2019-2020 Academic Assessment Report and 2020-2021 Academic Assessment Plan

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Introduction

This document outlines Oregon Tech assessment activities and accomplishments during the previous 2019-2020 academic year, and lays out the academic assessment plan for the upcoming 2020-2021 academic year. This document was prepared by the Chair of the Executive Committee on Academic Excellence, Dr. Janette Isaacson; and has been reviewed by the Assessment Executive Committee, and is submitted to the Provost, and posted on the Oregon Tech web site at www.oit.edu/assessment.

Ongoing Structures and Systems

Assumptions

Oregon Tech's academic assessment activities are built on the following assumptions:

- Assessment of student learning outcomes is a highly important, ongoing, and required process within the Oregon Tech academic community:
    - Consistent with Oregon Tech's student-centered focus, the core purpose of academic assessment at Oregon Tech is to improve student learning experience within Oregon Tech's academic programs.
    - Academic assessment activities help fulfill accreditation mandates laid out by the Northwest Commission on Colleges and Universities (NWCCU), including new rubrics to guide assessment activity.
    - These dual purposes are not in tension with each other, but, in fact, have the same goal: student success consistent with fulfillment of Oregon Tech's mission.

- Assessment at Oregon Tech is a collaborative effort:
    - Faculty members are expected to contribute to assessment of essential student learning outcomes (ESLOs) as they are manifested in their programs.
    - Faculty members are responsible for assessment of their program's success and have the expertise in their disciplines to judge whether or not their students are achieving program student learning outcomes (PSLOs).
    - Assessment activities are oriented towards the success of a degree program as a whole, and thus requires the participation and collaboration of faculty from multiple disciplines.

- Assessment methods should be authentic, meaningful, reasonable and practical:
    - Assessment reports be concise and data informed, recognizing faculty's assessment of student achievement as the primary component to produce program improvement..
    - Assessment activities should always be carried out with an eye towards generating data that can be used to guide improvement of programs, and ensuring that program changes are data-based genuine improvements that enhance teaching and learning that lead to students' success.

Leadership of Academic Assessment Efforts

The Assessment Executive Committee, its Chair, and the Director of the Office of Academic Excellence have responsibility and authority to guide academic assessment activities on the campus. The Provost and Deans support the work of the commission and ensure accountability for academic assessment activities across the institution. Standards laid down by NWCCU, particularly their rubrics for assessment processes (http://www.nwccu.org/tools-resources/evaluators/forms-guidelines/) help guide all involved with assessment to fulfill increasing state and federal mandates, which hold institutions of higher education accountable for student learning and continuous improvement. NWCCU released new guidelines in January 2020, which will focus on student success and achievement.

The Assessment Executive Committee is charged with developing, reviewing, and implementing the institutional academic assessment plan. As required by NWCCU's 2020 Standards, these include plans for institutional learning outcomes and program learning outcomes. To that end, the Assessment Executive Committee conducts the assessment of institutional learning outcomes and general oversight of program-level learning outcomes performed by program faculty. Oregon Tech's Essential Student Learning Outcomes (Appendix A) are synonymously referred to as NWCCU's institutional learning outcomes. Additional information on the Assessment Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix B.

The Chair of the Assessment Executive Committee, appointed by the Provost, provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and Chairs meetings of the Assessment Commission and the Assessment Executive Committee (membership included in Appendix C). The Chair and the Director of the Office of Academic Excellence work closely together to ensure a unified approach to assessment within the institution. This year, the Chair of Assessment has been working in collaboration with Abdy Afjeh, the Accreditation Liaison Officer, to align with the new NWCCU 2020 Standards.

The Office of Academic Excellence is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for an effective and comprehensive educational assessment program. These activities include helping to determine and evaluate student learning outcomes, incorporate learning outcomes into curriculum planning, and provide regular and systematic feedback to facilitate program improvements. The Director of the Office of Academic Excellence works closely with the Assessment Commission to administer institutional (essential) learning outcomes assessment and with academic departments to administer program learning outcomes assessment. The Director also serves as a liaison between the Executive Committee and other campus bodies engaged in institution-level assessment activities. Currently, there the Director position in the Office of Academic Excellence is vacant. Provost Mott has served in this role since the beginning of winter term 2020.

Communication of Assessment Matters

Systematic and broad communication on assessment matters is accomplished through the following avenues:

- The Director of the Office of Academic Excellence is an *ex officio* member of the Curriculum Planning Commission (CPC), Commission on College Teaching (CCT), and the General Education Advisory Council (GEAC), and is a member of the Provost's Leadership Team (PLT).
- The Director periodically updates the Deans and the Provost on important developments and activities in Oregon Tech's structured academic assessment process and on assessment matters in general.
- The Director regularly communicates with program assessment coordinators through email, formal meetings, training on assessment topics, and regular consultations and work sessions.
- The Assessment Executive Committee meets regularly and includes broad representation from the campus, including the assessment representatives from the ESLO committees. Membership of these committees can be found in Appendix D. This year, the Executive Committee has met bi-weekly in the 2019-20 academic year, staying very focused on helping faculty and aligning with the new NWCCU

standards.

- The Chair and Director write annual institution-level assessment reports and ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below. In the absence of a Director, the Chair is responsible for writing the end of the year report.

Assessment Reporting

The Director is charged with disseminating the following annual reports, to be completed at the end of each academic year:

  - Annual Academic Assessment Past Year Report and Upcoming Year Plan (this report)
  - Reports of ESLO Assessment activity (consistent with Oregon Tech's previous six-year ESLO assessment cycle)

Upon completion, these reports will be posted on the Office of Academic Excellence web site.

The Chair and Director ensure that the following assessment information is shared with faculty during the fall convocation period:

- Assessment results from institutional learning outcomes or ESLO assessment data collected during the previous academic year
- Prior year accomplishments, including:
  - Academic improvements results from assessment processes
  - Process improvement results from a review of academic assessment processes.
- Summary results from institutional assessment results, such as:
  - Beginning College Survey of Student Engagement (BCSSE), National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE).
- Planning academic term 2020-21 and an updated Assessment Guide to help guide faculty on best practices.

Liaison with Other Campus Bodies

The Director and Chair serve on the Academic Excellence Coordinating Committee. This committee coordinates academic continuous improvement efforts between the General Education Advisory Council, the Assessment Commission, and the Commission on College Teaching as defined by the ESLO cycle (Appendix E). The Director also serves as a liaison with Student Affairs coordinating assessment activities in support of student success.

- Assessment and Curriculum Matters: As noted above, the Director is a member of the Curriculum Planning Commission (CPC). In this role, the Director reads all curriculum proposals, attends CPC meetings, and provides an assessment perspective to the work of CPC.

  The director ensures that appropriate assessment questions are included in the CPC manual and processes for faculty members who are preparing CPC documents. The director provides consultation to faculty members and ensures that final CPC documents for new programs and significant revisions of existing programs contain program mission, objectives, student learning outcomes, and adequate assessment plans.

- Assessment and General Education: The director serves on the General Education Advisory Council. The director, in conjunction with ESLO committees, provides ESLO assessment results as they may pertain to

- Assessment and Faculty Development: The Director serves on the Commission on College Teaching (CCT). The director, in conjunction with ESLO committees, provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

- Assessment and Institutional Accreditation: The Director serves as a member of the Institutional Accreditation Team, ensuring that academic assessment efforts are aligned in support of institutional accreditation reporting activity.

Resources in Support of Assessment

The Office of Academic Excellence is staffed by a Director and an Executive Assistant, and is allocated an annual budget to support assessment activity and professional development for faculty and staff involved in academic assessment. The Provost's Office and Dean's Offices provides budget and staff resources, as needed, to departments to help design, revise, implement, and evaluate assessment programs. The Provost's Office also provides funding for assessment activities as needed for standardized national surveys and other special efforts related to assessment.

Institutional Student Learning Outcomes / Essential Student Learning Outcomes (ESLO) Assessment

Overview 2019-2020

The Assessment Executive Committee guides campus efforts in institutional academic assessment. The major focus of these efforts is the ongoing assessment of institutional learning outcomes or ESLOs required by NWCCU. The committee provides a cycle for assessment of the ESLOs, and, in conjunction with the ESLO committees, establishes performance criteria, distributes tools for assessment at both institution and program levels, and provides guidance for scoring, compilation, and analysis of student work. Finally, in cooperation with the Commission on College Teaching (CCT) and the General Education Advisory Council (GEAC), the Assessment Commission ensures that academic programs develop and implement action plans for improvements to address any documented deficiencies or support improvements.

The ESLOs and the past assessment schedule are shown below in Table 1 below. A more detailed summary of the six steps appears in Appendix E. The new three-year cycle is described on page 13.

Table 1. Past ESLO Six-Year Continuous Improvement Cycle (as begun in 2015 and ended in August 2020)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communication		Design	Collect	Analyze	Engage	Evaluate	Reflect
Inquiry & Analysis			Design	Collect	Analyze	Engage	Evaluate
Ethical Reasoning				Design	Collect	Analyze	Engage
Teamwork					Design	Collect	Analyze
Quantitative Literacy						Design	Collect
Diverse Perspectives	Design	Collect	Analyze	Engage	Evaluate	Reflect	Design

The Assessment Executive Committee reviews and disseminates information and reports from assessment of the ESLOs and makes recommendations for changes in curriculum and general education requirements as appropriate. In addition, the committee works with the Commission on College Teaching to develop and administer faculty professional development opportunities to support student attainment of ESLOs.

ESLO Assessment Activity, 2019-2020

- Design Year: **Quantitative Literacy** ESLO
    - Drawing upon examples from previous years' data collection plans, the Quantitative Literacy ESLO committee and the Assessment Executive Committee will draft a data collection plan for the Quantitative Literacy ESLO to be implemented in 2020- 2021.

- Collect Year: **Teamwork** ESLO
    - The data collection plan developed during the academic term 2019-20 was finalized; both student and faculty participated in Qualtrics Surveys that were completed throughout the academic year by faculty and students on Teamwork. Trevor Petersen will present this data at Convocation, Fall 2020.

- Analyze Year: **Ethical Reasoning** ESLO
    - The Ethical Reasoning "Collect" year was wrapped up at fall convocation, with scoring aimed to generating a stratified sampling of ~150 student artifacts in total, distribution across disciplines and academic levels.
    - Summary data was shared with all faculty, and discussed within the Assessment Executive Committee, Ethical Reasoning ESLO Committee, and the Commission on College Teaching. Themes in the data and faculty's reflection on it was gathered and used to generate action plans to be implemented during 2020- 2021.

- Engage Year: **Inquiry & Analysis** ESLO
    - Engage year activity will be a joint effort between the Assessment Executive Committee, the Inquiry & Analysis ESLO Committee, and the Commission on College Teaching, centered on scaffolding inquiry skills across multiple courses in a curriculum, and beginning with a workshop at the Oregon Tech Excellence in Teaching conference during fall convocation 2019. This ESLO committee had a week of professional development activities to engage faculty.

- Evaluate Year: **Communication** ESLO
    - Communication ESLO committee reflected on implementation of "engage" activities from the prior year and recommend any areas to carry out targeted re- assessment to determine if activities produced the desired impact. This work is expected to focus on student performance within the technical communication courses, where the Communication Department is continuing to develop and roll out revisions to existing course as well as new technical communication courses to better meet programmatic needs.

- Reflect Year: **Diverse Perspectives** ESLO
    - As the first "Reflect" year in the six-year ESLO assessment cycle, Diverse Perspectives stepped back to consider creative and broad-based options for increasing the success of all students at this outcome. This may include looking at best practices from other institutions, examining other frameworks for integrating Diverse Perspectives into university curricula, and considering how implementation of Diverse Perspectives into curricula might unfold, given the currently stalled status of comprehensive general education reform.

ESLO 2019-2020 End of Year Reports:

- **Inquiry and analysis:**

Committee members: Sandra Bailey, David Hammond, David Johnston, Dawn Lowe-Wincentsen, Ryan Madden, Jeff Pardy
Per the 6-year assessment cycle Inquiry and Analysis was in an engagement year for 2019-2020. The committee took two main paths to engagement - a week of engagement activities, and investigation on an assignment library.

Engagement week, February 23-28, 2020

The intent was to have a week of activities that had tie into Inquiry and analysis. Planning was done by the committee members in connection with CCT and other interested parties. Various committee members and others planned and hosted different events. Events were offered simultaneously at Portland Metro and Klamath Falls campuses with online engagement options through skype. Events were advertised via CCT Newsletter and all faculty email.

- Book discussion on Factfulness: Factfulness by Hans Rosling was the CCT summer reading book in 2019. We developed further questions to get participants to think about bias at different levels, and to investigate perception vs. truth in statistics.
- Assignment design workshop: This workshop is intended for small groups who already have assignments to work on them together and adapt them in a group setting. The workshop has successfully been offered at Oregon Tech before.
- Copyright game: This copyright workshop was developed to run as a gameshow. There were 4 categories of questions from information on the teach act, using materials in the electronic classroom and more advanced cases. Marketing donated prizes for participants.
- What is inquiry – Student perspectives: This session was meant for students to give short talks on what inquiry means to them. Unfortunately, the students who were interested were not available.

There was low engagement at all these events. Reflection from the committee was to make sure high level is engagement in activities and support, and interest to attend. There needs to be encouragement and support to become involved from the department and administrative level. There was a feeling of stalled process from the previous general education reform. Gathering more faculty buy in for engagement is needed for future successes.

Assignment library

The committee investigated an assignment library where faculty could post and share assignments related to inquiry and analysis. Options for hosting were Canvas and Teams/ Sharepoint. The committee would need to recruit faculty to share their assignments. It was intended that assignments used in the assignment workshop would be the start of this collection.

Future directions

Through the work of assessment, the committee has begun to look at adaption, to better meet the needs of accreditation. For 2020-2021 the committee will be working on assessment.

- **Diverse Perspectives**:

Committee:	Diverse Perspectives
Chair:	Veronica Koehn
Committee Membership:	Barry Canaday, Dibyajyoti Deb, Kristy Weidman, Kyle Chapman, Wakaya Wells

What were the committee charges this year?

As will be explained later, GEAC kind of deflated at the end of AY2018-2019. I was part of GEAC, and we saw our efforts to fully integrate the ESLOs into General Education stall.

This left the Diverse Perspectives committee (and possibly others, but I know for sure it affected Diverse Perspectives) lacking clear charges for AY2019-2020. I believe we were tasked with two informal ad hoc charges:

1. Consider what, if anything, to pair with Diverse Perspectives so that we can get our six-year assessment cycle condensed down to a three-year cycle;

2. Consider how to integrate the new Northwest-mandated Cultural Sensitivity and Global Awareness outcomes into the existing Oregon Tech Diverse Perspectives outcome.

What did the committee accomplish this year?

1. We met as a group (virtually) in Winter 2020 to discuss options for pairing the Diverse Perspective outcome with one of the other five existing ESLOs. We ended up continuing our conversation over email in the following week or two after our meeting. We decided to recommend pairing ethics and diverse perspectives as ethics need to ground any action with the Other.[1] Due to the new outcome mandates handed down from Northwest (explained in point 2 of this subsection), we ended up not pairing Ethical Reasoning with Diverse Perspectives.[2]
2. During Spring 2020, I had two meetings with Janette Isaacson, Chair of Assessment. Northwest decided that all Northwest-accredited schools needed to address two additional outcomes, Cultural Sensitivity and Global Awareness. We have decided to merge these two outcomes into our existing Diverse Perspectives outcome. In a way, the Northwest mandate brought our outcome full circle. Oregon Tech originally had a Cultural Awareness outcome (an ISLO at that time). When the school decided to revise the general education and put together the General Education Review Task Force (a.k.a., "GERT Force"), GERT-Force created multiple subcommittees. In my second year at Oregon Tech, I was asked to chair one such subcommittee, the Outcomes and Assessment subcommittee. Through my work on this subcommittee, I realized that Oregon Tech had never assessed the Cultural Awareness outcome. How can something be an institutional-wide outcome if it has never been assessed? Looking through some assessment reports, we found out that programs would just opt out of assessing Cultural Awareness in their programs. The reason? Based on the way that the outcome was worded, only one course, COM205: Intercultural Communication, aligned with the outcome. While COM205 is a general education option, there are not a lot of programs that require their students to take it. The lack of buy-in to the original Cultural Awareness outcome led to the creation of the Diverse Perspectives outcome, which came with a much broader definition of diversity than just culture. I was nervous when Janette told me that we were almost going back to the outcome that we worked pretty hard to change several years ago, but when Janette told me we could use any rubric, I realized we might be okay as departments seemed to be able to see how they could use the Diverse Perspectives rubric to assess work in programmatic classes, and I am anxious to see where we go with our new Diverse Perspectives/Cultural Sensitivity/Global Awareness outcome in the future.

What issues and/or additional responsibilities arose this year that influenced the work of the committee?

1. As noted above, as a member of GEAC in AY2018-2019, I left our end-of-the-year meeting in Spring 2019 feeling kind of down. I got the impression that GEAC had basically decided to take a year-long (or more) time-out; given that Andie Fultz in my department serves on GEAC and told me that the group has not yet met this year, I believe that my reading of the situation last spring was correct. Not having GEAC meant that we did not have any general-education focused charges, nor did we have one of the committees who was supposed to oversee courses tagged as Diverse Perspectives. While I would have liked to have continued tagging courses for Diverse Perspectives, I opted to not put out a call for course submissions as I was not sure what would happen to any courses tagged this year. My hope is that our new Director of Academic Excellence and/or our new Provost can breathe new life into GEAC, a group left deflated after the previous provost basically killed six years of their work.
2. COVID-19 kind of put a halt on everything. I found out during week 9 of spring term that next year is the engage year for Diverse Perspectives under our new three-year cycle. I would have liked to have met with the Diverse Perspectives committee to come up with some ideas for engaging faculty at Convocation, but I fear that there is not enough time, given that it is nearly week 10 of Spring term, and I am not sure how an engage activity would look at a virtual Convocation anyway.

Given what you have learned this year, what goals/charges do you recommend this ESLO committee focus on in the upcoming year?

1. Under the new three-year ESLO cycle, Diverse Perspectives will be in their "Plan" year, which involves coming up with plans to act and engaging the campus. A few years ago, Diverse Perspectives was the first group ever to have an "engage" year, and I believe that we can use some of the same engagement techniques that we did then. For one, we had Campus Life note any Diverse Perspectives event on their calendars (which appear on bulletin boards and in the

[1] For evidence of how and why this claim is true, one only need to look at any news story that is referencing the killing of George Floyd.

[2] Interestingly, before I talked with Janette during week 9 and found out we would not be pairing Diverse Perspectives and Ethical Reasoning. I had seen the links between ethics and diverse perspectives reinforced in my Communication Ethics class. I have the students do six smaller papers and one large final paper. Their last smaller paper was about ethical codes, and it was due on May 29th. They have to find the ethical code for the profession that they are going in to, find a clear case of a decision being made that was either justified as ethical or believed to be unethical, and fully analyze the case in terms of the code of ethics. In the Communication program, several of our students are entering the law enforcement field. A few students in my Communication Ethics class who are planning on entering law enforcement pulled up the law enforcement code of ethics and analyzed the George Floyd case; another looked at the delayed arrest of the men who killed Ahmaud Arbery and how that delay relates to the code of ethics for law enforcement officers. The papers were great and, to me, reinforced that, if we were to pair up Ethical Reasoning and Diverse Perspectives, it could work—just in case assessing Communication, Teamwork, and Ethical Reasoning in a single year winds up being a bit too much of an ask . . .

bathrooms) with "DP" so that students could start to see the connections between events on campus and the Diverse Perspectives outcome. We also worked to engage the faculty, holding a couple of workshops for faculty. We had one workshop where we taught faculty about the Diverse Perspectives rubric and worked to assess student work and one where we worked on assignment design for professors to use in their own classes. I would love to have a third workshop (in the following year) where we have an "Assessment Day," as I find the "Assessment Day" to be a great way to work on norming and to ensure that multiple people are assessing student work.

2. We also need to plan to assess Diverse Perspectives in AY2021-2022. While the lack of buy-in decreased after we moved from Cultural Awareness to Diverse Perspectives, there were still some programs that had a hard time seeing how diversity applied to their programs (seriously—and one of these programs is about 80% male and still does not see any way to analyze diversity in their program). I know that we are really going to have to come up with a clear plan to ensure that as many programs as possible actually assess this outcome, and I am open to suggestions on how to do that.

- **Teamwork:**

Teamwork ESLO Committee Report for 2019-2020

Committee Members: Josie Hudspeth, Don Lee, Don McDonnell, Kevin Brown, Trevor Petersen (Chair)

This academic year the Teamwork ESLO Committee accomplished multiple tasks.

1) We developed a 19-question Qualtrics survey based on the Team and Group Work Rubric to measure students' perceptions of the teamwork skills of the teams they worked in. Instructors of 53 teamwork related classes were invited to ask their students to take this assessment. 401 students from 24 classes completed the survey.

    a. From this data we learned that students perceive that their student group's top 5 teamwork relative strengths include the following in order:
        i. *All members shared a common objective/purpose and group achieved goal (3.57)*
        ii. *Realistic, prioritized and measurable goals were agreed upon and documented (3.55)*
        iii. *Most members attended all meetings (3.54)*
        iv. *Members moved team toward the goal by giving and seeking information or opinions, and assessing ideas and arguments critically (3.47)*
        v. *Group reached consensus on decisions and produced detailed plans for actions (3.46) and Members always recognized and adapted to difference in the background and communication style of other group members (3.46)*

    b. From this data we learned that students perceive that student group's top 5 teamwork relative weaknesses include the following in order (although all scores exceeded 3 out of 4):
        i. *Subgroups were absent (3.27)*
        ii. *Leadership roles were clearly defined and/or shared (3.32)*
        iii. *All members contributed significantly to discussions, decision making, and work (3.32)*
        iv. *All members welcomed disagreement and used difference to improve decisions (without just voting) (3.35)*
        v. *Members consistently and effectively fulfilled roles and responsibilities (3.37)*

2) We also created a 19-questions Qualtrics survey based on the Team and Group Work Rubric where instructors could rate the teamwork skills of each group in their class using a convenient spreadsheet like entry method to reduce the time required and increase the convenience of using this measure. A scale from (1) "Low Proficiency" to (4) "Highly Proficient" was used. Instructors of 55 teamwork related classes were invited to take this assessment. 17 faculty completed the survey.

    a. From this data we learned that instructors perceive that student's top relative strengths include:
        i. *All team members shared a common objective/purpose and group achieved goal*
        ii. *Members used effective decision making processes to decide on action*

iii. *Members always recognized and adapted to difference in the background and communication style of other group members*
iv. *Members reflected on group process, provided feedback to other group members and made changes as necessary*
v. *Members supported and encouraged each other, and communication patterns encouraged a positive environment that motivated the team and built unity and trust*

b. From this data we learned that instructors perceive that student's top 5 teamwork relative weaknesses include the following in order (although all scores exceeded 3 out of 4):
   i. *Members were motivated and assignments were completed in a timely matter*
   ii. *Members consistently and effectively fulfilled roles and responsibilities*
   iii. *All members contributed significantly to discussions, decision making, and work*
   iv. *Members moved team toward the goal by given and seeking information or opinions, and assessing ideas and arguments critically*

3) We identified and recruited multiple undergraduate and graduate level instructors of teamwork based classes, an internship coordinator, coaches, campus life and residence life staff to an end of the year Zoom focus group to receive their verbal qualitative input regarding how they form and evaluate groups and what trends they observe regarding students' teamwork strengths and weaknesses. Attendees were divided into 4 Zoom breakout rooms of 4 or 5 participants to discuss a series of teamwork related questions. They were also able to share helpful best practices related to teaching teamwork and supporting students engaging in team projects.

   a. From this qualitative data we learned the following:
      i. *There is considerable variance between classes regarding how students groups are formed (e.g., self-selected, randomly, based on personality characteristics, based on knowledge/skill level, based on convenience), how much structure and support/intervention is provided by the instructor (little vs. providing team charter template, team member initiation template, meeting agenda/minute template, etc.), sizes of groups, length of group membership (weeks to years), how groups are evaluated (e.g., self-assessment, by their peers, by the instructor, by their final product, or by a combination of these), and whether dismissal from a group is possible and how.*

   b. From this qualitative data the following strengths were identified:
      i. *Delegation skills*
      ii. *Conflict resolution skills*
      iii. *Ability to compromise*
      iv. *Leadership skills*
      v. *Organizational skills*
      vi. *Peer camaraderie and support*

   c. From this qualitative data the following weaknesses were identified:
      i. *Individualistic pursuits instead of focus on team goal*
      ii. *Each taking on a different part of the project and working on it individually/separately instead of working together*
      iii. *Lack of cohesion of final product*
      iv. *Taking group differences personally*
      v. *Inconsistent effort across time by group members*
      vi. *Certain group members take over group and do most of work*
      vii. *Certain group members engaging in social loafing*

4) Finally, the Teamwork ESLO Committee has reviewed the detailed assessment data results collected this academic year, as mentioned above, and is preparing to present it during the upcoming OTET Conference and Convocation, so that the university can use these results to make meaningful changes to how we teach/train students in teamwork and how we design teamwork projects.

