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.				



DCTC-301 Assessment: Student Course Evaluation

(Fall 2023)



Sections

- Section 1 - Course Evaluation (8 Likert Scale statements and 1 free response)
- Section 2 - Instructor Evaluation (6 Likert Scale statements and 1 free response)
- Section 3 - Course Outcomes Evaluation (8 Likert Scale statements and 1 free response)

Responses

- 76 total responses

University	# of Students	# of Responses	Response Rate
University of Arizona (UoA)	19	12	63%
Purdue University (PU)	20	17	85%
Virginia Tech (VT)	30	26	86%
North Carolina A&T (NCAT)	20	21	100%

Considerations

- Student survey was available online from 11/14/23 to 12/17/23. The survey was anonymous.
- NCAT Evaluation:
 - 4 students completed the evaluation online and 17 completed a paper copy distributed by the professor in class. One student completed both the online and paper evaluation; since responses were anonymous, we could not identify the duplicate, and have included both submissions in our data.
 - Several questions were omitted on the paper version and thus only completed by the 4 online participants. Those instances have been notated in this report.



Evaluation Questions

Students were asked by their Instructor to complete the following anonymous survey.

DCTC 301 - Student Course Evaluation Please complete the following three sections: 1) Course Evaluation, 2) Instructor Evaluation, and 3) Course Outcomes Evaluation. Please note: This evaluation is anonymous. Please do not put your name anywhere in your response.			
	University		
	Course Instructor		
Section 1: Course Evaluation Please rank each of the following 1-5 with 1 being the Lowest Agreement and 5 being the Highest Agreement.	5 - Strongly Agree 4 - Agree 3 - Neither Agree nor Disagree 2 - Disagree 1 - Strongly Disagree	Section 3: Course Outcomes Evaluation Please rank the following Course Outcomes using a Low, Medium, or High scale.	3 - High 2 - Medium 1 - Low
The material was instructive.		SLO-0: I acquired a basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.	
The class discussions helped understand the material.		SLO-1: I acquired a basic understanding of DoD structure, organization, authorities, responsibilities, and relationships with the executive and legislative branches.	
The assignments/quizzes were graded promptly.		SLO-2: I acquired a basic knowledge of DoD related policies and policy development processes.	
Quiz questions related highly to the course materials.		SLO-3: I have a basic understanding of military services, missions, structures, responsibilities, operations and culture.	
The videos were motivating and helpful in better understanding the lecture topics.		SLO-4: I acquired a basic understanding of personnel management, training, and teaming.	
The class group project was helpful in understanding DoD issues.		SLO-5: I acquired a basic understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate.	
The guest speakers were effective in helping me understand the material better.		SLO-6: I acquired a good understanding DoD's critical technology areas including priority tech modernization areas, and the implications for business functions.	
Overall the course was a great experience		SLO-7: The class project gave me an understanding of how to function in a team setting, and I feel that I have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.	
Additional Comments	<i>Free Response</i>	Additional Comments	<i>Free Response</i>
Section 2: Instructor Evaluation Please rank each of the following 1-5 with 1 being the Lowest Agreement and 5 being the Highest Agreement.	5 - Strongly Agree 4 - Agree 3 - Neither Agree nor Disagree 2 - Disagree 1 - Strongly Disagree		
The course learning objectives and grading policy were clearly explained.			
The Instructor was prepared for class.			
The Instructor is successful at communicating the material.			
The Instructor was successful at engaging the students in class discussion.			
The Instructor was available to the students.			
Overall the Instructor was very effective.			
Additional Comments	<i>Free Response</i>		



Assessment: Faculty Surveys

Sections

- Section 1 - SPAD (8 Likert Scale statements)
- Section 2 - ACE Instructor Report (4 free response questions)

Responses

- 4 total responses

Considerations

- Survey was available from 11/14/23 to 1/6/24.



Student Performance Assessment Data Form

(Completed by course instructor)



DCTC - Student Performance Assessment Data Form (SPAD)
Please complete the following information using the Google Form.

Course Instructor
University
Number of Students
Performance Metric Range: 0-3
Low Grade: 25th Percentile
Middle Grade: Median
High Grade: 75th Percentile

Course Outcome	Assessment Instrument	# Students (N)	Grade		
			Low	Middle	High
SLO-0: Student has a basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.					
SLO-1: Student has a basic understanding of DoD structure, organization, authorities, responsibilities and relationships with the executive and legislative branches					
SLO-2: Student has a basic knowledge of DoD related policies and policy development process					
SLO-3: Student has a basic understanding of military services, missions, structures, responsibilities, operations and culture.					
SLO-4: Student has a basic understanding of personnel management, training, and teaming					
SLO-5: Student has a basic understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate					
SLO-6: Technological literacy in DoD critical areas including priority tech modernization areas, and the implications for business functions					
SLO-7: The students demonstrate that can function in a team setting and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.					



ACE Instructor Course Evaluation Report

DCTC - Instructor Course Evaluation (ACE) Report	
Please complete the following information using the Google Form.	
Course Instructor	
University	
1	List all course changes made this term. Indicate which changes were made as a result of the assessment process. Comment on the success of the changes made this semester.
2	List outcomes that were not achieved to your satisfaction and your reasoning for feeling these outcomes were not achieved. Base your response on the Course Survey, The Assessment Data Form, and your personal judgment, and indicate which of these you used for each comment.
3	List improvements you plan to make for this course
4	List and comment on changes you would like to see in course student outcomes.



Part II

Student Course Evaluation



Section 1: Student Course Evaluation

Summary of Findings

On the statement 'DCTC- 301 was, overall, a great experience', 42% of the entire cohort respondents strongly agreed, 42% agreed and 16% were either neutral, disagreed or strongly disagreed. The 16% in the third group came from two of the four universities.

Data (Percentages represent responses from the entire scholar cohort)

On a Likert Scale of 5 (Strongly Agree) to 1 (Strongly Disagree)

- 35% strongly agreed that course materials were instructive.
- 46% strongly agreed that class discussions helped them understand the course material.
- 59% strongly agreed that the assignments and quizzes were graded promptly.
- 30% agreed that quiz questions related highly to course materials.
- 30% strongly agreed that course videos were motivating and helped with understanding the lecture topics.
- 37% agreed that the class group project was helpful in understanding DoD issues.
- 40% agreed that guest speakers were effective in helping better understand course materials.
- 42% strongly agreed that the course was, overall, a great experience.

Free Response

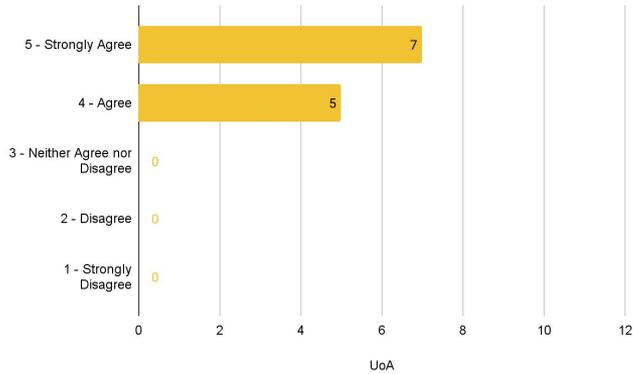
- Students noted difficulty with the pre-class quizzes, as they felt the questions were confusing and did not directly relate to the lecture material. They also said it was challenging to find answers in the readings, as the material was dense.
- Students remarked that the readings were overwhelming and difficult to understand.
- Students stated that the pre-class video lectures were long and difficult to follow at times. They also did not always see a correlation between the videos and in-class lecture material.



The material was instructive.

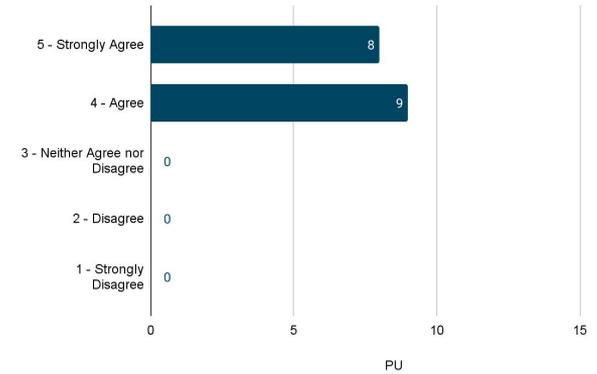
UoA

4.6



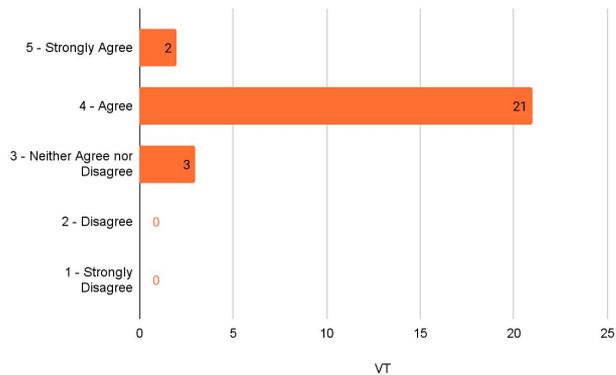
PU

4.5



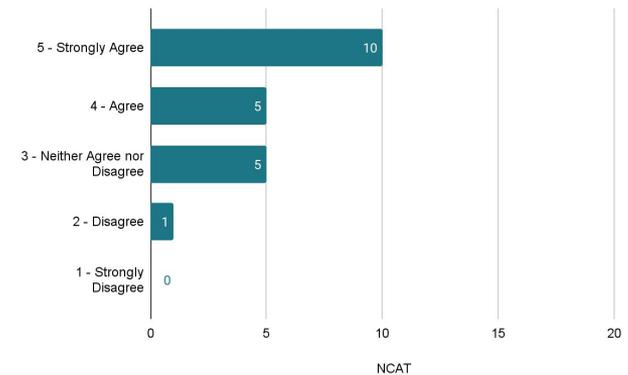
VT

4.0



NCAT

4.1

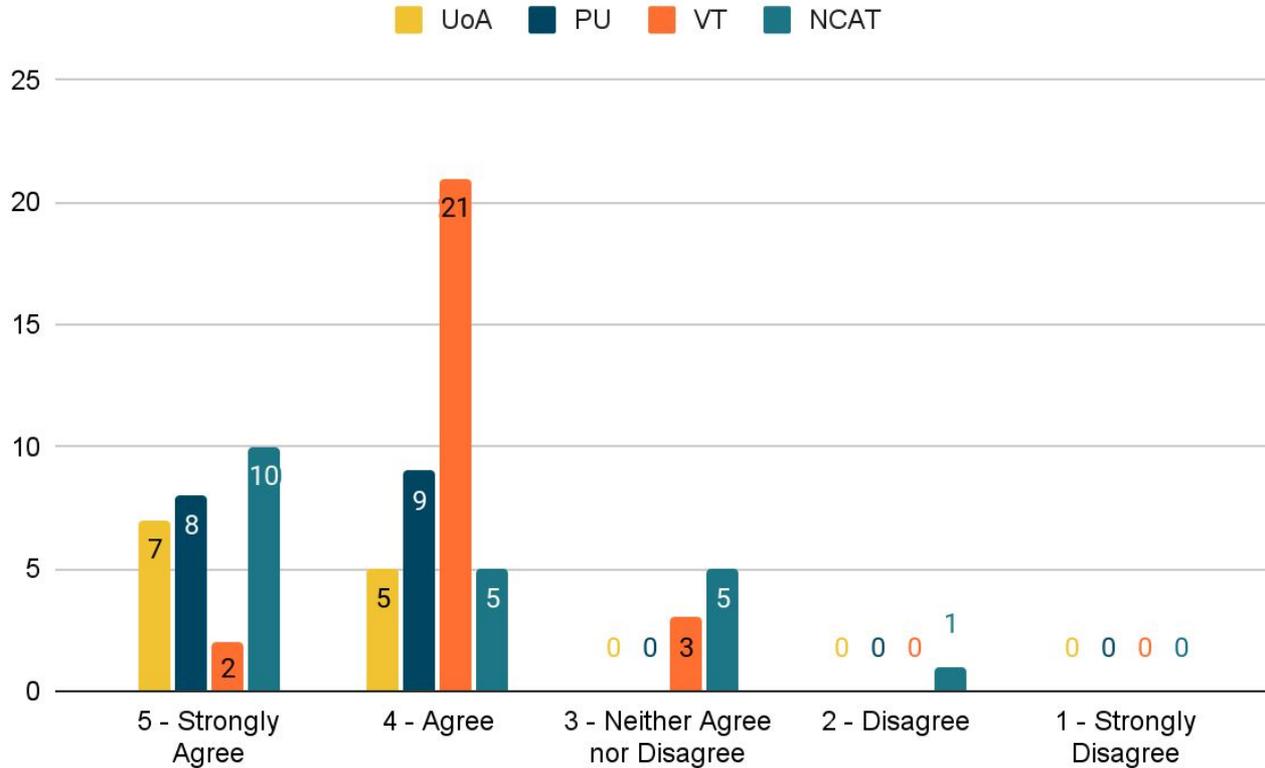




The material was instructive.

Average

4.2

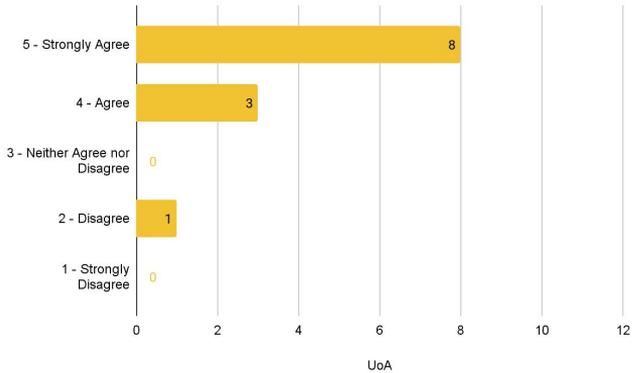




The class discussions helped understand the material.

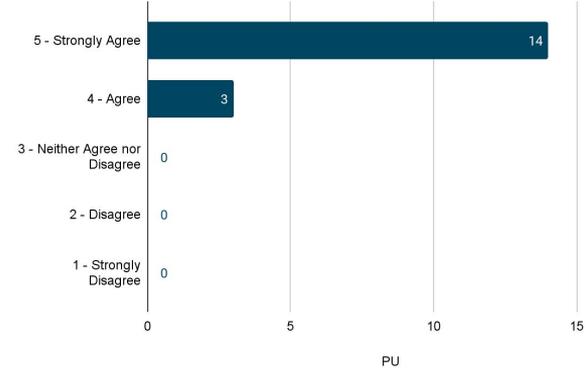
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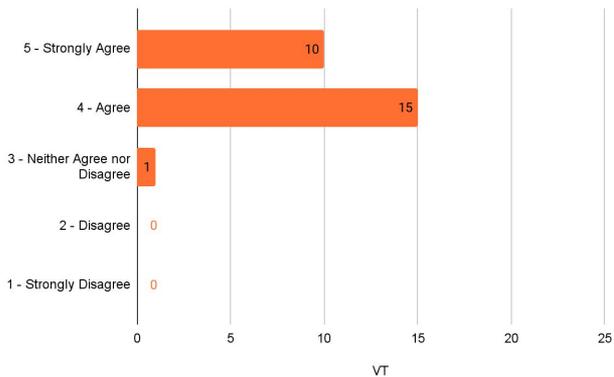
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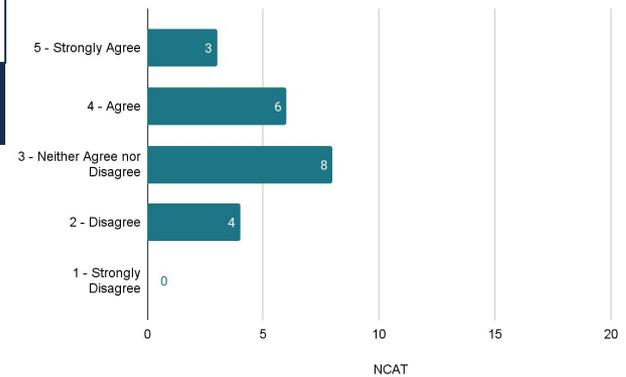
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4.3



NCAT

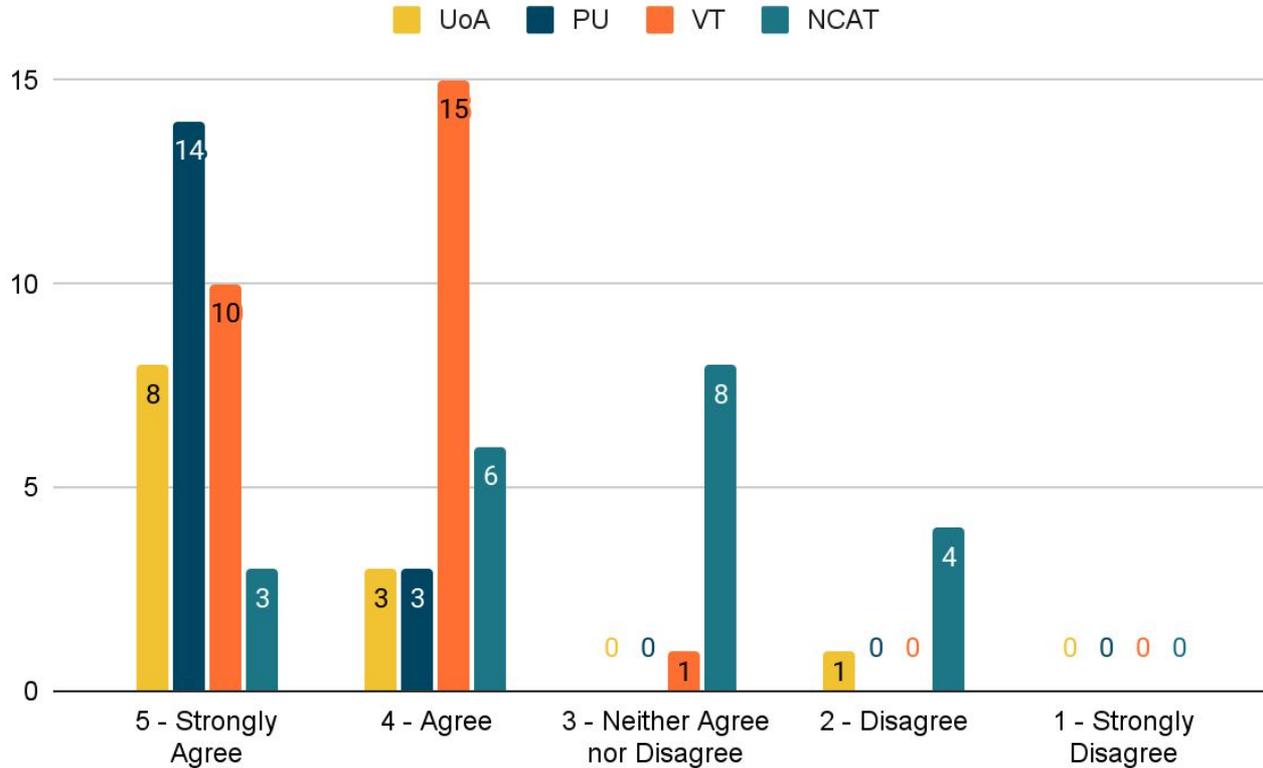
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The class discussions helped understand the material.

Average
4.2

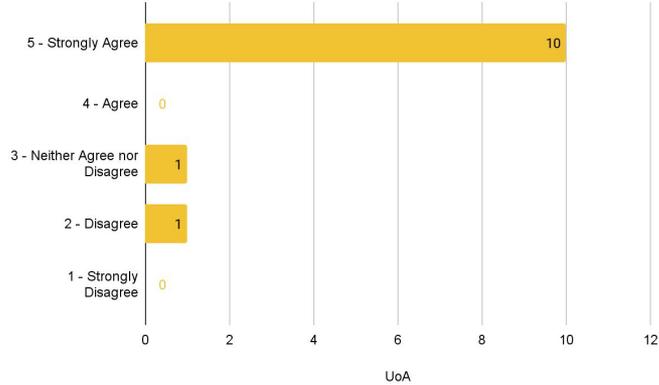




The assignments/quizzes were graded promptly.

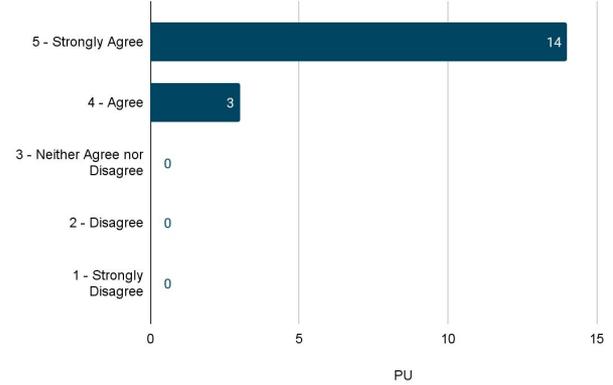
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4.5



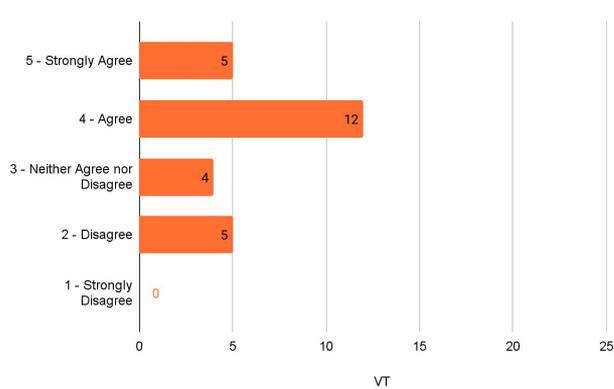
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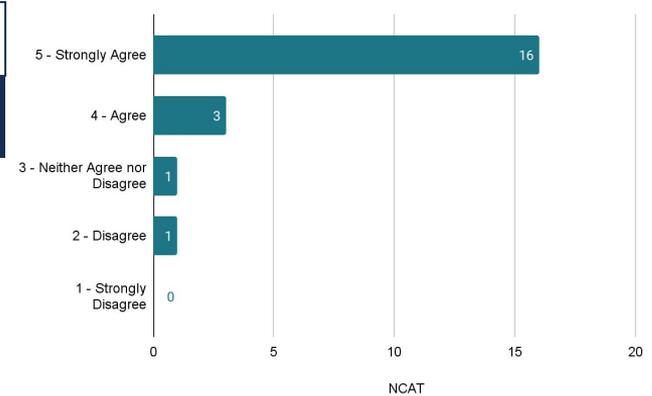
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3.6



NCAT

4.6

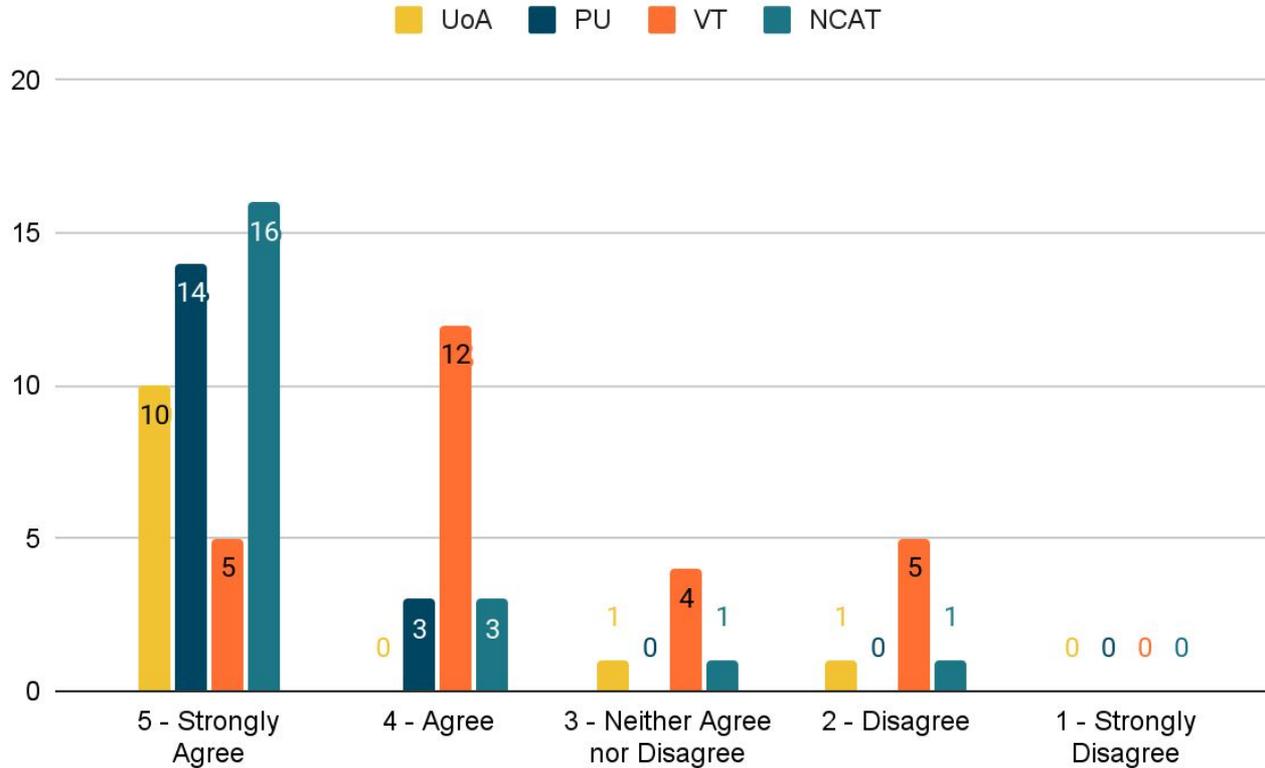




The assignments/quizzes were graded promptly.

