



2020-2021 Academic Assessment Report and 2021-2022 Academic Assessment Plan

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Addenda Required:

- ESLO Committee Reports (all but Inquiry & Analysis)
- NSSE, FSSE results and discussion

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Introduction

This document outlines Oregon Tech assessment activities and accomplishments during the previous 2020-2021 academic year, and lays out the academic assessment plan for the upcoming 2021-2022 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, requiring the participation and collaboration of faculty from multiple disciplines.

Assessment methods should be authentic, meaningful, reasonable and practical

Assessment reports should 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, 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.

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, 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. Beginning with this report, ESLO Assessment activity is performed on a three-year 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 resulting 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 (ISLO) / Essential Student Learning Outcomes (ESLO) Assessment

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.

Overview 2020-2021

ESLO assessment changed from a six-year cycle (see Appendix ___: Six-year ESLO Assessment Cycle (AY 2015-2019)) to a three-year cycle (see Figure 1: Oregon Tech ISLO/ESLO Three Year Cycle of Academic Assessment) in AY 2020. Two ESLOs were assessed this year: Inquiry & Analysis and Quantitative Literacy. On the old cycle, Inquiry & Analysis would have been in its *Evaluate* year, while Quantitative Literacy would have been in its *Collect* year. Both ESLO committees were prepared for the new procedures, which required them to collect and analyze artifacts or data for ESLO assessment.

Following reports and recommendations from ESLO committees, the Assessment Executive Committee reviews and disseminates information 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.

ISLO/ESLO Three Year Academic Assessment Cycle (Student Success)		
Year 1 ISLO/ESLO's 2020-2021	Year 2 ISLO/ESLO's 2021-2022	Year 3 ISLO/ESLO's 2022-2023
<p align="center">Plan</p> <p>Communication, Teamwork, Ethical Reasoning Upcoming assignments & assessments; Reflect and Evaluate</p>	<p align="center">Plan</p> <p>Diverse Perspectives including Cultural Sensitivity & Global Awareness Upcoming assignments & assessments; Reflect and Evaluate</p>	<p align="center">Plan</p> <p>Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning Upcoming assignments & assessments; Reflect and Evaluate</p>
<p>PLAN: Course Selections, Assignment Design, Rubric Design. (Program Planning report due start of winter quarter, feedback given by spring term).</p>		
<p align="center">Assess</p> <p>Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning Collect Academic Assessment (FALL & WINTER) Analyze (SPRING)</p>	<p align="center">Assess</p> <p>Communication, Teamwork, Ethical Reasoning Collect Academic Assessment (FALL & WINTER) Analyze (SPRING)</p>	<p align="center">Assess</p> <p>Diverse Perspectives including Cultural Sensitivity & Global Awareness Collect Academic Assessment (FALL & WINTER) Analyze (SPRING)</p>
<p>ASSESS: Direct Measures-(circle) Faculty Grades (Rubric), Standardized Tests, Exams, Pre and Post Test Designs, Competency-Based Demonstrations, Portfolios Indirect Measures-(circle) Faculty Grades-DFW, Surveys & Reflections, Course Evaluations, Graduation Rates, Retention Rates. Program Collect and Analyze Report due at the end of spring term and feedback given by fall term.</p>		
<p align="center">Act</p> <p>Diverse Perspectives including Cultural Sensitivity & Global Awareness Close loops, make improvements and remeasure Engage campus (professional development)</p>	<p align="center">Act</p> <p>Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning Close loops, make improvements and remeasure Engage campus (professional development)</p>	<p align="center">Act</p> <p>Communication, Teamwork, Ethical Reasoning Close loops, make improvements and remeasure Engage campus (professional development)</p>

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

ESLO Assessment Activity, 2020-2021

On the new cycle, multiple ESLOs will be addressed in most years. Diverse Perspectives (now Diverse Perspectives including Cultural Sensitivity & Global Awareness) was discussed in AY 2019 and AY 2020 as a very large undertaking for a single ESLO. It has been given its own year to ensure adequate focus and support during its *Assess* year.

AY 2020-2021, the COVID year, was a challenging year for most universities, as classes were shifted into unfamiliar (and sometimes less-than-appropriate) modalities, faculty split work between on-campus offices and home and usual university operations all required additional work just to complete. OIT's own complications (many a result of lost faculty and staff from AY 2019 to AY 2020) exacerbated these struggles. Assessment activity continued, but COVID challenges highlighted some particular areas for *general* improvement, which will be discussed in the Planning section below. ESLO assessment activity below is drawn from formal reports and email communication as well as informal conversation with committee chairs throughout the academic year.