- **Communication:**

The Communication (COM) ESLO Committee focused our "Evaluate" year on revising the COM ESLO Rubric. The revision would effectively build on our Spring 2019 Workshop (co-hosted with the Commission on College Teaching) and other work during our 2018-19 "Engagement" year. Due to the additional time constraints caused by the Covid pandemic we were unable to complete the revision, but we have a good start for 2020-21's "Planning" year in the newly proposed, 3-year assessment cycle.

We took the Diverse Perspectives (DP) ESLO Rubric as a model for our revision, because it is both the most recently revised ESLO rubric (being directly ahead of COM in the 6-year assessment cycle) and an extremely effective rubric. Particularly effective is how it highlights differing levels of ability—foundation, practice, and capstone—in addition to the usual proficiency rankings. Also worth noting is the relative simplicity of its design with four criteria that all the same address complex concepts.

Initially, we attempted to simply add the level highlights and consolidate criteria for the COM rubric, but during our Winter Term meeting the committee determined that a more radical overhaul would be useful. If the criteria were made to be more general, as with moving from criteria like "support and documentation" and "style and conventions" to criteria like the DP Rubric's "know," the assessments done would be more adaptable to the structural and stylistic conventions of differing disciplines. Further revising the COM ESLO Rubric along these lines and developing assignments, hopefully in collaboration with other ESLOs in order to share assessment materials, will be the work of the 2020-21 assessment year.

- **Ethical Reasoning**:

Committee Members: Franny Howes (chair), Communication; Yasha Rohwer, Humanities and Social Sciences; Travis Lund, Natural Sciences; Rachelle Barrett, Medical Laboratory Science. Ken Davis from Mathematics was an acting member of the committee this year having expressed interest during our Convocation event but was not on the official roster.

Committee Activities:
The committee's major charge this year was to analyze the results of last year's assessment of the Ethical Reasoning outcome. However, this was complicated by our struggle to get enough reviewers to assess artifacts last year, and so we actually began Fall 2019 by catching up with one last round of assessment.

Accomplishments:
We completed our assessment of the ER outcome with the assistance of Seth Anthony as he wrapped up his administrative role as Director of the Office of Academic Excellence. After he left that role we have worked with Janette Isaacson to stay connected to university-wide accreditation and assessment conversations.

We found that "Some Proficiency" was the modal rating of our assessment in each category of our rubric overall. Students in HAS scored higher on our assessment than students in ETM. Students were slightly better at recognizing ethical situations and making ethical decisions than they were at demonstrating knowledge of ethical theories and showing the logic behind their ethical reasoning.

Many of the findings of the assessment matched our committee's perceptions and expectations since it was founded. Some qualitative observations follow:

- Oregon Tech faculty have an inconsistent understanding of Ethical Reasoning and would benefit from professional development on ethical theories and how to apply them. The book chosen for our Convocation common read by CCT is a great start in supporting all of our learning in this area.
- In addition, we observed confusion over the difference between a grading rubric and a curricular assessment rubric. The assessment rubric was being used for student evaluations in some inappropriate ways.
- Some assignments assessed "low" on the rubric because they didn't actually ask students to perform all of the tasks that our rubric assesses. It's possible that students might have assessed higher if the assignments had been designed differently.
- Finally, faculty would also benefit from assignment design training and support related to this outcome. However, given the difficulty getting faculty to attend non-mandatory assessment events, the delivery mode of this training should be considered carefully.

Additional:
Due to the move to the three year assessment cycle replacing the six year cycle at the request of NWCCU, instead of "Engage" happening next year, we will be both doing engagement work and having a "Plan" year for the ER outcome to be re-assessed in 2021-22.

2020-2021 Planning and Schedule Change from 6 year assessment cycle to a 3 year cycle

NWCCU Standards were updated in Jan. 2020 and include student learning outcomes, student success and achievement measures. Student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Student Learning

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

1.C.5 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.

1.C.6 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. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Student Achievement

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Definitions. The Handbook assumes faculty know the definition of terms used. I think we should define those. For example, student learning outcomes are categorized as follows:

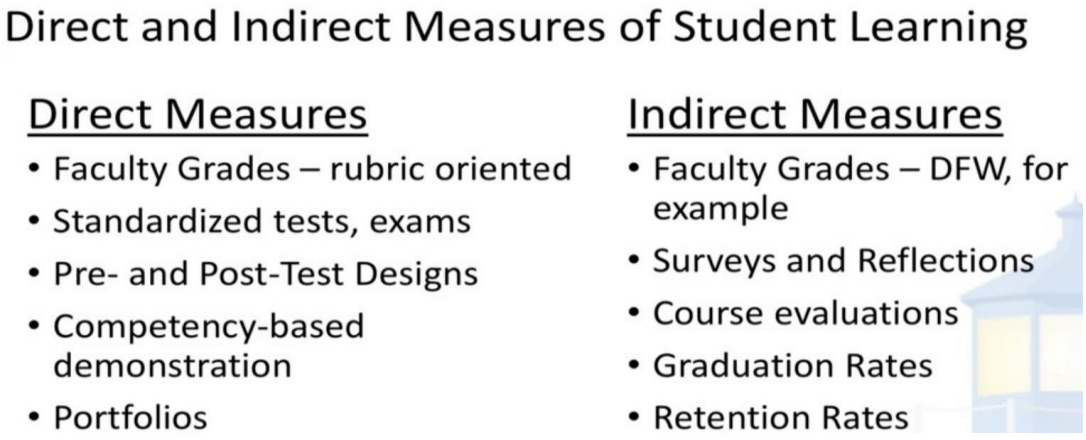
a. Course Student Learning Outcomes (CSLO or SLO) – Student learning outcomes limited to the course subject only. Students achieve them by attaining a faculty member's success criteria for each learning outcome (not completing a course.)

b. Program Student Learning Outcomes (PSLO or PLO) – Learning outcomes students achieve by completing requirement of the program. Program learning outcomes are defined by program faculty and or program accreditation agencies, if any. The program learning outcomes are typically demonstrated by what students can do.

c. Institutional or Essential Student Learning Outcomes (ISLO/ESLO or ILO/ELO) – Student learning outcomes students achieve by completing degree requirements. Institutional or Essential Student Learning Outcomes are broad learning outcomes; they are not major specific but may be integrated and assessed in program courses.

Three-year cycle: NWCCU felt that our 6- year cycle was to long and that we were not showing improvements quick enough. The three-year cycle is based on Plan, Assess and Act. This insures that the improvements we are making are implemented in a much faster cycle.

Direct and Indirect Measures: When performing assessment activities is it recommended to use 2 direct and one indirect method of measurement. Below is a list of direct and indirect measures that NWCCU recommends.



Academic Assessment: Three-Year Cycle

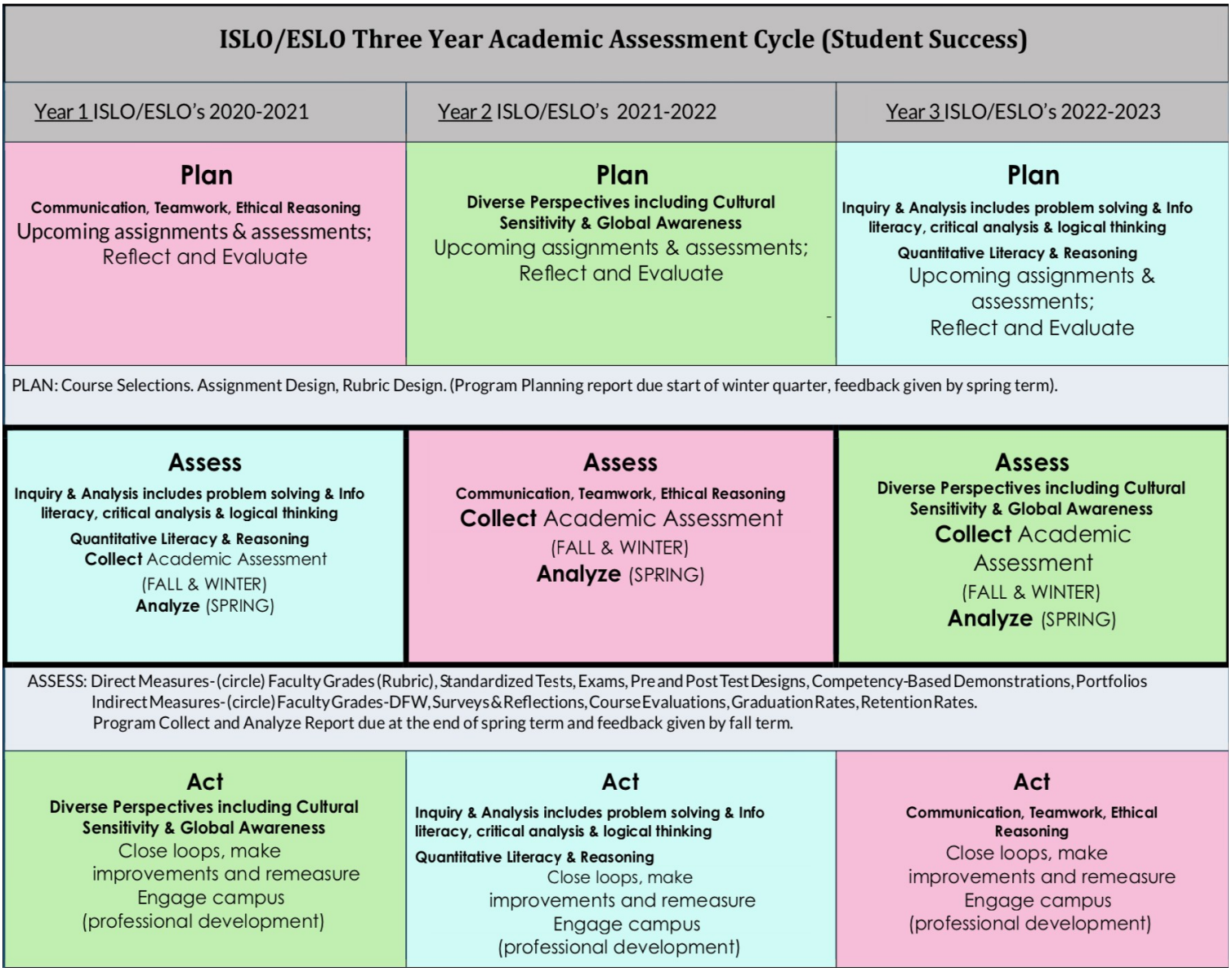


Figure 1: Oregon Tech ISLO/ESLO Three Year Cycle of Academic Assessment

ESLO Assessment Activity, 2020-2021- 3-year cycle of Assessment

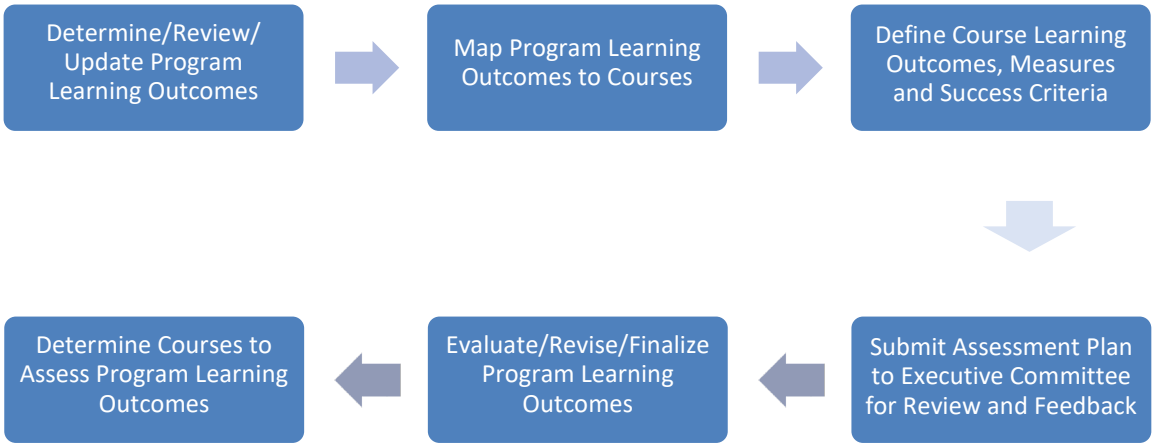
- Plan Year: Teamwork ESLO, Ethical Reasoning ESLO, Communication ESLO
    - These three ESLO Committees are going to plan for a year and assess next year. They will focus on helping faculty design assignments, rubrics and assessment activities to be implement in 2021-2022. At the end of this 2020-2021 academic year, a planning report is submitted along with the regular assessment report.
- Assess Year:
    - Both Inquiry & Analysis plus Quantitative Literacy will be collecting data and analyzing them for academic year 2020-21.
    - In addition, those ESLO Committees will be integrating new NWCCU characteristics into their committees. Inquiry & Analysis will expand to include problem solving & information literacy, plus critical analysis and logical thinking. Quantitative Literacy will include Quantitative Reasoning

- Act Year:
    - Diverse Perspectives will have a year to take actions. Actions include closing the loops, trying strategies and re-measuring, and engaging in professional development.
    - The purpose of the Action year is to improve on student success.
    - In addition, Diverse Perspectives is expanding to align with the new NWCCU standards to include cultural sensitivity and global awareness.

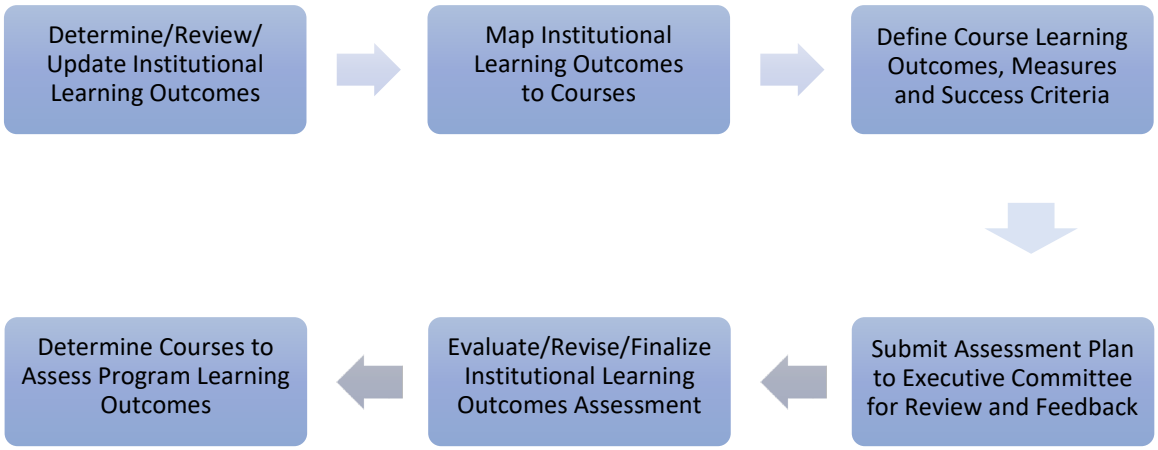
Plan: Begin Fall Term

Planning begins in the fall to plan out the assessment process for both the PSLO's and the ESLO's / ISLO's for next year.

Plan: PSLO's



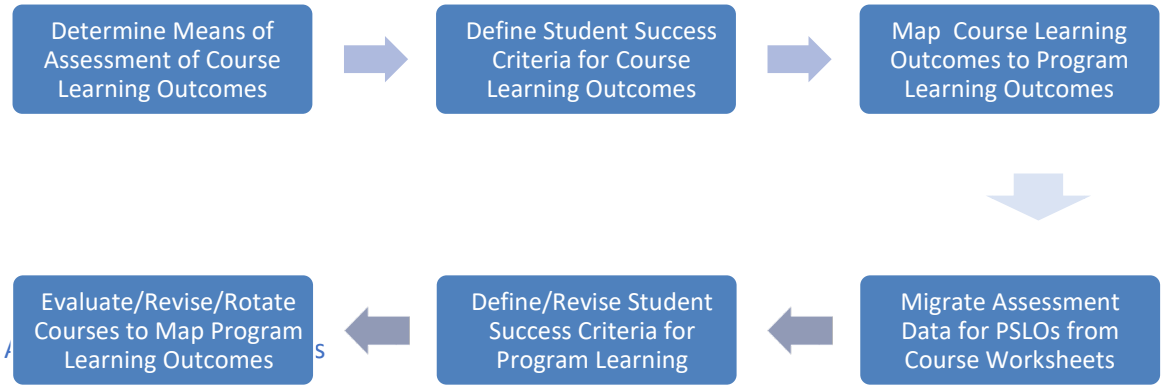
Plan: ESLO's / ISLO's



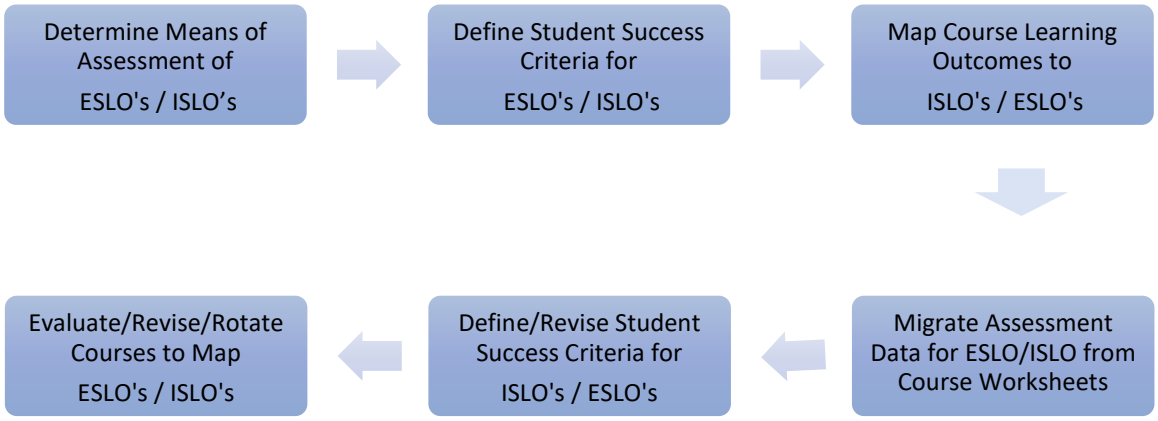
Assess: Begin Winter Term

Assessment on the current year PSLO's and ESLO's / ISLO's can begin at any point in the academic year, but evidence of direct and indirect measures of completed assessment results are included in your end of the year Assessment Report.

Assess PSLO's



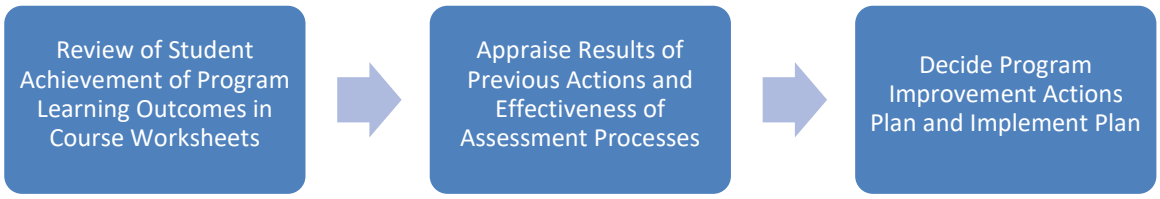
Assess ESLO's / ISLO's



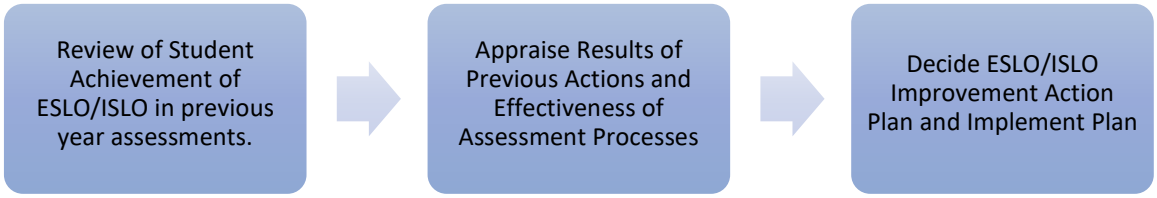
Act: Begin Spring Term

Actions can begin at any point in the academic year, but evidence of action completed (current academic year) on both PSLOs and assigned ESLO's / ISLO's should be included with your Assessment Report at the end of the year.

Act: PSLO's



Act: ESLO's / ISLO's



- Plan Year: Teamwork ESLO, Ethical Reasoning ESLO, Communication ESLO
  - These three ESLO Committees are going to plan for a year and assess next year in conjunction with program faculty. They will focus on helping program faculty design assignments, rubrics and assessment activities to be implement in 2021-2022. At the end of this 2020-2021 academic year, a planning report is submitted along with the regular assessment report.

- Assess Year:
  - Program faculty will collect data and analyze them for both Inquiry & Analysis plus Quantitative Literacy for academic year 2020-21. The data and analysis will be forwarded to the respective ESLO committee to review and feedback.
  - In addition, those ESLO Committees will be integrating new NWCCU characteristics into their committees' scope. Inquiry & Analysis will expand to include problem solving & information literacy, plus critical analysis and logical thinking. Quantitative Literacy will include Quantitative Reasoning

- Act Year:
  - Diverse Perspectives will have a year to take actions. Actions include closing the loops, trying strategies and re-measuring, and engaging in professional development.
  - The purpose of the Action year is to implement plans to improve on student success.
  - In addition, Diverse Perspectives is expanding its scope to align with the new NWCCU standards to include cultural sensitivity and global awareness.

Fill out when the course is finished being taught and only for courses that support either a PSLO or a ESLO/ISLO! This is course worksheet was added to the faculty dashboard in order to track student achievement of learning outcomes that support PSLO's and ESLO's/ISLO's. This also compares the achievement of learning outcomes with DFWI disaggregated data that we can be tracked from quarter to quarter. It further identifies learning outcomes not met compared to drop-out, failure, withdrawal and incompletes in a class, and disaggregates the data for under-represented students, first generation and low socio-economic status.

TECH WEB Course Worksheet Example

Course Name

Department, Program and/or College)
Alpha Course Identifier, Course Registration Number (CRN) and Section)
Credit Hours
Class Day/Time
Term, Year
Course Instructor

CATALOG COURSE DESCRIPTION

Insert the course description, as published in the most recent University course catalog on Oregon Tech website.

PREREQUISITES AND COREQUISITES

List all prerequisite and/or co-requisite, if any, courses required by the university and/or program. If no prerequisite and/or co-requisite courses are required, type "None" after the header.

STUDENT LEARNING OUTCOMES

List Student Learning Outcomes (SLOs) in the course. Identify those learning outcomes that are Program Learning Outcomes and/or Institutional Learning Outcomes, if any. Several examples of SLOs are provided below.

Example

Upon completion of this course, the student will be able to:

1) Identify ethical and non-ethical choices used in…
2) Apply ethical reasoning when constructing arguments for…
3) Construct arguments using ethical principles to…

GRADING

Grading information is required on all student learning outcomes covered in the course. This includes detailed information about how student performance is evaluated.