Average

4.3

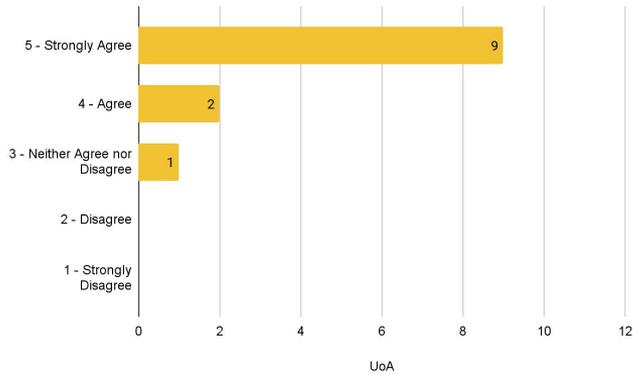




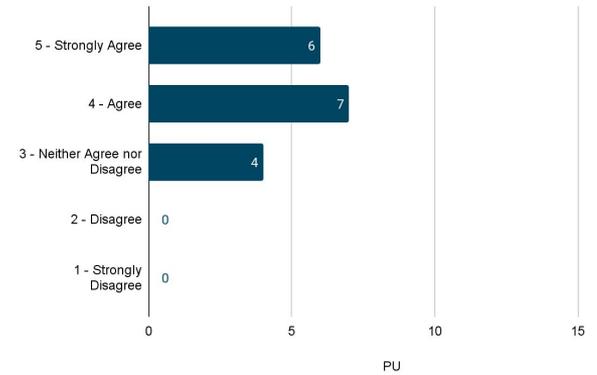
Quiz questions related highly to the course materials¹.



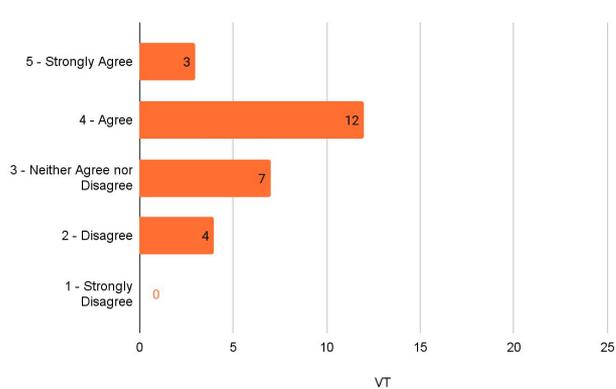
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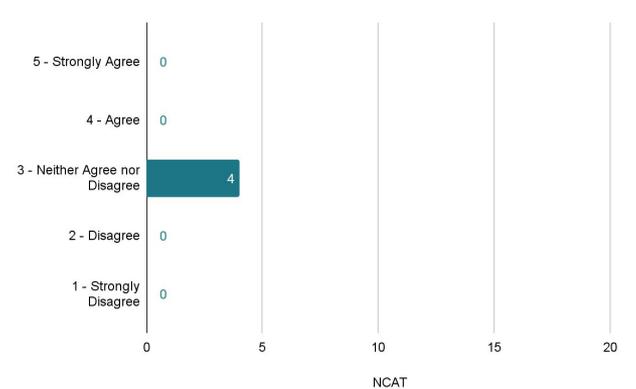
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VT
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NCAT
3.0



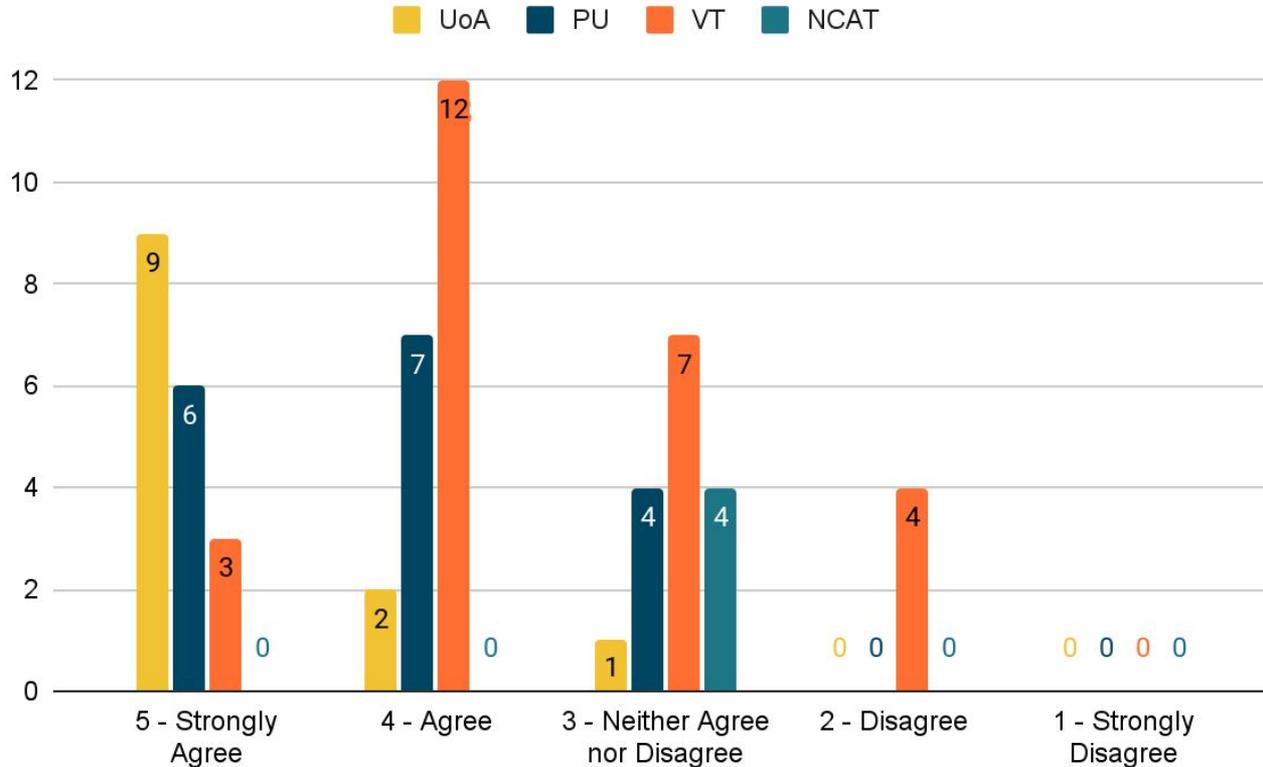
¹Only 4 of 21 NCAT students answered this question.



Quiz questions related highly to the course materials¹.

Average

3.8



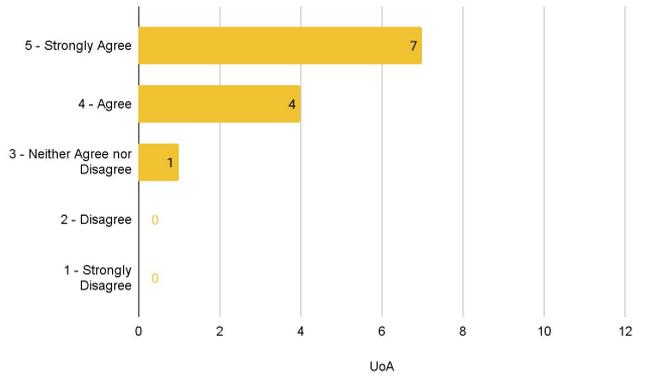
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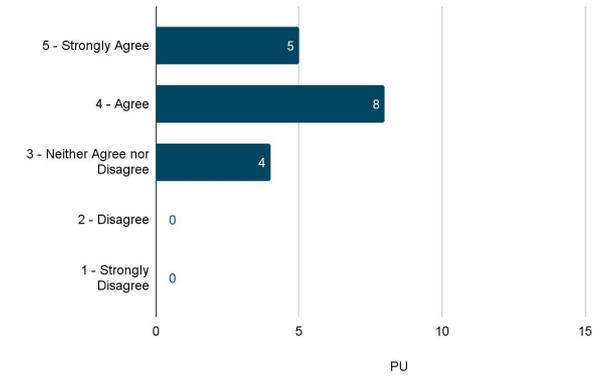
The videos were motivating and helpful in better understanding the lecture topics.



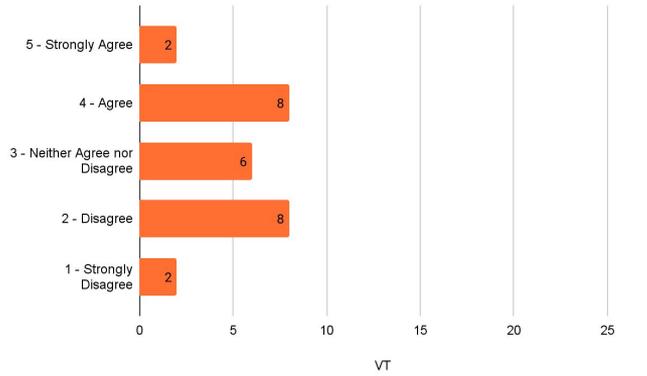
UoA
4.5



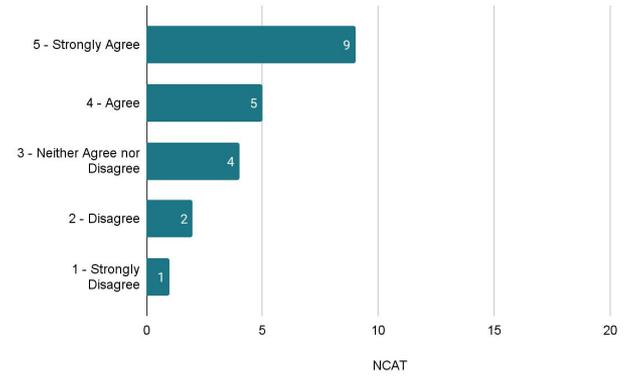
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VT
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NCAT
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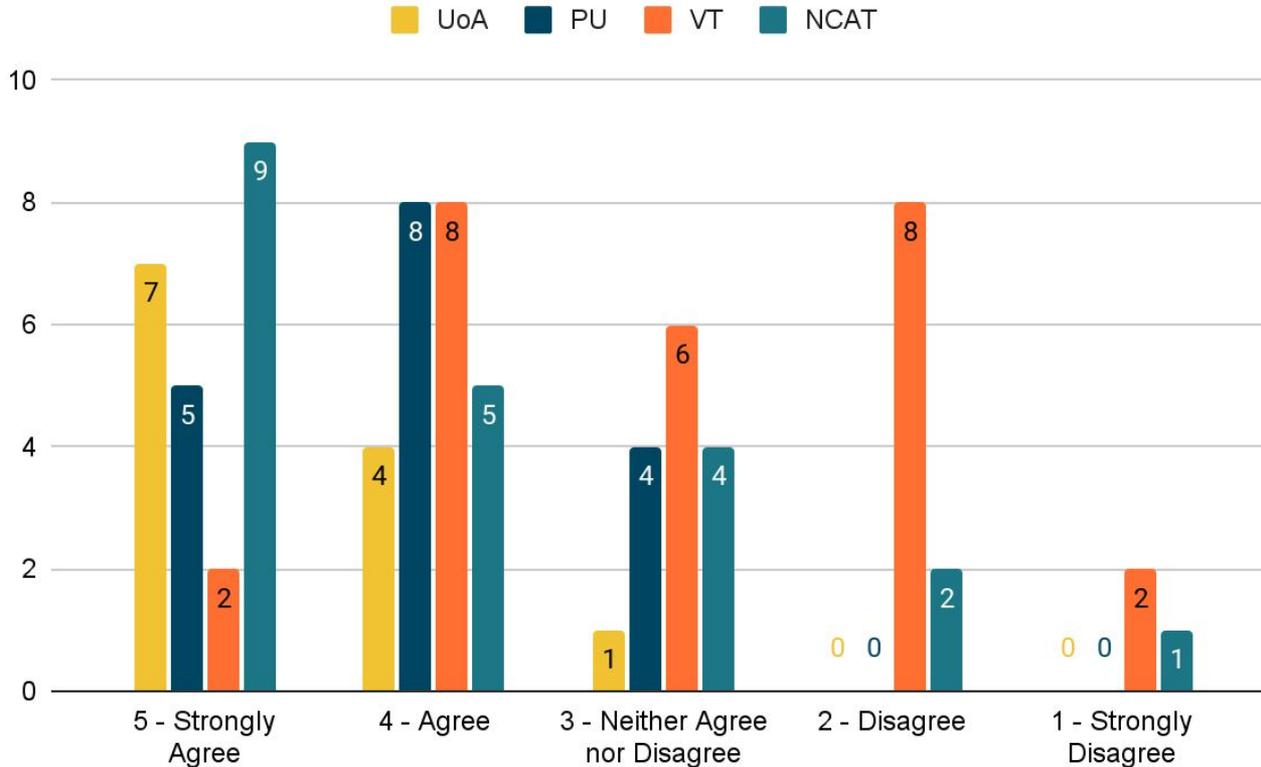




The videos were motivating and helpful in better understanding the lecture topics.

Average

3.7

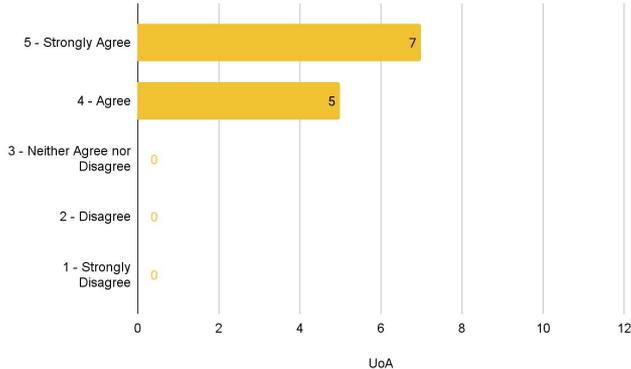




The class group project was helpful in understanding DoD issues¹.

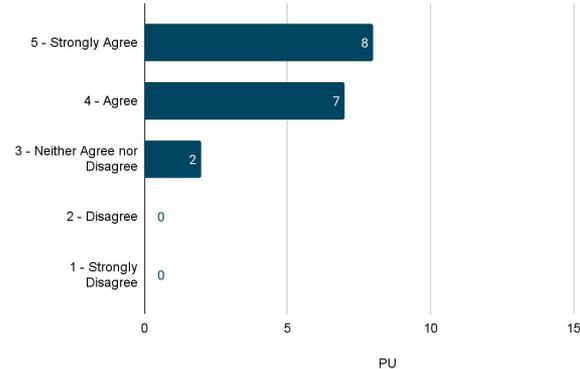
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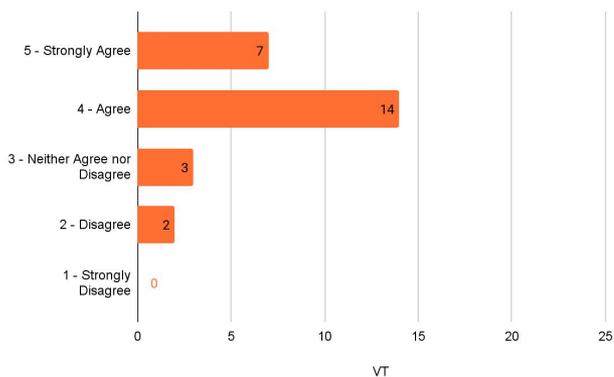
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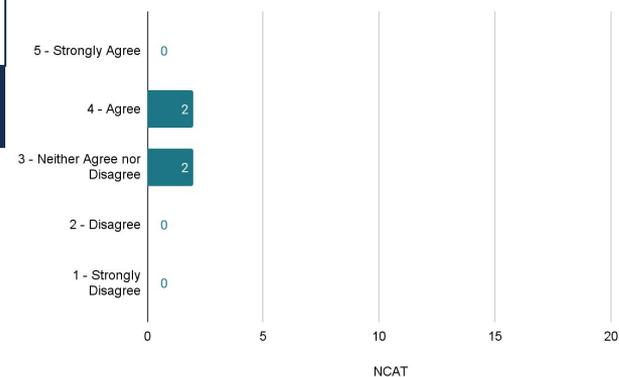
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NCAT

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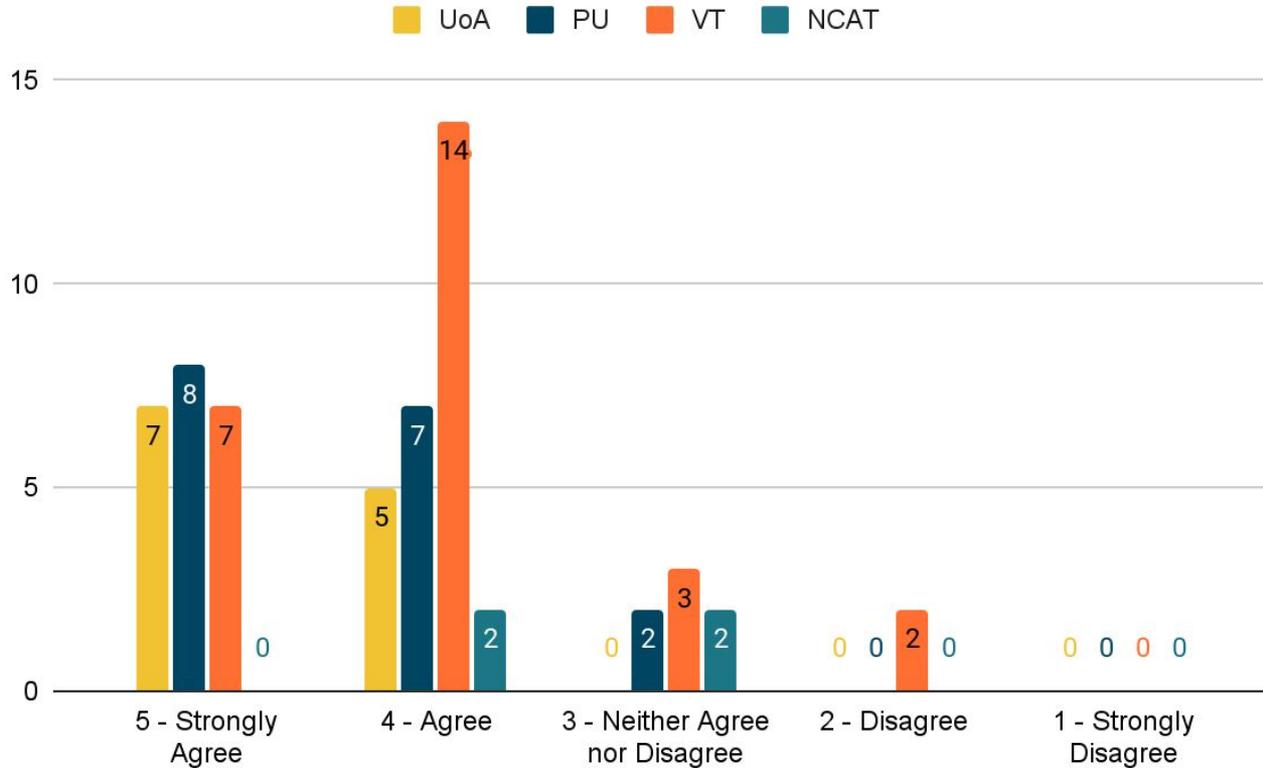
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The class group project was helpful in understanding DoD issues¹.

Average

4.1



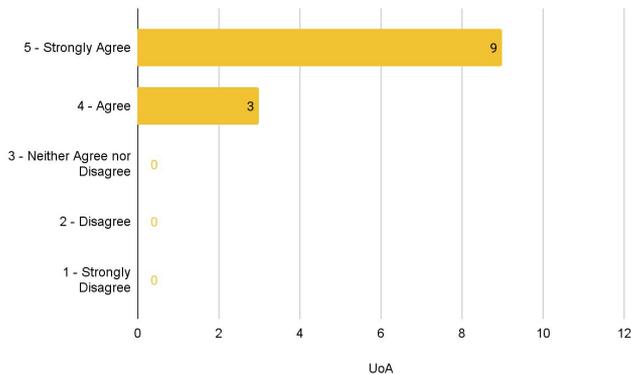
¹Only 4 of 21 NCAT students answered this question.



The guest speakers were effective in helping me understand the material better¹.

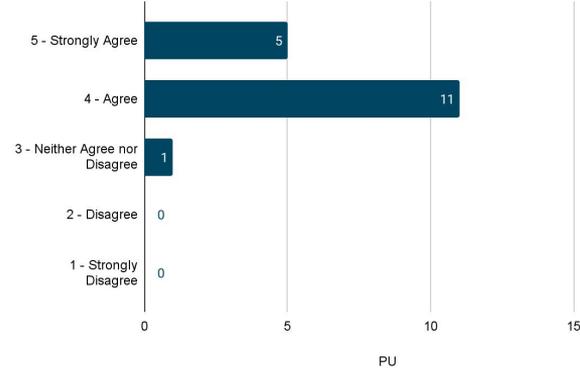
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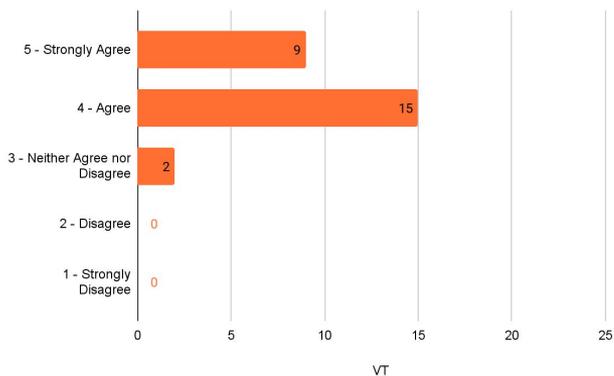
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4.2



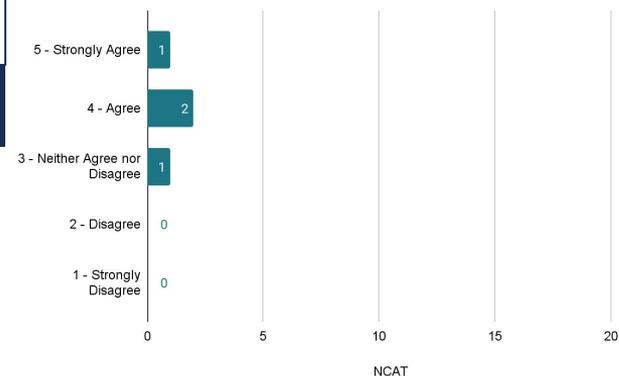
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4.2



NCAT

4.0

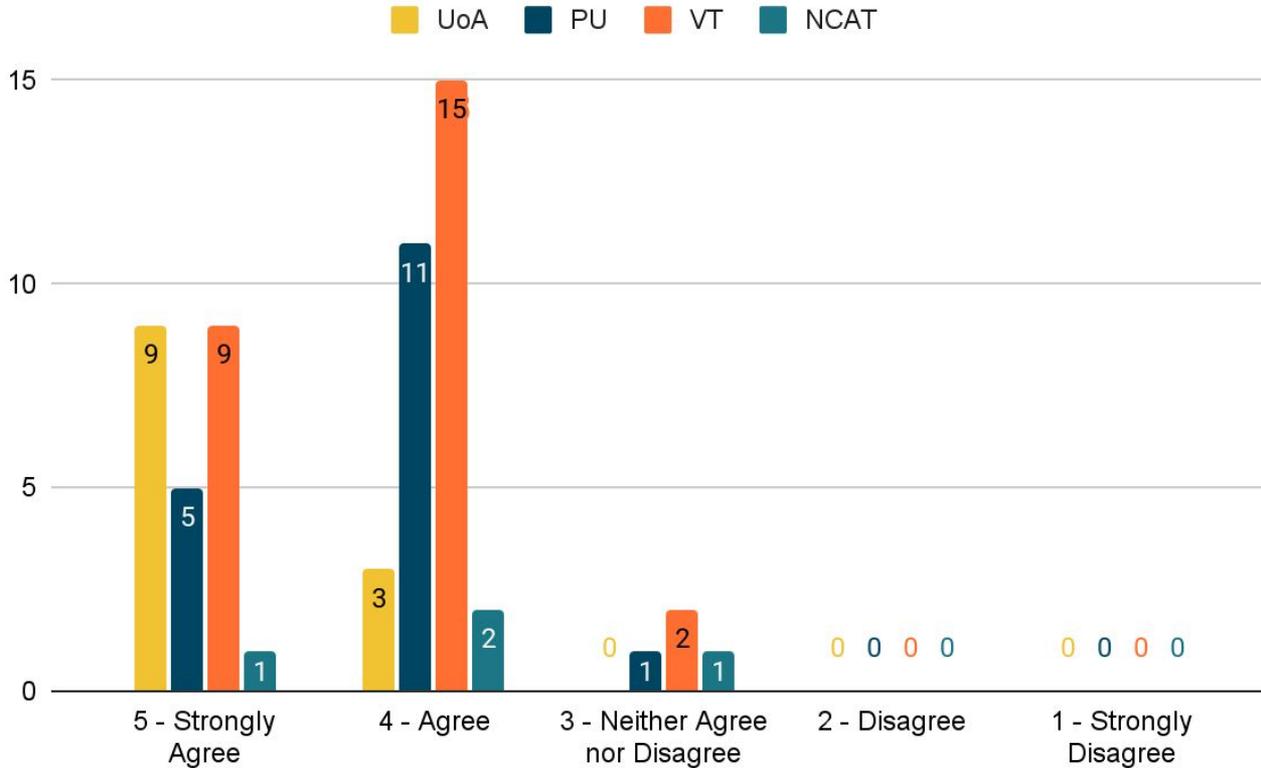


¹Only 4 of 21 NCAT students answered this question.