Plan Year: Communication, Teamwork, Ethical Reasoning

Communication

The Communication committee completed its *Engage* year in AY 2019 and was preparing to start its *Evaluate* year. Changes in committee composition (change of a chair and loss of some members to other committees) kept this committee largely on course. The committee evaluated the existing Communication ESLO rubric for use next year.

Teamwork

The Teamwork committee completed its *Assess* year on the previous cycle in AY 2019. Few problems were found in the data collection and analysis process, and the same procedure is likely to be used again in AY 2021.

Ethical Reasoning

The Ethical Reasoning committee changed leadership and composition between AY 2019 and AY 2020. The committee focused on questions about the Ethical Reasoning ESLO rubric used in its previous *Assess* year (AY 2018) and approaches to gathering better data from it.

Assess Year: Inquiry & Analysis, Quantitative Literacy

Inquiry & Analysis, including problem solving & information literacy, critical analysis & logical thinking

Following multiple calls for artifacts in AY 2020, the Inquiry & Analysis committee did not receive enough student work for an adequate comparison to prior years. All work received was judged as Proficient or Highly Proficient in all areas of the Inquiry & Analysis rubric by the committee. In their end of year report, the committee noted that AY 2020 was an unusually high-stress year, with significant increases to faculty workload from a variety of factors and decreased student participation in remote learning. The committee recommends that the university provide professional development credit as incentives for participation in engagement activities in AY 2021, as well as some kind of accountability for participation in assessment processes generally.

Quantitative Literacy & Reasoning

As of June 2021, the Quantitative Literacy committee is reviewing the data it collected through the year. This assessment was performed with three tools: a direct assessment of student financial literacy via a Microsoft Forms survey distributed in Winter 2021, direct assessment of student work in Quantitative-Literacy-tagged general education courses and an indirect assessment of students' quantitative reasoning ability via faculty survey (one per program). No measure received 100% participation, but all received large enough samples for data analysis.

An addendum to this report will be filed prior to the start of AY 2021. The Assessment Executive Committee Chair would like to note that this three-pronged approach was especially wise during the COVID year, as the triangulation provided from multiple direct and indirect measures is anticipated to fill the gaps left from any incomplete data collection. Further, simplifying each assessment activity to rely on as few individuals as possible for data collection (e.g. student work was collected and analyzed automatically in each designated QL course, while faculty surveys were largely completed

by a small number of volunteers in each program) allowed for a great deal of flexibility in participation.

Act Year: Diverse Perspectives including Cultural Sensitivity & Global Awareness

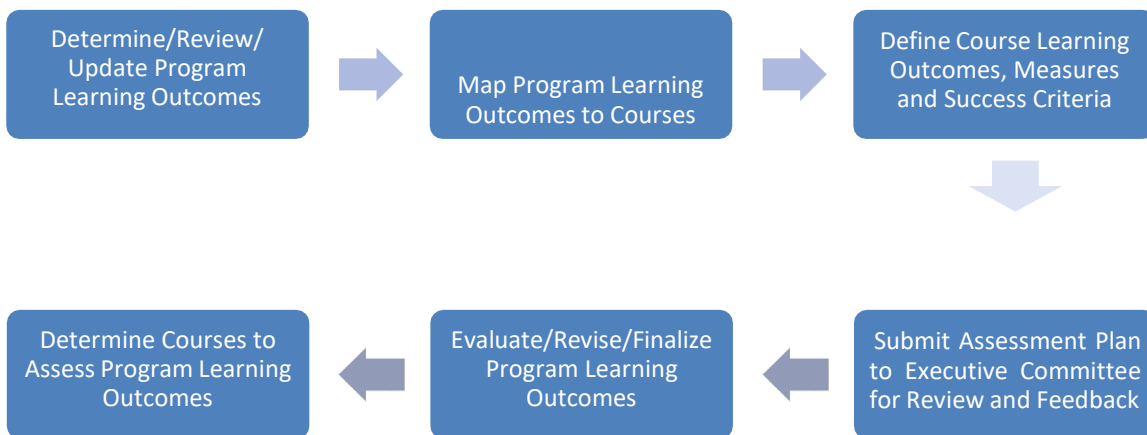
AY 2020 saw a great deal of change in areas related to Diverse Perspectives, including attempts to hire a new Executive Director of Diversity, Inclusion & Cultural Engagement. As much of the university community was participating in courses, committees and events remotely during the year, the Diverse Perspectives committee’s major activity was in considering where this ESLO fit within the existing general education framework. The General Education Advisory Committee (GEAC) considered several approaches to keeping this ESLO a prominent part of OIT’s general education without adding additional credit requirements to students.