Example:

STUDENT LEARNING OUTCOMES	Quizzes	Midterm Exam	Final Exam	OUTCOME ACHIEVED (YES=1, NO=0)
SLO 1	60%	75%		1
SLO 2		70%	76%	1
SLO 3	70%		80%	1
SLO 4	68%		65%	0
SLO 5		70	80%	1
STANDARD	**70%**	**70%**	**70%**	

STANDARD OF SUCCESS: A minimum of (70%) of the students will achieve 75% or better answering questions

INSTRUCTOR'S COMMENTS:

1. **Student Learning Outcomes. Students achieved all SLOs except SLO 4. Additional practice is expected to improve their score.**

2. **Student Success Gaps. What is your DFWI rate for this course this quarter for this class? _____**

    a. **If over 20%, what is your plan to improve (Strategies) the DFWI rate of this course.**

    b. **If it is over 20%, please break it down across gender, racial groups, first generation students, and socio-economic status.**

    c. **Is there an equity gap?**

        ☐ **No**

        ☐ **Yes. If yes, how to plan to close the equity gap (strategies) in this course?**

3. **Did any of your student's demonstrate any particularly notable achievements this term?**

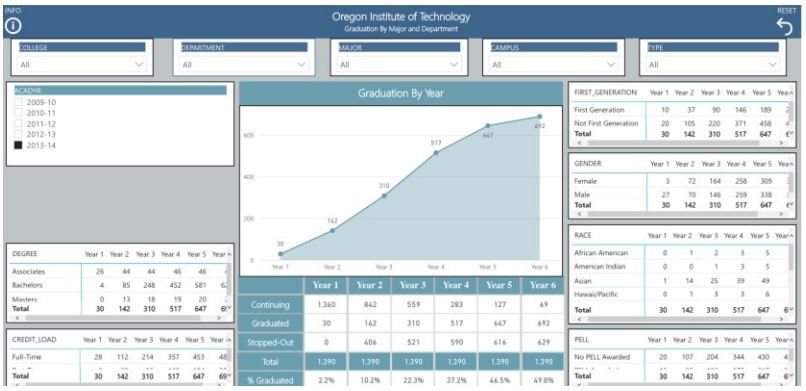
Equity Gap Dashboards

https://www.oit.edu/faculty-staff/institutional-research/dashboards

(Access restricted to chairs, deans and pilot programs only-will be opened to all faculty at Convocation 2020)

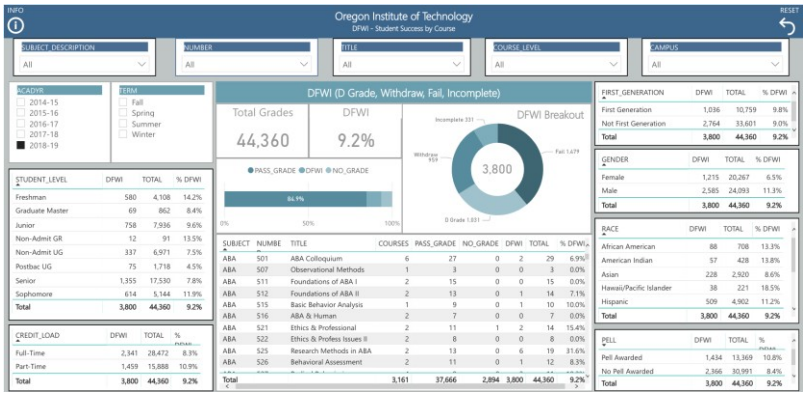
Retention

Tracks retention of new degree seeking students over 4 terms (figure 6)



Graduation and Persistence

Tracks persistence and completion of new degree seeking students (figure 7)



DFWI (D Grade, Fail, Withdraw & Incomplete)

Provides DFWI rates by course (figure 8)

A summary of our pilot data equity gap data can be found in Appendix I on page 42.

OIT Dashboards

Equity Gap Dashboards Reflection Questions

1. Retention Dashboard:
    - What is the retention rate for all students in your program?
    - How do retention rates compare across gender, racial groups, for first-generation students, and for low socio-economic students (Pell grant eligible)?
    - What opportunities did the comparative data create for improvement?
    - What actions do you plan to take to improve retention rates in your program this coming year?

2. Graduation Dashboard:
    - What is the graduation rate for all students in your program?
    - How do retention rates com- pare across gender, racial groups, for first-generation students, and for low socio-economic students (Pell grant eligible)?
    - How do you plan to improve graduation rates in your program this coming year?

3. Student Success Dashboard:
    - List courses with DFWI rates greater than 20% and include disaggregated data across gender, across all racial groups, for first-generation students, and for low socio-economic students (Pell Grant eligible)?
    - What are the gatekeeper courses in your program? How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

4. After looking at the dis-aggregated data from all three dashboards; list the top three equity gaps that the data show in your program and briefly discuss plans (strategies) to try to close them?

5. What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?

DFWI D = D Grade F = Fail W = Withdraw I = Incomplete

Continuous improvement evidence collection

Program Reflections Questions on your past year improvements

- What changes and improvements overall did you make in your program last year and why?
- What changes in budget or resource allocations did you make in your program last year and why?
- What curriculum changes did you make in your program this last year and why?
- What improvements do you plan for next year that will influence job success?
- What are your greatest student success and achievement stories that you have had in the last year?

Program and Institutional Learning Outcomes Assessment

Overview

On an annual basis, each degree program at Oregon Tech assesses programmatic student outcomes and identifies needed improvement activities based on this analysis, following up as needed after the implementation of those improvements to determine if planned improvement has occurred. This work is summarized in an annual program assessment report submitted for each program, with a due date of October 31 of each year.

To carry out this work, each program is expected to:

- Organize an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review program mission, educational objectives, and student learning outcomes.
- Update a (typically) three-year rotational plan for assessing student learning outcomes.
- Map each program student learning outcome to the program curriculum, indicating where the outcome is learned and assessed, updating that mapping as curricular changes occur.
- Develop/review performance indicators for 2020-2021 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2020-2021 student learning outcomes scheduled for assessment.
- Implement and re-assess planned improvements from prior year's assessment work.
- Analyze student exit data collected by the Office of Academic Excellence.
- Utilize the institutional assessment software (Portfolium) to compile program assessment records, including student work samples and scores, as appropriate (use of Portfolium software is not presently required, but recommended, as some programs already have effective internal processes for tracking this work)
- Submit annual assessment write-ups, including summaries of assessment data, data analysis, and any resulting action plans for program improvement.

Department chairs are responsible for academic program assessment but may delegate the work to faculty, e.g., program assessment coordinators. The tasks and timelines for 2020-2021 assessment processes are included in this plan as Appendix F.

The Assessment Executive Committee provides overall guidance to the campus for its ongoing program assessment efforts. The institution requires that all undergraduate and graduate degree programs create a manageable assessment plan, focusing on program-specific learning outcomes created by each academic department and informed by relevant constituencies.

Many of Oregon Tech's programs have discipline-specific accreditation requirements. In most

cases, the assessment requirements for specialized accreditation are congruent with Oregon Tech requirements. Where possible, Oregon Tech encourages faculty to use data-based assessment processes, their improvement plans and the resulting assessment reports submitted to these external accreditation bodies as evidence of their program assessment activities for Oregon Tech as well.

The Assessment Executive Committee Chair supports program assessment efforts; including formal meetings of the Assessment Commission, regular one-to-one work sessions and consultations with program faculty responsible for assessment, training on assessment topics, regular reminders of assessment tasks and timelines, feedback on assessment efforts, and tracking of progress by each program.

The Executive Committee recommends that each program perform at least three assessment measures for each PSLO under review—two direct measures at the upper division level and one indirect measure to accompany one of the direct measures. Beyond these guidelines, the faculty are free to select the assessment measures that are deemed most appropriate for each program.

During the 2019-2020 academic year, The Office of Academic Excellence and the Assessment Executive Committee:

- Provided assessment orientation as a component of new faculty orientation.
- Provided training for new department assessment coordinators.
- During Winter 2020 and Spring 2020, completed Oregon Tech's third round of annual campus-wide review on all program assessment reports and provided feedback to all programs using an institutional rubric adapted from a best practice rubric from James Madison University. Summary statistics are provided in Appendix G.
- Revised Oregon Tech' Program Assessment Report Guide, which serves as a step-by-step guide in best practices in Assessment. This Program Assessment Report Guide is available on the Oregon Tech website at http://www.oit.edu/assessment.
- An updated 2020-2021 Assessment Guide was developed to help faculty with assessment tools, processes and information to meet the additional new requirements of NWCCU 2020 Standards, including dashboards, reflection questions, equity gaps, three-year cycle, etc. The new assessment guide is found on the assessment web page.
- 2028-2019 Assessment Reports https://www.oit.edu/faculty-staff/provost/academic-excellence/assessment/reports

During the fall convocation, the Chair of the Assessment Commission positioned the 2019-2020 tasks and timelines to all program assessment coordinators. This plan included the ongoing requirement that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes of the academic department.

As a benchmark for these future improvements; as of the preparation of this report at the end of the academic year, 40 of 53 programs submitted reports were received (75%) and reviewed with feedback given to programs. In response to Student Exit Survey data, the Environmental Sciences major has identified gaps in advising and course scheduling, that they are working to remedy through improved internal communication and scheduling processes.

Program and Institutional Academic Assessment Plans, 2020-2021

During the upcoming academic year, the Assessment Executive Committee plan to continue to support excellence in program and institutional level assessment activity as follows:

- Continue to clarify and formally articulate the expectations for program assessment coordinators, with an updated assessment guide and training at convocation.
- Encourage and support program faculty to actively engage in academic assessment of their program and to create processes to make meaningful improvements in their student learning experience.
- Encourage Dept. Chairs and Deans to provide leadership and support for systematic, continuous assessment processes involving all program faculty aimed at improving student learning experience.
- Provide timely feedback to programs from their program report review process by moving program assessment report review schedules earlier during the academic year.
- Help programs identify equity gaps for underrepresented students and first-generation students and provide guidance to begin to close those gaps.
- Track learning outcomes and withdrawals/failures to complete courses to better identify areas where students are not being successful and disaggregate that data in alignment with measuring student achievement of learning outcomes.
- Help faculty effectively use the new three-year cycle for assessment of student learning outcomes and evaluate success of the Plan, Assess and Act phases.
- Explore development of a Canvas or Qualtrics shell for completion of program reports, to streamline and simplify program assessment reporting.
- Continue to build out materials and resources to support program assessment activity within Portfolium.
- Continue to revise program assessment guides and materials based on identified strengths and weaknesses of the 2019-2020 program report review.

Other Assessment Activities

Other Institution-Level Activities

Oregon Tech assesses the level of student engagement at the freshmen and senior levels through use of the online National Survey of Student Engagement (NSSE). The results from this survey are shared with the Assessment Commission, the Commission on College Teaching, the General Education Advisory Council, the Student Affairs staff, and the Oregon Tech faculty.

The Office of Academic Excellence, in collaboration with Career Services and other campus offices, conducts an annual Student Exit Survey. The Student Exit Survey also includes ESLO and PSLO related questions, the results of which are also provided to individual programs as input for program assessment activities. Coordination of this survey through the Office of Academic Excellence has yielded markedly improved response rates in recent years. Career Services conducts its own graduate survey, using Handshake to gather graduate placement and salary information. This information is also reported to academic programs.

Table 2. Schedule of Oregon Tech Institutional Assessment Activities

Instruments	Three year Cycle of Assessment	Last Administered	Next Administered	Responsible Office
New Students				
BCSSE*	Three years	Fall 2014		Student Success Center/Retention
Math/writing placement exams	Every term			Student Success Center
Enrolled Students				
NSSE/FSSE**	Three years	Spring 2018	Spring 2020	Academic Excellence
Oregon Tech ESLOs	Every year			Academic Excellence
Student Exit Surveys	Every year			Academic Excellence
Alumni				
Graduate Surveys	Every year			Career Services

*BCSSE: Beginning College Survey of Student Engagement collects data about entering college students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first college year.
**NSSE: National Survey of Student Engagement measures engagement in six High-Impact Practices and provides ten Engagement indicators. FSSE (Faculty Survey of Student Engagement) is a parallel instrument aimed at faculty.

Other Assessment Activity, 2019-2020

The Committee and Office of Academic Excellence completed the following other institutional assessment work during the 2019-2020 academic year:

Campus Wide Coordination

- Coordinated and administered the Student Exit Survey for all programs and reported results to Career Services and the Office of Strategic Partnerships.
- Provided substantial support in the attendance at NWCCU annual and regional meetings
- Coordinated with the Institutional Research Office to provide programs with enrollment, retention and graduation rates.

State and National Activities and Recognition

- The office of Academic Excellence sent a faculty member, Matt Frye to Indiana University Assessment Institute 2019 in November 2019.

Institution-Level Changes Made as a Result of Assessment

- In response to concerns implemented in the previous year, a new collaborative scoring approach was taken for analyzing Ethical Reasoning data. Although faculty participation was modest, discussions were engaging and productive, and yielded insights both about scoring work using Oregon Tech's Ethical Reasoning rubric and on improvement actions.
- Implementation of Portfolium as Oregon Tech's new assessment software began during this academic year. Initially, Portfolium has been used to collect and score ESLO-related student work, as we determine the best ways to support programs in its effective and efficient use.

As the Executive Committee concludes the academic year, the committee looks forward to the 2020-2021 year. We will present assessment results from 2019-20 during convocation in conjunction with the CCT Excellence in Teaching Conference and in collaborating with new academic leadership to enhance the value, impact, and efficiency of assessment activities.

A: Oregon Tech's Institutional Learning Outcomes (Essential Student Learning Outcomes)

Oregon Tech's Essential Student Learning Outcomes (ESLOs) support Oregon Tech's institutional mission. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech's degree programs.

The ESLOs reflect the institutional learning outcomes, broad expectations about the knowledge, skills, and abilities that Oregon Tech students will possess by the time they receive their degrees.. Achieving these learning outcomes will support Oregon Tech graduates in developing the habits of mind and behaviors of professionals and lifelong learners.

The following summaries are from the 2019-2020 Academic Year, there are changes in the 2020-2021 academic year that align with the new NWCCU standards released in Jan. 2020.

COMMUNICATION

ESLO 1: Oregon Tech students will communicate effectively orally and in writing.

Definition
Communication is the creation, development, and expression of ideas. The Communication ESLO differentiates between oral and written communication. The two forms of communication operate much the same but differ in the criterion *Style & Conventions* because of their differing forms of expression. Both forms of communication involve purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Criteria
The following are criteria used in the assessment of student work:

- Purpose & Audience: Identify a specific purpose, such as inform, persuade, or analyze, and utilize or create content appropriate to audience.
- Focus & Organization: Focus and organize content on a specific and appropriate organizing element: a thesis statement, purpose statement, or theme.
- Support & Documentation: Support claims with appropriate, relevant, and specific evidence, whether drawn from disciplinary knowledge, careful reasoning, or credible research, using the correct disciplinary approach to academic citation.
- Style & Conventions: Deliver content in spoken, written, or visual forms and media with professional and masterful content and form as appropriate to context.
- Visual: Employ and interpret high-quality visuals to illustrate, contribute to, or develop content.
- Justification: Articulate a clear rationale for communication choices, self-assess the quality of work, and elicit and use feedback to improve work.

This may be a separate assignment from the written or oral assignment used to assess the other criteria; this justification piece will ask the students to reflect on the deliberate choices they made during the composition process. While this is most often an implicit process, it will be made explicit for the purpose of assessment of at least one piece of written or oral communication.

INQUIRY AND ANALYSIS

ESLO 2: Oregon Tech students will engage in a process of inquiry and analysis.

Definition
Inquiry and analysis consists of posing meaningful questions about situations and systems, gathering and evaluating relevant evidence, and articulating how that evidence justifies decisions and contributes to students' understanding of how the world works.

Criteria
The following are criteria used in the assessment of student work:

- Identify: Identify a meaningful question or topic of inquiry.
- Investigate: Critically examine existing knowledge and views on the question or topic of inquiry.
- Support: Collect evidence based on the methodology or principles of the disciplines.
- Evaluate: Critically analyze and distinguish evidence obtained.
- Conclude: Come to a judgement based on evidence and understand the limitations and implications of that judgement.

ETHICAL REASONING

ESLO 3: Oregon Tech students will make and defend reasonable ethical judgments.

Definition
Ethical reasoning is the process of recognizing which decisions require ethical judgments, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

Criteria
The following are criteria used in the assessment of student work:

- Theory: Demonstrate knowledge of different ethical theories and codes.
- Recognition: Recognize decisions requiring ethical judgements.
- Logic: Demonstrate knowledge of the logic of ethical reasoning.
- Judgment: Make and support plausible ethical decisions.

TEAMWORK

ESLO 4: Oregon Tech students will collaborate effectively in teams or groups.

Definition
Teamwork encompasses the ability to accomplish group tasks and resolve conflict within groups and teams while maintaining and building positive relationships within these groups. Team members should participate in productive roles and provide leadership to enable an interdependent group to function effectively.

Criteria
The following are criteria used in the assessment of student work:

- Identify & Achieve Goal/Purpose: Share common goals and purpose.
- Assume Roles & Responsibilities: Fulfill roles and responsibilities, including leadership roles, which are clearly defined and shared. Members are motivated to complete work in a timely manner and provide leadership in meetings.
- Communicate Effectively: Communicate openly and respectfully, listen to ideas, and support and encourage each other.
- Reconcile Disagreement: Welcome disagreement and use difference to improve decisions.
- Contribute Appropriately: Contribute to discussions, decision-making, and work. The work product is a collective effort.
- Develop Strategies for Effective Action: Use effective decision-making processes to decide on action, share expectations for outcomes, and reach consensus on decisions.
- Adjust for Differences: Recognize and adapt to differences in background and communication style.

QUANTITATIVE LITERACY

ESLO 5: Oregon Tech students will demonstrate quantitative literacy.

Definition
Quantitative literacy comprises the ability to appropriately extract, interpret, evaluate, construct, communicate, and apply quantitative information (e.g., equations, graphs, diagrams, tables, prose) and methods to solve problems, evaluate claims, and support decisions in students' everyday professional, civic, and personal lives.

Criteria
The following are criteria used in the assessment of student work:

- Calculate: Perform mathematical calculations correctly and evaluate/confirm that they have done so.
- Interpret: Extract and interpret quantitative information presented in various commonly used forms.
- Construct Representations: Convert relevant quantitative information and data into different forms as appropriate.
- Apply in Context: Apply appropriate quantitative methods, draw justified conclusions, evaluate claims, and make decisions based on quantitative information. Make and evaluate key assumptions in estimation, modeling, and data analysis.
- Communicate: In writing and (where appropriate) in speaking, effectively communicate accurate quantitative information in support of conclusions. In doing so, use representations of quantitative evidence appropriate to both audiences and purpose.

DIVERSE PERSPECTIVES

ESLO 6: Oregon Tech students will explore diverse perspectives.

Definition
Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others.[2] This includes but is not limited to the awareness and understanding of the customs, practices, methodologies, and viewpoints of varied cultures, individuals, and identities.

Criteria
The following are criteria used in the assessment of student work:

- Recognize: Show awareness of one's own perspectives.
- Know: Demonstrate factual knowledge of the foundations of diverse perspectives.
- Understand: Display understanding and awareness of others' perspectives.
- Apply: Integrate factual knowledge and understanding of diverse perspectives to their interactions with others.

[2] i.e., from the perspectives of diverse cultures and personalities, with consideration of varied places, histories, and technologies.

Appendix B: Mission Statement and Charter for the Assessment Executive Committee

Revision Approved 10/15/15
(Includes Summer 2019 draft changes not yet adopted)

Mission

The Assessment Executive Committee will develop, review, and implement an institution-wide learning outcomes assessment plan. The Commission will recommend the process for department and administrative evaluation of mission statements, objectives, and outcomes, and will prepare an annual report on institutional progress to the Provost.

Charter

Assessment Executive Committee Membership
The Assessment Executive Committee is composed of the a faculty Chair, appointed by the Provost, the Director of the Office of Academic Excellence, and a representative set of faculty, with at least one faculty member from each college, at least one faculty member not located at the Klamath Falls campus. In selection of members, care will be taken to ensure balance between foundational general education faculty and non-general education faculty in the membership of the Executive Committee.

Terms of Service
Faculty members shall serve on the Assessment Executive Committee for terms of three years and may be re-appointed.

Leadership
The Assessment Executive Committee, its Chair, and the Director of the Office of Academic Excellence have responsibility and authority to guide assessment activities on the campus. The Provost supports the work of the commission and ensures accountability for assessment activities across the institution.

The specific responsibilities of the Assessment Executive Committee are to:

- Develop, review, and implement the institutional assessment plan.
- Recommend processes for departmental and administrative evaluation of mission statements, objectives, and outcomes.
- Organize and administer all academic assessment outside of departmental efforts.
- Recommend specific improvements based on assessment findings to the Provost/PLT.
- Report to the Provost/PLT.
- Coordinate with Director of IR and recommends changes in institutional research and assessment efforts.
- Coordinate with General Education, Distance Education, and CCT to provide oversight and support in assessment.
- Decide which data to collect to best study issues of institutional importance.

To ensure the efficiency and quality of the Executive Committee's work, the Committee is granted a degree of autonomy over its own operations.

The Chair of the Assessment Executive Committee provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and chairs meetings of Assessment Executive Committee and of program assessment coordinators.

The Director of the Office of Academic Excellence is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for an effective and comprehensive educational assessment program. These activities include determining and evaluating learning outcomes, incorporating outcomes into curriculum planning, and providing regular and systematic feedback leading to documented program improvements. The Director works closely with the Executive Committee to administer institutional outcomes assessment and with academic departments to administer program outcomes assessment. The Director represents the Assessment Commission at the Provost's Council, the Curriculum Planning Commission, the Commission on College Teaching, and the General Education Advisory Council.

Meetings
The Assessment Executive Committee will meet regularly throughout the academic year, typically on a biweekly basis.

Information
The Assessment Executive Committee gathers, analyzes, and disseminates assessment information relevant to the institution. The Assessment Commission gathers information by:

- Collection of essential student learning outcome (ESLO) data from campus-wide assessment efforts.
- Collection of ESLO data from program assessment efforts.
- Direct requests to university administrators, academic department heads, and/or anygroup or association of Oregon Tech faculty, staff, or students.
- Development and utilization of questionnaires and surveys.
- Use of previously published information or data.

The Assessment Executive Committee analyzes information and data through statistical summaries, compilation of written materials, or other established methods. Analyses may provide the University with information pertinent to specific issues, or it may substantiate recommendations for administrative actions.

The Assessment Executive Committee disseminates information by means of:

- Reports on the results of ESLO assessment activities.
- An assessment web site, containing information on general assessment matters,essential student learning outcomes, and program learning outcomes.
- Verbal reports on assessment activities by the Director of the Office of Academic Excellence to the Provost.
- Responses or reports to departments, activities, or committees based upon requests for information.
- Reports generated from within the Assessment Commission.
- Periodic status reports to the University as specified in the AssessmentCommission's charter.

Annual Reports

The Assessment Executive Committee will prepare the following annual reports summarizing its activities for the most recent academic year:

- The Assessment Executive Committee prepares and approves the Annual Assessment Plan and report
- The ESLO committees, in concert with the Assessment Executive Committee, report on ESLO assessment activities

These reports are kept in the office of the Director of the Office Academic Excellence and posted on the Oregon Tech web site at www.oit.edu/assessment.

Amending the Charter

The Assessment Commission may modify its charter in consultation with the Provost. Proposals for changes to the commission charter go to the Chair, who negotiates suggested changes with the Executive Committee and any affected administrative bodies. The Chair forwards consensus requests to the Provost for approval. In case of lack of consensus, the Chair forwards competing proposals to the Provost for consideration.

9/18/08 Charter revised to remove references to "Associate Provost," a position that was eliminated during academic restructuring in 2007-08.

10/5/09 Charter revised to remove reference to the Director of Assessment providing verbal reports to the President's Cabinet. The Director is no longer a member of this group. The Director now provides these verbal reports to the Provost.

10/18/10 Charter revised to replace "Academic Council" with "Provost's Council." The Chair is no longer a member of the Academic Council; the Provost's Council is the new committee to replace the former "full" Academic Council.

10/3/11 Charter revised to remove the Provost from membership in the Assessment Commission and the Executive Committee. In addition, the Chair is no longer designated as a member of the Curriculum Planning Commission, Provost's Council, and the General Education Advisory Council.

10/25/14 Charter revised to add the Chair of the Commission on College Teaching as a member of the Executive Committee to better align professional development activities.

10/14/15 Charter underwent major revisions based on new ESLO structure and coordination. Efforts of the three committees (Assessment Commission, CCT, and GEAC) were addressed, and this included not having the Chair of CCT on the Executive Committee of the Assessment Commission.

2019 – to be formally approved by Assessment Executive Committee in Fall 2019 – Revisions throughout, including revisions to remove references to the Assessment Commission (the set of program assessment coordinators, a group too large to function as a decision-making body), and to update the name of the Executive Committee of the Assessment Commission to the Assessment Executive Committee.