The guest speakers were effective in helping me understand the material better¹.

Average
4.3



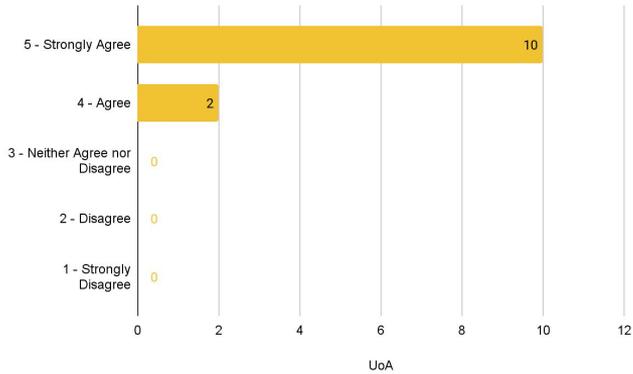
¹Only 4 of 21 NCAT students answered this question.



Overall the course was a great experience.

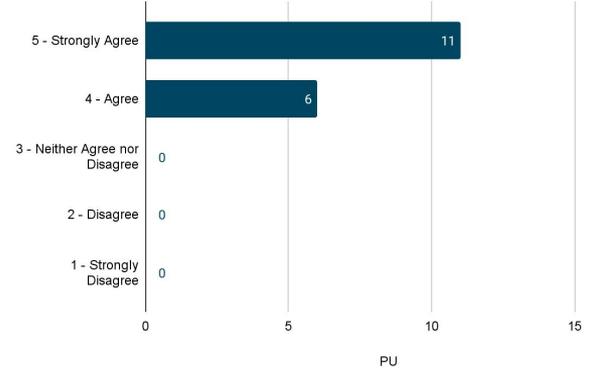
UoA

4.8



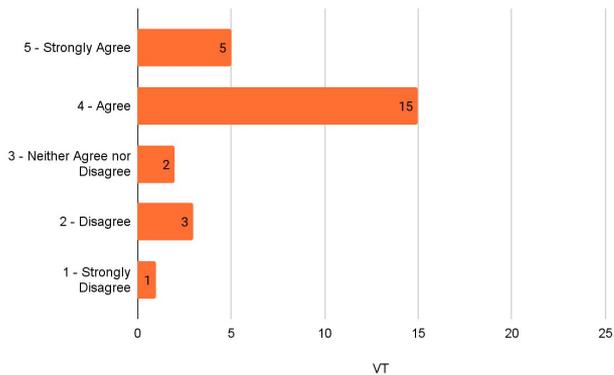
PU

4.6



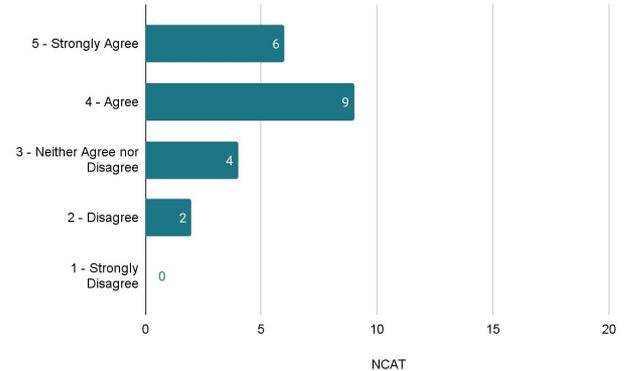
VT

3.7



NCAT

3.9

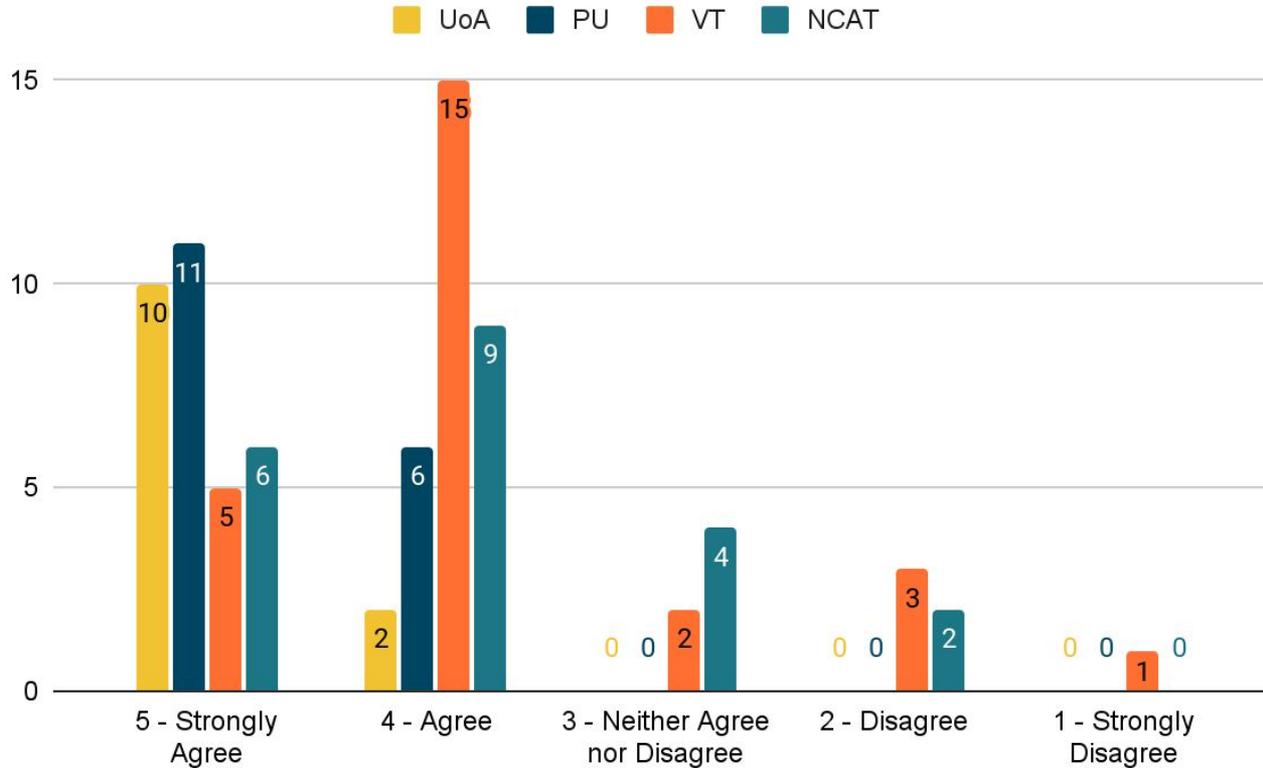




Overall the course was a great experience.

Average

4.1





Additional Comments

UoA

- I have a hard time writing reflections, particularly because I run out of things to talk about.
- I would appreciate if the videos had subtitles, so it easier to follow along. I really like the videos with Dr. Orosz because there are graphics and definitions embedded in the videos. The videos with Karen are a little harder to follow because it is just dialogue; I tend to zone out just a tiny bit.
- I think the pre-class quiz is a good concept to encourage active learning. Personally, I prefer embedded quizzes. With the embedded format it is a bit more difficult to randomize questions. Even so, they test a student's engagement as they study. For example, while the student is watching the video, it would pause and prompt the student to answer a question.
- The quizzes, reflections, and guest speakers all worked together to drive home the importance of the material. Thanks!

PU

- The DCTC lecture content has been incredibly informative and helpful in my understanding of the Department's mission and Acquisition [sic] processes. Every lecture compounds well with past lectures to broaden our knowledge, and although we do not go into much detail, it seems like we've been given enough knowledge to do our own searches if we ever have questions of our own.
- The lecture quizzes haven't been the best at showcasing our knowledge, and I would definitely prefer short-response assignments instead, which would make us review and apply our learning better than extremely specific multiple-choice questions do.
- I've had an absolutely amazing time in this program and class, and Dr. Callahan is a great lecturer with a wealth of applicable knowledge.
- In addition to the traditional lecture format, the open cohort discussions we have are great too. It is a way for each student to voice questions, interpretations, and piggyback on discussed material regarding the topic for that day.
- The course has done a good job giving us a low-level understanding of the functions of the DoD. The group work has also been pretty informative. Having more technical projects would be valuable, as I find it harder to be interdisciplinary on technical projects, but overall the projects have also been helpful.
- Good course. I understand that the focus this semester was in acquisitions but it'd be interesting to also learn about other parts too. For example, we could spend some time on military logistics and how something ordered today can arrive on the other side of the planet by tomorrow.
- The course content was structured well to understanding the material. Both the videos and the in-class lectures ensured that the material was covered. Although some quiz questions were confusing/could be easily read wrong, I think the majority covered the material well.



Additional Comments

VT

- The reading material provided was very long and technically dense.
- Two hours is a long time for a class, and sometimes it felt like we were just filling time to fill time. I also didn't think all of the readings were incredibly relevant nor apt to use for specific lectures. The guest speakers were good choices, but sometimes very boring and not the most relevant to our class subject.
- The amount of homework assigned was disproportionate to the amount of time we had to actually work on it.
- The reading is a lot. I felt as if there was too much information to truly be able to digest especially when being quizzed on that content.
- I don't have many critiques since I know how much work has been put into this program. I know things will get better and I can see the potential.
- The class was so late at night and that made it so unenjoyable. It also seemed like nobody really knew what they were doing and when a class is late at night like that I felt like my personal time was being wasted.
- There didn't really seem to be a clear goal with the course material. It just feels like we covered a bunch of random stuff related to the DoD. Additionally, the quizzes [sic] were hard and never really related to what we had done in class. I really did like the guest speakers we had though.
- Some videos/readings felt long-winded and not directly applicable to course requirements. Additionally, some of the speakers were hard to understand at first and I struggled to directly relate with them.
- The class focused on topics that were very administrative most of the time and thus lost the interest of the class. Most of my class felt like they were being pigeon holed into only joining a very specific portion of the DoD instead of being introduced to its various facets.
- Video lectures were very dry and difficult to relate and follow, their lack of visual aids made it difficult to assimilate the information provided.
- The semester projects were instructive but the guidelines were not well laid out and timelines for their completion were not clear.
- While the AMRAP program was very interesting, far too much time was spent on it.
- Quizzes often contained typos and we had a difficult time finding where in the 4 hours of reading the answers were.

NCAT

- Try to make the info more digestible [sic].
- Organize material better; have better intro to DOD early on; restructure lessons.
- The prequizzes [sic] and videos were a lot to digest for someone who doesn't know the most about the government.
- In class instruction was great, but videos lacked necessary background information.
- Having content specifically catered to the class instead of general websites would help with understanding.
- Unorganization from A&T and DCTC with lack of communication.
- Major delay in funds.
- My only issue was the quiz formatting- there was so much reading, that it was difficult to keep track of all of the topics and info in order to answer the questions. I love the video based quizzes.



Section 2: Instructor Evaluation

Summary of Findings

On the statement 'Overall the Instructor was very effective', 69.3% of the entire cohort respondents strongly agreed, 25.3% agreed and 5.3% were either neutral or disagreed.

Data (Percentages represent responses from the entire scholar cohort)

On a Likert Scale of 5 (Strongly Agree) to 1 (Strongly Disagree)

- 61% strongly agreed that the course learning objectives and grading policy were clearly explained.
- 70% strongly agreed that the Instructor was prepared for class.
- 70% strongly agreed that the Instructor was successful at communicating the course material.
- 68% strongly agreed that the Instructor was successful at engaging the students in class discussion.
- 79% strongly agreed that the Instructor was available to the students.
- 69% strongly agreed that the Instructor was, overall, very effective.

Free Response

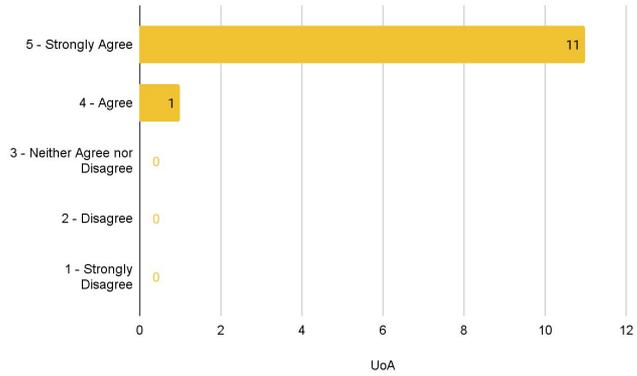
- Students noted difficulty with the pre-class quizzes, as they felt the questions were confusing and did not directly relate to the lecture material. They also said it was challenging to find answers in the readings, as the material was dense.
- Students remarked that the readings were overwhelming and difficult to understand.
- Students stated that the pre-class video lectures were long and difficult to follow at times. They also did not always see a correlation between the videos and in-class lecture material.



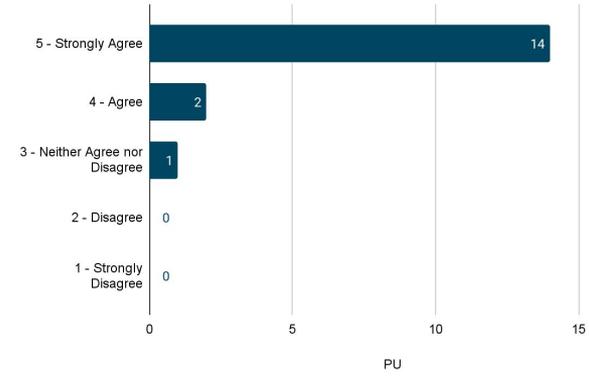
The course learning objectives and grading policy were clearly explained.



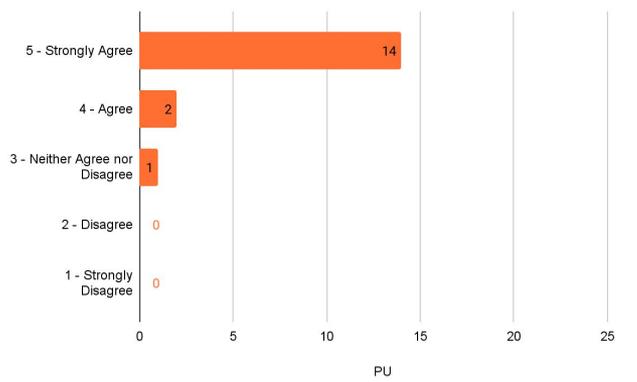
UoA
4.9



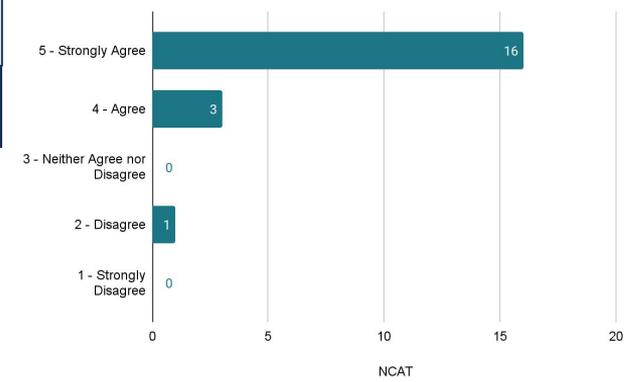
PU
4.7



VT
3.6



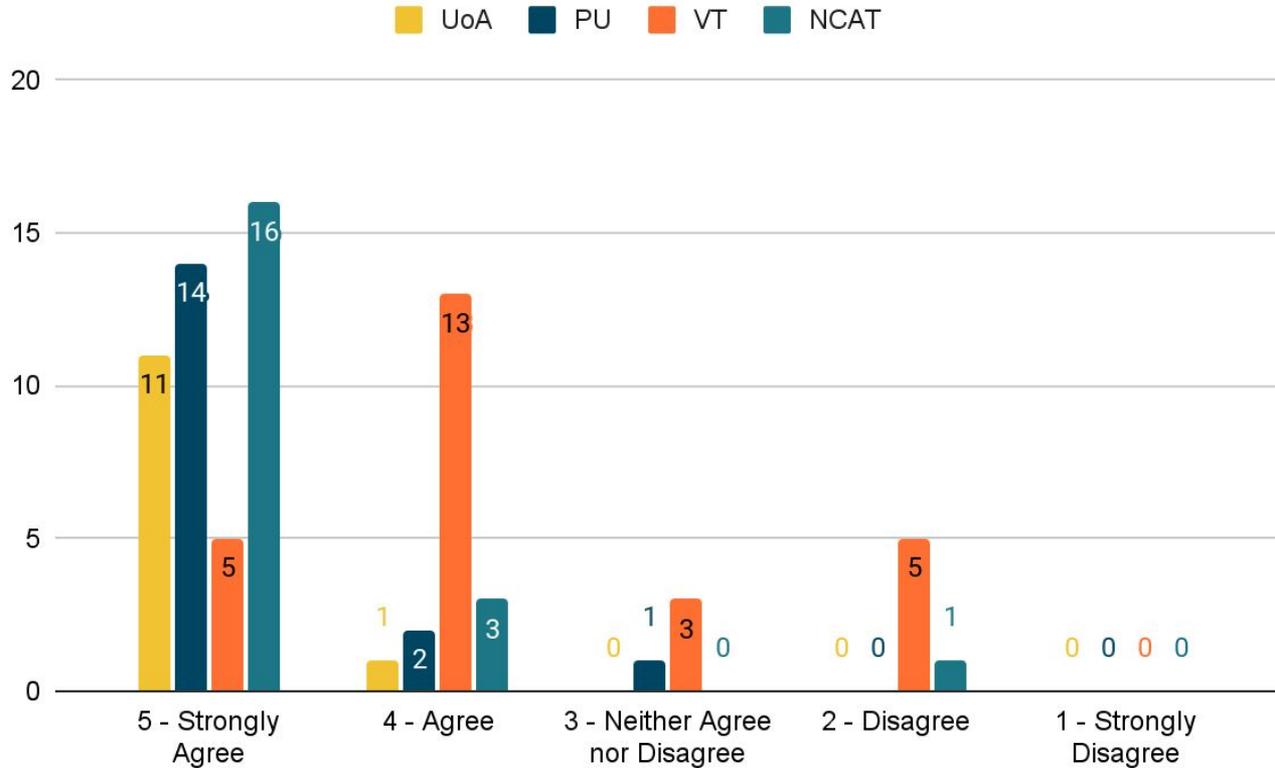
NCAT
4.7





The course learning objectives and grading policy were clearly explained.

Average
4.4

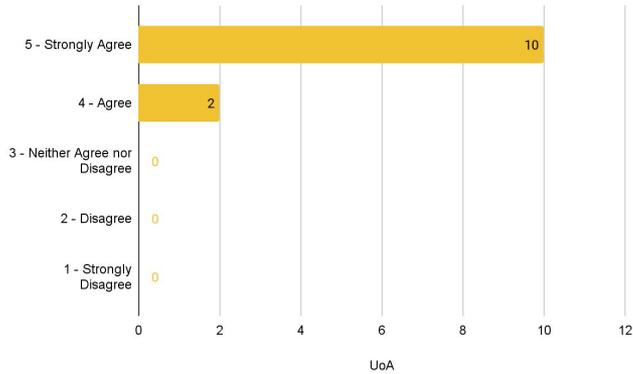




The Instructor was prepared for class.

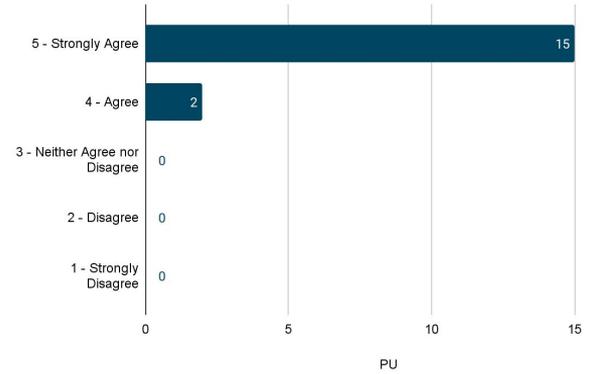
UoA

4.8



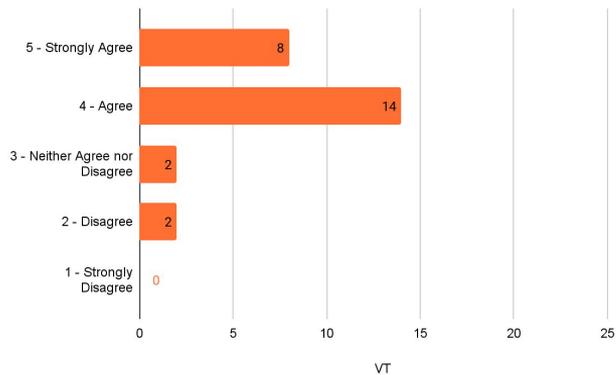
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4.8



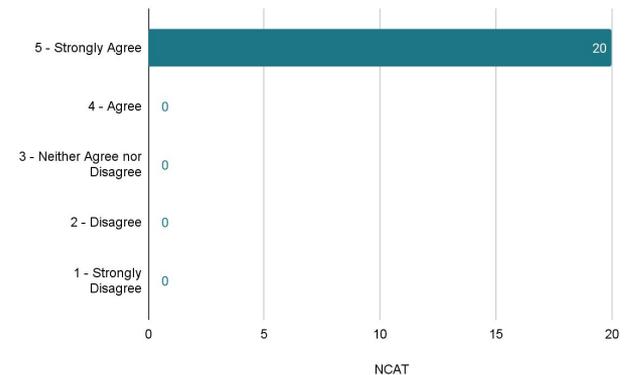
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4.0



NCAT

5.0

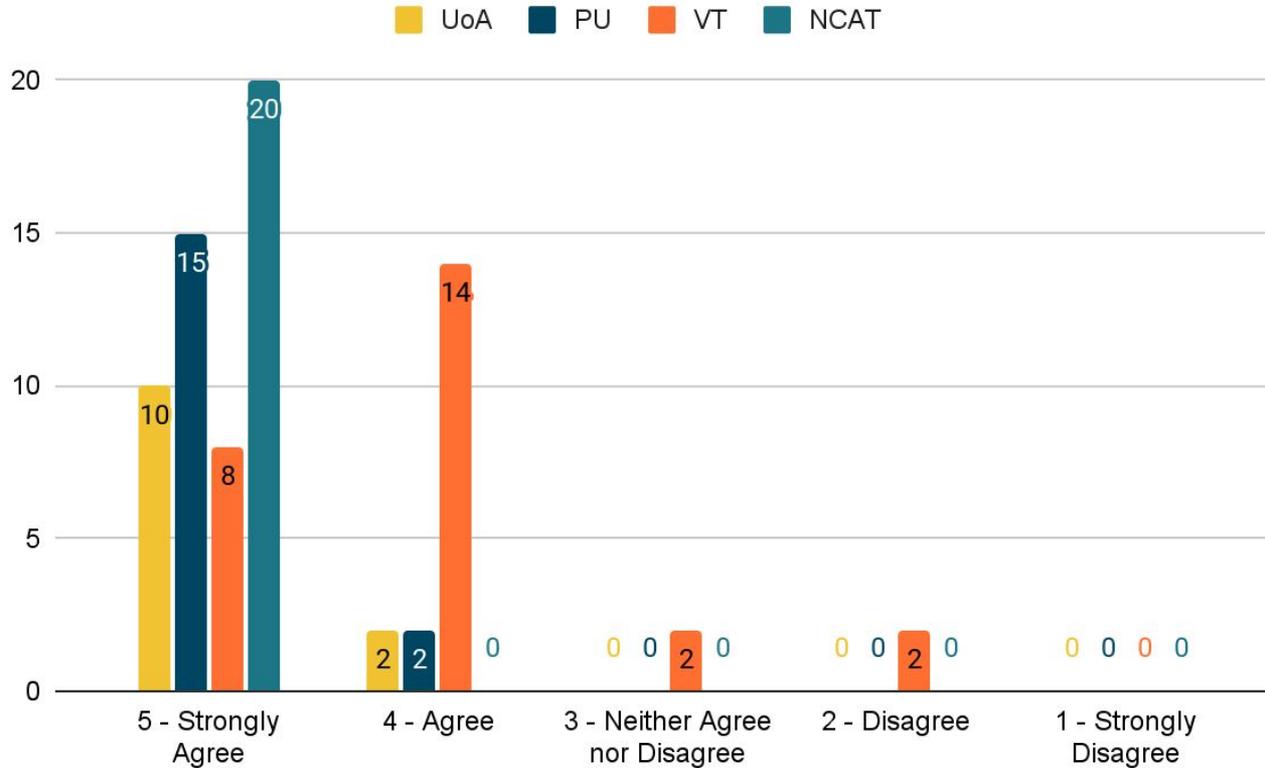




The Instructor was prepared for class.