ESLO 2019-2020 End of Year Reports:

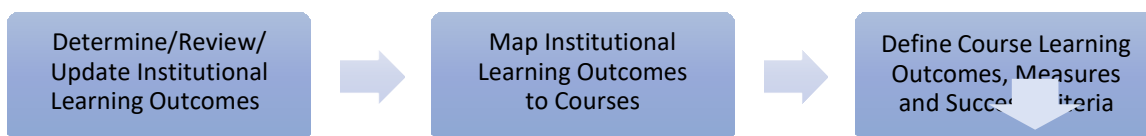
Plan: Begin Fall

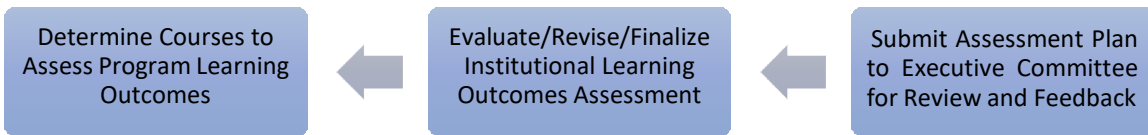
Planning begins in the fall to plan out the assessment process for both the PSLO’s and the ESLO’s / ISLO’s for next year.

Plan: PSLO’s



Plan: ESLO’s / ISLO’s

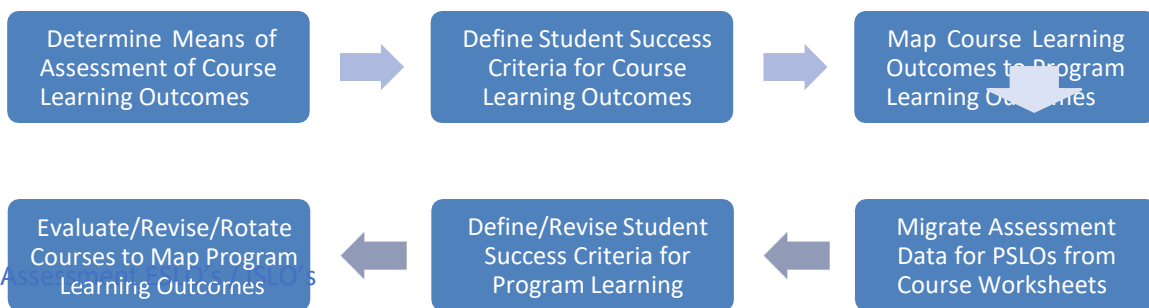




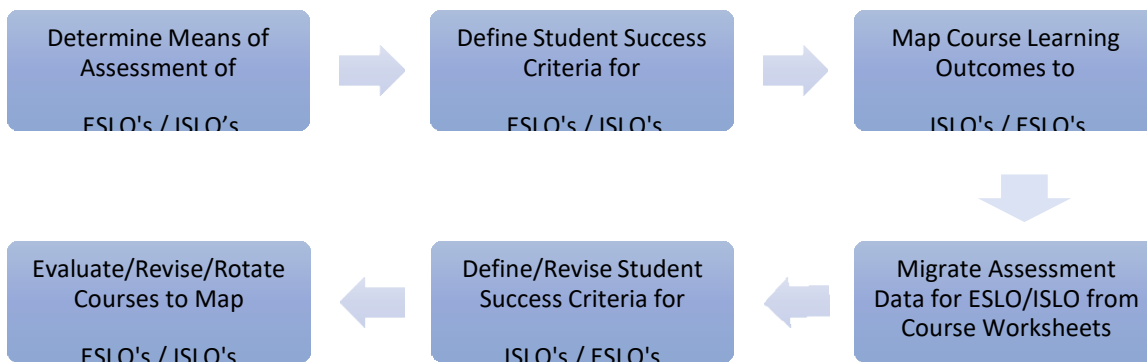
Assess: Begin Winter Term

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.

*End of Year Committee Reports*Inquiry and analysis:

Committee members: Sandra Bailey, David Hammond, David Johnston, Dawn Lowe-Wincentsen, Ryan Madden, Michael Gilinsky

Per the three year assessment cycle Inquiry and analysis was in an assessment year for 2020-2021.