Appendix C: Assessment Executive Committee and Program Assessment Coordinators, 2018-2019

Assessment Executive Committee

Janette Isaacson, *Chair*
Matt Frye, *Communication*
Don McDonnell, *Medical Imaging Technology*
Seth Anthony, *Natural Science*
Suzanne Hopper, *Dental Hygiene* (rotated on mid-year)
Kevin Pintong, *Computer Systems Engineering Technology*
Dawn Lowe-Wincentsen, *Campus Librarian*

Program Assessment Coordinators

Janette Isaacson, *Allied Health M.S.*
Maria Lynn Kessler, *Applied Behavior Analysis M.S.*
Jim Fischer, *Applied Mathematics B.S.*
Carey Fitzgerald, *Applied Psychology B.S.*
Robert Melendy, *Automation, Robotics and Engineering Dual Major*
Travis Lund, *Biology-Health Sciences B.S.*
Sean St. Clair, *Civil Engineering B.S.*
Sean St. Clair, *Civil Engineering M.S.*
Matt Schnackenberg, *Communication Studies B.S.*
Kevin Pintong, *Computer Engineering Technology A.E.*
Kevin Pintong, *Computer Engineering Technology B.S.*
Tonja Willey, *Dental Hygiene B.S.*
Suzanne Hopper, *Dental Hygiene B.S. Degree Completion*
Robyn Cole, *Diagnostic Medical Sonography B.S.*
Robyn Cole, *Diagnostic Medical Sonography B.S. Degree Completion*
Barry Canaday, *Echocardiography B.S.*
Janette Isaacson, *Echocardiography B.S. Degree Completion*
Robert Melendy, *Electrical Engineering B.S.*
Aaron Scher, *Electronics Engineering Technology B.S.*
Kevin Pintong, *Embedded Systems Engineering Technology B.S.*
Carmen Nebeker, *Emergency Medical Services Management B.S.*
Cristina Crespo, *Engineering M.S.*
Jherime Kellermann, *Environmental Sciences B.S.*
Mason Marker, *Geomatics B.S. Geographic Information Systems Option*
Mason Marker, *Geomatics B.S. Surveying Option*
Hallie Neupert, *Health Care Management B.S. Administration Option*
Hallie Neupert, *Health Care Management B.S. Clinical Option*
Hallie Neupert, *Health Care Management B.S. Radiologic Science Option*
Jeff Dickson, *Health Informatics B.S.*
Jeff Dickson, *Information Technology B.S.*
Carmen Morgan, *Management B.S. Accounting Option*
Sharon Beaudry, *Management B.S. Entrepreneurship/Small Business Management Option*
Kristy Weidman, *Management B.S. Marketing Option*
Steve Edgeman, *Manufacturing Engineering Technology B.S.*
Steve Addison, *Manufacturing Engineering Technology M.S.*
Kevin Garrett, *Marriage and Family Therapy M.S.*
Joseph Reid, *Data Science B.S.*

Robert Paxton*, Mechanical Engineering B.S.*
Steve Edgeman*, Mechanical Engineering Technology B.S.*
Dawn Taylor*, Medical Laboratory Science B.S.*
Rick Hoylman, *Nuclear Medicine and Molecular Imaging Technology B.S.*
Pat Schaeffer*, Operations Management B.S.*
Scott Prahl*, Optical Engineering Dual Major*
Kate Darling*, Paramedic A.A.S.*
Kyle Chapman*, Population Health Management B.S.*
Don McDonnell*, Radiologic Science B.S.*
Don McDonnell*, Radiologic Science B.S. Degree Completion*
Claudia Torres-Garibay, *Renewable Energy Engineering B.S.*
Eklas Hossain, *Renewable Energy Engineering B.S.*
Claudia Torres-Garibay, *Renewable Energy Engineering M.S.*
Jeff Pardy*, Respiratory Care B.S.*
Jeff Pardy*, Respiratory Care B.S. Degree Completion*
Michael Schwartz*, Sleep Health A.A.S. Clinical Sleep Option*
Michael Schwartz*, Sleep Health A.A.S. Polysomnographic Technology Option*
Phil Howard*, Software Engineering Technology A.E.*
Phil Howard*, Software Engineering Technology B.S.*
James Eastman*, Systems Engineering and Technical Management Dual Major*
Maureen Sevigny*, Technology and Management B.A.S.*
Chris Caster, *Vascular Technology B.S.*
Janette Isaacson*, Vascular Technology B.S.* Degree *Completion*

Appendix D: ESLO Committee Membership, 2019-2020

Communication
Matt Schnackenberg, Chair
Christopher Syrnyk
Matt Search
Pramod Govindan
Matt Frye
Aja Bettencourt-McCarthy
Monica Breedlove

Teamwork
Trevor Petersen, Chair
Kevin Brown
Don McDonnell
Josie Hudspeth
Dongbin Lee

Inquiry & Analysis
Dawn Lowe-Wincentsen, Library, Chair
Ryan Madden
David Hammond
Sandra Bailey
David Johnston
Jeff Pardy

Ethical Reasoning
Franny Howes, Chair
Yasha Rohwer,
Travis Lund
Rachelle Barrett
Tonja Willey

Quantitative Literacy
Yuehai Yang, Chair
Richard Bailey
Tara Guthrie
Joe Reid
Ken Davis

Diverse Perspectives
Veronica Koehn, Chair
Barry Canaday
Kyle Chapman
Dibyajyoti Deb
Kristy Weidman
Wakaya Wells

Appendix E: Three Year Cycle and Work Plan for ESLO Committees

Continuous Improvement Cycle

PLAN, ASSESS AND ACT

Plan Assessment

The Assessment Executive Committee develops the assessment plan for student achievement of institutional learning outcomes incompliance with NWCCU 2020 Standard One. The institutional learning outcomes are synonymously referred to at Oregon Tech as Essential Student Learning Outcome (ESLO). This assessment plan is based on input from multiple faculty groups such as the Commission on College Teaching (CCT), the General Education Advisory Council (GEAC) and the appropriate ESLO Faculty Committee. The following tasks should be considered in developing the plan: review or develop rubrics in alignment with NWCCU rubrics for institutional learning outcomes and students' achievement of learning outcomes, review ESLO mapping to the curriculum, , identify the potential need for faculty professional development prior to assessment, assist with development of outcome-focused assignments, and review past assessment reports. The plan will include support for selection of appropriate benchmarks for student attainment at various levels.

Assess: Collect Data and Analyze

The Office of Academic Excellence coordinates the collection of data and student work as defined in the assessment plan using the assessment management system. A summary of the data collection and the aggregate results will be provided to the Assessment Executive Committee, CCT, GEAC and the appropriate ESLO Faculty Learning Community for analysis in year three.

In a variety of settings (including Convocation), university faculty will conduct a review of institutional learning outcomes assessment results and identify potential changes for continuous improvement including both curricular changes and faculty professional development. Based on this input, the Academic Excellence Coordinating Committee will create an action plan for improvement. Action items relating to curriculum, including recommendations for curricular change, adjustments to ESLO criteria and/or rubrics, and changes to course approval processes will be submitted to programs for implementation. CCT will design professional development to be implemented in year four based on the action plan for improvement; considering ways to engage the university community including faculty, staff and students. CCT will engage the appropriate ESLO Faculty Committee to research best practices and opportunities to collaborate with other institutions.

ACT: Take Action to Improve Student Success and Achievement

The Commission on College Teaching and the ESLO Faculty Committees will launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students. The CCT will provide a summary of professional development activities. Program faculty collectively discuss and develop plans for evidence-based program improvements, including working to close equity gaps, identify gateway courses and implement strategies to show improving student success and eliminating equity gaps.

Appendix F: Draft Responsibilities of Department Chairs for Program Assessment

(Drafted - Spring 2019, not yet formally adopted)

Academic assessment is part of our obligation to our students – to ensure our students achieve learning outcomes that programs have identified for their respective degree programs., and where improvements are needed for student success, we work to continuously improve. Effective assessment processes to substantiate students' achievement of learning outcomes at both the program and institutional level is also required to comply with NWCCU institutional accreditation standards. Department chairs or their designee coordinate program assessment and play a vital role in making sure program assessment activities occur systematically and regularly with the active engagement of faculty.

- **Annual meeting.** Attend (or send a representative) to the annual assessment coordinators meeting at convocation. Participate in new assessment coordinator training during your first year as an assessment coordinator and any other trainings as needed.

- **Institutional learning outcomes (ESLO) assessment:** Coordinate institutional learning outcomes assessment activities within your program, including:
    - Plan: Identify courses in your program to collect work for ISLO(ESLO) assessment.
        - **Deadline: To Office of Academic Excellence by October 31.**
    - Collect: Upload student work on ISLO (ESLO) to Portfolium.
        - **Deadline: Ensure work is uploaded by the end of the term it was conducted.**
    - Analyze: Ensure your program contributes 3 hours of faculty time (can be any faculty, not necessarily the assessment coordinator) to Assessment Days during the academic year.
        - **Deadline: Ensure your program completes analysis of institutional learning outcomes by the end of the academic year. Also, ensure your program contributes ~3 hours by the end of spring term (scoring of 9 artifacts to average ~3 per program sampled for institutional scoring)**

      Assessment Days (a new activity piloted in 2019) are collaborative events at which faculty come together to score student work collaboratively. To get quality data, these days include training and norming on the assessment rubric; to facilitate conversation and exchange of ideas, all work is scored by multi-disciplinary faculty groups that will include representatives of the discipline being scored.

- **Program learning outcomes assessment:** Coordinate program learning outcomes assessment activity, including:
    - Plan: Review your program's annual PSLO assessment to identify courses and assignments/activities used for the year's program learning outcomes assessment. Establish faculty responsibility plan for scoring and analyzing assessment data (or for collecting data to "close the loop" and evaluate the effectiveness of improvements).
    - Collect: Ensure that program faculty score, analyze and document student work as assigned (preferably collaboratively), and that student work and scores are collected (in Portfolium or via other departmental methods).
    - Analyze: Ensure that data from program assessment is shared and discussed with all program faculty.
    - Act: Ensure that your program/department faculty determines improvements and identifies a plan of action (to improve courses, assessment processes, etc.) in response to your findings and discussion of assessment data.
    - Report: Ensure that the above work is documented in your annual program assessment report.
        - **Deadline: Provide this report to the Office of Academic Excellence by October 31.**

    - Review**:** Participate in providing evaluation and feedback on program assessment reports (Fall/Winter term).
        - **Deadline: Ensure that your program contributes 2-3 hours (scoring of 3 program reports)**

      Program Assessment Report Review (a new activity begun in 2018) helps to disseminate best practices across programs, helps all program assessment coordinators become familiar with program assessment expectations, helps to provide feedback to every program on their program assessment work, and helps the Assessment Executive Committee identifies area that need further development and support.

- **Student Exit Survey**:
    - Confirm or update your program's student exit survey questions and student solicitation message. (If you do not update this, the same questions will be used again from the previous year.)
        - **Deadline: Provide updates to Office of Academic Excellence by October 31.**

Appendix G: Summary Statistics for 2019-2020 Program Assessment Report Review

During Winter and Spring terms, Program Assessment Reports were evaluated by assessment coordinators, members of the Assessment Executive Committee, and Office of Academic Excellence staff using the rubric embedded in Oregon Tech's Program Assessment Report Guide. Average scores for Oregon Tech's program assessment reports are provided.

Criteria Summary

Section 1: Program Mission/Mission Alignment	Total 74	Acct 71	% Acct - 96%
Section 3: PSLO's	Total 74	Acct 66	% Acct - 89%
Section 3: Origin and External Validation	Total 74	Acct 54	% Acct – 73%
Section 4: Curriculum Map: Scaffolding	Total 74	Acct 48	% Acct – 65%
Section 4: Curriculum Map: Detail of Alignment	Total 74	Acct 38	% Acct – 51%
Section 5: Assessment Cycle: Current Year	Total 74	Acct 62	% Acct – 84%
Section 5: Assessment Cycle: 2 Direct, 1 Indirect	Total 74	Acct 58	% Acct – 78%
Section 5: Assessment Cycle: Multiple Years	Total 74	Acct 59	% Acct – 80%
Section 6: Activity: Valid relationship between outcomes	Total 74	Acct 48	% Acct – 65%
Section 6: Rubric: Valid relationship between outcomes	Total 74	Acct 47	% Acct – 64%
Section 6: Sample: Data collection and research design	Total 74	Acct 52	% Acct – 70%
Section 6: Reliability	Total 74	Acct 40	% Acct – 54%
Section 6: Multiple Sites	Total 74	Acct 53	% Acct – 72%
Section 6: Performance Targets	Total 74	Acct 52	% Acct – 70%
Section 6: Performance Level: Presentation of results	Total 74	Acct 59	% Acct – 80%
Section 6 History of Results	Total 74	Acct 33	% Acct – 45%
Section 6: Faculty Discussion	Total 74	Acct 42	% Acct - 57%
Section 6: Interpretation	Total 74	Acct 52	% Acct – 70%
Section 7: Action Drivers	Total 74	Acct 53	% Acct – 72%
Section 7: Action Specifics	Total 74	Acct 54	% Acct - 73%
Section 7: Accountability	Total 74	Acct 48	% Acct – 65%
Section 7: Planning and Budgeting	Total 74	Acct 32	% Acct – 43%
Section 7: Improvements in Assessment Process	Total 74	Acct 50	% Acct – 68%
Section 8: Closing the Loop	Total 74	Acct 32	% Acct – 43%

Appendix H: Assessment Records Storage and Retention Guidelines

What assessment records should be kept?
Generally, any records that help support the data in annual program assessment reports should be kept. These include:

- Rubrics
- Original assignment
- Exam questions
- Survey questions
- Score sheets with complied data
- Student work

Where should assessment records be stored?
With Portfolium, assessment records will be stored electronically. Your program assessment report will identify the location more detailed records are maintained.

How long should assessment records be kept?
Program reports should be kept indefinitely. All other assessment records should be kept a minimum of seven years or longer if required by program specific accrediting agencies. This timeframe covers two program assessment cycles, one ESLO cycle of assessment, and one institutional accreditation cycle.

Is storing individual student data with identifying information a violation of FERPA?
No, assessment work involves an "educational need to know." Storing of individual student results or student work attached to student ID and/or student name is acceptable as long as it is in a secure location (locked file cabinet, T: drive, Portfolium). **Email is not secure and cannot be used as a means to transfer assessment data or student work attached to identifying information.**

Appendix I: Dashboard Comments from Pilot Members

Chris Caster: 06/19/2020

Vascular Technology Program Pilot Dashboard Reflections

1. **Retention Dashboard Reflection Questions – Vascular Technology:**

- What is your retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?
- Retention Rate:
  - All Students: 74.1%
  - Gender:
    - Male: 66.7%
    - Female: 76.2%
  - Racial Groups:
    - African American: 100%
    - American Indian: 0%

        - Hispanic: 100%
        - Unknown: 100%
        - White: 66.7%
    - Low Socio-Economic:
        - No PELL awarded: 70%
        - PELL awarded: 85.7%

❖ How do you plan to improve retention rates this coming quarter/year?

The attrition data above indicates two conclusions.

1. Students who start their experience in the Oregon Tech Vascular Technology program from their freshman year on the Klamath Falls Oregon Tech campus have the best retention rates. This indicates that students who begin their experience online have the highest attrition.
2. The highest failure rates contributing to attrition, as can be seen in the Excel table above, occur in the more difficult MIT 231 Sonographic Principles and Instrumentation I course and the BIO 220 Cardiovascular Physiology course. Students have reported their failure in the easier VAS 214 Vascular Anatomy course is due to the fact they are studying so hard to pass the BIO 220 course which is required the same term.

As a result of the data, the vascular faculty have agreed to include a new section of text

in the Sophomore Orientation to be held the first or second week of Fall term 2020. The text and subsequent lecture will emphasize to those students who are experiencing the rigor of Oregon Tech courses for the first time, the importance of understanding the fundamentals early on in BIO 220 and MIT 231. Also, to inform the students of the importance of attending study sessions offered in these courses and to avail themselves of tutors in the Learning Center.

❖ What suggestions do you have to improve the dashboard and reflection questions?
    - I really have none at this time, as there are so many variables. I believe as we engage the data in the future, arenas of action will become quite apparent.

Students accepted into Vascular Technology(VT) program Fall 2017 - minus the student names for this assessment cohort & Dashboard.

			Course Failure Rates											
			PHY	MIT	MIT	VAS	VAS	VAS	VAS	BIO	VAS	VAS	VAS	VAS
Student Sudccess	Student #	Grad.#	217	231	232	246	365	245	420	220	214	366	225	335
Vascular Tech. Grad.2020	1	1												
Vascular Tech. Grad.2020	2	2												
Vascular Tech. Potential Grad.2021	3			1										
Vascular Tech. Grad.2020	4	3												
Vascular Tech. Grad.2020	5	4												
Failed BIO 220, not a VT Grad.	6									1				
Vascular Tech. Grad.2020	7	5												
Failed BIO 220, & VAS 214, not a VT Grad.	8									1	1			
Vascular Tech. Grad.2020	9	6												

Vascular Tech. Grad.2020	10	7												
Failed MIT 231, not a VT Grad	11			1										
Vascular Tech. Grad.2020	12	8												
Vascular Tech. Potential Grad.2021	13										1			
Vascular Tech. Grad.2020	14	9												
Vascular Tech. Grad.2020	15	10												
Vascular Tech. Grad.2020	16	11												
Vascular Tech. Grad.2020	17	12												
Vascular Tech. Grad.2020	18	13												
Vascular Tech. Grad.2020	19	14												
Vascular Tech. Potential Grad.2021	20			1										
Vascular Tech. Potential Grad.2021	21			1										
Vascular Tech. Grad.2020	22	15												
Vascular Tech. Grad.2020	23	16												
Vascular Tech. Grad.2020	24	17												
Vascular Tech. Grad.2020	25	18												
Failed MIT 232, not a VT Grad.	26				1									
Opted out of VT prog. For career change	27													
Totals	27	18		4	1					2	2			
Previous year counts	635	488	5	49	20	19	12	5	16	14	5	3	3	2
Total from start of the VT program	662	506	5	53	21	19	12	5	16	16	7	3	3	2
		Potentially will graduate with Class of 2021												

2. <u>What is the graduation rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students - vascular:</u>

- Graduation Rates - 5 year Average (per table #1 below):
  - All Students: 83.3%
  - Gender:
    - Female: 86.3%
    - Male: 77.3%
  - Racial Groups:
    - American Indian: 100%
    - Hispanic: 87.5%
    - Asian: 100%
    - White: 81.1%
    - Two or More Races: 100%
    - Unknown: 100%
  - Generation Students
    - First-generation Students: 80.7%
    - Not First-generation Students: 87.2%
  - Socio-Economic Students:
    - No PELL awarded: 87.9%
    - PELL awarded: 83.4%

5 Year Graduation Rates in % - Dashboard - Vascular								
Category	2013-14	2012-13	2011-12	2010-11	2009-10	Total	Average %	Graduation Rate
All students	85.7	73.3	83.3	94.4	80	416.7	83.34	All students
Gender Female	77.8	77.8	90.9	92.9	92.3	431.7	86.34	Gender
Gender Male	100	66.7	62.5	100	57.1	386.3	77.26	Gender
American Indian				100		100	100	Racial Groups
Hispanic	50		100	100	100	350	87.5	Racial Groups
Asian	100	100	100	100	100	500	100	Racial Groups
White	88.9	66.7	80	90	80	405.6	81.12	Racial Groups
Two or More Races	100	100	100			300	100	Racial Groups
Unknown	100				100	200	100	Racial Groups
First Generation	100	50	76.9	87.5	88.9	403.3	80.66	Generation
Not 1st Generation	75	100	88.2	100	72.7	435.9	87.18	Generation
No PELL	77.8	100	84.6	100	76.9	439.3	87.86	Socio-Economic
PELL awarded	100	60	82.4	88.9	85.7	417	83.4	Socio-Economic
		Category not included in Graduation rate table						

Table #1

- How do you plan to improve graduation rates in your program this coming quarter/year?

Ranking the average student categories from Table #1 with a cut level under 85% graduate rates, from lowest and up, is male, first generation, White and Pell Awarded students. The vascular faculty would like to know the relationship of how many first generation students are Pell grant awardees and learn the association of the two groups. The vascular faculty also wish to interject at this point, some qualitative observations which really "dovetail" with what the quantitative data is indicating. More and more among White American males, which can also be evidenced/observed in other ethnic groups, is a real sense of minimalism. And so we beg the question, "are students failing because they fail to recognize the "rigor" of our curriculum or because they simply do not want to put out the required effort?" Because this is an assessment effort, we will assume the former and will address the inclusion of greater text in addressing the true "rigor" of the vascular technology program in the Student Orientation manual. And to explain how we conduct the sophomore orientation , we have a face to face meeting with the vascular sophomores to go over the orientation manual. Certain sections of the manual are left to the student to read and other sections are important enough that we read through together. We have found this to be such a valuable activity for especially how students can go out-of-phase and inform them of other expectation. It is becoming evident to the vascular faculty that to address data from these "dashboard" activities, we need to consider having additional fact-to-face meetings with say, first generation students, to address the special considerations they will face moving through our program.

3. **What is your DFWI rate per course in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students - vascular:**

- As per the 2019-2020 assessment report and at the point of Class of 2019: Core VT program course failure rates per the 635 students accepted were as follows (ranked gatekeeper courses):
  - 7.7% or 49 failures in MIT 231, Sonographic Physics & Instrumentation I
  - 3.2% or 20 failures in MIT 232, Sonographic Physics & Instrumentation II
  - 3.1% or 19 failures in VAS246, Peripheral Arterial Disease 1
  - 2.6% or 16 failures in VAS420, Externship.
  - 2.2% or 14 failures in BIO 220, Cardiovascular Physiology.
  - 1.8% or 12 failures in VAS365. Abdominal Disease
  - 0.8% or 5 failures in PHY217, General Physics.
  - 0.8% or 5 failures in VAS245, Peripheral Venous Disease
  - 0.8% or 5 failures in VAS214, Vascular Anatomy

- 0.5% or 3 failures in VAS225, Patient Management Practices
- 0.5% or 3 failures in VAS366, Special Circulatory Problems
- 0.3% or 2 failures in VAS 335, Radiographic Vascular Anatomy

❖ Since the volume of the results are too large for a simple single list, the results are displayed in the tables #2 and #3 below in multiple lists for multiple courses:

2018-19 Student Success, DFWI % per category per course - Dashboard - Vascular

Category	MIT 231	MIT232	VAS246	VAS420	BIO220	VAS365	PHY217	VAS245	VAS214	VAS225	VAS366	VAS335	Total	Average
All students	2.8	4.3	9.5	0	7.7	0	1.4	0	4.2	0	0	0	29.9	2.5
Gender Female	1.7	3.3	0	0	9.8	0	1.9	0	5.6	0	0	0	22.3	1.8
Gender Male	8.3	11.1	33.3	0	0	0	0	0	0	0	0	0	52.7	4.39
African American					0	0					0		0	0
American Indian						0	0				0		0	0
Hispanic	0	0	0	0	16.7	0	6.3	0	0	0	0	0	23	1.9
Asian	0	0	0	0	0		0	0	0	0	0	0	0	0
Hawaii/Pacific Islander	0	0	0	0	0		0	0	0	0		0	0	0
White	4.3	7.1	14.3	0	6.5	0	1.1	0	6.7	0	0	0	40	3.3
Two or More Races	0	0	0	0	33.3	0	0	0	0	0	0	0	33.3	2.8
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
First Generation	0	0	14.3	0	5.9	0	2	0	11.1	0	0	0	33.3	2.8
Not 1st Generation	4.3	6.7	9.5	0	7.7	0	1.1	0	0	0	0	0	29.3	2.4
No PELL	4.4	7.1	16.7	0	3.1	0	1.1	0	0	0	0	0	32.4	2.7
PELL awarded	0	0	9.5	0	15	0	2	0	9.1	0	0	0	35.6	3
Table #2		Category not included in Student Success table												

2017-18 Student Success, DFWI % per category per course - Dashboard - Vascular

Category	MIT 231	MIT232	VAS246	VAS420	BIO220	VAS365	PHY217	VAS245	VAS214	VAS225	VAS366	VAS335	Total	Average
All students	8.3	6.3	0	15.4	7.3	6.3	1	0	7.7	4.2	0	0	56.5	4.7
Gender Female	10.9	5.8	0	14.3	9.5	16.7	0.9	0	5.9	6.3	0	0	70.3	5.85
Gender Male	8.3	9.1	0	16.7	0	0	0	0	11.1	0	0	0	45.2	3.8
African American							0	0	0	0		0	0	0
American Indian	0	0	0		0		0	0	0	0		0	0	0
Hispanic	22.2	25	0		10	0	0	0	0	20	0	0	77.2	6.4
Asian	0	20	0		0	0	0				0		20	1.7
Hawaii/Pacific Islander														
White	10.9	2.4	0	18.2	9.4	8.3	1	0	6.7	0	0	0	56.9	4.7
Two or More Races	0	0	0		0		0	0	33.3	0	0	0	33.3	2.8
Unknown	0	0	0	0	0		0	0	0	0		0	0	0
First Generation	5.3	9.5	0	0	6.3	0	2.3	0	0	0	0	0	23.4	2
Not 1st Generation	12.5	4.8	0	25	7.7	8.3	0	0	9.1	4.8	0	0	72.2	6
No PELL	16.2	0	0	12.5	6.3	25	1.2	0	13.3	0	0	0	74.5	6.2
PELL awarded	3.3	13.8	0	20	8.7	0	0	0	0	10	0	0	55.8	4.65
Table #3		Category not included in Student Success table												

- <u>What are the gatekeeper courses in your program?</u>

  - Only in the VAS prefix programmatic courses listed above is content taught exclusively to vascular program students being evaluated. All other prefix courses not only have the vascular program students, but students ranging from two to four other programs. In the body of the tables above, a score of 14.0 or higher is highlighted in red, and in the "Average" column, any score 3.0 or higher is highlighted in red. Of the 2017-2018 cohort of students, Hispanic students in particular had high DFWI scores, but in contrast, the 2018-2019 cohort Hispanic students had low-zero scores for both MIT 231 and 232 physics courses. The greatest gatekeeper courses in the vascular program curriculum are conclusively the Sonographic Physics & Instrumentation I &II courses.