Average

4.6



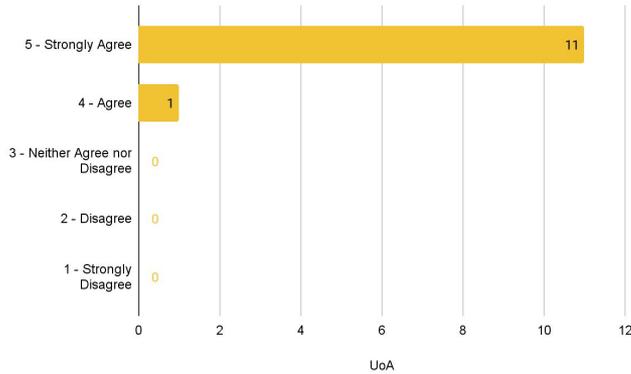


The Instructor is successful at communicating the material.



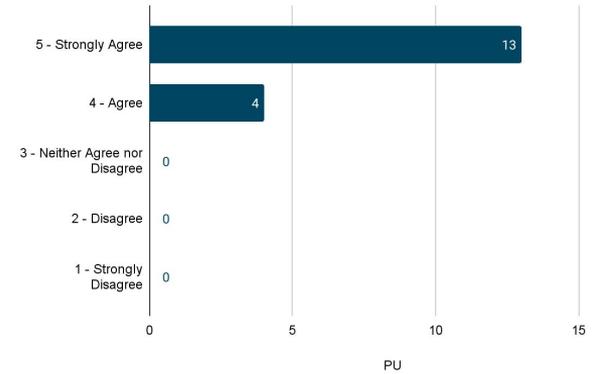
UoA

4.9



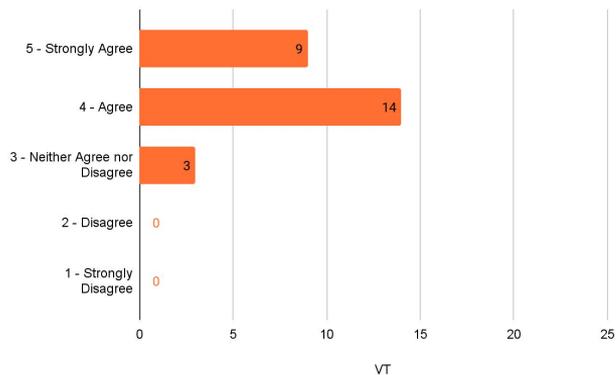
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4.7



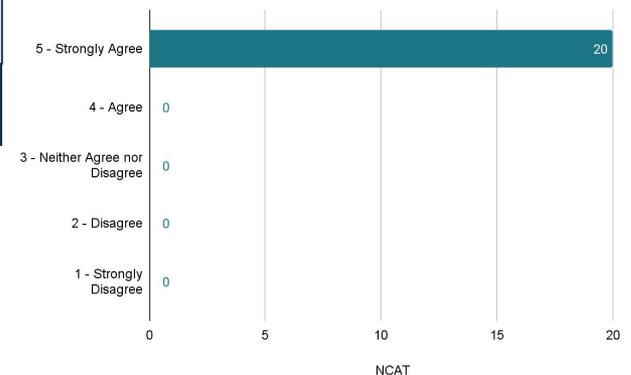
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4.2



NCAT

5.0

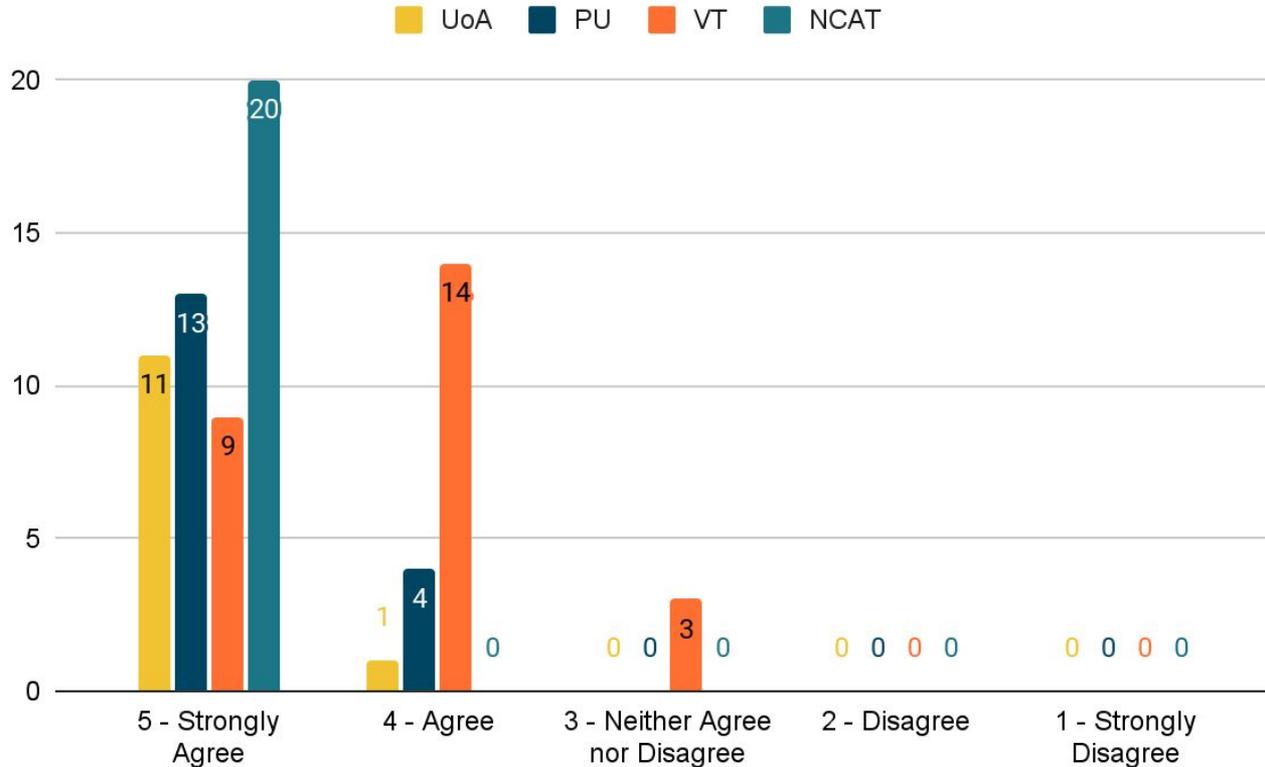




The Instructor is successful at communicating the material.

Average

4.6

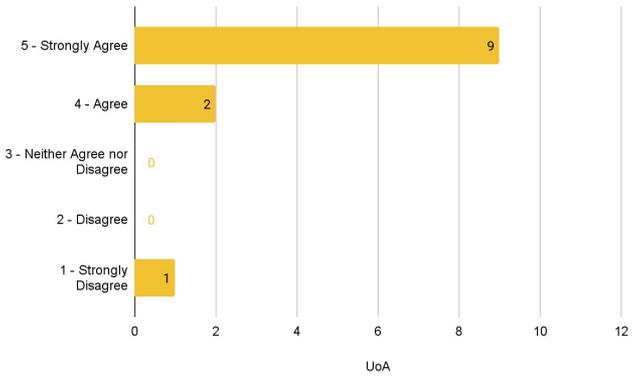




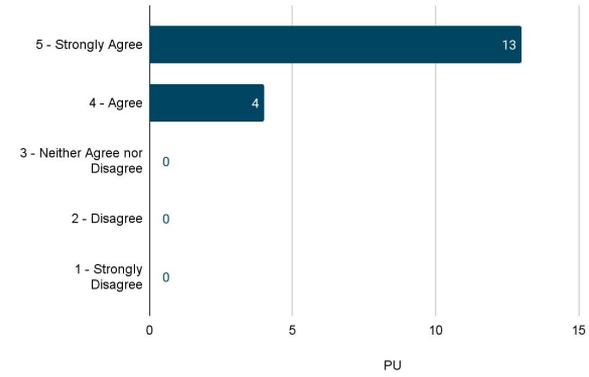
The Instructor was successful at engaging the students in class discussion.



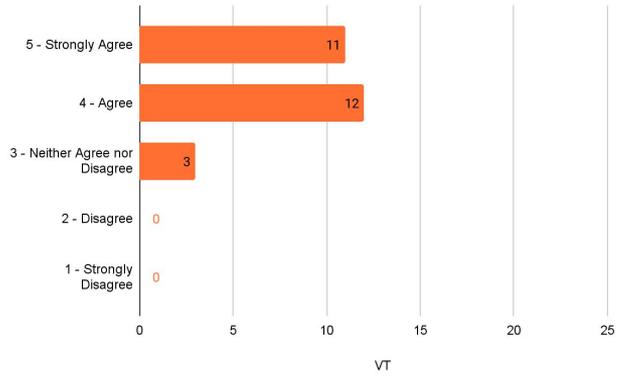
UoA
4.5



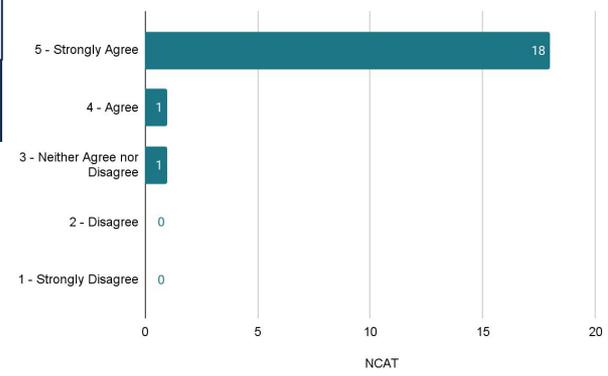
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4.7



VT
4.3



NCAT
4.8

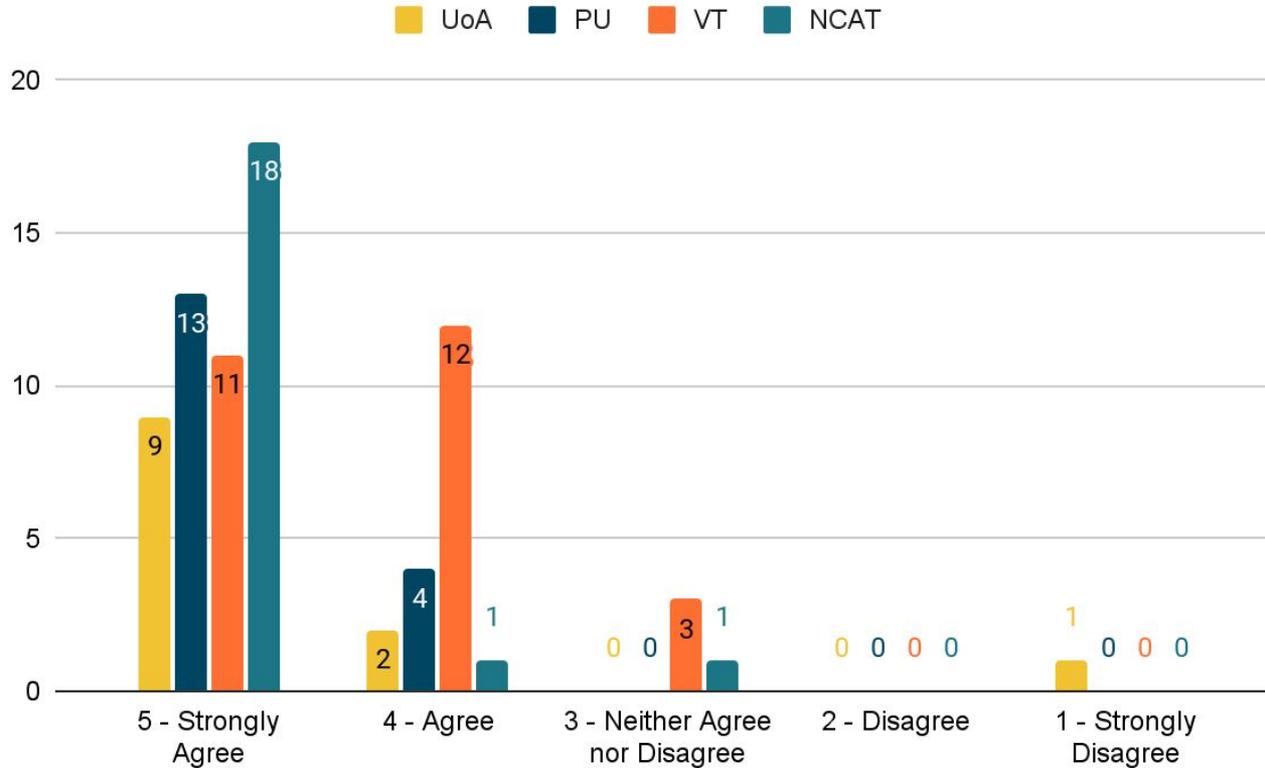




The Instructor was successful at engaging the students in class discussion.

Average

4.5

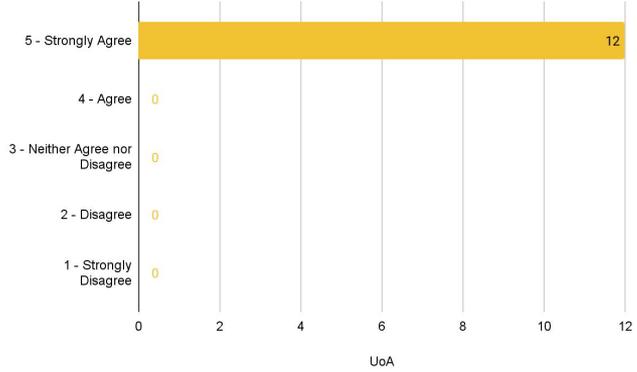




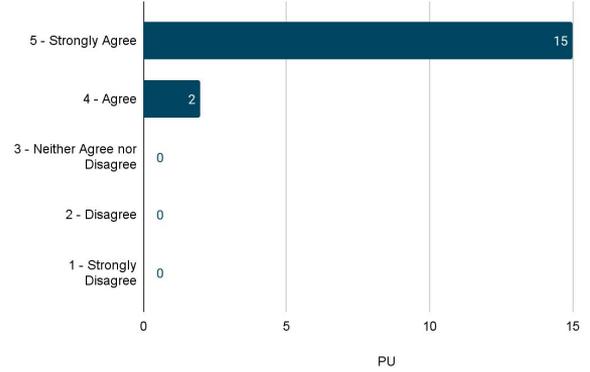
The Instructor was available to the students.



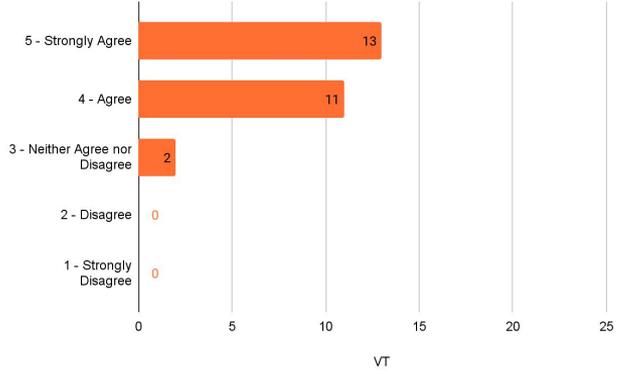
UoA
5.0



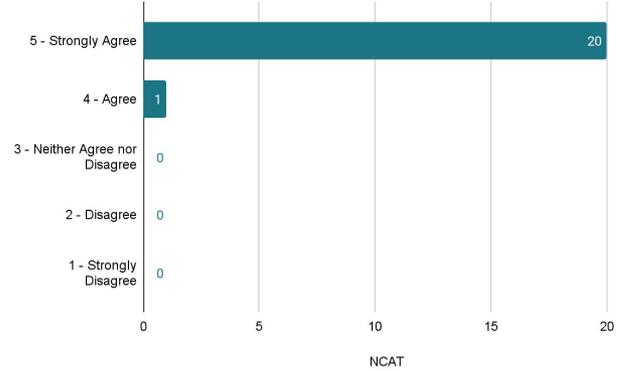
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4.8



VT
4.4



NCAT
4.9

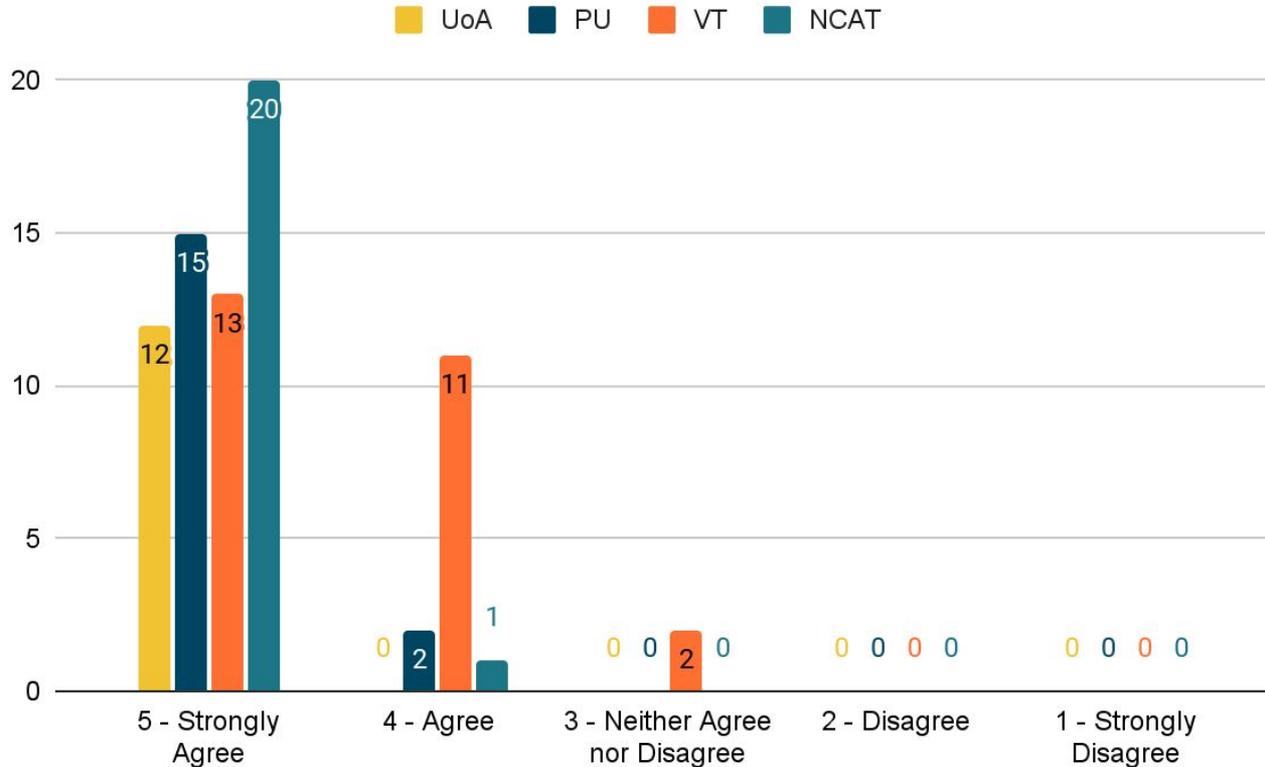




The Instructor was available to the students.

Average

4.7

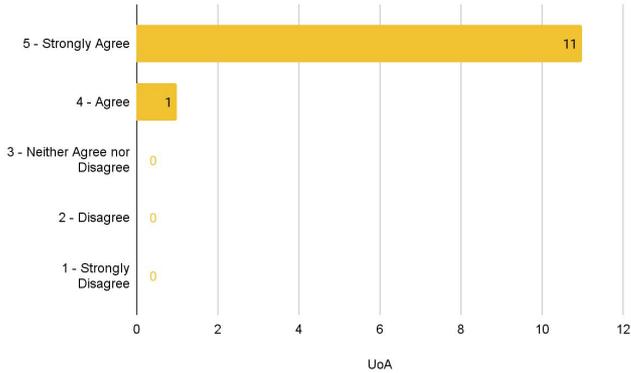




Overall the Instructor was very effective.

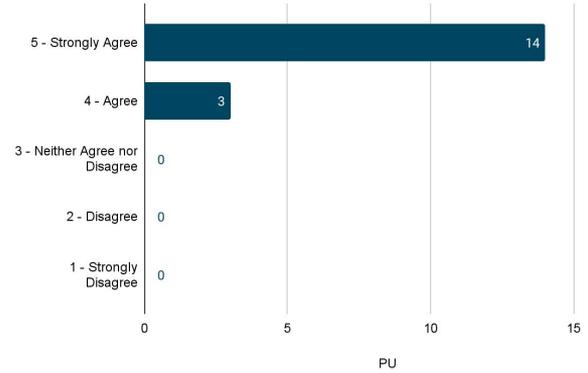
UoA

4.9



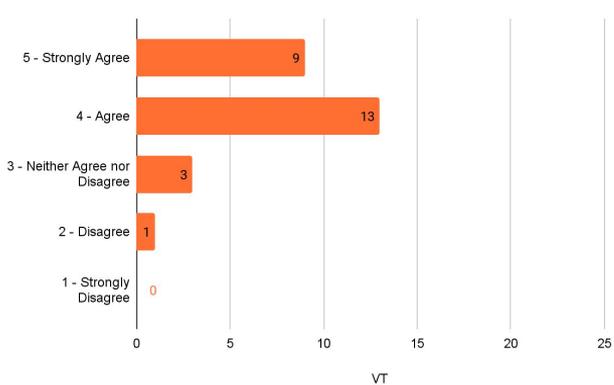
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4.8



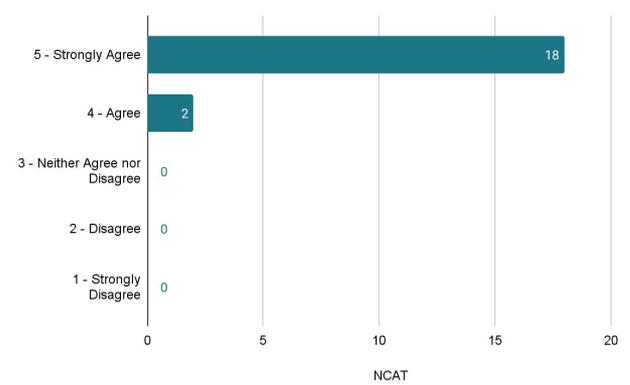
VT

4.1



NCAT

4.9

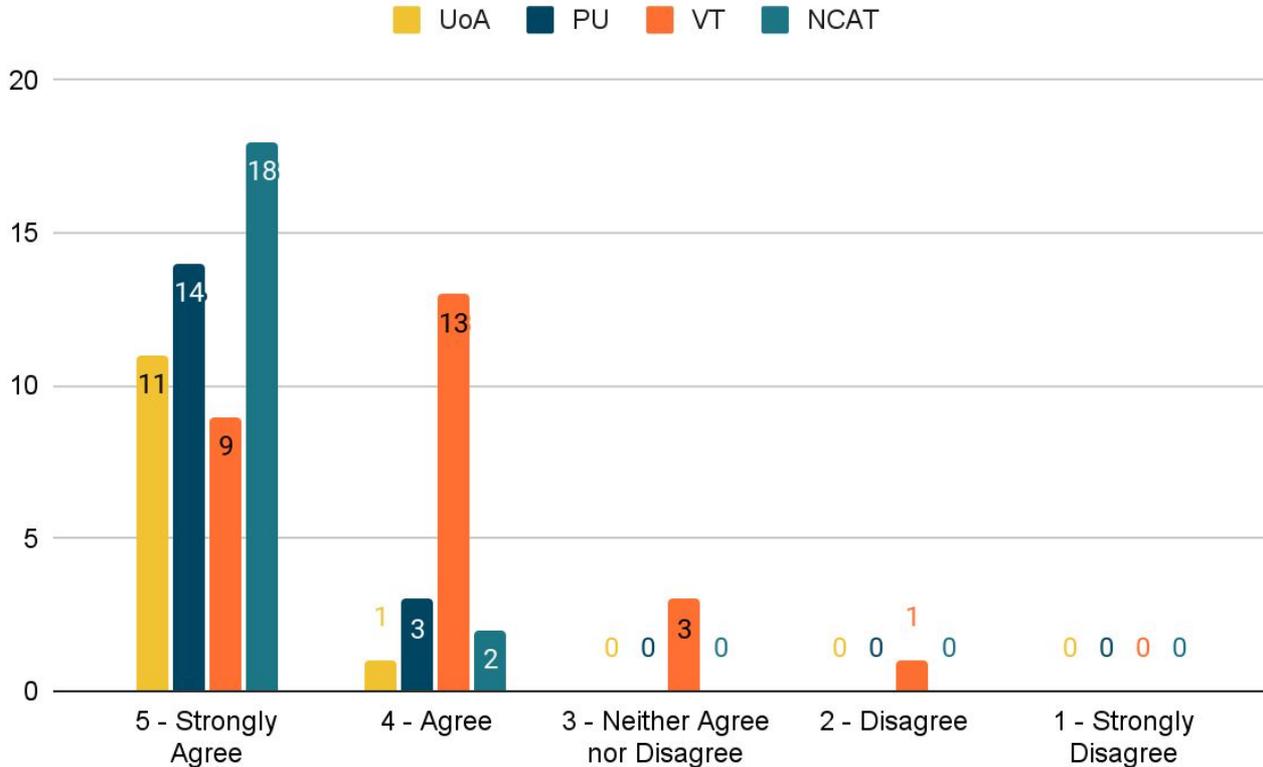




Overall the Instructor was very effective.

