

# Undergraduate Outcomes Assessment Committee Annual Report 2022-2023

Committee Members: Doug Petkie (PH, Chair), Andrea Arnold (MA), Chrys Demetry (Morgan Center), Kate McIntyre (HUA, Secretary in A22 and B22), Soroush Farzin (CEAE, Secretary in D23), Melissa Leahy (Office of Strategic Initiatives), Adrienne Hall-Phillips (CAP representative, Secretary in C23), Kent Rissmiller (Provost's representative), Yashvi Gosalia (CM'25, Student representative)

In AY 2022-2023, the Undergraduate Outcomes Assessment Committee met for eleven meetings and worked on the following main themes and tasks throughout the academic year:

1. **Updating the Assessment Plan and Calendar:** UOAC members focused on updating the Assessment Plan for Undergraduate Learning Outcomes and the corresponding Assessment Calendar. The last update was in 2016. Since then, not only has the pandemic disrupted assessment activities, but several external and internal instruments and surveys have changed, as well as the systems used to collect internal assessment data, such as eProjects. The development of these documents will guide assessment activities through the NECHE interim report (2026), with the next self-study due in 2031, and the next ABET (2026) and AACSB (2028) accreditation visits. The Assessment Plan will be updated annually with relevant data and analyses with recommendations and be guided by the Assessment Calendar, with many instruments falling into a three-year data collection and analysis cycle. During the year, the committee drafted an Assessment Calendar, invited input from ABET coordinators and department heads, and made adjustments accordingly. Open questions include: 1) who will "own" the assessment calendar (i.e., keep everyone on track), since it goes beyond UOAC's purview and capacity to do so; and 2) whether the maximum period between summer MQP reviews should be 3 years or 5 years. The committee also updated the Assessment Plan with data from several sources and instruments.

The committee also created a new document, the "Assessment Instrument Matrix," to better understand and communicate to other stakeholders the features and affordances of student surveys including the Undergraduate Enrolled Student Survey, National Survey of Student Engagement, and Skyfactor. An open question is where this document might reside to be accessible to community members. Such access might increase use of the data for learning and action and decrease the likelihood of over-surveying our students.

2. **Coordinating Assessment Activities:** Given the complexity of the Assessment Plan and Calendar and Project Based Learning being a cornerstone in our curriculum, UOAC will continue to coordinate with and incorporate other assessment activities that occur in several units. For instance, UOAC communicated with DIGS and the Global School about their IQP assessment plans and provided input. Such coordination is helpful given

the connection between some of the Undergraduate Learning Outcomes and the IQP Learning Outcomes. This has been an emerging strategy for the assessment plan for the recently updated (2018) Learning Outcome 8 (global and intercultural competency) that UOAC has been working on for the past several years. Likewise, given the importance of the MQP, UOAC tries to facilitate MQP reviews. In Spring 2023, the interim Dean of Undergraduate Studies asked UOAC to recommend a regular rotation of reviews of departmental MQP projects, which will facilitate the measurement of Undergraduate Learning Outcomes and Departmental assessment and self-studies. UOAC created that rotation, invited feedback from department heads, made some adjustments, and transmitted the calendar to the Dean. The Dean of Undergraduate Studies, the Office of the Dean of Students, and Institutional Research deploy several other internal and external instruments. The data of these student surveys can be compared longitudinally within WPI and to other identified cohorts of institutions.

The committee also came to an agreement that additional help is needed to be able to keep up with this vast array of data collection and analysis. An Assessment Coordinator role was identified in the Undergraduate Assessment Plan approved in 2004, but such support has never been provided to the committee. UOAC discussed the best way to identify additional resources, given the importance of assessment to WPI's accreditation and student learning outcomes.

- 3. Communicating to and supporting faculty:** Given the changes above, and the importance of faculty in the role of outcomes assessment, UOAC had several activities to facilitate the role of faculty in assessment. For instance, most students complete the Student Reports on MQP and IQP Learning and Advising as part of the process of submitting the eCDR. However, the faculty completion rate of the Advisor Reports on MQP and IQP Learning has been low, particularly given the transition to eProjects and the fact that most projects are completed at the end of the academic year when faculty are their busiest. UOAC worked with the eProjects team in the IT Division to update the delivery and automatically send reminders to faculty to complete the Advisor Reports. At the March 2023 faculty meeting, C. Demetry presented a refresher on MQP and IQP outcomes assessment, including how faculty can access their individual data from Student Reports on IQP and MQP Learning and Advising as well as departmental and institution-wide data.