Assessment Report 2021-2022 Vascular Technology

degree

u ŒP]vP v

programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

to apply the knowledge gained in the classroom to the workplace.

Core Theme 2: Student and Graduate Success

Core Theme 3: Statewide Educational Opportunities

K \times P \times v d Z \times ((\times • * * * * Å] \times * * * * \times * | V o \times * * \(\text{\text{\$\sigma}} \) = () CE * Z accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

Core Theme 4: Public Service

Oregon Tech will share information and technical expertise to state, national, and international constituents.

Program Alignment to Oregon Tech Mission and Core Themes

Section 2: Program Description and

Section 4 t

Curriculum Map - Included in the Appendix

V. Summary of Assessment Activities

The Vascular Technology Degree Completion Program faculty

Assessment Three Year Cycle Part A: Planning for next year 2022-2023 Academic Year:

Direct Measures

Indirect Measures PLO#2 ESLO Teamwork

For student learning outcome #2, two indirect measurements were conducted on 25 students/ employers in 385 courses during Fall and Spring Terms 2021-2022. Surveys were completed by the students and by their employers to assess the quality of teamwork they are providing on the job. It

Byth gn Grisphilles

Direct Measure #2. PLO#4 ESLO Ethical Reasoning Twenty-Five students

- o Offer more financial aid options
- Recruit more students of color
- o Recruit more male students and retain them
- Survey and hang onto African American and all Races of Students
- o Survey and hang onto first generation students.
- o ESLTutors
- o Better Financial Aid Options
- o Mentors that check in with students weekly
- Most students leave after the first quarter, survey them and plan interventions for that first quarter. Most drop in the first week.
- o Make assignments dearer with better alignment
- o Have more advising appointments the first quarter for transfer students
- Survey students who dropped first quarter

Graduation Dashboard

#What is the 6-year graduation rate for students in your program? 50.8%, is the institutional graduation rate at 6 years, Vascular Technology is 66.7%

#How do graduation rates compare across gender, racial groups, first-generation students and low socio-economic students? These are all low numbers. Numbers across races are low.

#What opportunities do you see for improvements? What actions do you plan to take to improve the graduation rates in this coming quarter and year? DFWI Dashboard D=D grade, F= Fail grade, W=Withdrew, I= Incomplete Vascular 365 DFWI 0%, Vascular 366 DFWI 0%, Vascular 375 DFWI 0%, Vascular 385 DFWI 0%

‡What are your DFWI rates across the courses in your program and are they above >12%. How do the DFWI rates in your programmatic courses compare across gender, racial groups, first-generation students and low socio- economic students?

None are above 12% The students of race are so low in number.

‡What are your gatekeeper courses in your program? What actions do you plan to take to improve (strategies) the

DFWI rates in courses in your program this coming quarter and year? Pharmacology, WRI 122 and A&P

After looking at the disaggregated data from all three dashboards, list the top three equity gaps within your program and discuss plans (strategies) to try to close them. What input and/or suggestions for actions or initiatives do you think your college or the university as a whole can do that might help with closing a gap?

The majority of students who defaulted are white. **Vee**r?

Section 8 t Curriculum Map

 $\sf F$ t Foundation t introduction of the learning outcome, typically at the lower-division level, $\sf P$ t Practicing t reinforcement and elaboration of the learning outcome, or

C t Capstone t demonstration of the learning outcome at the target level for the degree

Curriculum Map for Vascular Degree Completion Program