Average

4.6





Additional Comments

UoA

- I have really enjoyed DCTC.
- Joe Sacchi taught most of our classes (introducing speakers, providing updates, etc.) but all our classes had guest speakers talking for the majority of the time. None of these individuals (Mr. Sacchi included) are educators/instructors. The class discussions were lagging at times since it seemed difficult for the speakers to create that facilitation.
- The instructors were always available to answer questions and grades things very quickly! They clearly want all of us to succeed.

PU

- Dr. Callahan does a great job at lecturing the curriculum material as well as relating it to current events or other experiences for a better understanding. This form of discussion makes the class/cohort more interactive too.
- Dr. Callahan has done a great job. The beginning of the class was a bit rocky since there wasn't material but class was very good afterwards. My one critique would be that it would be helpful for Dr. Callahan to assess how much of the readings and video we retained at the beginning of class such that topics we need no additional information on would be touched more lightly, with more emphasis on what most of the class forgot.
- He is knowledgeable and personable. I genuinely enjoy coming to class for the discussions.
- Although I there was no problem with this cohort, I believe a reliance on email for assignments and for other information regarding the DCTC program may result in too many emails when the cohort size increases.



Additional Comments

VT

- The instructor seemed really unsure of some of our administrative questions. Additionally, the classes did not seem to be prepared more than a day in advance, and the content was tough to follow.
- Dr. Phoenix is awesome, he made this class super enjoyable by bringing a sense of humor and conversation to the class.

NCAT

- Professor was great!
- Instructor was great; he was very helpful, friendly, and professional.
- The information isn't as engaging for students to learn or want to learn. We need to have better activities, trips, hands on things, and more communication with other student or professionals we might want to shadow.
- Great professor! Very understanding and transparent.
- Great teacher!



Section 3:

Course Outcomes Evaluation



Summary of Findings

On average, over the eight student learning objectives, 57% of the the students ranked their learning outcomes as high, 39% ranked them as medium and 4% ranked them as low.

Data (Percentages represent responses from the entire scholar cohort)

On a Likert Scale of 3 (High) to 1 (Low)

- 68% of students ranked their mastery of SLO-0 as high. 4% ranked their mastery of SLO-0 as low.
- 68% of students ranked their mastery of SLO-1 as high. 4% ranked their mastery of SLO-1 as low.
- 52% of students ranked their mastery of SLO-2 as high. *No students ranked their mastery as low for SLO-2.*
- 61% of students ranked their mastery of SLO-3 as high. *No students ranked their mastery as low for SLO-3.*
- 48% of students ranked their mastery of SLO-4 as high. 7% ranked their mastery of SLO-4 as low.
- 52% of students ranked their mastery of SLO-5 as high. 0.7% ranked their mastery of SLO-5 as low.
- 53% of students ranked their mastery of SLO-6 as high. 6% ranked their mastery of SLO-6 as low.
- 59% of students ranked their mastery of SLO-7 as high. 8% ranked their mastery of SLO-7 as low.

Free Response

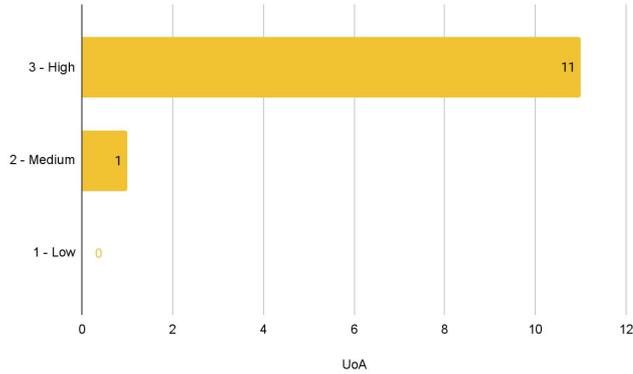
- Students requested more real-world projects to better explain concepts and help them apply what they have learned.
- Students asked for more graphs that show DoD policies and processes.
- Students stated that they would like more focus on career opportunities.



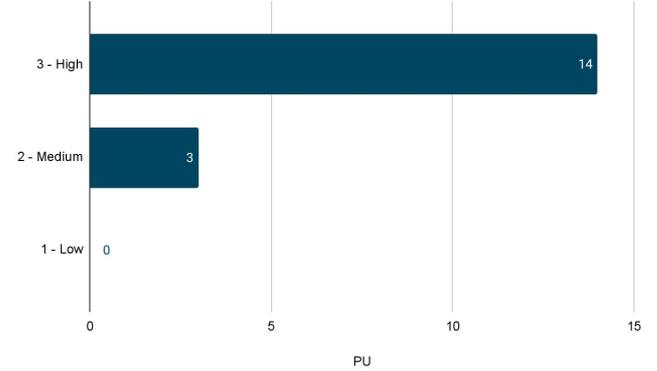
SLO-0: I acquired a basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.



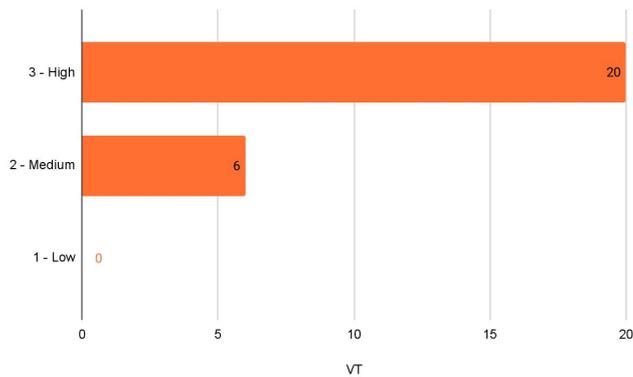
UoA
2.9



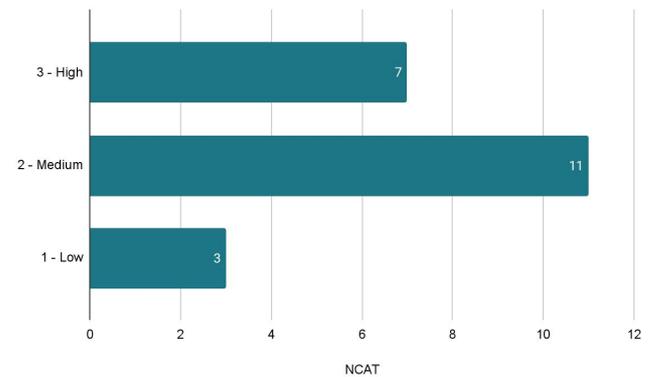
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2.8



VT
2.7



NCAT
2.1



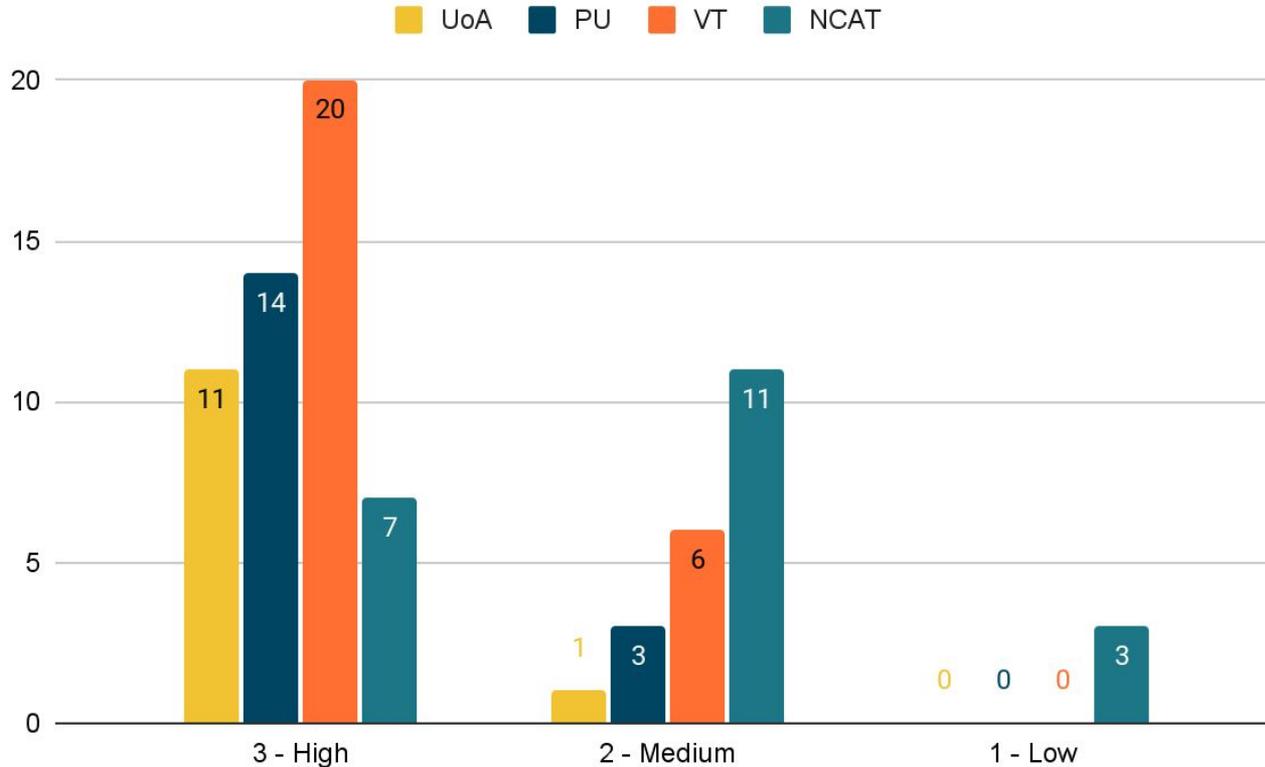


SLO-0: I acquired a basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.



Average

2.6



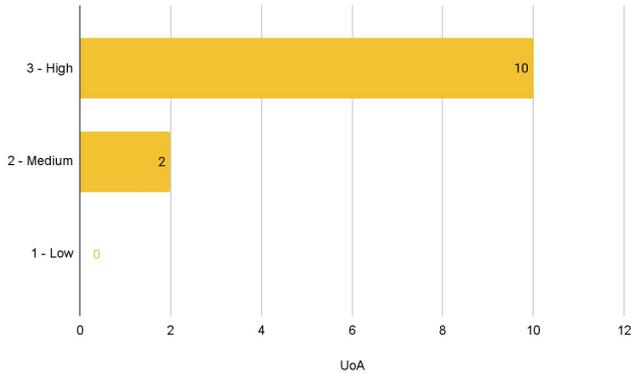


SLO-1: I acquired a basic understanding of DoD structure, organization, authorities, responsibilities, and relationships with the executive and legislative branches.



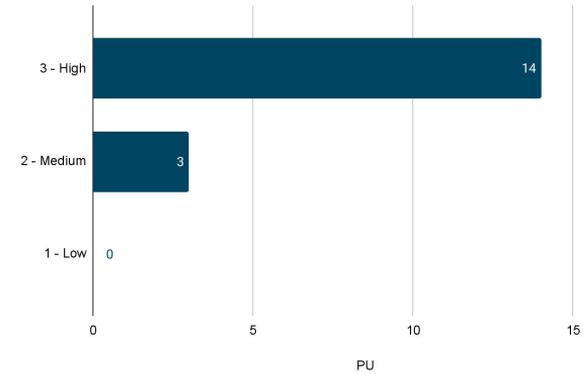
UoA

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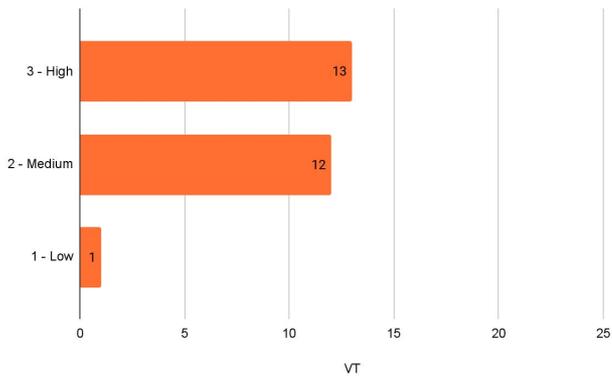
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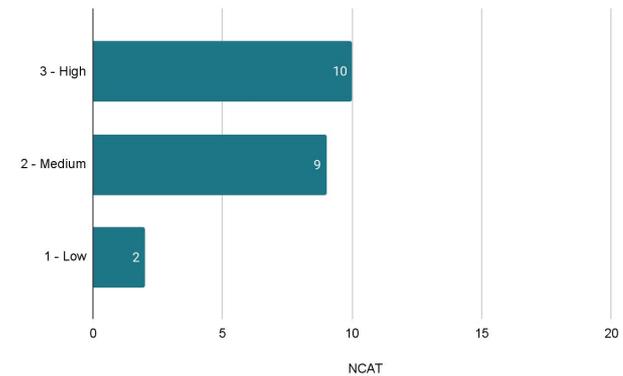
VT

2.4



NCAT

2.3

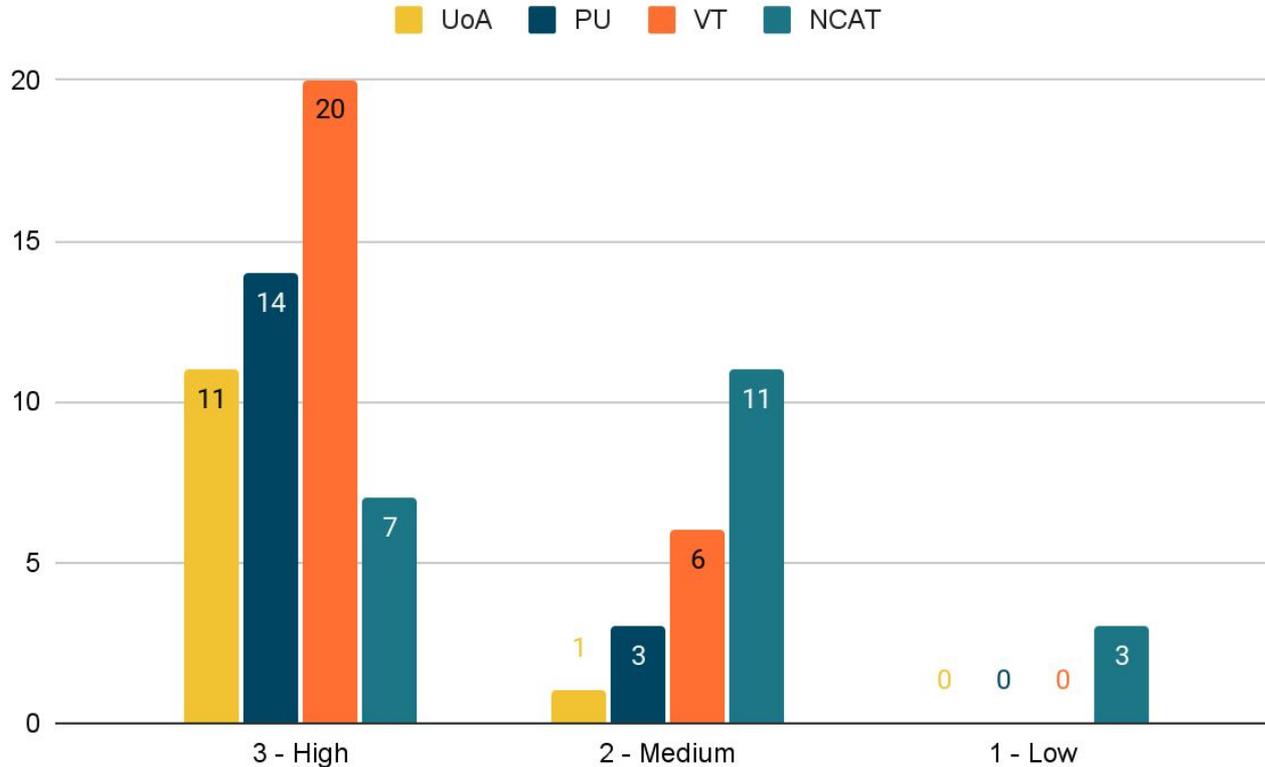




SLO-1: I acquired a basic understanding of DoD structure, organization, authorities, responsibilities, and relationships with the executive and legislative branches.

Average

2.5

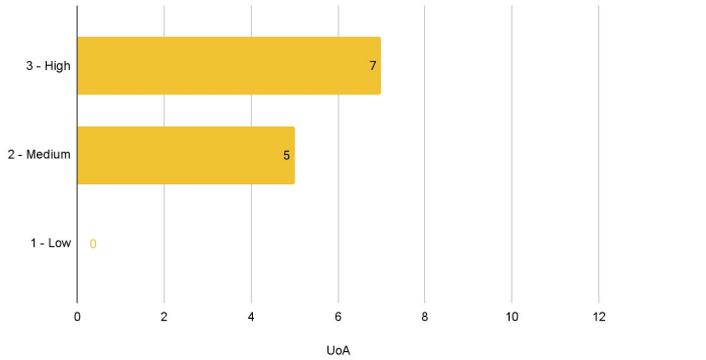




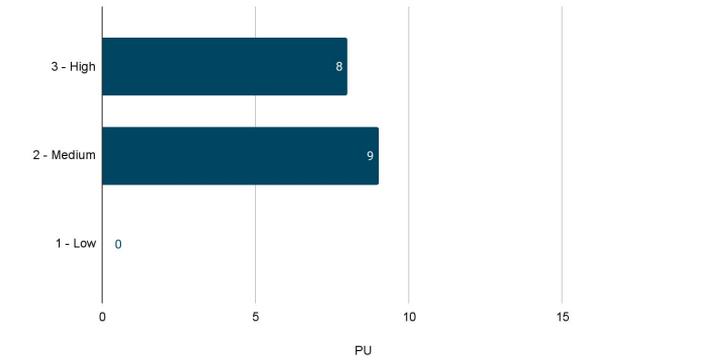
SLO-2: I acquired a basic knowledge of DoD related policies and policy development processes¹.



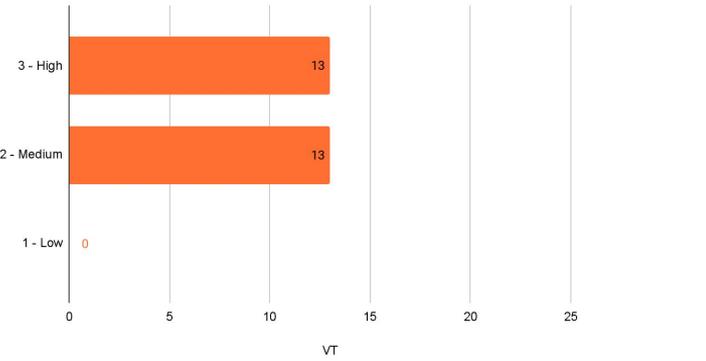
UoA
2.5



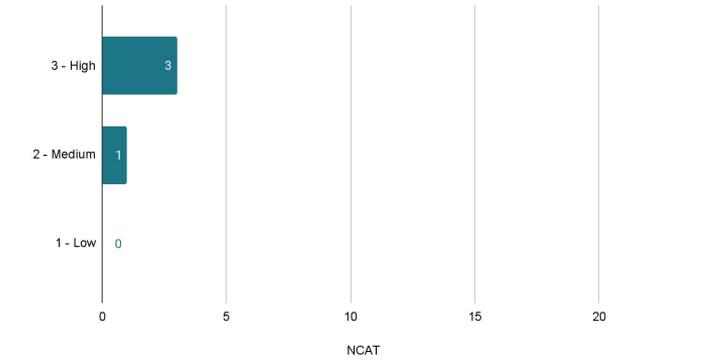
PU
2.5



VT
2.5



NCAT
2.7



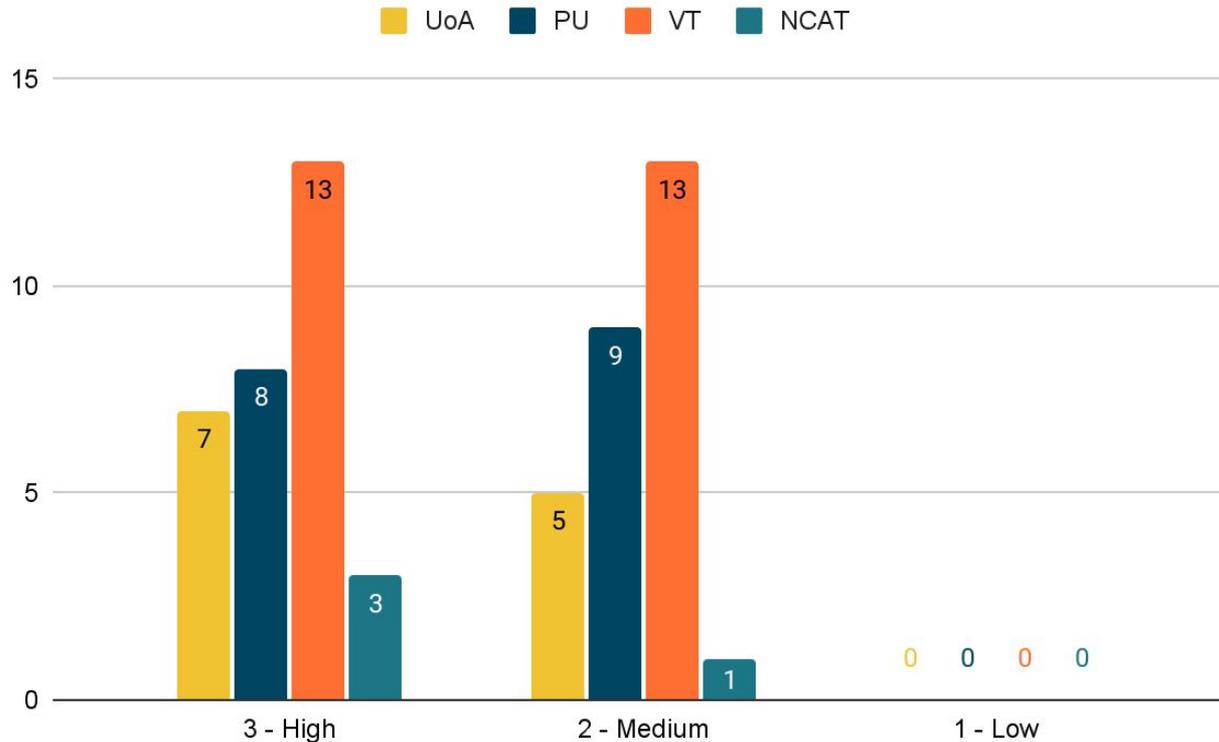
¹Only 4 of 21 NCAT students answered this question.



SLO-2: I acquired a basic knowledge of DoD related policies and policy development processes¹.