  - The greatest gatekeeper course with a VAS prefix was the 246 Peripheral Venous Disease course with the VAS 420 Extern course as the second. In the 2018-2019 cohort of students for VAS 246, the highest DFWI scores were among male, White, first generation and non-Pell awarded students. In the 2017-2018 cohort of students, the VAS 420 Extern course had higher DFWI scores among both male and female students, as well as among White and non-first generation students

- How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

    - Both of the MIT 231 & 232 physics courses are taught by Dr. Tanya McVay who has worked tirelessly to make these conceptually difficult courses to be presented as understandably as she knows how. Dr. McVay also conducts math preparation for MIT 231 and more than adequately, provides study groups for both courses. As a strategy, the vascular program faculty will consult with Dr. McVay to inquire regarding how Hispanic students in particular struggle with her course and how we might be able to include instruction in the text of the Sophomore Orientation manual to help encourage constructive activities.

    - Students in the vascular program first encounter VAS 246 Peripheral Arterial Disease, winter term of their sophomore year, the same term that they also have their first encounter with MIT 231. Winter term of the vascular sophomore year is where students really have their first experience with the real "rigor" expected of them in the field. From the data, especially first-generation students have a particularly hard time making this adjustment, as well as students in general who have set their expectations too low. As a result, the vascular faculty will not only include extra text in the Sophomore Orientation manual, but will set up an exclusive meeting specifically with first generation students and then invite any students who want to learn the expected rigor in the course.

4. Top Three Equity Gaps in the Vascular Program and Initial Plans :

- Students transferring into the vascular program from other schools/community colleges suffer the most in retention as they apparently do not understand what will be required or the "rigor" of the courses in the vascular program
- White male, First generation and Pell grant awardees suffer the lowest graduation rates in the vascular technology program.
- The greatest DFWI rates are experienced by students in the MIT 231,232 and VAS 246 courses and again first generation students have significantly high rates
- As a result of all three dashboard activities the following are our initial plans:
    - We will target/set up special meetings with all transfer students in to cover specifics regarding the extra text included in the Sophomore Orientation manual regarding the "rigor" of the vascular program.
    - We will target/set up special meetings first generation and Pell grant awardees in to cover specifics regarding the extra text included in the Sophomore Orientation manual regarding the "rigor" of the vascular program. We will do this in hopes that graduation rate increase and DFWI rate decrease will result for these two groups of students.

5. Feedback for the Assessment Office:

For tables 2 and 3 for the DFWI dashboard, I spent approximately 3.5 hours and really wished I had the more data from all five years to make a comparison of the averages. I don't know if there is a way to streamline the acquisition of comparable data for the DFWI activity, but it will help for campus "buy-in" if it can somehow be streamlined.

Also, in general, the data is a little difficult form the standpoint of premise. Say there are three students from any one of the categories, like Pell awardees, and one student fails. The percentage is then 33.3% which really looks bad for in essence that minority group. But then you have a group like 14 females and one of them fails and then the percentage is 7%. In both cases there is a single failure, yet in the tables or a list, to the uninformed observer it looks like one group has a significantly higher equity gap. And again, all we can do is speculate as to the reason why the student has failed; is it a lack of effort on our part or is it a lack of effort on the student's part where we may be able to help or may never be able to help. I know I am preaching to the choir and quoting the obvious, but these are the complaints the rest of the faculty will voice.

Pilot Programs Piloting New Assessment Questions to Align with NWCCU Rubric - Vascular

1. What changes and improvements overall did you make in your program last year and why?

   From the standpoint of assessment, the vascular program implement mini-practicals not only in VAS 214, but starting this academic year, in VAS 366 Special Circulatory Problems course. This was extremely well received by the students and improvements in scanning practical scores were noted.

   From the standpoint of change, a new philosophy was embraced in recruitment for the vascular technology program. The vascular program makes presentation for one week fall, winter and spring terms to the MIT 103 Introduction to Medical Imaging course. Although we have maintained the same lecture materials we present for each of these weeks, we have marketed a new slogan, "Hidden Passion Awaits You in the Vascular Family." This slogan was produced as a result of researching terms the Millennial generation likes to hear and the slogan also addresses the potential "Hidden Passions" or potential, and many times unrecognizable, aspects of coming into the program. For the past several years, those students applying to the vascular program as a "first-choice," have numbered only in the range of 8-10 students. Although it might not seem like much to the casual observer, this year we have 15 first-choice students.

2. What changes in budget or resource allocations did you make in your program last year and why?

   We currently have 3 Parks and 2 Unetix physiologic machines that average 13 years in age. The basic function of the equipment is good, but the computers in the units being so old and antiquated, the need for refurbishment has become evident. According to the Parks manufacturer, they would refurbish our units for half the cost of new unit which would be approximately $12,500.00. The vascular program made an equipment proposal and submitted to our Department Chair, Debbie, McCollam. In the proposal, the request for one Parks refurbished unit per year for the next three years was applied for. The proposal was submitted November 19, 2019, and to date we have not heard if the proposal will be granted. The rest of the ultrasound equipment is only a few years old and is leased. Both of our labs are equipped with two year old smart boards and computers. A department wide proposal was made to replace lab beds and chairs at the rate of one each per year, per lab. So far, we have received two new ergonomic chairs, one for each of our labs.

3. What curriculum changes did you do in your program this last year and why?

   Oregon Tech had charged our department to make considerable budgetary cuts and one idea was to combine courses where possible. Our VAS 385 Vascular Lab Management was taught also to the Echocardiography students by one instructor. And then not so much a curriculum change, our VAS 335 Radiographic Vascular Anatomy was changed from being taught on campus to being taught online (on-campus students were charged no extra fees).

4. What improvements do you plan this next year that will impact job success,

   With the COVID 19 mandates, most vascular labs have had to hold off on conducting non-essential studies. As the mandates are lifted, there is an expectation that labs will become incredibly busy. This will be good for our graduate job success, which for the last two years, our graduate job placement has been 100%. As we engage COVID 19 restrictions in lecture and especially in lab, we hope to prepare our on campus students and in correspondence with our extern students, discover what the "new normal" is going to be in the clinical setting and adjust our teaching models to accommodate curriculum improvements.

   Both the Oregon Tech budgetary restraints and COVID 19 accommodations will most likely drive curriculum changes. No specific curriculum changes are planned currently.

   Again, we believe we will have to wait and see how the changes mandated by the COVID 19 pandemic will change industry needs and allocations.

What data do you need to collect this year to help support improvements you want from your program?

I think the current data mining we are engaging, especially through the new requirements of NWCCU in assessment will provide more than enough to support improvements the vascular faculty desire.

5. What are your greatest student success and achievement stories that you have had in the last year

It was amazing to read the IDEA comment sections for our on-campus courses. The students commented positively regarding their online experiences and praised the faculty for making the adjustment. Little to no negative feedback was received.

For the extern students who had to stay home from their extern sites anywhere from 4 to 11 weeks, a 3,000 word term paper assignment was given with three headings: Heading 1 – COVID 19 Impact on Health Care Workers, Heading 2 – If I Were in Charge, How Would I Have Handled Extern Students During This Pandemic and Heading 3 – How I Intend to Make-up My Lost "Hands-on" Extern Experience. Reading these term papers was most enlightening, both from the standpoint of the COVID 19 impact, but what students were going through and how they felt. Some students were very positive and some not so positive. One student wrote, "I hope you enjoy my $4,000.00 COVID 19 term paper."

I think the most profound story is how the COVID 19 pandemic has changed just about everything. I think how we educate will be changed forever. This has been quite the historical event and I must say I am both exhausted yet find myself analyzing what changes must occur in the future

6. What feedback do you have for the Assessment Office to improve these questions and dashboards?
I am happy with the comments I have made in the reflection question at the end of the dashboard section.

****End of Report by Chris Caster****

Kevin Garrett: 06/17/2020

MS MFT Program

For the Cohort Starting Fall 2018

(Measuring Across Winter 2019, Spring 2019, and Fall 2019 Terms)

Completed by Kevin C. Garrett

Revised April 8, 2020

Retention Dashboard Reflection Questions & Responses

Question #1:

A. What is your retention rate for all students in your program?

60% (3 out of 5) for all students.

B. What is the retention rate in your program across gender?

60% (3 out of 5) for females. No males started the program with this cohort.

C. What is the retention rate in your program across all racial groups?

100% (1 out of 1) for Native American students.

50% (2 out of 4) for White students.

No other racial/ethnic groups are represented in this cohort of the program.

D. What is the retention rate in your program for first-generation students?

0% retention rate for first-generation students. In other words, 2 of 2 first-generation students stopped their involvement with the program. Given the small sample of students in this cohort (i.e., group of students), the data about first-generation students are not likely representative. However, this anecdotal evidence will be discussed by MS MFT faculty in future faculty meetings and we will be sending a survey to those who have stopped the program, to determine what else, if anything, can be done to better support first-generation and other students.

E. What is the retention rate in your program for low socio-economic students (Pell grant eligible)?

This question is difficult to answer as none of the MS MFT students in this cohort received Pell grants due to being graduate students. However, some may otherwise be considered low socio-economic status.

Question #2: How do you plan to improve retention rates this coming quarter/year?

Initially, as the program started, MS MFT faculties' primary focus for retention was on the advising process, where students were offered support and direction. While faculty continue to emphasize the advisory relationship, their primary focus for retention is now on the recruiting process. Faculty have learned that student expectations for graduate study grossly underestimate the amount of time and work required to be a successful full-time graduate student in a clinical training program.

A specific change that MS MFT faculty have taken in working to retain students is a focus on the rigorous nature of the program and clear expectations about the program being a full-time graduate curriculum early on, in the recruiting process. For example, on recruiting materials and in recruiting talks, MS MFT faculty make it very clear that the program is tailored to non-traditional adults in its course meeting times (i.e., weeknights, blended formats, weekends), but that it is a full-time, rigorous clinical graduate program. We have strengthened this focus during the last two years, and it appears to have helped attract students who are more committed to a full-time, rigorous clinical graduate program; who expect to work hard and be challenged; and who have the skills necessary to

succeed in such a program.

Retaining students is important to MS MFT faculty. Things that faculty in the MS MFT program are currently doing to improve upon retaining students include the following: (1) exit interviews with those who are wishing to leave, or stop, the program and (2) faculty discussions, based upon what is gleaned from exit interviews with these students and other feedback from students, about what changes are feasible and what changes aren't within the program. Each of these is further discussed below.

Exit Interviews

When a student decides they need to leave the MS MFT program, the Program Director, Dr. Kathleen Adams, requests that they meet with her prior to leaving. Often, Dr. Adams has already spoken with students who have contemplated leaving the program. In her meetings with them, she discusses their concerns and/or reasons for wanting or needing to leave. She will discuss with them what reasonable accommodations, if any, can be made to help the student stay in the program. Other times, if the student is adamant about leaving, Dr. Adams will discuss with them their reasons for needing to leave and will discuss what can happen in the future to help them come back to the program. The most frequent reasons students need to leave the program – which are student-initiated – include student family emergencies, work and class scheduling conflicts, and/or the demands of the full-time graduate course load. Some students are asked to leave the program for problematic behaviors (i.e., plagiarism, dishonesty).-

Faculty Discussions

MS MFT faculty usually meet weekly to discuss students within the program and what can be done to support those who are struggling. For example, according to MS MFT policies and procedures, a Student Support Committee (SSC) may be convened to assist a student who struggling academically in the program. This committee is formed to support and assist the student prior to disciplinary action being taken (i.e., MS MFT faculty asking student to leave the program). Several students have successfully worked with a SSC over the past 2 years, which helped them continue successfully in the program. MS MFT faculty ultimately want to see students succeed, and they make attempts to assist students before punitive actions are taken.

In weekly meetings, MS MFT faculty have also regularly discussed curriculum and course delivery changes needed to strengthen the curriculum and assist students. Reasonable changes have recently been made and approved by the Graduate Council.

In the future, more discussions will take place in MS MFT faculty meetings about what can be done to better retain first-generation students, which will include sending a survey to those who stopped their involvement in the MS MFT program. Also, faculty will discuss what can be done – within reason – to have more eligible male students enter the program.

Important Note

While student retention is paramount to MS MFT faculty, there are also those who enter the program and later decide that being a marriage and family therapist is not a good fit for them. Faculty may also decide that some students are not a good fit for the program or the profession. In this role, faculty are gatekeepers for the profession. It is important that future clients and the community are protected from those who may cause harm. Also, the MS MFT faculty want to graduate students who are ethical and competent, and therefore want graduates to represent the MS MFT program well. In the MFT training world, it is widely known, and even expected, that not all students who start such a program will finish it due to the aforementioned reasons.

<u>Question #3</u>: What suggestions do you have to improve the dashboard and reflection questions?

Suggestion #1: Could you include a box with a drop-down menu in it, which will include the academic year, or time frame, you're viewing retention statistics for? Perhaps this will be possible as you continue to collect retention statistics in the coming years.
Suggestion #2: Since graduate students do not receive Pell grants, is there a way to include data about the number of students in each retention time period who would qualify as "low socio-economic status"?

Suggestion #3: Provide contact information for folks in other departments who have successfully answered these questions.

MS MFT Program

For the 2016-17, 2017-18, & 2018-19 Academic Years (A.Y.)

(Measuring Across Fall, Winter, Spring, and Summer Terms for Each A.Y.)

Completed by Kevin C. Garrett

June 17, 2020

Student Success (DFWI) Dashboard Reflection Questions & Responses

<u>Question #1:</u>

A. What is the DFWI rate per course in your program?

Refer to DFWI rates per course in the tables below, per academic year (A.Y.). The most recent A.Y. table is found at the bottom of this report.

B. What is the DFWI rate across gender in your program?

Refer to DFWI rates across gender in the tables below, per A.Y.

C. What is the DFWI rate across all racial groups in your program?

Refer to DFWI rates across all racial groups in the tables below, per A.Y.

D. What is the DFWI rate for first-generation students in your program?

Refer to DWFI rates for first-generation students in the tables below, per A.Y.

E. What is the DFWI rate for low socio-economic students (Pell grant eligible) in your program?

Refer to DFWI rate for low socio-economic students in the tables below, per A.Y.

NOTE: Within the acronym "DFWI," D = Letter grade of D, F = Letter grade of F, W = Withdrew from class, I = Received Incomplete in class.

2016-17 Academic Year – MS Marriage & Family Therapy (MFT)					
MFT Course # & Title	**DFWI Rate Per Course**	**DFWI Rate Per Gender**	**DFWI Rate Across Racial Groups**	**DFWI Rate For First-Generation Students**	**DFWI Rate For Low Socio-Economic Students (Pell Eligible)**
MFT 501: Adult Dev.	12.5%	Female = 3.9% Male = 0%	Hispanic = 0% Two or More Races = 0% Unknown = 0% White = 5.6%	First Generation = 0% Not First Generation = 6.1%	Low SES = 2.9%
MFT 510: Intro to MFT	0%				
MFT 511: Fam Therapy Theory & Practice I	12.5%				
MFT 512: Fam Therapy Theory & Practice II	0%				
MFT 520: Counseling: Theory & Skills	0%				
MFT 521: Child & Adol. Therapy	0%				
MFT 550: Professional Studies: Ethics	0%				
MFT 560: Dev. Cultural Competencies	0%				
MFT 580: Dev. Cultural Competencies (Ind. Study)	0%				

<u>Question #2:</u> What are the gatekeeper courses in your program?

During the 2016-17 academic year, the first year the MS MFT program saw students, the gatekeeper courses are those that students take during their first quarter in the program. These courses were MFT 510: Introduction to Marriage & Family Therapy, MFT 520: Counseling: Theory & Skills, and MFT 521: Child & Adolescent Therapy.

<u>Question #3</u>: How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

As there have been curriculum, course, and admission changes since the program started over the three academic years this data spans, proposed improvement strategies will be made later in this report. Please refer to the response about this question under the 2018-19 A.Y. table below.

2017-18 Academic Year – MS Marriage & Family Therapy (MFT)					
MFT Course # & Title	**DFWI Rate Per Course**	**DFWI Rate Per Gender**	**DFWI Rate Across Racial Groups**	**DFWI Rate For First-Generation Students**	**DFWI Rate For Low Socio-Economic Students (Pell Eligible)**
MFT 500: Child & Adol. Development	22.2%	Female = 8.5% Male = 3.2%	American Indian = 100% Hispanic = 0% Unknown = 15.8% White = 4.2%	First Generation = 9.7% Not First Generation = 5.3%	Low SES = 7.3%
MFT 501: Adult Dev.	0%				
MFT 507: Adv. Family Therapy	0%				
MFT 507: Med Family Therapy in Rural Areas I	0%				
MFT 510: Intro to MFT	22.2%				
MFT 511: Fam Therapy Theory & Practice I	16.7%				
MFT 512: Fam Therapy Theory & Practice II	0%				
MFT 520: Counseling: Theory & Skills	22.2%				
MFT 523: Group Therapy	0%				
MFT 525: Trauma & Recovery	14.3%				
MFT 530: Child & Adol. Psychopathology & Dx	14.3%				
MFT 531: Adult Psychopathology & Dx	0%				
MFT 533: Violence & Abuse in Intimate Relationships	0%				
MFT 534: Psychological Assessment	0%				
MFT 540: Research Methods	0%				
MFT 550: Professional Studies: Ethics	0%				
MFT 560: Dev. Cultural Competencies	0%				
MFT 562: Rural Mental Health Care	0%				
MFT564: Substance Abuse & Co-occurring Disorders	0%				
MFT 566: Med. Family Therapy in Rural Areas II	14.3%				

<u>Question #2:</u> What are the gatekeeper courses in your program?

During the 2017-18 academic year, the second year the MS MFT program saw students, the gatekeeper classes were those that students took in their first quarter in the program. These were MFT 500: Child & Adolescent Development, MFT 510: Introduction to Marriage & Family Therapy, and MFT 520: Counseling: Theory & Skills.

<u>Question #3</u>: How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

As there have been curriculum, course, and admission changes since the program started over the three academic years this data spans, proposed improvement strategies will be made later in this report. Please refer to the response about this question under the most recent 2018-19 A.Y. table below.

2018-19 Academic Year – MS Marriage & Family Therapy (MFT)					
MFT Course # & Title	**DFWI Rate Per Course**	**DFWI Rate Per Gender**	**DFWI Rate Across Racial Groups**	**DFWI Rate For First-Generation Students**	**DFWI Rate For Low Socio-Economic Students (Pell Eligible)**
MFT 500: Child & Adol. Development	0%	Female = 9.6% Male = 5.7%	American Indian = 0% Hispanic = 16.7% Unknown = 0% White = 8.8%	First Generation = 11.9% Not First Generation = 7.0%	Low SES = 9.0%
MFT 501: Adult Dev.	40%				
MFT 507: Adv. Family Therapy	0%				
MFT 507: Clinical Capstone I	0%				
MFT 507: Clinical Capstone II	50%				
MFT 507: Clinical Capstone III	16.7%				
MFT 507: Med Family Therapy in Rural Areas II	0%				
MFT 507: Med Family Therapy in Rural Areas III	0%				
MFT 507: Practicum IV	33.3%				
MFT 507: Psychopharmacology	0%				
MFT 510: Intro to MFT	0%				
MFT 511: Fam Therapy Theory & Practice I	20%				
MFT 512: Fam Therapy Theory & Practice II	0%				

MFT 520: Counseling: Theory & Skills	22.2%				
MFT 521: Child & Adol. Therapy	0%				
MFT 522: Couples Therapy	0%				
MFT 523: Group Therapy	0%				
MFT 525: Trauma & Recovery	14.3%				
MFT 530: Child & Adol. Psychopathology & Dx	14.3%				
MFT 531: Adult Psychopathology & Dx	0%				
MFT 533: Violence & Abuse in Intimate Relationships	33.3%				
MFT 534: Psychological Assessment	16.7%				
MFT 540: Research Methods	16.7%				
MFT 550: Professional Studies: Ethics	0%				
MFT 560: Dev. Cultural Competencies	40%				
MFT 561: Sexuality & Therapy	0%				
MFT 562: Rural Mental Health Care	0%				
MFT564: Substance Abuse & Co-occurring Disorders	16.7%				
MFT 566: Med. Family Therapy in Rural Areas I	0%				
MFT 570: Clinical Practicum I	0%				
MFT 571: Clinical Practicum II	0%				
MFT 572: Clinical Practicum III	0%				

<u>Question #2:</u> What are the gatekeeper courses in your program?

During the 2018-19 academic year, the third year the MS MFT program saw students, the gatekeeping courses were those students took in their first quarter of the program. These were MFT 510: Introduction to Marriage & Family Therapy, MFT 520: Introduction to Therapy: Theory & Practice, and MFT 502: Lifespan Development (a new course, which combines two previously taught courses).

Question #3: How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

This question is difficult to answer as some classes within the program are more challenging than others. Moreover, some classes that were previously offered in the program are no longer being offered – due to curriculum changes. Also, our program is still young and still experiencing the need to make adjustments as it gets up and running. MS MFT faculty strive to speak to and work with students when they first start struggling academically in the program. Faculty usually meet weekly and the Program Director, Dr. Kathleen Adams, strives to meet with students who are struggling and/or will visit with them for an exit interview if they decide to leave the program. These are further discussed in more detail below, which illustrate what we are doing to try to improve DFWI rates within the MS MFT program.

Exit Interviews

When a student decides they need to leave the MS MFT program, the Program Director, Dr. Kathleen Adams, requests that they meet with her prior to leaving. Often, Dr. Adams has already spoken with students who have contemplated leaving the program. In her meetings with them, she discusses their concerns and/or reasons for wanting or needing to leave. She will discuss with them what reasonable accommodations, if any, can be made to help the student stay in the program. Other times, if the student is adamant about leaving, Dr. Adams will discuss with them their reasons for needing to leave and will discuss what can happen in the future to help them come back to the program. The most frequent reasons students need to leave the program – which are student-initiated – include student family emergencies and/or the demands of the full-time graduate course load. Some students are asked to leave the program for problematic behaviors (i.e., plagiarism, dishonesty).-

Faculty Discussions

MS MFT faculty usually meet weekly to discuss students within the program and what can be done to support those who are struggling. For example, according to MS MFT policies and procedures, a Student Support Committee (SSC) may be convened to assist a student who struggling academically in the program. This committee is formed to support and assist the student prior to disciplinary action being taken (i.e., MS MFT faculty asking student to leave the program). Several students have successfully worked with a SSC over the past 2 years, which helped them continue successfully in the program. MS MFT faculty ultimately want to see students succeed, and they make attempts to assist students before punitive actions are taken.

In weekly meetings, MS MFT faculty have also regularly discussed curriculum and course delivery changes needed to strengthen the curriculum and assist students. Reasonable changes have recently been made and approved by the Graduate Council.

In the future, more discussions will take place in MS MFT faculty meetings about what can be done to better retain first-generation students, which will include sending a survey to those who stopped their involvement in the MS MFT program. Also, faculty will discuss what can be done – within reason – to have more eligible male students enter the program.

Important Note

While it is paramount that students get good grades to stay enrolled in the MS MFT faculty, there are those who enter the program and struggle academically, due to the rigorous nature of its curriculum. There are also those who later decide that being a marriage and family therapist is not a good fit for them. Faculty may also decide that some students are not a good fit for the program or the profession. In this role, faculty are gatekeepers for the mental health field. It is important that future clients and the community are protected from those who may cause

harm. Also, the MS MFT faculty want to graduate students who are ethical and competent, and therefore want graduates to represent the MS MFT program well. In the MFT training world, it is widely known, and even expected, that not all students who start such a program will finish it due to the aforementioned reasons.

MS MFT Program

Completed by Kevin C. Garrett

June 16, 2020

Graduation Dashboard Reflection Questions & Responses

Important Note

The most recent graduation data on the dashboard is for the 2013-14 academic year. As the MS MFT program is new and the first group of students in the MFT program to graduate was in June 2019, there is no data to pull from and respond to reflection questions on this dashboard report.

MS MFT Program

Completed by Kevin C. Garrett

June 17, 2020

Pilot Programs Piloting New Assessment Questions

To Align with NWCCU Rubric

<u>Question #1:</u> What changes and improvements overall did you make in your program last year and why?

Here is an overview of the changes faculty made within the MS MFT program last year (2019-20) and why these were made:

Change #1: Curriculum. We made changes to the program's curriculum in order to strengthen the gatekeeper classes in the first quarter of the program. We added the Lifespan Development course to the first quarter as a new gatekeeper class. This new class combines material from two previous classes. We also changed the curriculum to include the Mental Health & Addiction Certification Board or Oregon (MHACBO) educational and course requirements, so students who graduate from the MS MFT program will meet the academic coursework to become

Certified Alcohol and Drug Counselor (CADC) III's in the State of Oregon. The "III" behind "CADC" is the highest designation one can earn with this license.