Assessment Methodology

The committee built a tool in September, prior to the start of Fall term. The tool used many of the same indicators for data collection as used in 2017-2018 with the intent of benchmarking progress. The tool added in reflection questions for faculty to express how they might change an assignment to better incorporate inquiry and analysis objects based on student outcomes. The full assessment tool can be seen at the end of this report.

As of the writing of this report, May 11th, 2021, there are 14 responses, 5 of which contain data to analyze. There were no general education courses evaluated to date. This is not a large enough sample to compare to past analysis. This is also not a representative sample of work being done on inquiry and analysis at Oregon Tech. Possible reasons for this lack of response include increased workload from the COVID-19 pandemic, decreased student involvement also from the pandemic, and increased stressors on faculty during union contract negotiations and the following labor dispute.

Analysis

Of the artifacts evaluated, all were judged by the submitting faculty to either be proficient or highly proficient in all four areas of the inquiry and analysis rubric, Identify, investigate, support, evaluate, and conclude. Further, these met the expectations the respondents expressed in the first part of the assessment.

In the question, “What would you change on this assignment to foster better student success in inquiry and analysis?” Two of the three responses considered adding to the number of relevant peer reviewed references required for the assignment. The third response said they would change nothing.

Further analysis is not available due to low response rate.

Future directions

In 2021-2022 Inquiry and analysis will close loops, make improvements, and engage the campus community. The committee will begin discussing this in Fall 2021 with the intent to provide engagement activities in winter and spring 2022. It is highly encouraged that the university offer professional development credits and accountability for people to attend these activities.

Diverse Perspectives

Report in progress as of June 2021. It will be added as an addendum prior to AY 2021.

Teamwork

Report in progress as of June 2021. It will be added as an addendum prior to AY 2021.

Communication

Report in progress as of June 2021. It will be added as an addendum prior to AY 2021.

Ethical Reasoning

Report in progress as of June 2021. It will be added as an addendum prior to AY 2021.

Reflection on 2020-2021 Planning and Schedule Change, Planning for 2021-2022

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).

*Relevant NWCCU Standards*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.

Reflection

Definitions

The Handbook assumes faculty know the definition of terms used. The AY 2019-2020 Assessment Plan suggested defining the terms below more explicitly for faculty. Following the official release of the Course Learning Outcomes and Equity Gaps worksheets, this suggestion was confirmed as a good idea—many faculty (and even members of the Assessment Executive Committee) found the abbreviations and the relationships of different outcome groups confusing. Ultimately, after individually meeting with departments and assessment coordinators, the confusion was cleared up quickly, but the experience indicates that we should have more clear guidance written for assessment coordinators *and* for faculty completing the Course Learning Outcomes worksheet.

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

As noted previously in this report, NWCCU felt that our 6-year cycle was too long and that we were not showing improvements quick enough. The three-year cycle is based on Plan, Assess and Act. This ensures that the improvements we are making are implemented in a much faster cycle.

While the change was announced to chairs and assessment coordinators in AY 2019, many felt that this shift was abrupt, as we had not yet completed a full six-year cycle from the previous model.

Further, changes in language around ESLO nomenclature (including a shift from OIT's *Essential* Student Learning Outcome to the more generic *Institutional* Student Learning Outcome) raised questions about other potential changes to institutional assessment, particularly as we sought to hire a permanent Director of Academic Excellence.

These concerns are addressed in the 2021-2022 Planning section below.

Direct and Indirect Measures

When performing assessment activities it is recommended to use two direct and one indirect method of measurement. Below is a list of direct and indirect measures that NWCCU recommends. Some of these recommendations (e.g. faculty grades) were added recently and will require some training and discussion to use effectively at OIT.

Direct and Indirect Measures of Student Learning

Direct Measures

- Faculty Grades – rubric oriented
- Standardized tests, exams
- Pre- and Post-Test Designs
- Competency-based demonstration
- Portfolios

Indirect Measures

- Faculty Grades – DFW, for example
- Surveys and Reflections
- Course evaluations
- Graduation Rates
- Retention Rates



Course Learning Outcome Worksheet

The Course Learning Outcome worksheet was generally successful, particularly in beginning to pull together the data we know we need in one place (e.g. course learning outcomes across the university and their relationships to PSLOs and ESLOs). During a year when faculty workload was already being stretched to its limit, this tool's official release was understandably stressful. However, faculty are using this tool, so it seems to be successful.

Equity and Assessment Dashboards

The release of equity and other assessment dashboards was viewed as useful by some assessment coordinators and department chairs and potentially problematic by others. Some concerns have already been addressed, but additional work needs to be done during AY 2021-2022 (see Planning below).

