EASTERN OREGON
UNIVERSITY

CTLA

Updates

Your CTLA Team

Dr. Angela Vossenkuhl, Chair, CoE Representative

Dr. Laura Gow-Hogge, CoB Representative

- Dr. Shari Carpenter (23-24)

Dr. Nancy Knowles, CAHSS Representative

- Dr. Aaron THornburg (23-24)

Dr. Andrew-David Bjork, CSTMHS Representative

- Dr. Shannon Donovan (23-24)

Dr. Charlotte Hull, Instructional Designer & OER Coordinator

CTLA Mission

CTLA is a group of academic leaders who provide a virtual resource hub for students, faculty, and staff to promote meaningful learning and student success by facilitating innovation, collaboration, and effectiveness in the classroom and the EOU community.

CTLA focuses on four areas to achieve its mission:
- Community of Practice
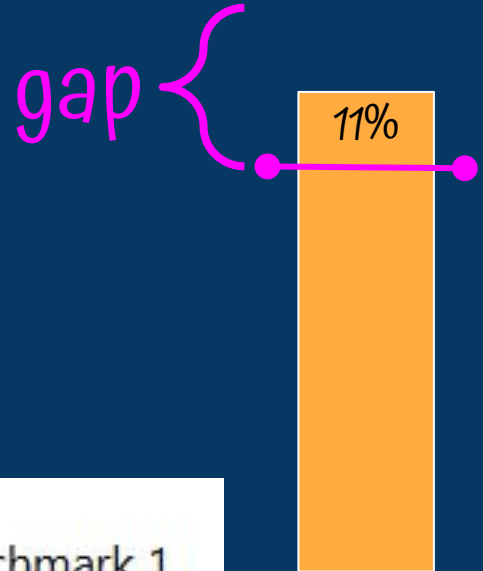- Professional Development
- Assessment
- Innovation

University Snapshot

Milestone 2 (university total):

~74% *(from our compiled dataset across the four colleges)*

Goal: 85% (gap ≈ 11 points)

gap

11%
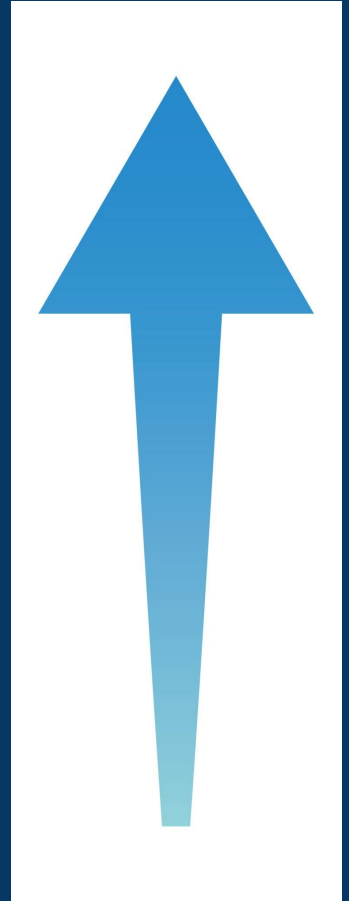
🟧 Capstone, 🟧 Milestone 3, 🟥 Milestone 2, and 🟪 Benchmark 1

University Strengths

Upper-division writing is strong;

- **COE** (87% Capstone) and
- **COB** (75% Capstone; 100% ≥ Milestone 2)
- Show what 'good' looks like and provide models to scale.
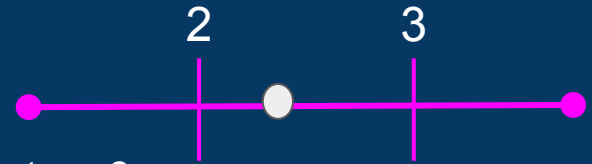
STMHS - reliable assessment

- minimal rating errors
- virtually no blanks
- continue with this infrastructure