These changes were approved by Graduate Council in the fall of 2019. These curriculum changes set the MS MFT program at Oregon Tech apart from other mental health programs in Oregon, who do not offer this extensive coursework toward the CADC III certification in their curricula. The CADC Graduate Certificate (GC) within the MS MFT program will be submitted to Graduate Council in the future, for approval.

Additionally, approval of the GC in Integrated Behavioral Healthcare and Medical Family Therapy within the MS MFT program is in its final stages. It has already been approved by Graduate Council and is now awaiting final approval from Provost Mott. This GC will also set the MS MFT program at Oregon Tech apart from other master's mental health training programs in Oregon, as no other program in Oregon offers this as part of their curriculum.

Change #2: Capstone Class. Based upon faculty observations of how the Capstone course series ran the first year students completed it, the capstone series was changed to run more smoothly this past year. This included changes to the final projects students complete in order to graduate from the MS MFT program. Due to these changes, students now complete a Clinical Competency Exam in the first week of the spring term. Students recently completed this summative project and all MS MFT faculty agreed that this process flowed much smoother than the previous year.

Change #3: Recruiting and Program Information Dissemination. Faculty have been more deliberate in their recruitment efforts for the MS MFT program, to ensure that prospective students understand that the program is not a part-time master's program, that it is extremely rigorous, and that those who are admitted to the program will be expected to manage time well, and to submit quality assignments and on time.

Faculty emphasize that the MS MFT program is a graduate program, so much is expected. Additionally, we have added more explicit policies and expectations about class attendance and submitting assignments on time to all MFT syllabi and in the MS MFT Handbook students receive prior to starting their education in the program. This has more recently, while anecdotal, attracted students who are more capable of succeeding and who appear to understand the rigors of a full-time graduate program.

Recruitment efforts have also recently started casting a wider net, such as reaching out to other institutions of higher education in other parts of Oregon and in surrounding states, such as in Nevada. We are striving to recruit a more qualified and diverse set of students, in addition to trying to improve enrollment in the MS MFT program. Lastly, recruitment efforts have been with the collaboration of the Admission Office, such as reaching out to recent graduates of the Humanities & Social Sciences Department with information about the MS MFT program, and Erik Johnson emailing information about the MS MFT program to approximately 720 prospective students across the U.S. who recently completed the GRE.

<u>Question #2</u>: What changes in budget or resource allocations did you make in your program last year and why (i.e., new faculty, new equipment, etc.)?

Funding from the department was used for recruiting trips for the first time this last year. These funds were used for recruiting, so as to increase the visibility of the MS MFT program across the state and in bordering states, thus working to find a more diverse pool of prospective students.

<u>Question #3</u>: What curriculum changes did you make in your program this last year and why?

Please refer to the section titled "Change #1: Curriculum" under Question #1 above for the response to this question.

<u>Question #4</u>: What improvements do you plan this next year that will impact job success, curriculum improvements, even better alignment with industry needs and resource allocations? What data do you need to collect this next year to help support the improvements you want for your program?

Our student job placement rate after the first group of students graduated in June 2019 was 100%. All six (6) students found employment related to their MS MFT degree within four months of graduation. Our most recent graduates just graduated on June 13, 2020. As of now, three (3) of the four (4) graduates have already accepted jobs in mental health, which are related to their MS MFT degree. The fourth graduate is taking a few months off before starting her job search.

As far as curriculum improvements, we had these approved by the Graduate Council in the fall of 2019. Minor adjustments are being made in classes that build upon one another, or those that lay groundwork for classes students take later in the program, where subject matter is explored and taught more in-depth. For example, in the Introduction to Marriage & Family Therapy course, Dr. Garrett has been speaking with Drs. Adams and Torgerson about an assignment specific to self-of-the-therapist, which primes students for more work and assignments related to this in Dr. Torgerson's class later in the program, as well as continued conversations about self-of-the-therapist embedded in discussions throughout the program. Another example of this is the newer Introduction to Substance Abuse (Use) Disorders (SUDs) class, wherein students gain a basic understanding of substance use disorders, available treatments, learn about the *Big Book of AA*, to name a few, all of which prepare them for more in-depth SUDs classes later in the program.

Data to collect this next year, which will help with improvements in our program, will include the following: (1) if a student, or students, initiate(s) leaving the program, data on the reasons why they decided to leave the program will be tracked; and (2) data related to assessment outcomes per our Assessment Report.

<u>Question #5</u>: What are your greatest student success and achievement stories that you have had in the last year?

We have graduated ten (10) students in the last two years. Every graduate, 100%, who sought employment in the field found employment within four (4) months of graduation. One (1) graduate from June 2020 is not currently seeking employment in the field.

<u>Question #6</u>: What feedback do you have for the Assessment Office to improve these questions and dashboards?

Suggestion #1: Since graduate students do not receive Pell grants, is there a way to include data about the number of students in each retention time period who would qualify as "low socio-economic status"?

Suggestion #2: Provide contact information for folks in other departments who have successfully answered these questions.

MS MFT Program
Completed by Kevin C. Garrett
June 17, 2020

Final Overview Dashboard Reflection Questions

Question #4: After looking at the data from all three (3) dashboards, list the top three (3) equity gaps that you see in your program and initial plans (strategies) to try to close them?

Equity Gaps. The top three (3) equity gaps in our program, in reviewing retention and DFWI data from 2016-17, 2017-18, and 2018-19 academic years, include the following:

- First-generation students (most recent year)
- Native American students (in earlier years)
- Male students (small numbers have been in the program over the three years of the program's existence)

NOTE: Given the small samples of students in each cohort across the three years of the program's existence, the data about equity gaps are not likely representative.

Initial Plans/strategies to Close Equity Gaps. While the equity gaps from dashboard data may be due to non-representative student sample sizes, this anecdotal evidence will be discussed by MS MFT faculty in future faculty meetings. We will send a survey to those who have stopped the program, to determine what else, if anything, can be done to better support first-generation and Native American students. Moreover, recent recruitment efforts have been deliberately casting a broader net at other areas of Oregon and in other states, so as to recruit to a more diverse pool of prospective students. Lastly, dashboard data shows more recently that the MS MFT program is retaining more Native American students, while data from earlier years did not show this.

Question #5: What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?

Suggestion #1*:* Since graduate students do not receive Pell grants, is there a way to include data about the number of students in each retention time period who would qualify as "low socio-economic status"?

Suggestion #2*:* Provide contact information for folks in other departments who have successfully answered these questions.

****End of Report by Kevin Garrett****

Robert Paxton: 06/17/2020

Draft Report on DFWI students for Various Engineering courses

Manufacturing, Mechanical Engineering, and Technology Department

By Robert A. Paxton, BSME Program Director

1. Introduction

Recently the Northwest Commission on Colleges and Universities has begun placing greater attention on Universities' actions to close equity gaps and ensure success for all their students. This report will examine the DFWI rate [defined as students who drop, fail, withdraw or receive an 'incomplete' grade] across four main equity gaps – 1st generation students, female students, ethnic minorities, and low-income students.

For this report, three fundamental mechanical engineering courses are reviewed: MFG 120 Introduction to Machining Processes; ENGR 211 Engineering Mechanics (Statics); and ENGR 355 Thermodynamics. These courses were selected as they typically serve as the "entry course" into one of the sub-disciplines (eg. design, mechanics, thermofluids) of mechanical engineering. Thus, evaluation of these courses may provide insight into the broader "types" of courses that students struggle with.

1. Historical DFWI rates

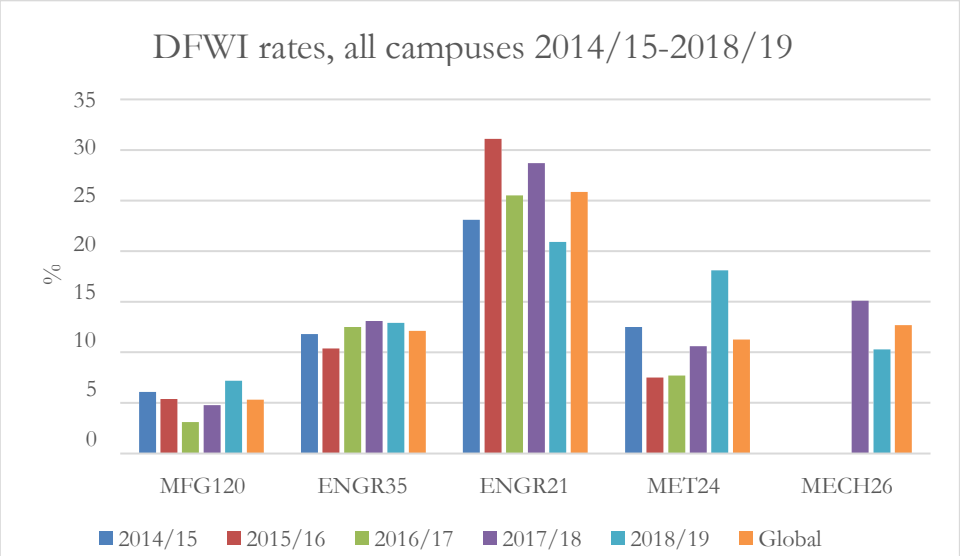


Figure 1: Historical comparison of DFWI data, from Table 1 (Appendix A)

Historically, the DFWI rates across the various courses has remained relatively constant. MFG 120 has an average rate of 5% whereas ENGR 355 averages around 12%. ENGR 211 has a significantly higher average at 26%.

For comparison, data from MET 241 CAD for Mechanical Design I and MECH 260[+] Engineering Materials I are included in Figure 1 and both courses exhibit a similar average DFWI rate to ENGR 355. Henceforth, the averages in this section (ie. those taken across all students) will be referred to as "global averages" to distinguish them from the averages being discussed in relation to specific courses.

[+] Prior to 2017/18, MECH 260 was offered as 'MET 160' which is why no data is shown for 2014-2016.

A possible reason for the higher average DFWI rate in Statics is that this course is taken by students from all the major engineering programs (mechanical, civil, electrical). Thus, there is potentially a greater variability in the capabilities of the students. Additionally, Statics is (at most universities) traditionally used as a informal "weed-out" course - used to assess the general level of interest and capability a particular student has in the field of engineering. Thus, some students may choose to withdraw from the course after realizing that engineering is not a subject that interests them, and this withdrawal does not represent a negative outcome.

2. DFWI rates for MFG 120 Introduction to Machining Processes

Firstly, DFWI data for MFG 120 will be considered for 1st generation, female, "non-white"* and PEL-grant eligible (which is taken as a measure of low-income students). This data does not consider trends across the different campuses, which should be looked at in a future report.

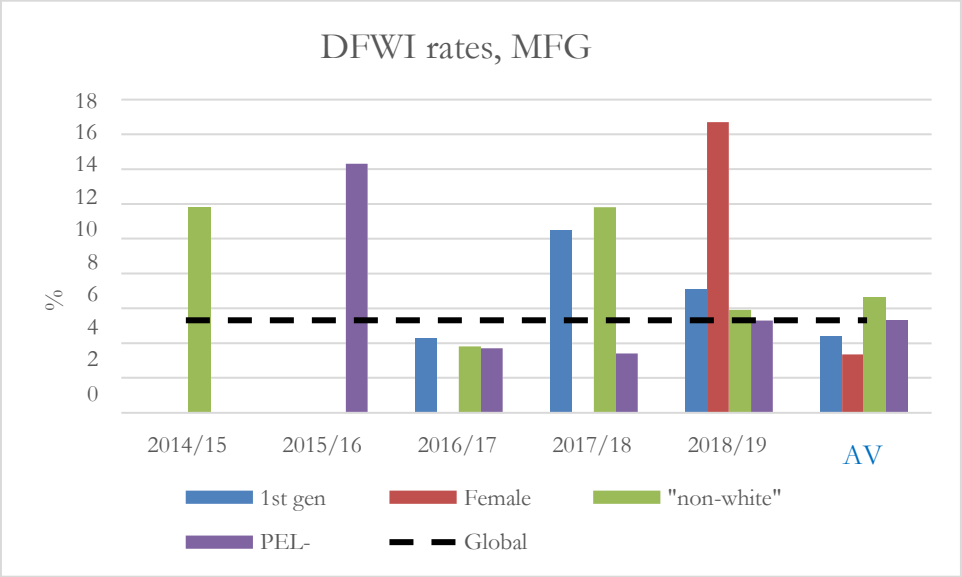


Figure 2: DFWI data for MFG 120, from Table 2 (Appendix A)

Figure 2 does not appear to show any trends in the DFWI data. The average DFWI data across all four equity gaps ('AVG', right-most set of columns) is similar to, or below the global DFWI average (orange bars from Figure 1 represented as a black dashed line in Figure 2). "Non-white" students are slightly higher than average, although this is likely an artifact caused by the extreme fluctuations in the data.

Some significant spikes do occur in the data – most notably 14.3% for PEL students in 2015/16 and 16.7% for females in 2018/19. Closer examination reveals that the 14.3% spike represents 3 students (out of a total of 21 PEL students) and that two of these students withdrew from the course. Similarly, the 16.7% represents only a single female student out of a total of 7 female students enrolled in the class.

* *In this report, the term "non-white" refers to any student who did not select 'White' as their race (American Indian, Asian, Hispanic, International, Two or more races, or Unknown)*

3. DFWI rates for ENGR 211 Engineering Mechanics (Statics)

Next, DFWI data for ENGR 211 will be considered for 1st generation, female, "non-white" and PEL-grant eligible (which is taken as a measure of low-income students). This data does not consider trends across the different campuses, which should be looked at in a future report.

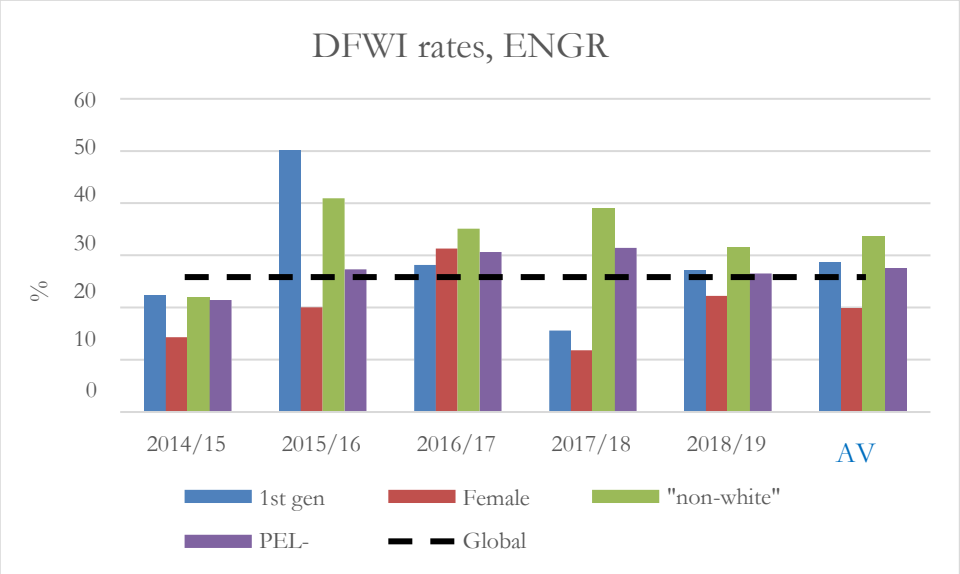


Figure 3: DFWI data for ENGR 211, from Table 3 (Appendix A)

The average DFWI rates ('AVG', right-most set of columns in Figure 3) across all of the equity groups (except females) under evaluation is higher than the global average (orange bars from Figure 1 represented as a black dashed line in Figure 3). "Non-white" students are consistently over-represented in the DFWI rates for this course, and PEL and 1st generation students are at, or slightly above the global average.

As discussed in previous reports, it is possible that the trend seen in "non-white" students may result from a historical lack of STEM-focused education in the high-schools attended by those students (although this is purely conjecture on the part of the author). This would tend to effect more "mathematically-intensive" courses such ENGR 211. It might be interesting to examine the performance of "non-white" students in other STEM subjects such as physics and mathematics to see if similar trends exist.

It is pleasing to see however that female students are consistently under-represented in this data.

4. DFWI rates for ENGR 355 Thermodynamics

Lastly, DFWI data for ENGR 355 will be considered for 1st generation, female, "non-white" and PEL-grant eligible (which is taken as a measure of low-income students). This data does not consider trends across the different campuses, which should be looked at in a future report.

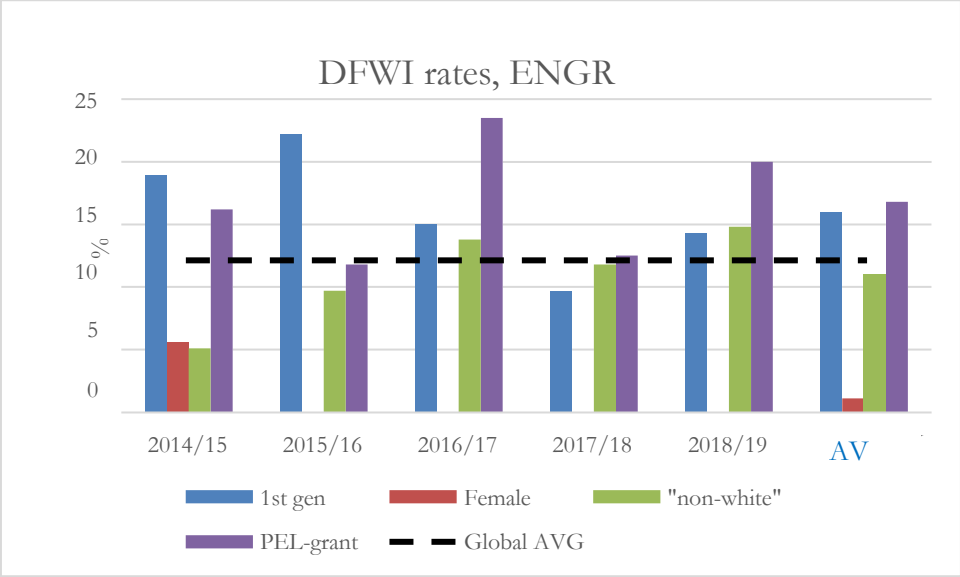


Figure 4: DFWI data for ENGR 355, from Table 4 (Appendix A)

Similar to Figure 3, the data appears to indicate that 1st generation and PEL students are overrepresented in the DFWI data ('AVG', right-most set of columns in Figure 4) and exceed the global average (orange bars from Figure 1 represented as a black dashed line in Figure 4). The causes of this are puzzling, and it is unclear why this would occur. Thermodynamics does tend to involve highly abstract concepts, but one would expect this to affect all students equally which is not seen in the data.

It is pleasing to again see that female and "non-white" students are under-represented in this data.

5. Conclusions

This data demonstrates that closing equity gaps at a course level is going to be challenging, and may not actually be possible. No clear trends exist, and the data fluctuates widely across different academic years. In order to garner any useful information, it may be necessary to examine a particular course taught at a specific campus or by a specific instructor. However, this may inadvertently expose instructor bias which could potentially be embarrassing to that individual. However, if this is done in a sensitive manner, it may be possible to help those instructors who exhibit bias.

In this report, we see that minorities are over-represented in two technical engineering courses, although it unclear why "non-white" students are over-represented in ENGR 211 and under-represented in ENGR 355. Similarly, PEL and 1st generation students are over-represented in ENGR 355 and under-represented in ENGR 211. Analysis of other engineering courses should be conducted, as well as an analysis of the courses across different campuses and instructors.

APPENDIX A

Table 1: Historical comparison of DFWI data across various engineering courses

	2014/15	2015/16	2016/17	2017/18	2018/19	Global AVG	MAX	MIN
MFG120	6.1	5.4	3.1	4.8	7.2	5.3	7.2	3.1
MET241	12.5	7.5	7.7	10.6	18.1	11.3	18.1	7.5
ENGR211	23.1	31.1	25.5	28.7	20.9	25.9	31.1	20.9
ENGR355	11.8	10.4	12.5	13.1	12.9	12.1	13.1	10.4
MECH260	-	-	-	15.1	10.3	12.7	15.1	10.3

Table 2: DFWI data for MFG 120

	2014/15	2015/16	2016/17	2017/18	2018/19	AVG
1st gen	0	0	4.3	10.5	7.1	4.4
Female	0	0	0	0	16.7	3.3
"non-white"	11.8	0	3.8	11.8	5.9	6.7
PEL-grant	0	14.3	3.7	3.4	5.3	5.3
Global AVG*						5.3

** Data taken from Table 1*

Table 3: DFWI data for ENGR 211

	2014/15	2015/16	2016/17	2017/18	2018/19	AVG
1st gen	22.2	50	28.2	15.6	27.1	28.6
Female	14.3	20	31.3	11.8	22.2	19.9
"non-white"	21.9	40.9	35.1	39	31.5	33.7
PEL-grant	21.4	27.3	30.6	31.4	26.5	27.4
Global AVG*						25.9

** Data taken from Table 1*

Table 4: DFWI data for ENGR 355

	2014/15	2015/16	2016/17	2017/18	2018/19	AVG
1st gen	18.9	22.2	15	9.7	14.3	16.0
Female	5.6	0	0	0	0	1.1

"non-white"	5.1	9.7	13.8	11.8	14.8	11.0
PEL-grant	16.2	11.8	23.5	12.5	20	16.8
Global AVG*						12.1

** Data taken from Table 1*

****End of Report by Robert Paxton****

Hallie Neupert: 06/17/20

Retention Dashboard Reflection Questions: Health Care Management

What is your retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?

Major	% Retained	By Campus		By Type		
		KF	Online	New Freshman	New Post-Bac	New Transfer
Health Care Management (all options)	57% (8 of 14)	100%	46%	100%	0%	55%
Administration Option	100% (3 of 3)	100%	N/A	100%	N/A	100%
Clinical Option	43% (3 of 7)	N/A	43%	N/A	0%	50%
Rad Science Option	50% (2 of 4)	N/A	50%	N/A	N/A	50%

Major	% Retained	By Gender		By Race			By Pell-Grant Awarded		By First Generation	
		Female	Male	African American	Hispanic	White	Yes	No	Yes	No
Health Care Management (all options)	57% (8 of 14)	67%	40%	0%	67%	60%	100%	50%	67%	55%
Administration Option	100% (3 of 3)	100%	N/A	N/A	100%	100%	N/A	100%	100%	100%
Clinical Option	43% (3 of 7)	25%	67%	N/A	100%	33%	100%	20%	0%	50%
Rad Science Option	50% (2 of 4)	100%	0%	0%	0%	100%	N/A	50%	100%	33%

- ❖ How do you plan to improve retention rates this coming quarter/year?
- ❖ What suggestions do you have to improve the dashboard and reflection questions?

Our thoughts thus far:

- Small sample sizes make it difficult to really understand trends/retention issues.
- We are not surprised that on-ground retention is higher than online. This is something we have thought to be true, although this data seems to confirm, additional data would be helpful. Typically, on-ground students are more traditional and do not have the professional/family obligations that online students oftentimes have.
    - The Administration Option is designed for the traditional student who has little background in healthcare.
    - The Clinical and Rad Science Options are designed for those that are working in the field. A current registry/license is required to be admitted into these programs.
- To improve retention, we would be interested in contacting students who stop out to find out why.
    - Should this be a concerted, campus wide effort? Or is it better for programs to take on this role? We would be interested in hearing thoughts on best practices in this area.
    - Given small numbers we were able to look up each of these students in Fast, all were in good academic standing. Perhaps life got in the way?

Graduation Dashboard Reflection Questions: Health Care Management

- ❖ What is the graduation rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?