Average
2.5



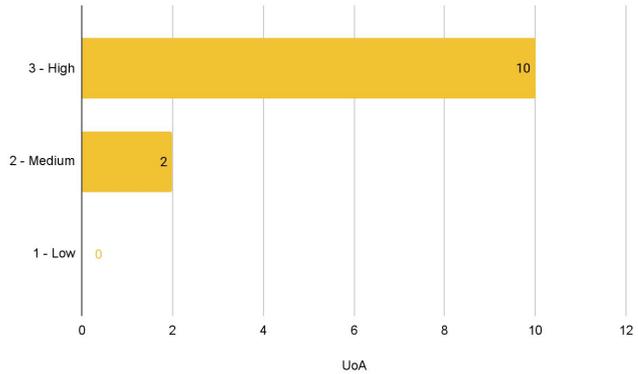
¹Only 4 of 21 NCAT students answered this question.



SLO-3: I have a basic understanding of military services, missions, structures, responsibilities, operations and culture.

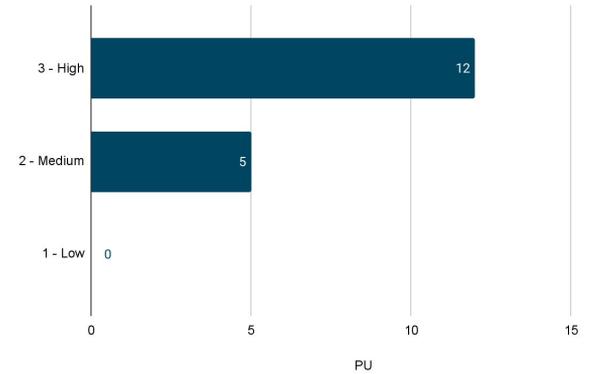
UoA

2.8



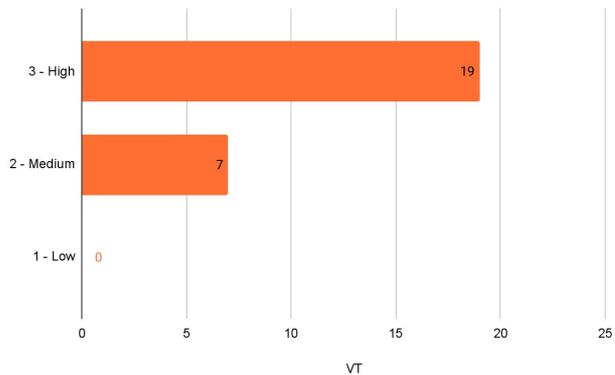
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2.7



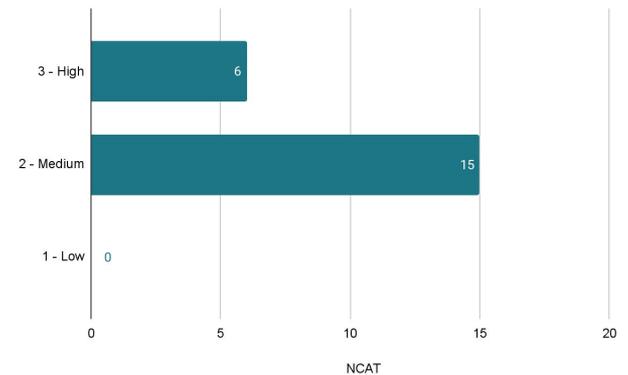
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2.7



NCAT

2.2

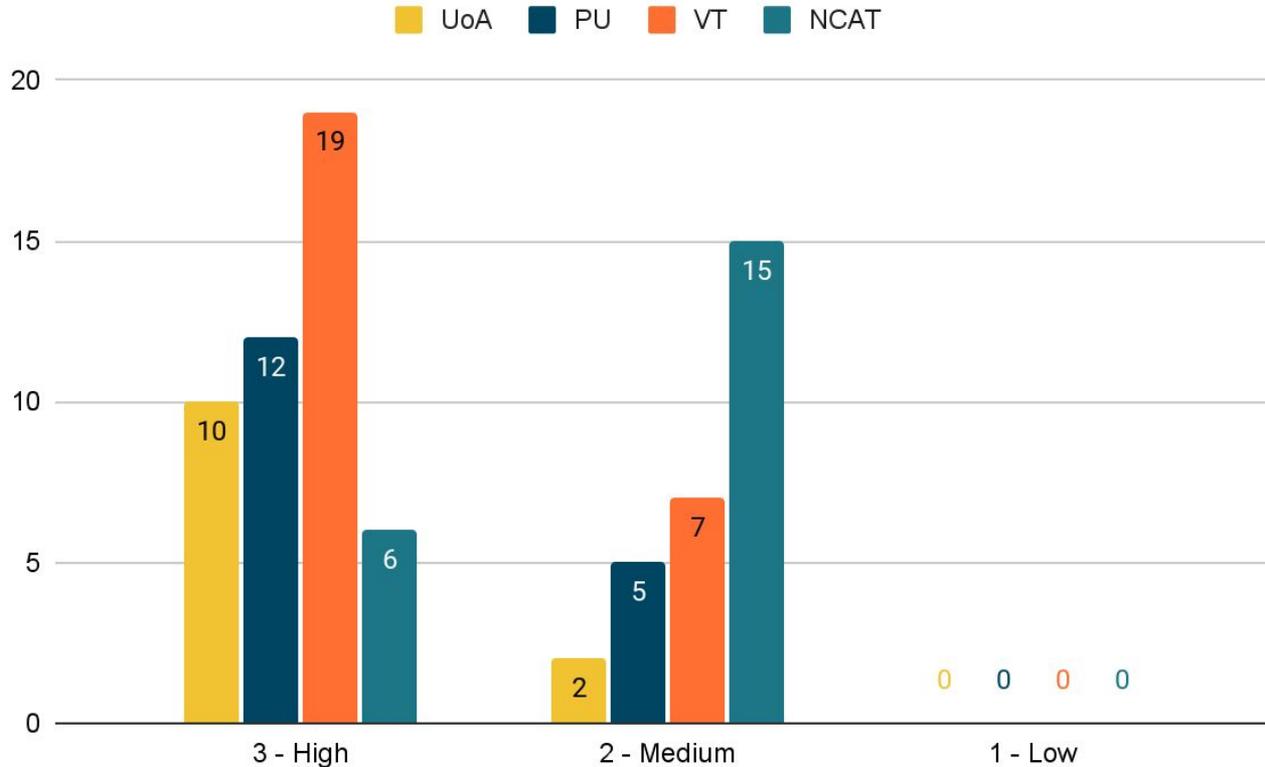




SLO-3: I have a basic understanding of military services, missions, structures, responsibilities, operations and culture.

Average

2.6



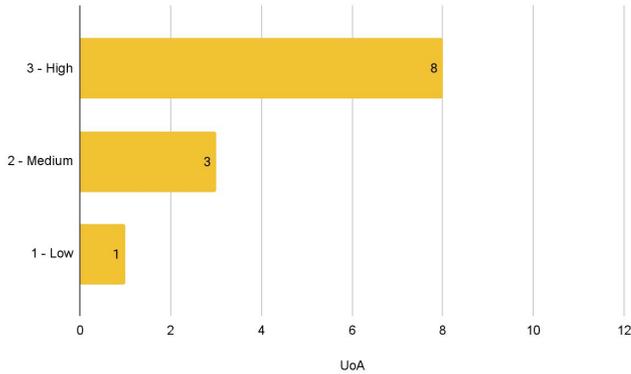


SLO-4: I acquired a basic understanding of personnel management, training, and teaming.



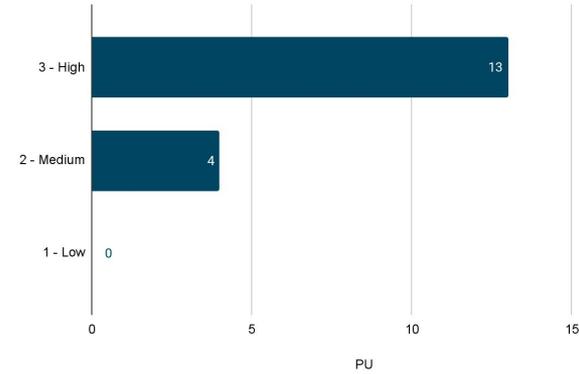
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2.6



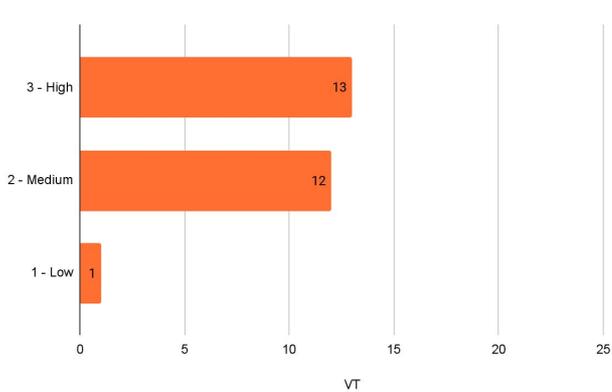
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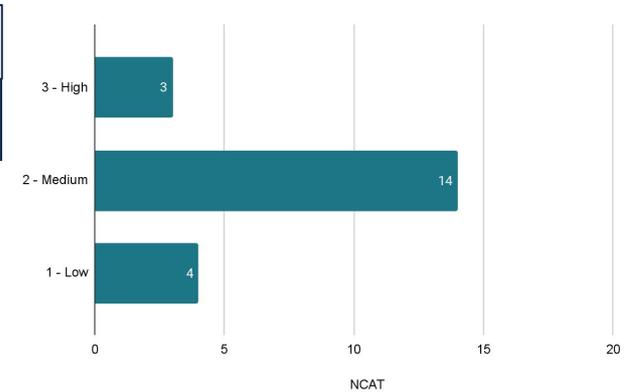
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2.5



NCAT

2.3

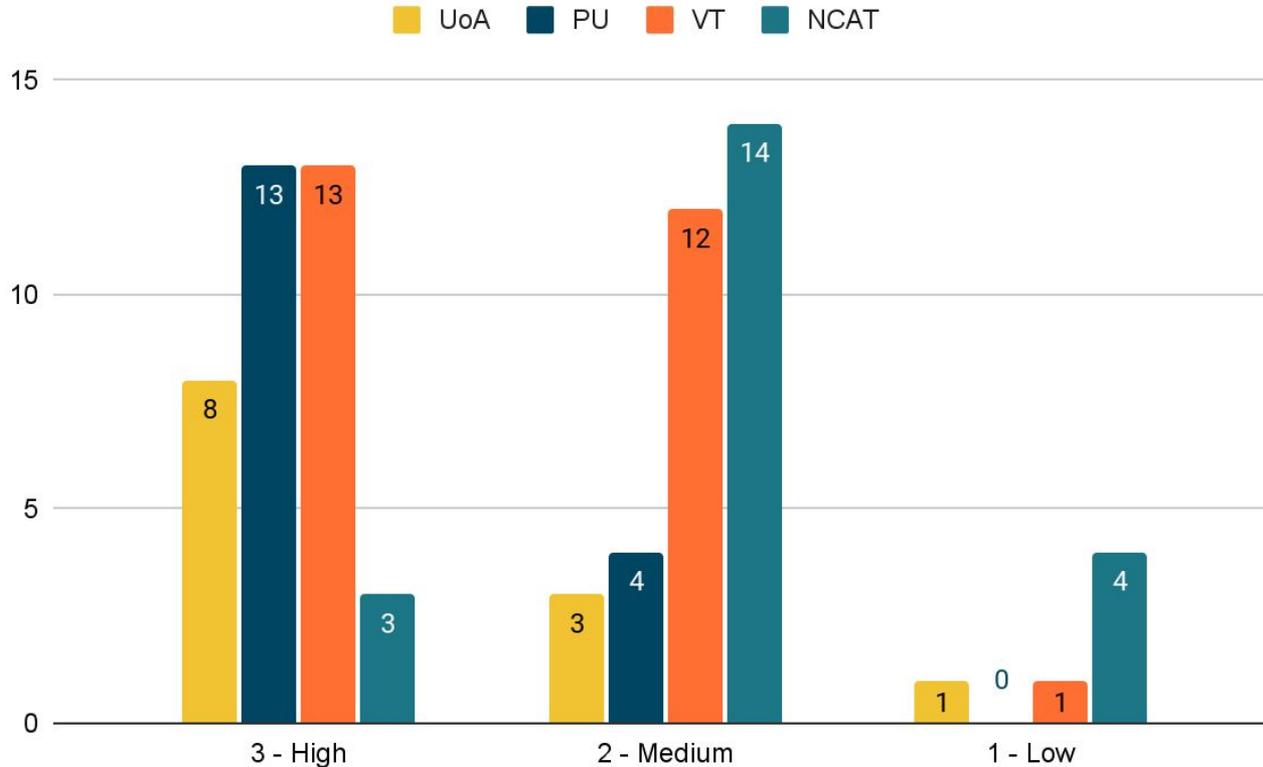




SLO-4: I acquired a basic understanding of personnel management, training, and teaming.

Average

2.4

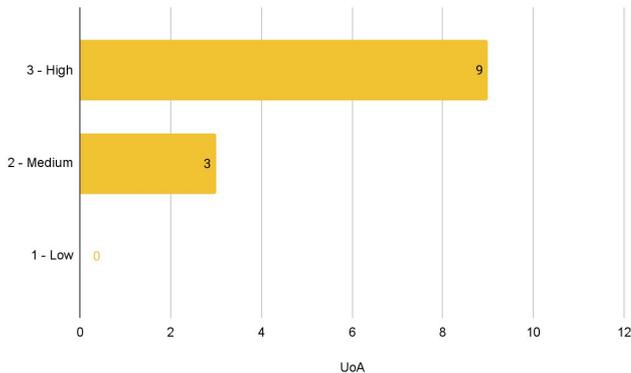




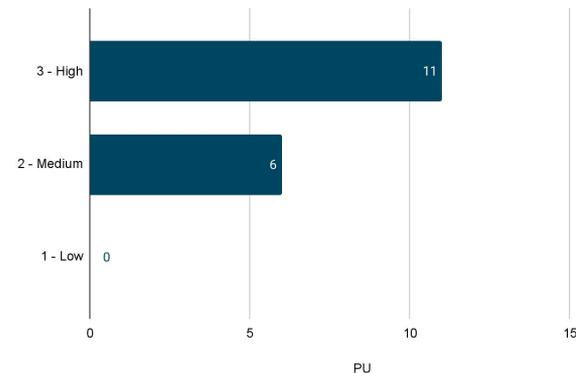
SLO-5: I acquired a basic understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate.



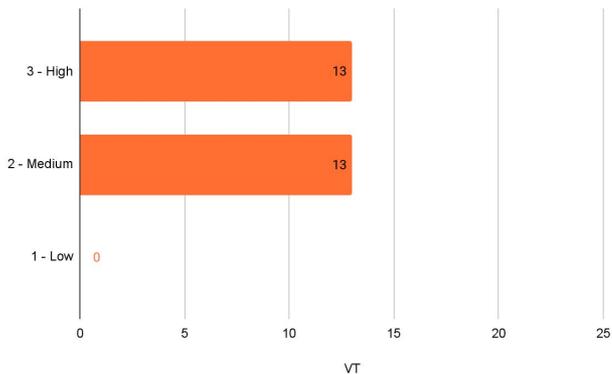
UoA
2.7



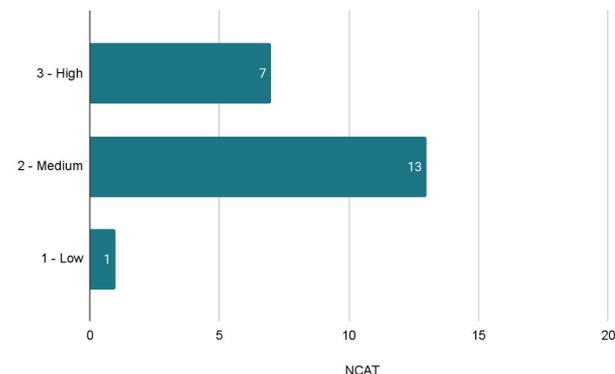
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NCAT
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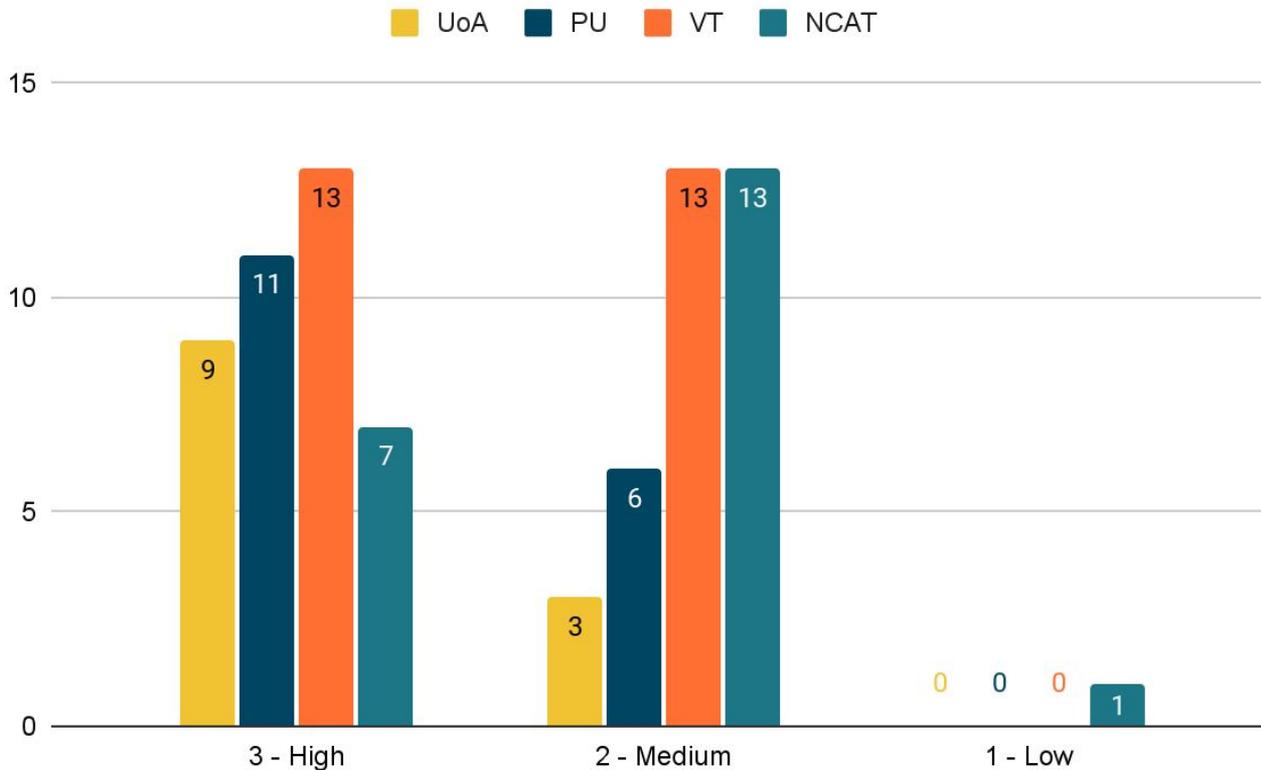




SLO-5: I acquired a basic understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate.

Average

2.5

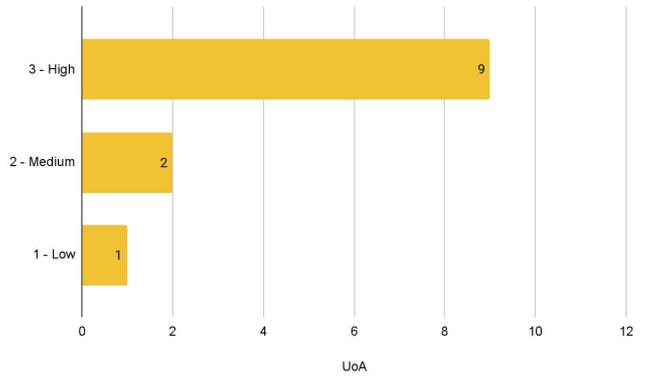




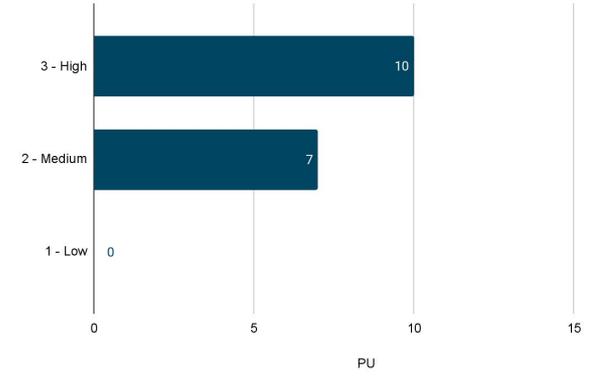
SLO-6: I acquired a good understanding DoD's critical technology areas including priority tech modernization areas, and the implications for business functions.



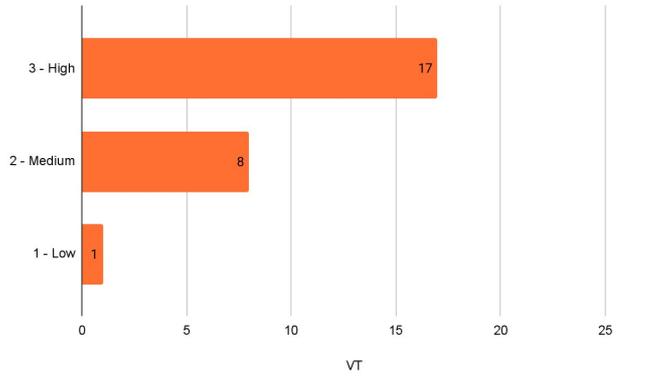
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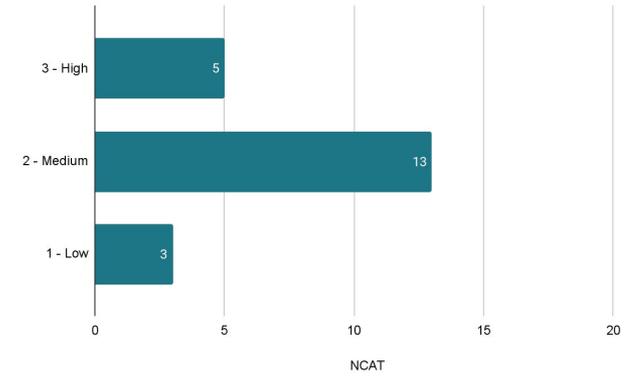
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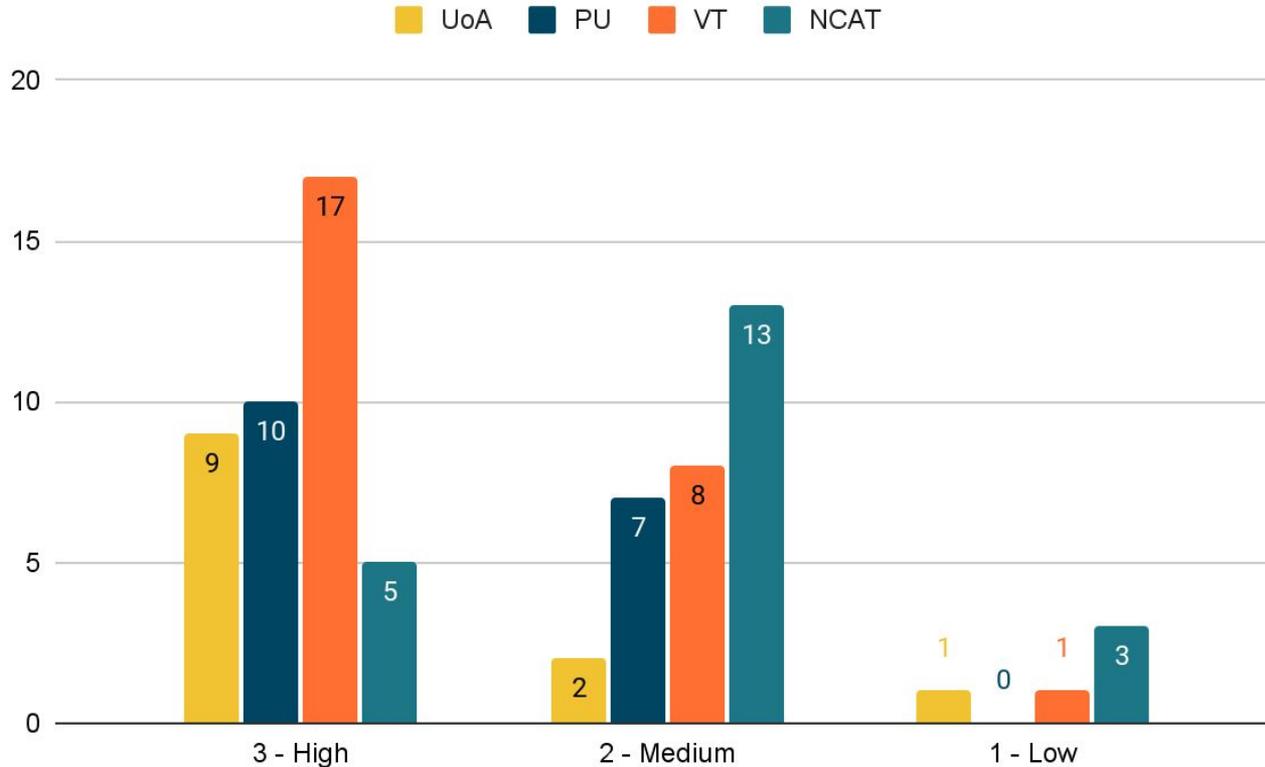




SLO-6: I acquired a good understanding DoD's critical technology areas including priority tech modernization areas, and the implications for business functions.