System-Level Gaps

Evidence & research use is the common sticking point

- e.g., CAHSS W**C4: Sources & Evidence avg 2.48**, below Milestone 2

A sizable **developing range (Benchmark/M1)** persists in large intro cohorts

- STMHS 35.16%
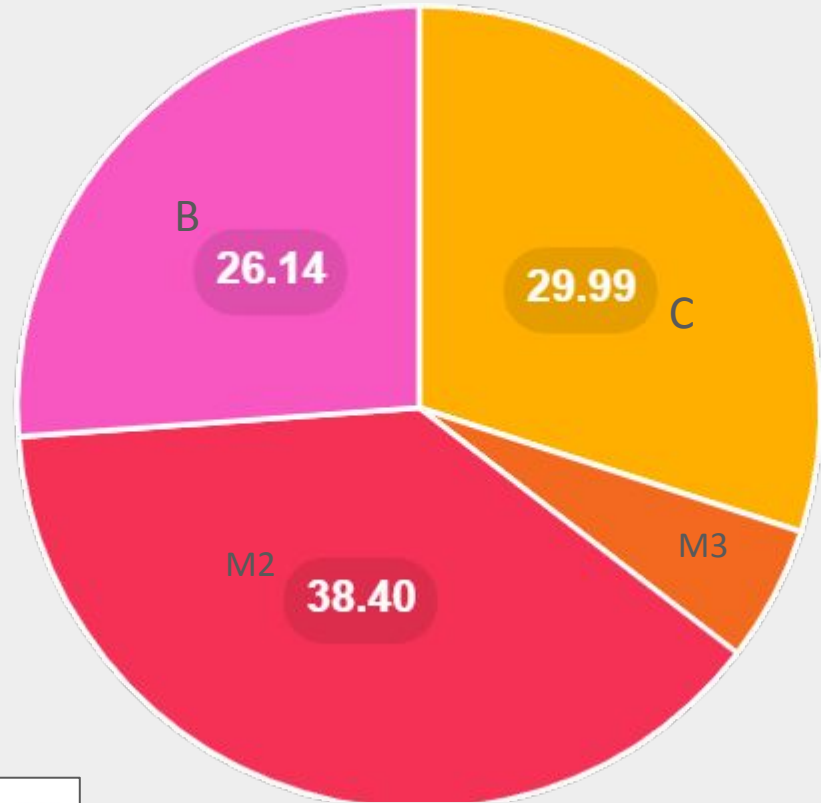
Inconsistent engagement & assessment process in some areas

- rubric confusion, Canvas setup, isolated effort

UWR data is not yet available

2 3

University-Wide Benchmark Assessment Results

AY 24-25 Data Review
Critical Thinking

Executive Summary

Students are typically **M3**; to reach **Capstone**, we need earlier, explicit work on **evidence** and **assumptions**, *plus consistent assessment participation.*

1. **Strength:** Most scored artifacts show competent reasoning (≈M3).

2. **Gaps:** CT3/CT2 lag; Capstone-across-all-elements is uncommon.

3. **System:** Reporting is incomplete in some colleges; standardize Canvas + norming.

University Snapshot (data)

Performance pattern:

- Most students are solid (M3).
- Capstone across **all** elements is rare because Evidence and Assumptions trail.

Where scores soften:

- **CT2 (Evidence) + CT3 (Assumptions) = main bottlenecks; brief pre-draft activities fix the basics.**

Progression is real:

- Upper-division is strong—let's shift supports earlier to move the base.

Participation gap:

- Limited courses participated in reporting; example**1 of 13** eligible courses reported;
- **U**neven reporting—so the dataset isn't complete enough to compute a true university-wide percent ≥M2.

Academic Focus

- **early instruction**
    - info literacy
    - context/assumptions
- **scaffolded practice** in lower-division,

Key colleges lack full distributions and/or complete participation, so university numbers can be misleading.

Opportunities

Nancy

Academic Quality: Macro Levels

- **Professional Development:** CTLA is using data to inform professional development.
- **Standardization:** Colleges might develop shared interpretations of the VALUE rubric levels and the 85% ≥ M2 target.
- **Assessment Infrastructure:** Departments/programs might make assessment shared rather than solo work.
- **Cross-Level Comparisons:** Departments/programs should identify lower- and upper-division courses for assessment to track "progress" toward capstone-level work.
- **Data Review:** Faculty engaging in assessment should check that IT has provided data for all enrolled students.

Academic Quality: Micro/Curriculum Level

- **Information Literacy**: Department/program faculty might partner with Library faculty in embedding and scaffolding research, citation, source evaluation, and source-integration skills.
- **Early Interventions:** Faculty might employ formative assessments to guide students toward success on larger projects.
- **Analysis of assumptions:** Faculty might integrate more activities that ask students to evaluate conflicting evidence and to detect and address assumptions in arguments.