Major	% Graduated		By Campus		By Type		
			KF	Online	New Freshman	New Post-Bac	New Transfer
Health Care Management (all options)	**Year 4**	14% (3 of 21)	33% (3 of 9)	0% (0 of 10)	33% (1 of 3)	N/A	6% (1 of 16)
	Year 5	19% (4 of 21)	44% (4 of 9)	0% (0 of 10)	67% (2 of 3)		6% (1 of 16)
	Year 6	19% (4 of 21)	44% (4 of 9)	0% (0 of 10)	67% (2 of 3)		6% (1 of 16)
Administration Option	**Year 4**	25% (2 of 8)	29% (2 of 7)	N/A	33% (1 of 3)	N/A	20% (1 of 5)
	Year 5	38% (3 of 8)	43% (3 of 7)		67% (2 of 3)		20% (1 of 5)

	Year 6	38% (3 of 8)	43% (3 of 7)		67% (2 of 3)		20% (1 of 5)
Clinical Option	**Year 4**	0% (0 of 5)	N/A	0% (0 of 2)	N/A	N/A	0% (0 of 5)
	Year 5	0% (0 of 5)		0% (0 of 2)			0% (0 of 5)
	Year 6	0% (0 of 5)		0% (0 of 2)			0% (0 of 5)
Rad Science Option	**Year 4**	13% (1 of 8)	100% (1 of 1)	0% (0 of 7)	N/A	N/A	0% (0 of 6)
	Year 5	13% (1 of 8)	100% (1 of 1)	0% (0 of 7)			0% (0 of 6)
	Year 6	13% (1 of 8)	100% (1 of 1)	0% (0 of 7)			0% (0 of 6)

Major	**% Graduated**		**By Gender**		**By Race**			**By Pell-Grant Awarded**		**By First Generation**	
			Female	**Male**	**Asian**	**Hispanic**	**White**	**Yes**	**No**	**Yes**	**No**
Health Care Management (all options)	Year 4	14% (3 of 21)	16% (3 of 19)	0% (0 of 2)	N/A	33% (1 of 3)	13% (2 of 16)	17% (1 of 6)	13% (2 of 15)	33% (2 of 6)	7% (1 of 15)
	Year 5	19% (4 of 21)	21% (4 of 19)	0% (0 of 2)		33% (1 of 3)	19% (3 of 16)	17% (1 of 6)	20% (3 of 15)	33% (2 of 6)	13% (2 of 15)
	Year 6	19% (4 of 21)	21% (4 of 19)	0% (0 of 2)		33% (1 of 3)	19% (3 of 16)	17% (1 of 6)	20% (3 of 15)	33% (2 of 6)	13% (2 of 15)
Administration Option	Year 4	25% (2 of 8)	33% (2 of 6)	0% (0 of 2)	N/A	N/A	25% (2 of 8)	25% (1 of 4)	25% (1 of 4)	50% (1 of 2)	17% (1 of 6)

	Year 5	38% (3 of 8)	50% (3 of 6)	0% (0 of 2)			38% (3 of 8)	25% (1 of 4)	50% (2 of 4)	50% (1 of 2)	33% (2 of 6)
	Year 6	38% (3 of 8)	50% (3 of 6)	0% (0 of 2)			38% (3 of 8)	25% (1 of 4)	50% (2 of 4)	50% (1 of 2)	33% (2 of 6)
Clinical Option	Year 4	0% (0 of 5)	0% (0 of 5)	N/A	0% (0 of 1)	0% (0 of 1)	0% (0 of 3)	0% (0 of 2)	0% (0 of 3)	0% (0 of 3)	0% (0 of 2)
	Year 5	0% (0 of 5)	0% (0 of 5)		0% (0 of 1)	0% (0 of 1)	0% (0 of 3)	0% (0 of 2)	0% (0 of 3)	0% (0 of 3)	0% (0 of 2)
	Year 6	0% (0 of 5)	0% (0 of 5)		0% (0 of 1)	0% (0 of 1)	0% (0 of 3)	0% (0 of 2)	0% (0 of 3)	0% (0 of 3)	0% (0 of 2)
Rad Science Option	Year 4	13% (1 of 8)	13% (1 of 8)	N/A	N/A	33% (1 of 3)	0% (0 of 5)	N/A	13% (1 of 8)	100% (1 of 1)	0% (0 of 7)
	Year 5	13% (1 of 8)	13% (1 of 8)			33% (1 of 3)	0% (0 of 5)		13% (1 of 8)	100% (1 of 1)	0% (0 of 7)
	Year 6	13% (1 of 8)	13% (1 of 8)			33% (1 of 3)	0% (0 of 5)		13% (1 of 8)	100% (1 of 1)	0% (0 of 7)

- ❖ How do you plan to improve graduation rates in your program this coming quarter/year?

Our thoughts thus far:

- Small sample sizes make it difficult to really understand trends/graduation issues.
- As with the retention data, on-ground graduation is higher than online. Typically, on-ground students are more traditional and do not have the professional/family obligations that online students oftentimes have.
    - 15 of 21 Healthcare Management students are attending part-time (2 of those 15 graduated within 6 years) and 13 of the 15 part-time students are attending online (1 student graduated within 6 years).
    - 6 of 21 Healthcare Management students are attending full-time (2 of those 6 graduated within 6 years) and 3 of the 6 full-time students are attending online (0 graduated within 6 years)
    - The Healthcare Management degree was first offered at Oregon Tech in 2013-2014 (the first year for which graduation data is available). The degree has grown since then, curriculum has evolved so that it is now more flexible and provides more "timely" pathways to graduation. It will be helpful to see subsequent years' data to truly understand graduation challenges and issues in Healthcare Management (aside from those mentioned above)

- To improve graduation, we would be interested in better understanding barriers for our full-time, on-ground students. We would expect these students to graduate within 6 years. Given the majority of our online students attend part-time (taking 1-2 classes per term) and are working adults, we have no expectation that they graduate within 6 years. Given many of these students also stop out, we would like to better understand those reasons as discussed above.

Student Success Dashboard Reflection Questions: Health Care Management

❖ What is your DFWI rate per course in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?

Class		DFWI Rate	By Gender		By Race			By First Generation		By Pell-Grant Awarded	
			Female	Male	Asian	Hispanic	White	Yes	No	No	Yes
MIS 255	KF	5% (1 of 20)	11% (1 of 9)	0% (0 of 11)	0% (0 of 1)	0% (0 of 3)	6% (1 of 16)	0% (0 of 7)	8% (1 of 13)	0% (0 of 8)	8% (1 of 12)
	OL	17% (9 of 52)	24% (8 of 33)	5% (1 of 19)	0% (0 of 3)	43% (3 of 7)	13% (4 of 30)	18% (4 of 22)	17% (5 of 30)	19% (5 of 27)	16% (4 of 25)
BUS 313	KF	5% (4 of 75)	6% (3 of 52)	4% (1 of 23)	0% (0 of 2)	0% (0 of 6)	5% (3 of 63)	0% (0 of 36)	10% (4 of 39)	10% (4 of 42)	0% (0 of 33)
	OL	16% (14 of 88)	16% (10 of 62)	15% (4 of 26)	0% (0 of 4)	38% (3 of 8)	10% (6 of 61)	14% (5 of 35)	17% (9 of 53)	19% (11 of 59)	10% (3 of 29)
MIS 345	KF	0% (0 of 29)	0% (0 of 16)	0% (0 of 13)	0% (0 of 1)	0% (0 of 1)	0% (0 of 26)	0% (0 of 12)	0% (0 of 17)	0% (0 of 17)	0% (0 of 12)
	OL	0% (0 of 51)	0% (0 of 35)	0% (0 of 16)	0% (0 of 5)	0% (0 of 3)	0% (0 of 36)	0% (0 of 27)	0% (0 of 34)	0% (0 of 37)	0% (0 of 14)
MIS 357	KF	0% (0 of 7)	0% (0 of 1)	0% (0 of 6)	N/A	0% (0 of 1)	0% (0 of 5)	0% (0 of 3)	0% (0 of 4)	0% (0 of 3)	0% (0 of 4)
	OL	13% (4 of 31)	14% (2 of 14)	12% (2 of 17)	0% (0 of 4)	33% (1 of 3)	11% (2 of 19)	0% (0 of 15)	25% (4 of 16)	18% (3 of 17)	7% (1 of 14)

❖ What are the gatekeeper courses in your program? How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

Our thoughts thus far:

- It is difficult to calculate DFWI rates for courses in the Healthcare Management program as none of the courses required by this program are unique to the program. Every required course is required by at least one (and sometimes up to 10) other program(s). Given we are unable to disaggregate this data by major it is impossible to tell how many Healthcare Management students are captured in this data. Additionally, small program numbers further muddy these results.

- Given these challenges, the data presented above are from those courses that are specific to the HI and HCM programs and are explicitly related to healthcare concepts and practices.
- That being said, as with both the retention and graduation dashboards, online students exhibit higher DFWI rates (generally speaking) than do on-ground students.
- All 11 Management Department programs share a common core (approximately 76 credits). It would be more valuable to evaluate DFWI rates across these courses for the entire department, although again impossible to identify program-specific outcomes within the data at this time.

****End of Report by Hallie Neupert****

Barry Canaday: 06/11/2020

Below are the Pilot Reflection questions that go with each dashboard.

Piloting new dashboards and reflection questions Spring Terms
Programs submit answers June 12th (spring term) to barb.meng@oit.edu

1. **Retention Dashboard:** What is the retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? How do you plan to improve retention rates in your program this coming quarter/year?
   This is only tracking 4 students in our program. Not enough to evaluate.
2. **Graduation Dashboard:** What is the graduation rate for all students in your program, across **gender, across all racial groups, for first-generation students, and for low socio-economic** students (pell grant eligible)? How do you plan to improve graduation rates in your program this coming quarter/year?
   This Dashboard is confusing to me. For the ACADYR, does this mean that this is the year that a student entered the OIT system, and then the dashboard follows them for the next 6 years? For instance, in looking at the on-campus Echo cohort that were in the echo program as of 2010-2011, in actuality there were 27 students, all of which graduated by 2012.

   Or, is this looking at students who were labeled new Echo students as of the start of the 2010-2011 academic year? In this case, this is more accurate as the cohort is actually 20 students, all but one graduated, but they all were continuing, all together, until the last year – June 2013 when the number dropped from 20 to 19. It may be that there was a student who started, but dropped the first week, which in our tracking we don't include, as that one really never got going. So, while the endpoint total is pretty accurate, the tracking in the graph shows some of them graduating in 3 years, the rest by 6 years, when in actuality all were done (except the one) at the 3 year point.

   So, not quite sure how to interpret the graphs and data. I will say, the year six % is close, but the numbers are off, and the graph shows a cohort taking 5 years from entering the echo program (if it's referring to an individual class/cohort).

   In looking at the demographics, I would like to see the year 1 reflect the total that will then get tracked, until year 6, so that I could see

which one dropped, or fell off. As it stands, the numbers increase as the years go along, so not sure what demographic changed.

In reality, our retention is high over the years, with one or two students dropping (usually phasing out due to physics), but who usually phase back in on a following year, so are ultimately retained. Those who are removed from the program are done so due to individual actions that are not permissible (forging data/names for example), and are hard to predict. Some also leave due to personal reasons, and that's hard to predict.

Student Success Dashboard: What is your DFWI rate per course in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? What are the gatekeeper courses in your program? How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

The DFWI rate for all echo specific courses ranges between 0.3 and 1.3%, with fairly equal numbers of white and Hispanic students, and more of those being Pell grant students. The specific Echo Course would be Echo I, and it could be due to course content, or issues with imaging skills.

Physics of Medical Imaging courses are the biggest DFWI subject area courses (and these are specific for ultrasound students), with Hispanic students having the highest DFWI rate, and Pell students being more likely than non-Pell. Total DFWI only 3.7%. Since I couldn't break this down to which program, not sure where echo itself could make changes. Echo also doesn't have control of content. However, the ability to pass the physics courses is predictive of pass-rate in the ARDMS SPI exam – essentially 100%. So, should course content back off? No. This sets a standard which OIT is known for.

3. After looking at the data from all three dashboards, **list the top three equity gaps** that you see in your program and **initial plans (strategies)** to try to close them?

   This always comes down to **1. selection** and **2. student preparation**. Sometimes it's due to student age, though probably no specific pattern. If we work to increase minority and diversity in enrollment, we need to decrease admission criteria and/or increase visibility to attract more students. However, we already are maxed out on the numbers we acceot. We can accept just a few more, but have limits due to lab size (and now COVID-19 rules) and the number of externship sites. So, **3. Increase echo enrollment, as much as can be allowed due to COVID-19 social distancing and availability of sites.**

4. What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?

DFWI
D = D Grade
F = Fail
W = Withdraw
I = Incomplete

More data for the first dashboard. Make the 2nd one match up with what we see, or provide more information, as not sure what is being tracked. Also, change how the ethnicity numbers track across time.

End of Report by Barry Canaday*

Don McDonnell: 06/12/2020

Piloting new dashboards and reflection questions Spring Terms
Programs submit answers June 12th (spring term) to barb.meng@oit.edu
Retention Dashboard – Was not able to figure this dashboard out, some education on this one would be good.
What is the retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? How do you plan to improve retention rates in your program this coming quarter/year?
Graduation Dashboard
What is the graduation rate for:

All students in your program? 94% (n= 235)
Across gender?
Females – 93.2% (n=146)
Males – 95.5% (n=89)
Across all racial groups?
African American – 100% (n=1)
American Indian – 100% (n=3)
Asian – 90% (n=10)
Hawaii/Pacific Islander – 100% (n=1)
Hispanic – 87.5% (n=16)
Two or More Races – 100% (n=13)
Unknown – 100% (n=12)
White – 93.9% (n=179)
For first-generation students? 90.1% (n=91)
Not First Generation Students? 96.5% (n=144)
For low socio-economic students (PELL grant eligible)? 93.6% (n=94)
No PELL grant Awarded? 94.3% (n=141)

How do you plan to improve graduation rates in your program this coming quarter/year?
The program faculty will review resources available for first-generation students. I will reach-out to the TOP program. When looking at Hispanic first-generation there is a 77.8% (n=9), while nine students is a low number, the percent of successful students is unacceptably low. Efforts will be taken to serve this student population that will include the TOP program.
Student Success Dashboard
What is your DFWI rate per course in your program? Total five year DFWI 1% (n=44)
RDSC Program 2014-15 through 2018-19 DFWI. Table 1

	RDSC 201	**RDSC 202**	**RDSC 210**	**RDSC 211**	**RDSC 233**	**RDSC 235**	**RDSC 272**	**RDSC 301**	**RDSC 410**
Male				4.2% n=3	4.2% n=3		2.8% n=2		1.6% N=5
Female	2.9% n=5	0.6% n=1	1.8% n=3	3.6% n=6		1.8% n=3	2.4% n=4	1.9% n=3	0.2% n=1

PELL	3.3% n=3		1.1% n=1	3.3% n=3	3.4% n=3	3.3% n=3	2.2% n=2	2.1% n=2	0.3% n=1
Non-PELL	1.3% n=2	0.7% n=1	1.3% n=2	4.1% n=6	2.1% n=3	1.3% n=2	2.7% n=4	0.7% n=1	1.0% n=5
1st Generation	1.1% n=1		1.1% n=1	3.3% n=3	2.2% n=2	1.1% n=1	3.3% n=3	1.0% n=1	1.1% n=4
Not 1st Generation	2.6% n=4	0.7% n=1	1.4% n=2	4.2% n=6	2.8% n=4	2.6% n=4	2.1% n=3	1.5% n=2	0.4% n=2

After looking at the data from all three dashboards, **list the top three equity gaps** that you see in your program and **initial plans (strategies)** to try to close them?

1. Female DFWI rate is higher than males in physics based curricula.
    a. Research successful teaching methods used for teaching females physics based material.
    b. Look into providing peer mentoring in the Student Success Center.
2. RDSC 211 Radiographic Positioning II is the highest failure rate in the RDSC program. This is the first heavy load term (winter term, sophomore year) that a student has once accepted into the program.
    a. Faculty will discuss options to:
        i. Adjust the curriculum map
        ii. Mandate additional mandatory open lab time
3. RDSC 410 Externship is a challenge that faculty have traditionally wrestled with. It is their goal to identify character weaknesses while the student is on campus using a professional evaluation. The main reason that students fail on externship is due to attitude challenges rather than technical skills.
    a. Faculty will discuss possible changes to the professional evaluation and documentation.

What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?
I thought that the DFWI and
DFWI
D = D Grade
F = Fail
W = Withdraw
I = Incomplete

Pilot Programs Piloting New Assessment Questions to Align with NWCCU Rubric
Programs submit answers June 12th email to barb.meng@oit.edu

1. What changes and improvements overall did you make in your program last year and why?

    We replaced antiquated x-ray equipment with a variety of state of the art equipment, reconfigured two exposure rooms, and altered the RDSC curriculum map. Please see details below.

2. What changes in budget or resource allocations did you make in your program last year and why (i.e. new faculty, new equipment, etc.)?

   We were fortunate to upgrade our RDSC lab with roughly $2 million of state of the art equipment to replace the previous antiquated equipment. We also reconfigured two of the exposure rooms to simulate surgery/trauma rooms. Faculty and students have both commented that this reconfiguration has enriched the RDSC 320 Surgery and Trauma Radiography course.
   The equipment purchase included two hybrid imaging machines that will introduce students to a wider variety of equipment resulting in students thinking outside of the box with patient positioning.
3. What curriculum changes did you do in your program this last year and why?

   The junior year fall term was a very heavy academic load for our students with a very light winter term while the sophomore fall term is very physics heavy without any patient focused courses. We moved RDSC 320 Surgery and Trauma Radiography to winter term which will accomplish three positive outcomes:
   1. Junior year fall term academic load will be reduced.
   2. Winter term junior year programmatic academic load will be increased.
   3. RDSC 320 is considered a creative patient positioning course that will no longer overlap RDSC 301 Positioning III fall term, so students will have an additional term of patient positioning labs to better reinforce their positioning skills.

   By moving RDSC 205 to fall term for our sophomore students, they will be introduced to patient care the first term of the program, which will help motivate them to remain in the RDSC program. Student straw poll surveys have indicated that a high percentage of students are discouraged by the end of fall term due to the heavy physics load and no patient interaction simulations. Students enter medical imaging technology out of a desire to perform patient care.
4. What improvements do you plan this next year that will impact job success, curriculum improvements, even better alignment with industry needs and resource allocations?

   The major alteration of the curriculum map and RDSC lab done last year challenges faculty to:
   1. Work out the bugs and continue to learn the new equipment.
   2. Alter laboratory lesson plans to maximize learning opportunities.

5. What data do you need to collect this next year to help support the improvements you want for your program?

   Most of the data will be qualitative survey and informal focus group discussion.
6. What are your greatest student success and achievement stories that you have had in the last year?

   One hundred percent of the 2019 graduates that responded to a graduation survey were gainfully employed in general radiography, MRI, CT, mammography, and/or interventional radiography upon or shortly after graduation.
   Two of our junior students were selected to participate in the American Society of Radiologic Technologists Student Leadership Development Program and were invited to participate in the 2020 House of Delegates. Unfortunately, the House of Delegates meeting was cancelled, so they will attend the 2021 House of Delegates meeting. There are fewer than 100 students selected nationwide to participate in this yearlong program.
7. What feedback do you have for the Assessment Office to improve these questions and dashboards?

   I found the Student Success and Graduation dashboards very intuitive and useful; however, the Retention dashboard was not intuitive and was difficult

to understand. The data was not useful for the RDSC program due to the structure of the Medical Imaging Technology programs. The prompt questions were good overall.

****End of Report by Don McDonnell****

Sharon Beaudry: 06/12/2020

Piloting new dashboards and reflection questions Spring Terms

Programs submit answers June 12th (spring term) to barb.meng@oit.edu

1. **Retention Dashboard:** What is the retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? 60% - asking about retention rates for a specific program in the Management department does not make a lot of sense since the programs are designed to allow students to explore and move between programs within the department. It is very common for students to starting in the Business program and move to other programs in the department. The department's rate is 70%
   How do you plan to improve retention rates in your program this coming quarter/year? We have been testing out a mid-term message system which will likely be expanded to the whole department next year. Also, we are developing a pilot program with Top/rock to develop some additional processes with traditional retention and senior level issues.
   Graduation Dashboard: What is the graduation rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? Department- 29%-4 year, 39%-5 year, 42%-6 year
2. How do you plan to improve graduation rates in your program this coming quarter/year? See above.
3.
4. **Student Success Dashboard:** What is your DFWI rate per course in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? You are not able to pull this by the program or department
5. What are the gatekeeper courses in your program? BUS215- 13.8%
6. How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year? Not sure- will need to discuss with the department
7. After looking at the data from all three dashboards, **list the top three equity gaps** that you see in your program and **initial plans (strategies)** to try to close them? This is very challenging to do individually. This is a discussion that needs to happen at the department level.
8. What feedback do you have for the Assessment Office to improve the dashboards and reflection questions? The dashboards should be able to click on multiple programs at once. The DFW should be able to pull by the Department if possible.

DFWI

D = D Grade

F = Fail

W = Withdraw

I = Incomplete

Pilot Programs Piloting New Assessment Questions to Align with NWCCU Rubric
Programs submit answers June 12th email to barb.meng@oit.edu

1. What changes and improvements overall did you make in your program last year and why? The prior year we took a deep dive into reviewing senior projects. The result of that was that we realized that not all faculty were using the rubric correctly. Therefore we updated the senior project rubric so it would be applicable for all senior projects in the department. In addition, a small group updated all of our department student learning outcomes and operational outcomes since our self-study is next year. Over the summer we will adjust some assignments to better assess these outcomes next year.
2. What changes in budget or resource allocations did you make in your program last year and why (i.e. new faculty, new equipment, etc.)? We lost resources as we have been trying to ramp up the cyber program - instructors and equipment.
3. What curriculum changes did you do in your program this last year and why? None
4. What improvements do you plan this next year that will impact job success, curriculum improvements, even better alignment with industry needs and resource allocations?
5. What data do you need to collect this next year to help support the improvements you want for your program? Same data that has been available from prior years plus the new dashboards.
6. What are your greatest student success and achievement stories that you have had in the last year? Our students won an international business competition.
7. What feedback do you have for the Assessment Office to improve these questions and dashboards? We really love the dashboards and believe they will be great to track data, reflect, plan changes, and act. This exercise is really challenging to do at the end of the year. The management department aligns our strategic initiatives and assessment - which is all discussed and planned at the beginning of the year. Then we implement those actions and collect data every year to make those changes and close the loop. These questions are more appropriate for us to incorporate into our fall discussions and planning.

****End of Report by Sharon Beaudry****

Kevin Garrett: 03/27/2020

MS MFT Program
For the Fall 2018, Winter 2019, Spring 2019, and Fall 2019 Terms
Completed by Kevin C. Garrett
March 23, 2020
Retention Dashboard Reflection Questions & Responses
Question #1:
A. What is your retention rate for all students in your program?

60% (3 out of 5) for all students.
B. What is the retention rate in your program across gender?

60% (3 out of 5) for females. No males started the program with this cohort.
C. What is the retention rate in your program across all racial groups?

100% (1 out of 1) for Native American students.
50% (2 out of 4) for White students.
No other racial/ethnic groups are represented in this cohort of the program.
D. What is the retention rate in your program for first-generation students?

0% retention rate for first-generation students. In other words, 2 of 2 first-generation students stopped their involvement with the program.
E. What is the retention rate in your program for low socio-economic students (Pell grant eligible)?

This question is difficult to answer as none of the MS MFT students in this cohort received Pell grants due to being graduate students. However, some may otherwise be considered low socio-economic status.
Question #2: How do you plan to improve retention rates this coming quarter/year?
While retaining students is important, we do not plan to do anything differently at this time. We do not plan to do anything differently, at this juncture, due to several reasons. First, as the MS MFT program is a master's level graduate program, it is very rigorous. Students enter the program having been informed about the rigors of the MS MFT curriculum; however, until they are in the program and actually completing the work required of them, students often do not know just how much this program requires of them. They may find that what is expected may be too much for them. While MS MFT faculty provide scaffolding opportunities to assist students, some students find that they are not up the challenge of completing a graduate degree. Second, MS MFT faculty are gate-keepers to the profession and future clients, thus they are responsible for graduating ethical and competent future marriage and family therapists. Some students stop the MS MFT program due to being asked to leave by faculty, because faculty are concerned with these students' lack of ethics, integrity, and/or competence. In the MFT training world, it is widely known, and even expected, that not all students who start such a program will finish it due to the aforementioned reasons. Third, some students may stop the program due to outside family or life emergencies. Other students may stop their involvement in the program as the timing of their education wasn't right. Often, these students are encouraged to come back and continue in the MS MFT program when their life circumstances change, and they are in a better place to resume their education.

Question #3: What suggestions do you have to improve the dashboard and reflection questions?

Suggestion #1: Could you include a box with a drop-down menu in it, which will include the academic year, or time frame, you're viewing retention statistics for? Perhaps this will be possible as you continue to collect retention statistics in the coming years.

Suggestion #2: Since graduate students do not receive Pell grants, is there a way to include data about the number of students in each retention time period who would qualify as "low socio-economic status"?

****End of Report by Kevin Garrett****

Robert Paxton: 03/19/2020

Draft Retention Report

Bachelor of Science in Mechanical Engineering (BSME) Manufacturing, Mechanical Engineering, and Technology Department By Robert A. Paxton, BSME Program Director

1. Introduction

Recently the Northwest Commission on Colleges and Universities has begun placing greater attention on Universities' actions to close equity gaps and ensure success for all their students. In particular, the NWCCU is focused on the retention of students across four main equity gaps – 1st generation students, female students, ethnic minorities and low-income students. This report is a first attempt to examine the BSME degree in relation to other similar degrees at Oregon Tech and to the University averages. This work seeks to identify which students are not being retained and use this information to develop strategies to ensure students remain active and engaged members of our community.