Average

2.4

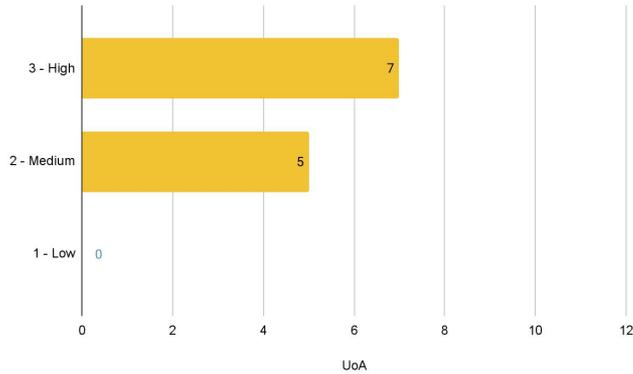




SLO-7: The class project gave me an understanding of how to function in a team setting, and I feel that I have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.

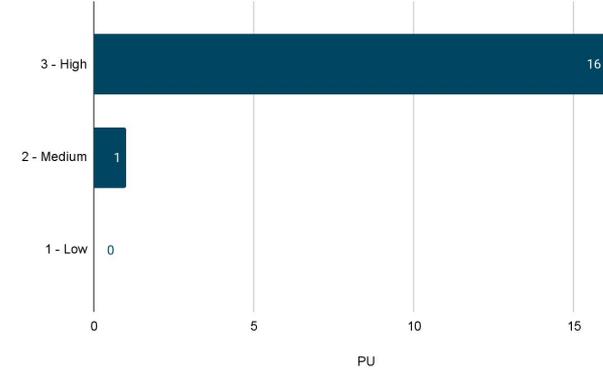
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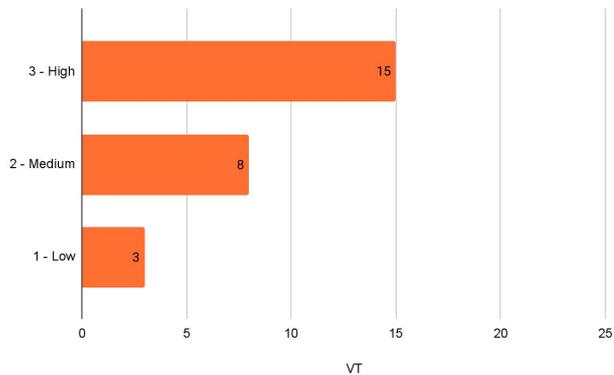
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3.0



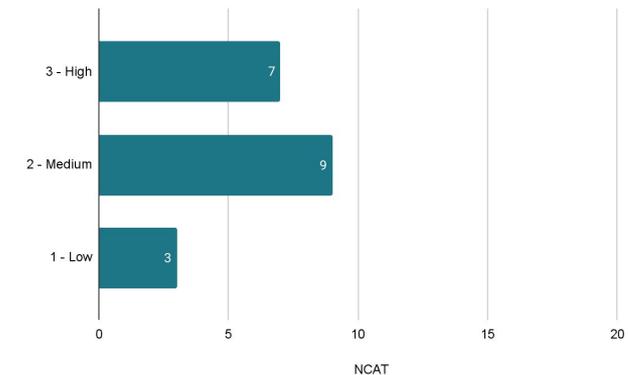
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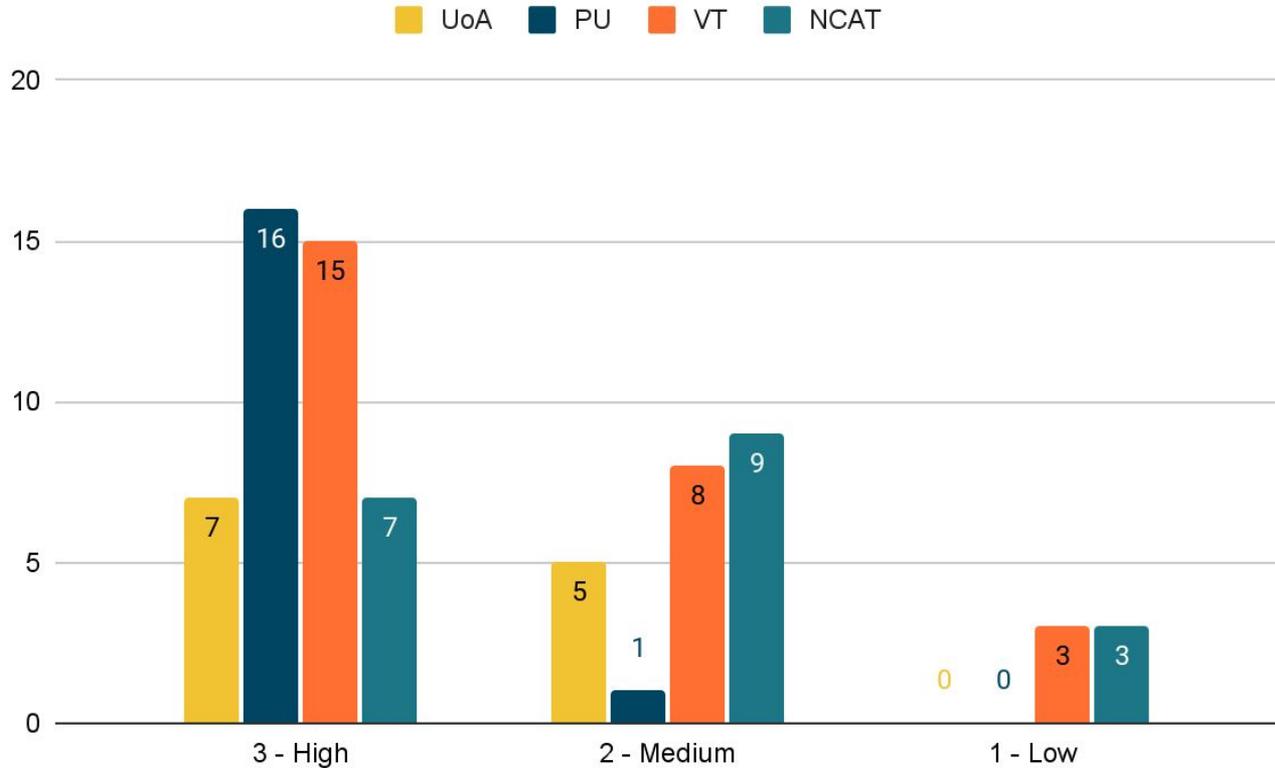
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SLO-7: The class project gave me an understanding of how to function in a team setting, and I feel that I have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.

Average
2.5





Additional Comments

UoA

- I'd like to learn more about how policies are created!

PU

- The semester projects were great for improving skills in teaming and conducting presentations. It was also a way to connect and get to know other students in the cohort in a smaller group.
- The overall objectives could have been more based on our ability to respond to each point, thus requiring that we engage more with the material, but overall the course was well-done.
- I feel that some of the areas of the class were quizzed and talked about, but the point was not driven home. I feel that making graphics for each of the concepts, for example a graph that shows the DoD policy development process(es), would help us not only understand each concept but also be something we can bring with us in our careers. I also think that the projects we work on should be more real world focused - less of a collect information project and more of an application of what we learned with a product (MRAP, etc).
- While I understand DCTC 302 will go into more detail and cover types of personnel as listed in the week 9 lesson plan, I found SLO 4 to have been the most difficult learning objective to understand. However, this is also the area I had the least prior knowledge with.



Additional Comments

VT

- The class project was poorly communicated, resulting in a last-ditch effort amongst our team to complete it. Ifnit [sic] was clearly defined, we likely would've [sic] gained more from doing it.
- Some of this stuff was already known, like military operations (because of the corps) and team work [sic] (we do this as a student), so I don't think the class really taught us that.
- I do not believe the team projects did anything to teach me this that hasn't already been drilled in to me from my prior years of schooling.

NCAT

- Restructure lessons and ideas for better f1 [sic] and understanding
- Focus on more DOD employment and culutre [sic] rather than just focusing on acquisition would be helpful.
- Students want more focus on career opportunities



Part III

Faculty Assessment Reports



Section 1:



ACE Instructor Course Evaluation Report

Summary of Findings

On average, over the eight student learning objectives, according to the instructor assessment, 97% of the the learning objectives were achieved at a high mastery level and 3% were achieved at a medium mastery level. Three instructors ranked student performance as high for all eight SLOs and one instructor ranked student performance of seven SLOs as high and one SLO as medium.

Grading: Three universities used a letter (A-F) grading scale and one a Pass/Fail scale to measure student performance. In the three universities using the A-F grading scale a total of 55 students received the grade A, one student received the grade A- and one student received the grade D. In the university using the pass/fail scale all 30 students earned a pass grade.

Data

On a Likert Scale of 3 (High) to 1 (Low)

- 100% of faculty ranked student mastery of SLO-0 as high.
- 100% of faculty ranked student mastery of SLO-1 as high.
- 100% of faculty ranked student mastery of SLO-2 as high.
- 100% of faculty ranked student mastery of SLO-3 as high.
- 100% of faculty ranked student mastery of SLO-4 as high.
- 100% of faculty ranked student mastery of SLO-5 as high.
- 75% of faculty ranked student mastery of SLO-6 as high.
- 100% of faculty ranked student mastery of SLO-7 as high.



Assessment Instruments

	UoA	PU	VT	NCAT
SLO-0	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Essay, quizzes • Guest speaker interactions 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-1	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Quizzes • Writing assignments • Guest speaker interactions 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-2	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Quizzes • Guest speaker interactions 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-3	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Quizzes and essays 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-4	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Semester projects 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-5	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Quizzes • Guest speaker interactions 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-6	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Quizzes • Guest speaker interactions 	<ul style="list-style-type: none"> • Pre-course Quiz
SLO-7	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection Assignment 	<ul style="list-style-type: none"> • Pre-course Quiz • Reflection 	<ul style="list-style-type: none"> • Project presentations 	<ul style="list-style-type: none"> • Group Presentation

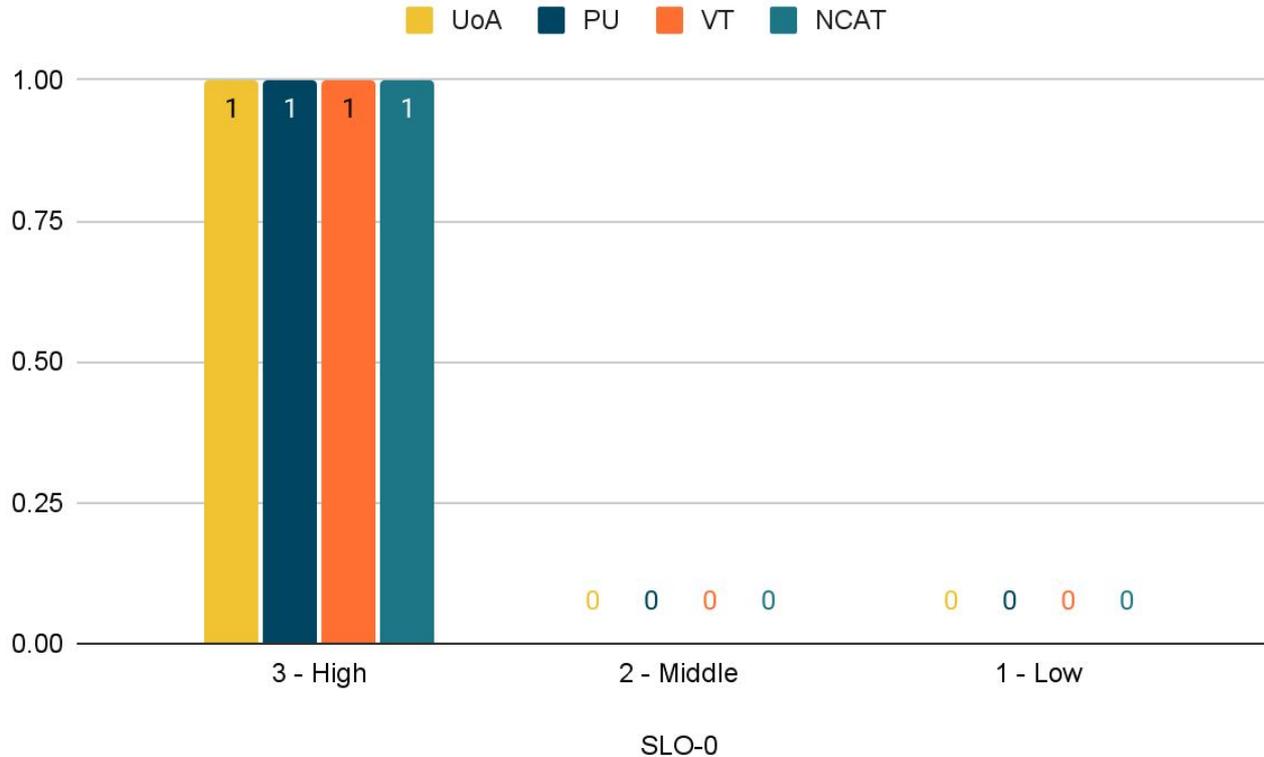


Final Grade Breakdown

	UoA	PU	VT	NCAT
Grade Type	Letter Grade	Letter Grade	Pass/Fail	Letter Grade
Grade Breakdown	All 19 students received an "A"	All 20 students received an "A"	All 30 students passed	16 students received an "A" 3 students received an "A-" 1 student received a "D"

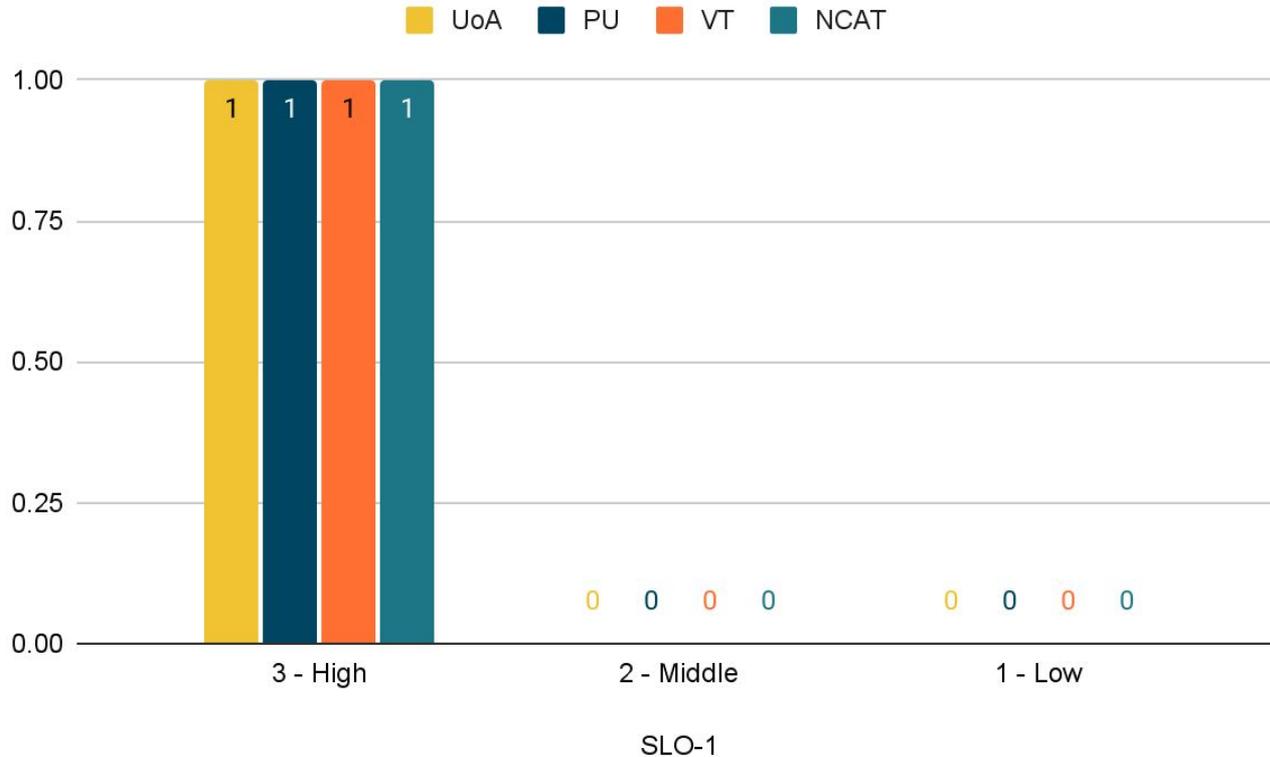


SLO-0: Student has a basic understanding of the opportunities, expectations, principles, ethics, rewards, and sense of purpose with government employment.



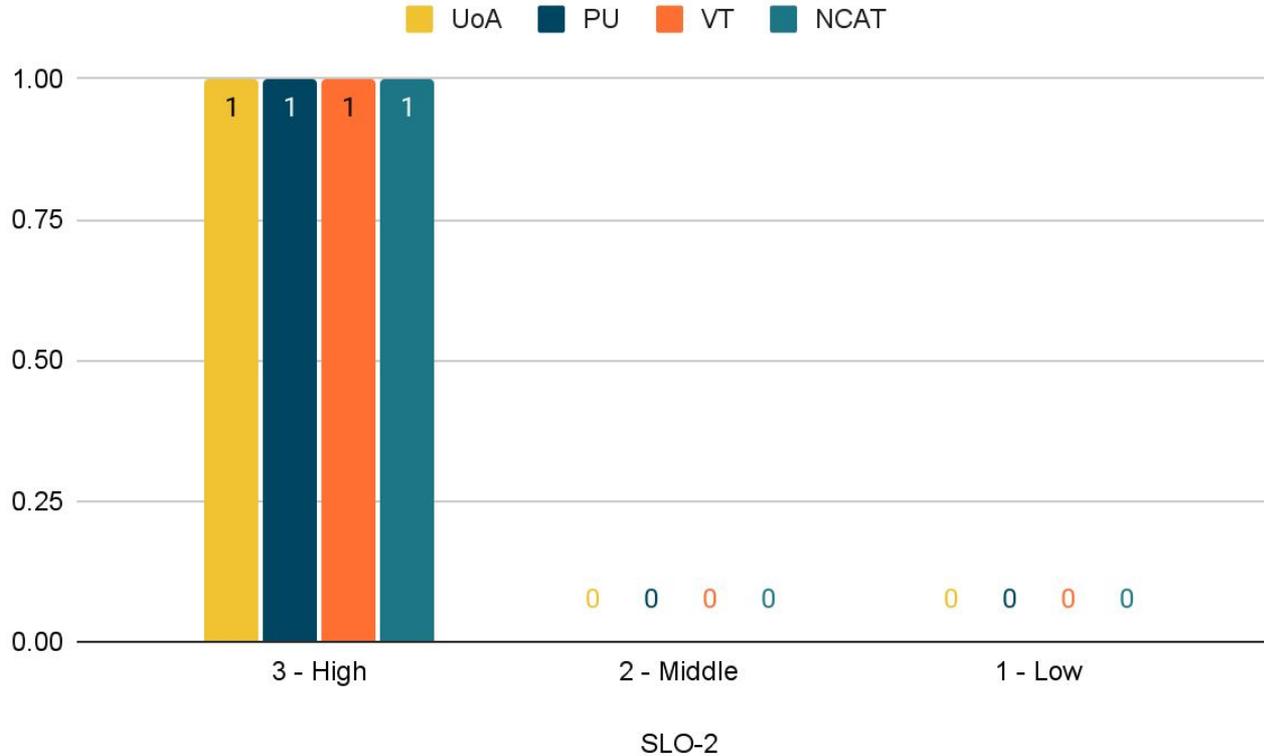


SLO-1: Student has a basic understanding of DoD structure, organization, authorities, responsibilities and relationships with the executive and legislative branches.



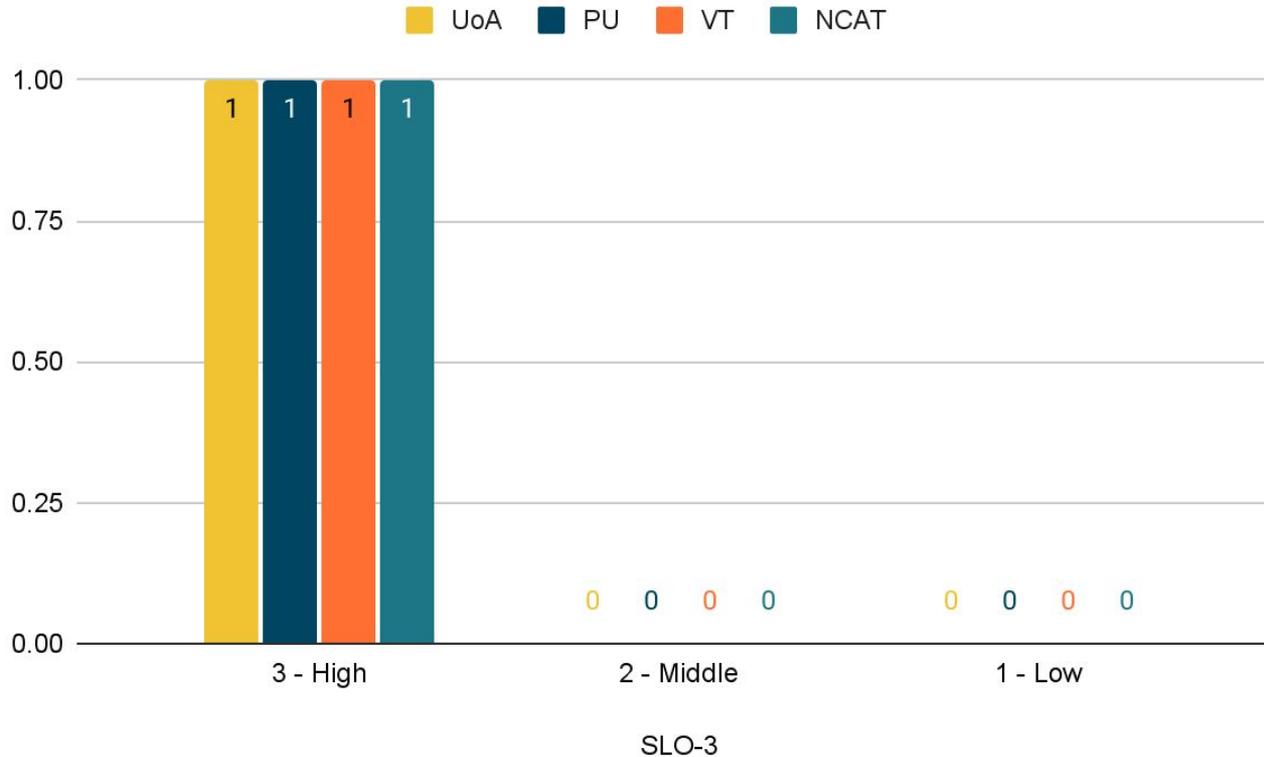


SLO-2: Student has a basic knowledge of DoD related policies and policy development process.