Questions

Process Review

Laura

CTLA Process - Background

New NWCCU Standards introduced in 2019:

- Standard One - Student Success, and Institutional Mission and Effectiveness
- Standard Two - Governance, Resources, and Capacity

EOU's Response to to new standards (2019) was the formation of CTLA in 2020

- CTLA was created to respond to these new standards

- *The institution engages in an effective system of assessment to evaluate the quality of learning in its programs.*
- *The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*
- *Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies.*
- *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

CTLA PROCESS - NWCCU Accreditation

7-year Accreditation cycle

- ○ Year 3: Mid-cycle visit (AY 2021-22)

- ○ Year 6: Compliance visit (AY 2024-25)

- ○ Year 7: Next Accreditation visit (2025-26) ✨

CTLA Process - Assessment Requirements for NWCCU Accreditation

Assess EOU's Institutional Learning Outcomes (ILOs) - required for graduation from EOU

- Diversity, Power, and Discrimination (DPD)
- University Writing Requirement (UWR)

Assess EOU's University Learning Outcomes (ULOs) - across all programs

- Communication
- Critical Thinking
- Civic Engagement

NWCCU

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

CTLA PROCESS - What's Next for AY 2025-26

- Eight year schedule - rotates through the University Learning Outcomes (ULOs) and Institutional Learning Outcomes (ILOs)

- Assessed using the AAC&U Value Rubrics

- Designed to allow time for faculty to reflect on the outcomes assessed and make adjustments to improve student learning outcomes.
  - 21-22: Critical Thinking and DPD
  - 22-23: Civic Engagement
  - 23-24: Communication and UWR
  - 24-25: Critical Thinking
  - 25-26: Civic Engagement and DPD

CTLA PROCESS - What's Next for AY 2025-26

- Assessing Civic Engagement in AY 25-26

- Assessing DPD in AY 25-26

- Professional Development based on assessment results from AY 24-25 (CT)

Fall Term →

Step 1: CTLA representatives meet with each program area to review *Curriculum Maps*
- Designate/update what courses will be assessed this academic year
- Lower division and upper division course from each program*

Step 2: Review the AAC&U Rubric to be used for AY 25-26 Assessments
- CTLA Reps work with program areas to normalize rubrics within each program areas (*Norming*)

Step 3: CTLA Reps notify instructors of what courses and when the assessments need to be completed

Step 4: CTLA Reps provide training to their colleges for those that will be completing the assessments
- How to find the rubrics
- How to create and generate the assessment

CTLA PROCESS - What's Next for AY 2025-26

- Assessing Civic Engagement in AY 25-26

- Assessing DPD in AY 25-26

- Professional Development based on assessment results from AY 24-25 (CT)

Winter Term →

- Continue CE and DPD Assessments as designated by the Curriculum Maps
- Attend Professional Development opportunities related to AY 24-25 assessment (CT)
- CTLA Reps provide reminders and support to their colleges

Spring Term →

- Continue CE and DPD Assessments as designated by the Curriculum Maps
- CTLA Reps meet with programs to review data collected from AY 25-26 - all faculty
- CTLA Reps assist programs with Closing the Loop reports for AY 25-26 - all faculty
- CTLA Reps complete College Reports for AY 25-26 and submit to Provost

Upcoming PD
Charlotte

Professional Development Opportunities

- 2024-2025 Workshops Archived in the Instructional Design Hub

- October 2025: Teaching with Video

- November 2025: Guiding Questions for Navigating AI in Teaching and Learning

- December 2025: Customizing Your Canvas Templates

- Winter/Spring - Critical Thinking PD

25-26 Value
Civic Engagement & DPD
Angela

Civic Engagement

Professional Development (S24)

Book Study: *The Craft Community-Engaged Teaching & Learning*

- Three emails with reading timeline and questions to think about
- Final meeting to discuss ideas and implementation

Implementation

AY 25-26
Re-assess students in Civic Engagement. Analyze and then compare results with AY22-23.

Civic Engagement

Rubric

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Ehrlich, 2000, p. vi; Ehrlich, T. [Ed.]. [2000]. Civic responsibility and higher education. Oryx Press.). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Difference, Power & Discrimination (DPD)

INTERCULTURAL KNOWLEDGE AND COMPETENCE Rubric

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

Framing Statement:

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others…

Questions