2. Overall Retention compared to Similar Programs

Figure 1 below shows the overall retention of students enrolled in the BSME program (the graph does not account for students who change majors) across four consecutive terms (Fall 18 – Fall 19). In general, the BSME serves to retain a greater percentage of students when compared to the BSCE, BSEE and BSREE and also a greater number than the University average across all programs.

The greatest loss of students in the BSME occurs between terms 3 and 4, corresponding with the summer break. This behavior is well-known at Universities and is mirrored across similar programs and across the University as a whole. Despite this, the BSME still retains the 2nd greatest number of students (73.1%) and retains a greater percentage of students than the University average (68.7%).

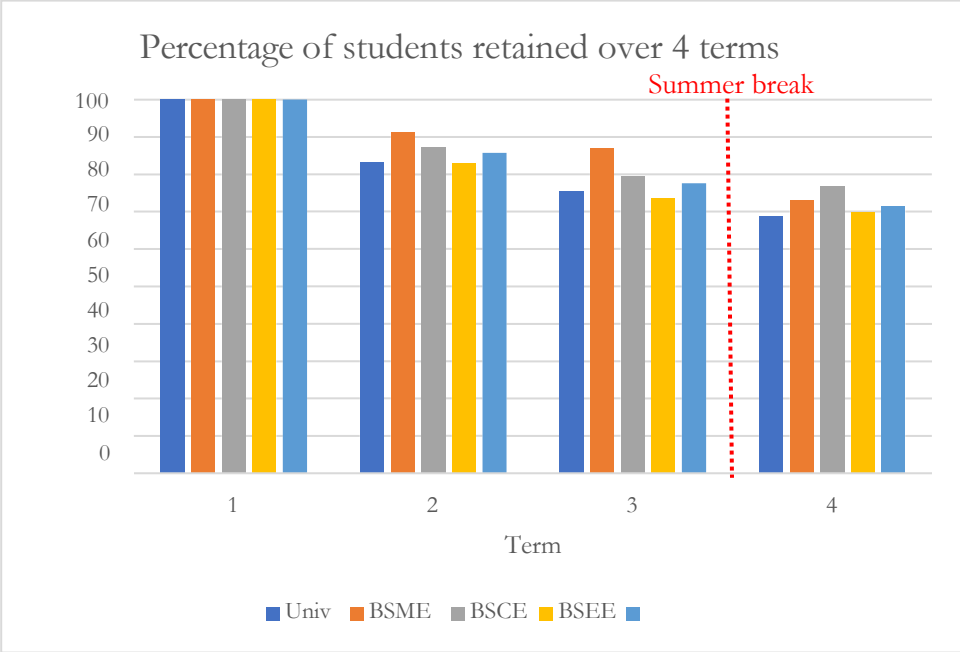


Figure 1: Percentage of students retained, from Table 1 (Appendix A)

Of the 33.4% of students not retained, 6.5% opt to change majors, and of these half change to the Bachelor of Manufacturing Engineering Technology (also offered by the MMET Department). This shows that the MMET Department does a good job of retaining students overall, and additionally demonstrates a clear demand for manufacturing engineering.

3. Retention of 1st generation students in the BSME

One of the four areas of interest for the Northwest Commission on Colleges and Universities is the retention of 1st generation students (ie. students who have not had previous family attend higher education).

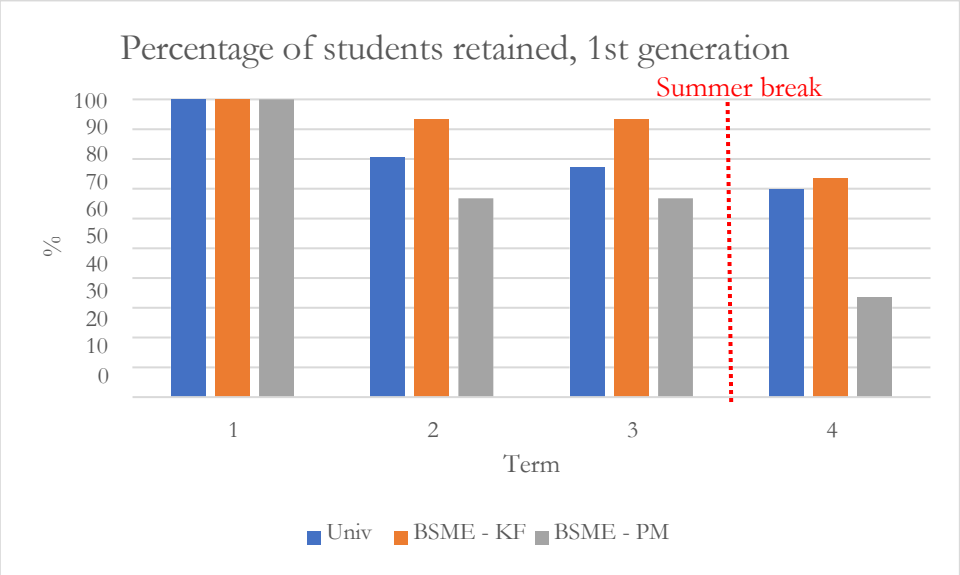


Figure 2: Percentage of students retained, from Table 2 (Appendix A)

Figure 2 demonstrates that although the MMET Department does a better job of retaining 1st generation students than the University average, the Klamath Falls campus does better than the Portland-Metro campus. This may be because the Klamath Falls campus has five times the number of students that the Portland-Metro campus does (15 vs 3), so the percentage loss at Portland-Metro is exaggerated. Both campuses experience their greatest retention loss between terms 3 and 4.

4. Retention of female students in the BSME

The second of the four areas of interest for the Northwest Commission on Colleges and Universities is the retention of female students. This area is of particular interest to mechanical engineering which has historically had a low non-male enrollment. The data available does not account for students who do not identify as 'male' or 'female'.

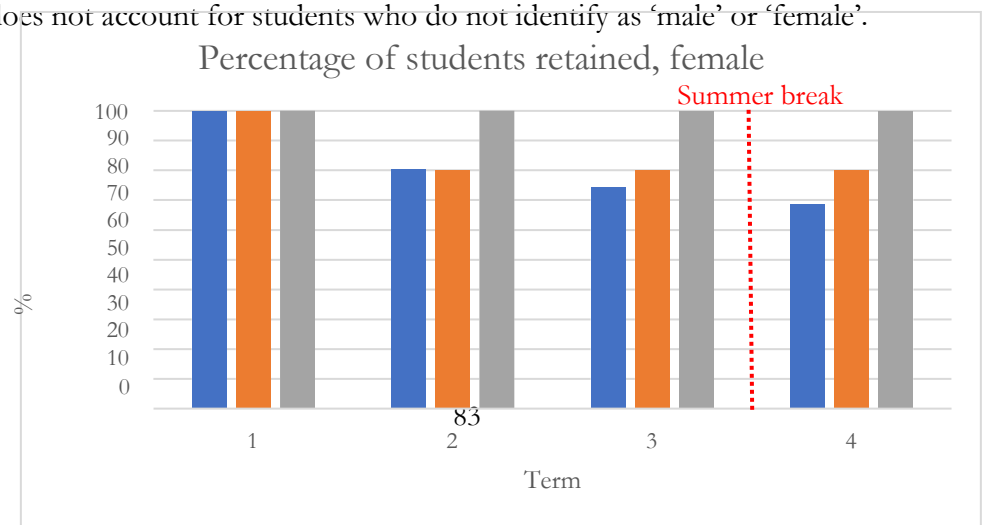


Figure 3: Percentage of students retained, from Table 3 (Appendix A)

In this case, the Portland-Campus does slightly better than the Klamath Falls campus, but as with Section 2, this is not realistic and is an artifact of the extremely small sample size. Klamath Falls had 5 female students and retained 4 of them over the course of 4 terms. Portland-Metro only had a single student but managed to retain her over 4 terms (thus giving a 100% retention rate). Both campuses however exceed the University average for the retention of female students.

5. Retention of "non-white" dents in the BSME

The third of the four areas of interest for the Northwest Commission on Colleges and Universities is the retention of ethnic minorities. In this case, the data shown in Figure 4 accounts for any student who did not select 'White' as their race (American Indian, Asian, Hispanic, International, Two or more races, Unknown)

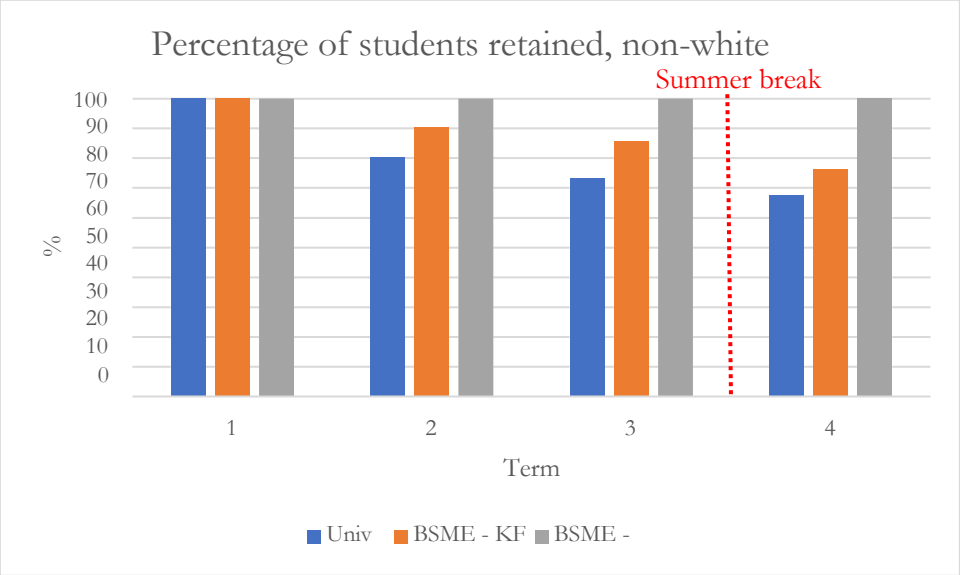


Figure 4: Percentage of students retained, from Table 4 (Appendix A)

As with past sections, the BSME does a better than the University average in retaining ethnic minorities, but again suffers from distortion caused by low sample numbers. The Portland-Metro campus had only four students who identified as 'non-white' but managed to retain all of them across all four terms. The Klamath Falls campus by contrast had 21 'non-white' students and managed to retain 16 of them.

6. Retention of low-income (PEL grant) students in the BSME

The fourth area of interest for the Northwest Commission on Colleges and Universities are students who receive a Federal Pell Grant to assist with their education.

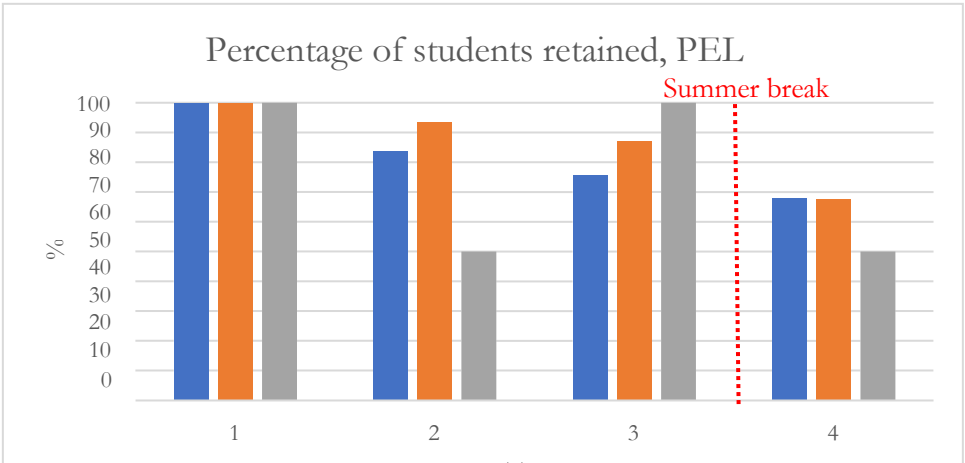


Figure 5: Percentage of students retained, from Table 5 (Appendix A)

As before, the data suffers from distortion due to low sample sizes (2 students at Portland-Metro vs 31 at Klamath Falls). The Portland-Metro data in particular is interesting, as it shows that one of the students did not attend in the second term, then returned for term 3, and then (presumably) left in term 4. This may be due to the inherent financial hardship experienced by these students, and the ready availability of work in the Portland-Metro area.

7. Discussion and Suggestions for Improvement of Retention

Firstly, as has been discussed throughout this report, the sample size is very low (particularly for the Portland-Metro campus). Thus, care should be taken when trying to draw any conclusions from this data. The BSME program is still relatively new at the Portland-Metro campus and is still relatively unknown. More effort must be made to market this program to increase visibility of the program in the Portland-Metro areas.

It is pleasing to see that the BSME appears to do a good job of retaining female and minority students, particularly when compared with the University averages. It is apparent that the BSME loses the greatest number of students between terms 3 and 4 (summer break) and that the majority of these students are 1st generation and/or low-income students.

In order to improve retention, it is suggested that a method be found to maintain engagement between students and faculty over the summer break. 1st generation students may feel overwhelmed after their first year and potentially may have performed poorly. It is important that faculty take the time to reassure these students to ensure their continued success. Low income students most likely would need to find work during the summer break. Again, it is important for faculty to remain engaged with these students, so they do not feel the temptation to "just keep working". It is important to remind these students of the proven long-term benefits of a university education to ensure that they return in the following term.

APPENDIX A

Table 1: Percentage of students retained across similar programs

	Term 1	Term 2	Term 3	Term 4	n*
Univ	-	83.3	75.5	68.7	1274
BSME	-	91.4	87.1	73.1	93
BSCE	-	87.2	79.5	76.9	39
BSEE	-	83	73.6	69.8	53
BSREE	-	85.7	77.6	71.4	49

* Number of students in term 1

Table 2: Percentage of students retained, 1st generation

	Term 1	Term 2	Term 3	Term 4	n*
Univ	-	80.4	77.3	69.9	322
Klamath	-	93.3	93.3	73.3	15
Portland	-	66.7	66.7	33.3	3

* Number of students in term 1

Table 3: Percentage of students retained, female

	Term 1	Term 2	Term 3	Term 4	n*
Univ	-	80.3	74.5	68.7	638
Klamath	-	80	80	80	5
Portland	-	100	100	100	1

* Number of students in term 1

Table 4: Percentage of students retained, non-white

	Term 1	Term 2	Term 3	Term 4	n*
Univ	-	80.3	73.2	67.6	395
Klamath	-	90.5	85.7	76.2	21
Portland	-	100	100	100	4

* Number of students in term 1

Table 5: Percentage of students retained, PEL

	Term 1	Term 2	Term 3	Term 4	n*
Univ	-	83.9	75.6	67.8	397
Klamath	-	93.5	87.1	67.7	31
Portland	-	50	100	50	2

* Number of students in term 1

****End of Report by Robert Paxton****

Rachelle Barrett: 04/16/2020

Piloting new dashboards and reflection questions Spring Terms

Programs submit answers June 12th (spring term) to barb.meng@oit.edu

1. **Retention Dashboard:** What is the retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? How do you plan to improve retention rates in your program this coming quarter/year?

Across four terms, total retention ended up being 84%. For first generation students it ended up being 80%. For pell awarded students 60% were retained. First gen students went down by 2 and so did the pell awarded students. They must have been both first gen and pell eligible.

Retention is pretty good. The way we retain is by informing students of scholarship opportunities and through emotional support from instructors.

2. **Graduation Dashboard:** What is the graduation rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? How do you plan to improve graduation rates in your program this coming quarter/year?

   The graduation data from the dashboard is way too high. Our program graduates only 50 maximum students per year. Over the last couple of years that number has dropped to 40. Data from the dashboard indicates that the diversity of our program is increasing to include students of both genders and socio economic backgrounds but not in racial diversity.

   At this time, the program would be better served to investigate where the incorrect data is coming from rather than to fix our graduation rate.

3. **Student Success Dashboard:** What is your DFWI rate per course in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)? What are the gatekeeper courses in your program? How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

   The data looks good from this dashboard. Our program has less than 1% DFWI. They are all withdrawals instead of failures. Our students receive advising throughout the program on whether or not the degree is the right choice for them. In rare instances it is not.

4. After looking at the data from all three dashboards, **list the top three equity gaps** that you see in your program and **initial plans (strategies)** to try to close them?

   There is equity gap in admission of racially diverse students and retainment of students from low soci-economic backgrounds.

   We have already attended a Portland conference geered at recruiting students who speak foreign language. Work is being done at the department level to use alumni of diverse backgrounds to recruit more.

   Socio-economic lacks need to be looked at from the tuition stand point, something our program doesn't have control over. Our program still has the highest tuition of the programs offered. Our program chair has been engaging with the university to mitigate this.

5. What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?

The graduation data is wrong. We need to find the source data.

Retention is difficult to track because we have one cohort that continues from Fall-Fall. I noticed that the fall data that retention was calculated from was from the graduating cohort not the incoming cohort.

Pilot Programs Piloting New Assessment Questions to Align with NWCCU Rubric
Programs submit answers June 12th email to barb.meng@oit.edu

1. What changes and improvements overall did you make in your program last year and why?
2. What changes in budget or resource allocations did you make in your program last year and why (i.e. new faculty, new equipment, etc.)?
3. What curriculum changes did you do in your program this last year and why?
4. What improvements do you plan this next year that will impact job success, curriculum improvements, even better alignment with industry needs and resource allocations? What data do you need to collect this next year to help support the improvements you want for your program?
5. What are your greatest student success and achievement stories that you have had in the last year?
6. What feedback do you have for the Assessment Office to improve these questions and dashboards?

Would these questions be replacing other questions on the assessment rubric? I list these items in my assessment but it is nice to have these things spelled out. The first question seems too broad. Question four should be split up among those headings in the report.

I hope this feed back helps.

****End of Report by Rachelle Barrett****

Hallie Neupert: 03/31/2020

Retention Dashboard Reflection Questions: Health Care Management

- What is your retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?

Major	% Retained	By Campus		By Type		
		KF	Online	New Freshman	New Post-Bac	New Transfer
Health Care Management (all options)	57% (8 of 14)	100%	46%	100%	0%	55%
Administration Option	100% (3 of 3)	100%	N/A	100%	N/A	100%
Clinical Option	43% (3 of 7)	N/A	43%	N/A	0%	50%
Rad Science Option	50% (2 of 4)	N/A	50%	N/A	N/A	50%

Major	% Retained	By Gender		By Race			By Pell-Grant Awarded		By First Generation	
		Female	Male	African American	Hispanic	White	Yes	No	Yes	No
Health Care Management (all options)	57% (8 of 14)	67%	40%	0%	67%	60%	100%	50%	67%	55%
Administration Option	100% (3 of 3)	100%	N/A	N/A	100%	100%	N/A	100%	100%	100%
Clinical Option	43% (3 of 7)	25%	67%	N/A	100%	33%	100%	20%	0%	50%
Rad Science Option	50% (2 of 4)	100%	0%	0%	0%	100%	N/A	50%	100%	33%

- How do you plan to improve retention rates this coming quarter/year?
- What suggestions do you have to improve the dashboard and reflection questions?

Our thoughts thus far:

- Small sample sizes make it difficult to really understand trends/retention issues.
- We are not surprised that on-ground retention is higher than online. This is something we have thought to be true, although this data seems to confirm, additional data would be helpful. Typically, on-ground students are more traditional and do not have the professional/family obligations that online students oftentimes have.
    - The Administration Option is designed for the traditional student who has little background in healthcare.
    - The Clinical and Rad Science Options are designed for those that are working in the field. A current registry/license is required to be admitted into these programs.
- To improve retention, we would be interested in contacting students who stop out to find out why.
    - Should this be a concerted, campus wide effort? Or is it better for programs to take on this role? We would be interested in hearing thoughts on best practices in this area.
    - Given small numbers we were able to look up each of these students in Fast, all were in good academic standing. Perhaps life got in the way?

****End of Report by Hallie Neupert****

Chris Caster: 03/19/2020

Retention Dashboard Reflection Questions – Vascular Technology:

- What is your retention rate for all students in your program, across gender, across all racial groups, for first-generation students, and for low socio-economic students (pell grant eligible)?
- Retention Rate:
    - All Students: 74.1%
    - Gender:
        - Male: 66.7%
        - Female: 76.2%
    - Racial Groups:
        - African American: 100%
        - American Indian: 0%
        - Hispanic: 100%
        - Unknown: 100%
        - White: 66.7%
    - Low Socio-Economic:
        - No PELL awarded: 70%
        - PELL awarded: 85.7%
    - On campus vs Online
        - On Campus: 100%
        - Online: 61.1%

- Further programmatic data concerning retention and failure rates:

- As per the 2019-2020 assessment report and at the point of Class of 2019: Core VT program course failure rates per the 635 students accepted were as follows:
  - 7.7% or 49 failures in MIT 231, Sonographic Physics & Instrumentation I
  - 3.2% or 20 failures in MIT 232, Sonographic Physics & Instrumentation II
  - 3.1% or 19 failures in VAS246, Peripheral Arterial Disease 1
  - 2.6% or 16 failures in VAS420, Externship.
  - 2.2% or 14 failures in BIO 220, Cardiovascular Physiology.
  - 1.8% or 12 failures in VAS365. Abdominal Disease
  - 0.8% or 5 failures in PHY217, General Physics.
  - 0.8% or 5 failures in VAS245, Peripheral Venous Disease
  - 0.8% or 5 failures in VAS214, Vascular Anatomy
  - 0.5% or 3 failures in VAS225, Patient Management Practices
  - 0.5% or 3 failures in VAS366, Special Circulatory Problems
  - 0.3% or 2 failures in VAS 335, Radiographic Vascular Anatomy

Students accepted into Vascular Technology(VT) program Fall 2017 - minus the student names for this assessment cohort.

			Course Failure Rates											
			PHY	MIT	MIT	VAS	VAS	VAS	VAS	BIO	VAS	VAS	VAS	VAS
Student Sudccess	Student #	Grad.#	217	231	232	246	365	245	420	220	214	366	225	335
Vascular Tech. Grad.2020	1	1												
Vascular Tech. Grad.2020	2	2												
Vascular Tech. Potential Grad.2021	3			1										
Vascular Tech. Grad.2020	4	3												
Vascular Tech. Grad.2020	5	4												
Failed BIO 220, not a VT Grad.	6									1				
Vascular Tech. Grad.2020	7	5												
Failed BIO 220, & VAS 214, not a VT Grad.	8									1	1			
Vascular Tech. Grad.2020	9	6												
Vascular Tech. Grad.2020	10	7												
Failed MIT 231, not a VT Grad	11			1										
Vascular Tech. Grad.2020	12	8												
Vascular Tech. Potential Grad.2021	13										1			
Vascular Tech. Grad.2020	14	9												
Vascular Tech. Grad.2020	15	10												
Vascular Tech. Grad.2020	16	11												
Vascular Tech. Grad.2020	17	12												
Vascular Tech. Grad.2020	18	13												
Vascular Tech. Grad.2020	19	14												
Vascular Tech. Potential Grad.2021	20			1										
Vascular Tech. Potential Grad.2021	21			1										

Vascular Tech. Grad.2020	22	15												
Vascular Tech. Grad.2020	23	16												
Vascular Tech. Grad.2020	24	17												
Vascular Tech. Grad.2020	25	18												
Failed MIT 232, not a VT Grad.	26				1									
Opted out of VT prog. For career change	27													
Totals	27	18		4	1					2	2			
Previous year counts	635	488	5	49	20	19	12	5	16	14	5	3	3	2
Total from start of the VT program	662	506	5	53	21	19	12	5	16	16	7	3	3	2
		Potentially will graduate with Class of 2021												

- How do you plan to improve retention rates this coming quarter/year?

  The attrition data above indicates two conclusions.

  3. Students who start their experience in the Oregon Tech Vascular Technology program from their freshman year on the Klamath Falls Oregon Tech campus have the best retention rates. This indicates that students who begin their experience online have the highest attrition.
  4. The highest failure rates contributing to attrition, as can be seen in the Excel table above, occur in the more difficult MIT 231 Sonographic Principles and Instrumentation I course and the BIO 220 Cardiovascular Physiology course. Students have reported their failure in the easier VAS 214 Vascular Anatomy course is due to the fact they are studying so hard to pass the BIO 220 course which is required the same term.

  As a result of the data, the vascular faculty have agreed to include a new section of text

  in the Sophomore Orientation to be held the first or second week of Fall term 2020. The text and subsequent lecture will emphasize to those students who are experiencing the rigor of Oregon Tech courses for the first time, the importance of understanding the fundamentals early on in BIO 220 and MIT 231. Also, to inform the students of the importance of attending study sessions offered in these courses and to avail themselves of tutors in the Learning Center.

- What suggestions do you have to improve the dashboard and reflection questions?
  - I really have none at this time, as there are so many variables. I believe as we engage the data in the future, arenas of action will become quite apparent.

****End of Report by Chris Caster****