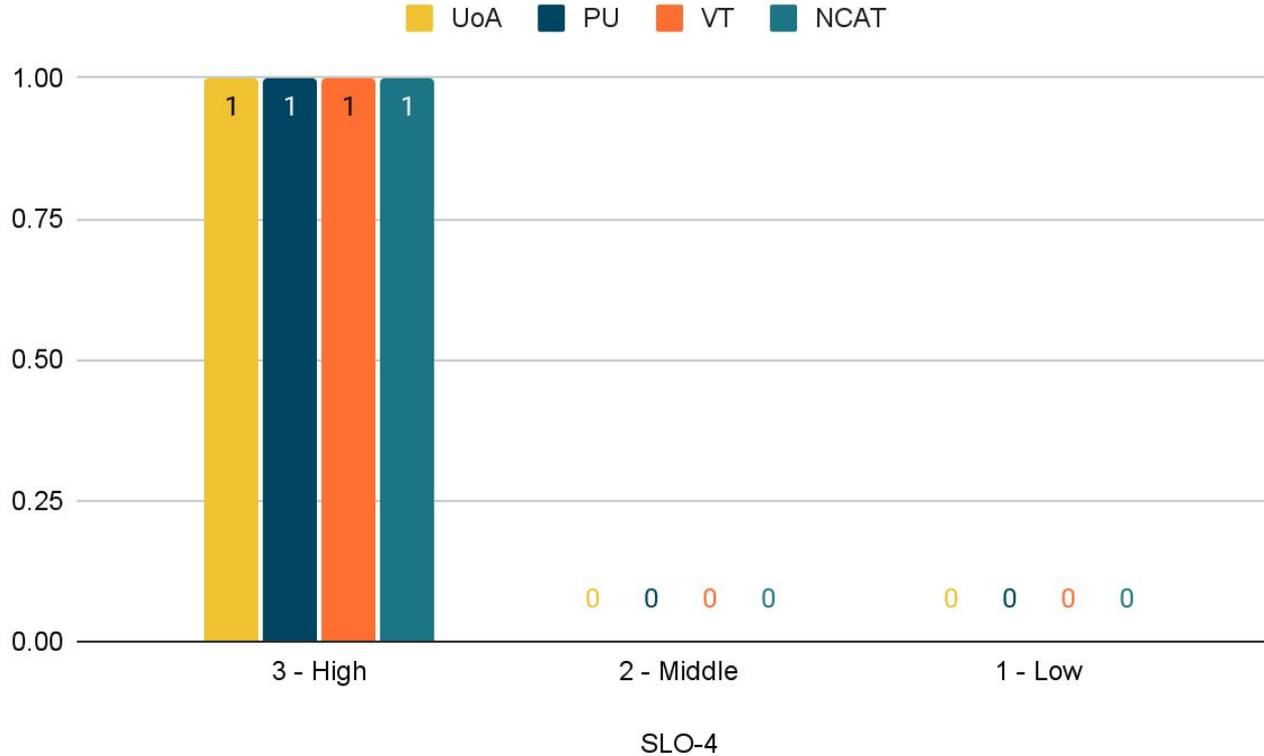


SLO-3: Student has a basic understanding of military services, missions, structures, responsibilities, operations and culture.



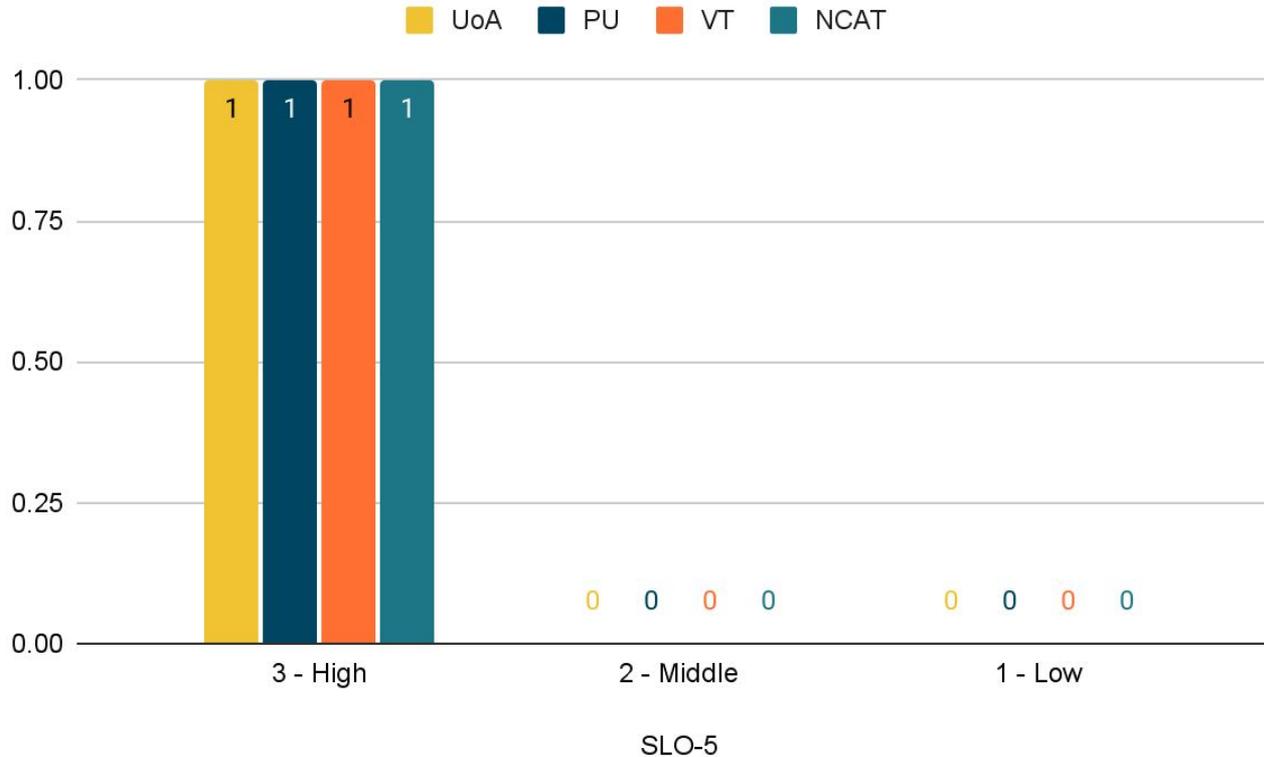


SLO-4: Student has a basic understanding of personnel management, training, and teaming.



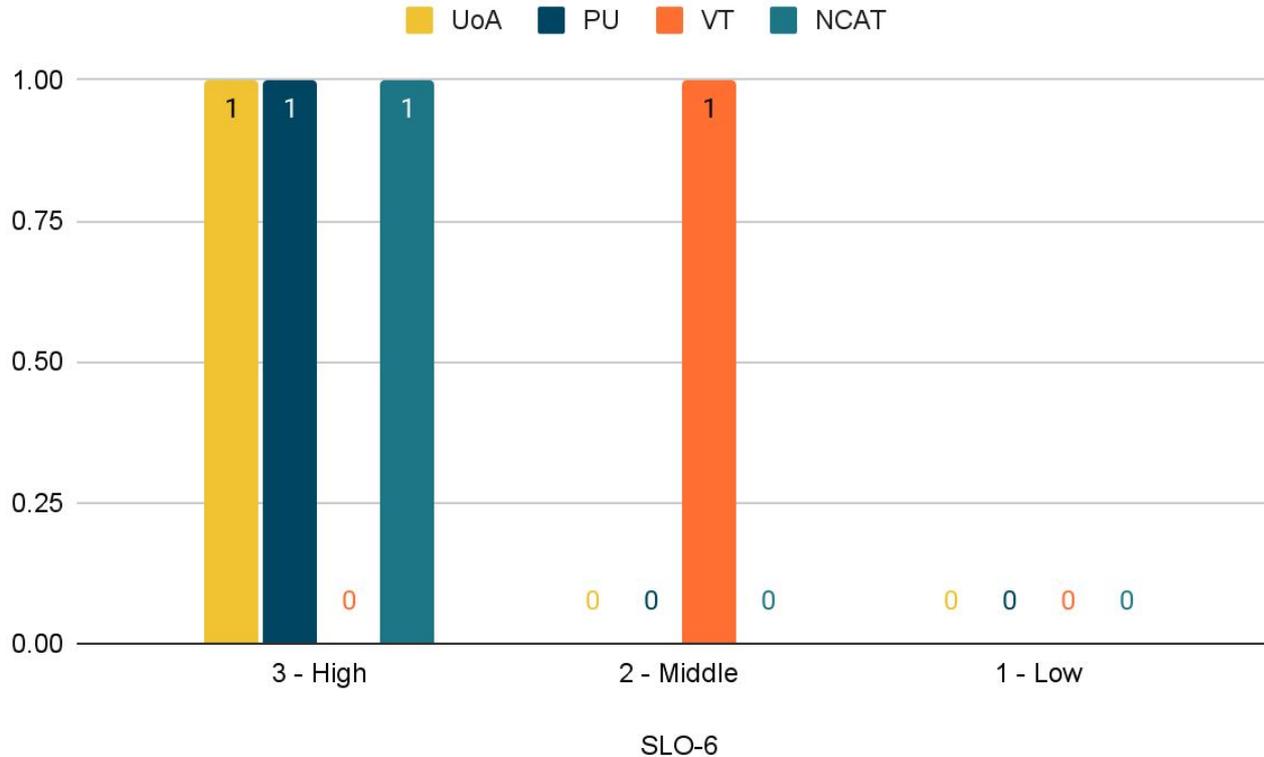


SLO-5: Student has a basic understanding of the DoD innovation and acquisition ecosystem, structures, and opportunities to innovate.



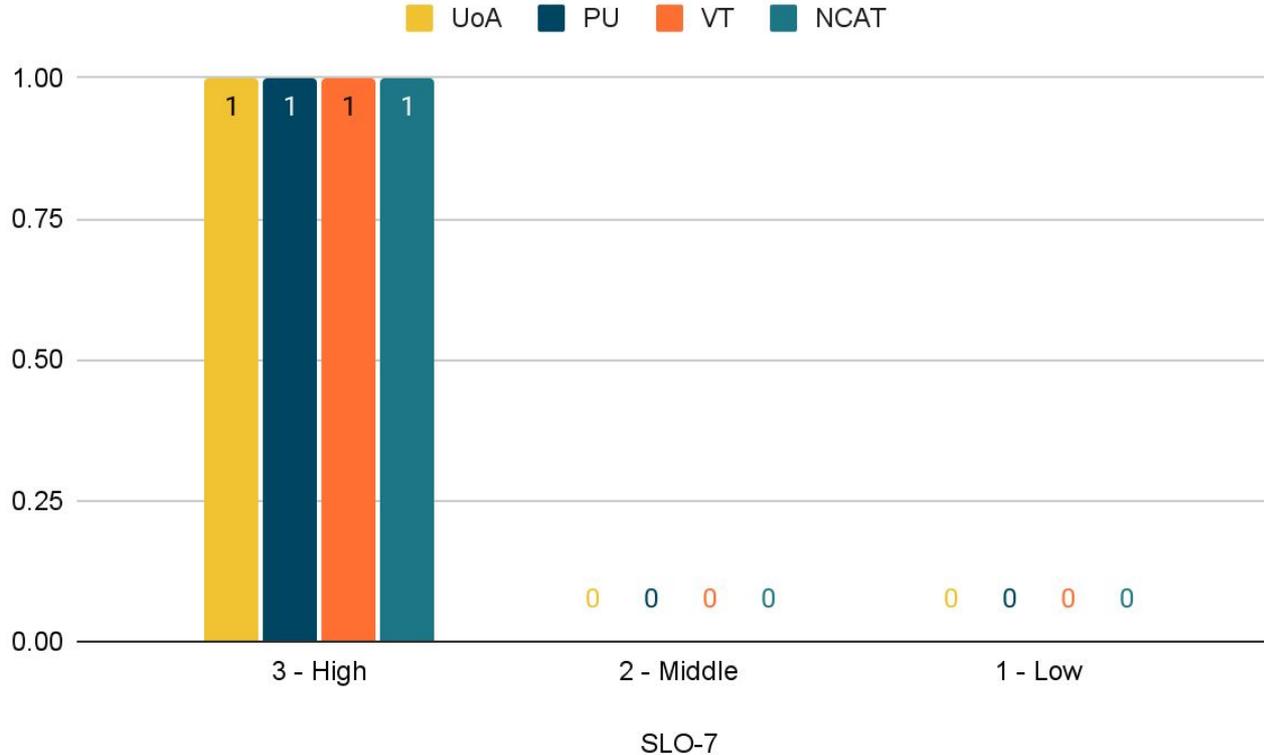


SLO-6: Technological literacy in DoD critical areas including priority tech modernization areas, and the implications for business functions.





SLO-7: The students demonstrate that can function in a team setting and they have a good grasp of team dynamics and functions including roles and responsibilities, conflict management and resolution and team effectiveness.





Section 2:

Student Performance Assessment Data Form

Summary of Findings

Overall, instructors were pleased with the course. For the next iteration of the course, faculty would like to see changes to the course readings and more alignment of weekly topics.

Data	
Free Response on course changes made this term.	<ul style="list-style-type: none"> Faculty changes included not counting the pre-class quizzes as part of the overall grade, assigning in-class tasks, creating team-building exercises, in-house surveys, and making stronger links between weekly topics.
Free Response on outcomes that were not achieved to their satisfaction.	<ul style="list-style-type: none"> Faculty expressed failed outcomes as material not being digestible for the students, getting lesson plans “just in time”, not diving deep enough into SLO-6, and covering all material during the allotted class time.
Free Response on planned improvements for the course.	<ul style="list-style-type: none"> Faculty listed improvements for future semesters such as reviewing reading materials with more scrutiny, organizing the core more, bringing in more non-STEM focused guest lecturers, scaling back on reading amount, and diving deeper into the weekly course topics.
Free Response on changes they would like to see in course student outcomes.	<ul style="list-style-type: none"> Faculty suggested changes such as keeping group projects, focus more on future employment opportunities, expanding on technological literacy, and adding more open discussions.



List all course changes made this term. Indicate which changes were made as a result of the assessment process. Comment on the success of the changes made this semester.

UoA

There weren't too many course changes. One in-class quiz was provided vice quarterly. An in-house survey was conducted around week 8 and based on the students' feedback, a determination was made that learning was occurring given the pre-class quizzes, reflections, and guest speakers.

Week 15 (Hypersonics, tech) wasn't executed due to both Dr. Head and Mr. Sacchi's attendance at NC A&T for the Executive Meetings; faculty had a good discussion with the students the week prior on the class material, learning outcomes, and way ahead for the DCTC Program. Discussion on technological capability gaps occurred throughout the semester.

As the semester went along, more time was spent executing the in-class exercises as opposed to earlier in the semester.

PU

Early changes were administrative in nature. I assigned students to complete short bio's, map their mentor network, and update their resume's [sic] to fit the format requested by the executive team. Not all lessons had quizzes. On those [sic] days, I assigned an in-class task--usually a team building exercise. For example, one day we broke into three teams and learned how to set up the Owl-2 conference camera system. Students now know how to prepare for Teams/Zooms call in a class setting.

VT

Started highlighting student outcomes and discussing next week's reading. This was due to criticism from the students regarding a perceived disconnect between the reading and class. That time spent discussing the intent of the reading and touching on the content of that reading right after discussing the desired student outcomes seemed to provide key context to the students.

Based on the responses of the students, provide more space for small group discussion with the opportunity for a large group debrief afterward. This increased engagement from the quieter members of the class and improved the quality of the discussions.

NCAT

The changes involved having to not count the pre class quizzes as part of the overall grade. I discussed this with Dr. Orosz, and was given permission to do so.

Students had difficulties with the pre quizzes due to the content not entirely matching with the quizzes. I also was not able to get many people to come to be guest speakers, which resulted in me using many guest speaker videos on Youtube to supplement the lack of guest speakers.

This was due to scheduling conflicts and other responsibilities I had to fulfill which prevented me from having time to find speakers. Also, I had learned of the need for guest speakers near the beginning of the semester and that made it hard as well. I was however, able to get three guest speakers to speak via zoom to the students near the end of the semester. In regards to changes from the assessment process, I made sure to include more video content to help students gain a better understanding of the material for the course. This seemed to help the students a lot.



List outcomes that were not achieved to your satisfaction and your reasoning for feeling these outcomes were not achieved.

Base your response on the Course Survey, The Assessment Data Form, and your personal judgment, and indicate which of these you used for each comment.



UoA

Outcomes were achieved. The students were successful in their learning and they received a good, broad overview on the DoD, the DoD acquisition cycle, and DoD technology capability gaps introduced, such as Artificial Intelligence; the material presented went over well amongst the DCTC scholars; the format provided was successful and the students demonstrated learning through their semester projects and participation. Several guest speakers were used throughout the course and were aligned to many of the topics of discussion. Most speakers did a fantastic job.

There was some difficulty covering all the material during allocated class time; at times, there wasn't enough time to facilitate all the discussion material. For this reason, free space should be introduced in the course build for the following semester. Instead of having a dedicated topic to introduce and discuss weekly, one recommendation is to free up a few weeks for recap, to provide additional discussion on learning material; and discuss other DCTC topics (internships, other topics, guest speakers).

PU

Getting lesson plans "just in time" does not allow the instructor to adequately prepare for class. With more time, I would have altered and improved assigned reading and ensured that the readings matched the in-class lesson plan. We all made this high-speed curriculum development work, but I look forward to teaching this course again next year now that I understand the arc of the lessons and how they fit together. Planned Instructor working groups will greatly enhance this.

VT

Based on the nature of the learning outcomes, the desire for a basic understanding was achieved. I think we did make them drink from a firehose and have an opportunity to balance the breadth of information while trying to make it as relevant as possible through deeper investigations of specific problems or pieces of the problem.

SLO-6 "Technological literacy in DoD critical areas including priority tech modernization areas, and the implications for business functions." In my personal judgment, this is a large enough task that additional guest speakers and class time need to be focused on some deep dives.

NCAT

Outcomes that were not achieved included making the class even more digestible for the students than it was. I did everything I could from videos, class activities, lectures and in class discussions to help the students gain a deeper understanding of the course materials. However, some students did point out that they did struggle with understanding some of the material. This was based on the course survey and from the assessment data form that I had the students complete. Its [sic] important to note that my background is in history, so I am not of full knowledge of the work done in the DOD and federal agencies.



List improvements you plan to make for this course.

UoA

More emphasis on active learning vice lecture; future plans are to bring fewer guest speakers and dedicate more time to classroom projects. The course activities will facilitate the active learning environment.

The reading material was informative, but it was a bit much for this first semester; some of the provided links didn't work, but were overcome; no issues from faculty's perspective. Curriculum development team addressed the issues immediately.

Please consider building in some additional "white space" into the weekly schedule; perhaps free up two weeks so new topics aren't introduced each week.

PU

I plan to review the reading assignments with more scrutiny next year. I think "outlines" or "note-takers" are a good way to enhance [sic] student learning and retention of key ideas. I prefer reflective essays to quizzes and will use them more in the future. I am working with local professors here at Purdue to enhance technology in the classroom, using interactive websites for in-class competitions (Cahoot is one example).

VT

We are planning to transition this class to an A-F course. We believe this will improve engagement with some of the readings.

Clearing up and organizing the course. There was some feedback on the structure of the course being chronological rather than by learning objectives or topics. I plan to organize and label the quizzes and homework assignments with additional detail to try to connect them to learning outcomes and the overall class structure.

Bring in more non-STEM focused guest lecturers and perspectives to highlight the other avenues of careers in the DOD.

Emphasize Class Participation to a greater extent with a connection to lectures, seminars, and other on-campus educational opportunities.

Providing more opportunities for deep dives as we provide a basic understanding. Given the amount of broad content we cover it would be valuable to align several guest speakers and classes to dive deeper into one area to provide better context.

NCAT

Since this is the last semester that I am teaching the course, and I'm not teaching the course in the future, I can't comment on future improvements I would make in the future. However, I do believe that my university needs to find someone with extensive knowledge on the DOD, federal agencies, and other topics related to government.



List and comment on changes you would like to see in course student outcomes.



UoA

Overall, the curriculum was an excellent start to the DCTC pilot program. To reiterate, consider adding an additional 2-3 weeks of open discussion vice introducing a new DoD topic discussed each week.

PU

The group projects were well recieved [sic] by the students. I recommend keeping these. I think after seeing a full cycle of teh [sic] Fall and Spring, we will be ablle [sic] to refined and focus the course a little bit. I like to be able to articulate the full arch of the course to students on the first day. I am not sure I adequately accomplished this in the Fall.

VT

I think Technological literacy is maybe a stretch goal given all the efforts already planned in this course. An entire semester could be dedicated to this task. Its [sic] hard to place that much of a demand. Perhaps even just wording it as developing an initial technological literacy would better match the course curriculum.

NCAT

Based on student feedback, I would like to see the program focus more on educating students on the multiple employment opportunities that await them after finishing the program. They will need to gain more in depth knowledge on these kinds of topics from future instructors, so they will know what to look forward to after they finish their undergraduate degree programs.



Part IV

Conclusions & Recommendations



Conclusions

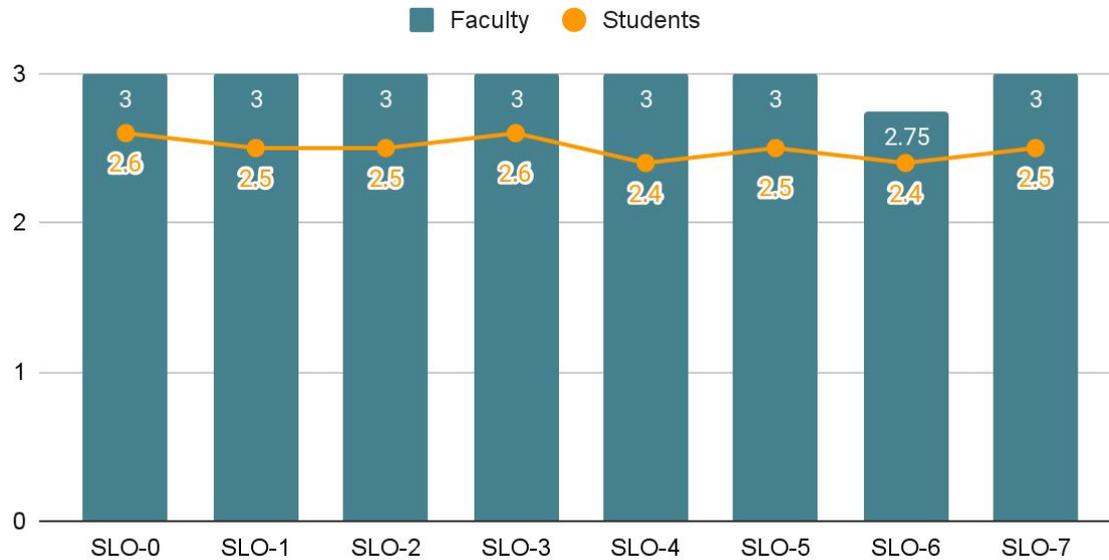
Student Survey Response Rate: The response rate to the student survey varied from 63% to 100% with an average rate of 83.5% for the four universities. Three of the schools administered the survey on-line and one used paper forms. This rate is considered satisfactory. Many of the students took time to also submit comments in the free-response section.

Student Satisfaction: Two of the survey questions were designed to measure the level of student satisfaction namely a) Overall, the course was a great experience and b) Overall the instructor was very effective. The student scores for question (a) ranged from 3.7 to 4.8 on a Likert Scale of 5 (strongly agree) to 1 (strongly disagree) with an average across the four schools of 4.1. The student scores for question (b) ranged from 4.1 to 4.9 with an average across the four schools of 4.6. A score above 4.5/5 on (a) and (b) is considered to indicate very high student satisfaction.

Achieving the Course Learning Objectives: DCTC-301 has a total of 8 Student Learning Objectives (SLO-0 - SLO-7). Achieving the learning outcomes corresponding to each learning objective is an important parameter in assessing the course effectiveness. This is accomplished by the instructor directly measuring student performance on key aspects of an SLO using various testing instruments (quizzes, exams, papers, projects etc.) and assessing the class performance by the direct evidence provided by the results of the testing. In addition to this, the students in the class are asked in the class survey to provide their perception of how well they think they achieved an SLO, and the two results are then compared. The graphic on the next slide shows this comparison for each of the SLOs. The scale is from 1 (low level of achievement) to 3 (high level of achievement). The graph shows that for all SLOs the student perception of the learning objectives mastery is lower than that assessed by the instructors. It must be noted here that the instructors, although they have submitted the type(s) of testing instruments they have used for their SLO assessment, they have not submitted any quantitative testing results for the class performance for each SLO.

Conclusions

Faculty Assessment and Student Perception of SLO Mastery



Average Faculty SLO Assessment Score: 2.97

Average Student SLO Score: 2.5



Recommendations

The following recommendations are made:

1. **Student Survey Participation:** It is recommended that all students are asked to respond to the on-line survey and not fill out paper forms and hand them to the professor. This allows for a more efficient and transparent process and better preserves the anonymity of the respondents. It is also recommended that the student surveys are administered no less than 3 weeks before the end of the semester and stay open for at least 3 weeks. This will provide adequate time for the students to fill out the surveys and will allow the instructors to issue several reminders to maximize the response rate.
2. **Student Satisfaction:** Although the average student score on the statement 'The instructor was very effective' was 4.6/5, the score on the statement 'Overall, the course was a great experience' received an average score of 4.1/5. It is recommended that the instructors review carefully the student comments and prepare a list of suggested changes in the course content and delivery, and present those suggestions to the Curriculum Working Group (CWG) for discussion, aiming to make targeted improvements on DCTC-301 in the Fall of 2024.
3. **Student Learning Outcomes:** The instructors have not presented direct, quantitative evidence to assess the level of student mastery of the eight course student learning objectives. It is recommended that the DCTC-301 course coordinator, in collaboration of the instructors devise and implement a methodology that facilitates the direct measurement of learning outcomes uniformly across the four partner universities.



Recommendations (cont.)

4. **Student Grading:** It is highly recommended that all universities use the letter grading scale A-F. It is also recommended that the grading parity of DCTC courses with other university courses is discussed at a CWG meeting.

5. **Instructor Recommended Actions:** It is recommended that the DCTC-301 instructors discuss with the course coordinator and take actions in the development of an improvement plan for the course for the Fall 2024 semester.