The primary **concern** in the Equity Dashboard was due to data filtering. Faculty are expected to sort through their own courses to find potential equity gaps—determined by a significant gap in pass rates—among different demographic categories (e.g. race, gender, Pell grant status, first-generation status). Due to OIT's typically small class sizes, it is easy to effectively isolate an individual using these demographic markers. Faculty who are not trained in equity research or statistical analysis may

misinterpret the data they see, mistaking correlation for causation. Further, asking faculty to set a plan for addressing equity gaps in the future assumes that they understand the causes of such gaps and effective methods to treat them. In consultation with different programs and assessment coordinators, this was not always the case. More training is necessary for this tool (see Planning below).

The main area of **praise** was in centralizing a lot of data that was formerly accessible only through reports from Institutional Research or (for faculty who had been trained in it) use of the FAST database. This was a welcome change at a time when faculty bandwidth was already stretched thin.

COVID

AY 2020, referred to elsewhere in this document as “the COVID year,” was a challenge for a variety of reasons—not least of which the persistence of a global pandemic that shifted much of OIT’s operations into remote settings. In addition to that trouble, the university lost faculty for a variety of reasons between AY 2019 and AY 2020, some of whom were assessment coordinators or department chairs. General Education and Program assessment are already stressful, challenging duties for an individual to take on, and these problems (beginning in Winter term of 2020, when even the programs traditionally well-ahead of their deadlines had not yet started their AY 2019 program reports) only exacerbated many of the existing stress-points and bottlenecks in our assessment processes.

We did not reduce our assessment expectations during this time, but as a body, the Assessment Executive Committee only has so much power to create compliance. Rather than set out with carrots and sticks to ensure compliance with program reporting, we used this opportunity to gather data to form a more effective support structure for assessment. Much of the data we collected shed light on difficulties we have faced in otherwise normal years in regards to data collection, analysis and reporting.

Each of the discussions has a matching response in the Planning section below.

Struggles in Data Collection: Who Stores What Where?

A small number of programs—notably those who lost their assessment coordinator or chair prior to completing the AY 2019 program report—attributed delays in assessment reporting to lost knowledge about where assessment data was kept. This included student artifacts to be scored as well as procedures for collecting and analyzing data. While it is accepted as best practice to collect student artifacts electronically (preferably through one of Instructure’s Learning Management System tools, Canvas or Portfolium), many faculty collect artifacts as physical documents or objects. This is especially common in Engineering fields, where student work includes a great deal of hand-drawn diagrams or mathematical formulas that would be time-consuming to produce in math notation software.

Ultimately, this created a data collection problem when new chairs or assessment coordinators did not know where to find AY 2019 student artifacts or other relevant data.

Struggles in Data Analysis: What Are We Assessing?

The Quantitative Literacy & Reasoning indirect assessment (a survey of faculty sentiments about student preparedness for in-discipline quantitative reasoning) raised questions about what we were really trying to assess. Traditionally, program and ESLO assessment at OIT are conducted through a few standard data sources, all dealing with things produced by our students in a particular context. This is an appropriate approach for faculty who may not have a background in academic assessment, as the procedure is straightforward and easy to replicate each year.

The QL indirect assessment was holistic and subjective in nature. While this provided a valuable look into whether our QL general education courses work *for the programs that require them*, many faculty expressed some discomfort with assessment data that didn't come from student performance judged according to a set rubric. In conversations with several departments and assessment coordinators, the Assessment Executive Committee Chair found a pattern of concern over what the goal of academic assessment was: assessing the students, assessing our programs or assessing the university? The answer is typically all three at the same time, but the confusion highlighted a need to talk with faculty about appropriate direct and indirect measures, particularly as NWCCU is changing its definitions of appropriate data to use.

Struggles in Data Analysis and Reporting: Time and Priority

Early in Fall 2019, two problems were brought to the Assessment Executive Committee: (1) assessment coordinators were frequently not being given course releases, stipends or other compensation for their assessment effort, and (2) the increased time and energy required to do all university-related tasks under COVID meant that many programs were struggling just to get their reports written. These separate problems exacerbate problems in the way assessment is (or is not) prioritized appropriately—both in the sense that it is not prioritized highly enough in some cases or that it appears to have much greater consequences if it does not meet some standard (real or imagined).

Both of these issues were addressed via informal email polls, as there was not enough time to create and test a formal measure. Of 45 responses to the question of whether a program's assessment coordinator received any release or compensation for assessment duties, 24 programs had offered workload units (effectively some level of release time) or other compensation in the past, of which only 13 continued to do so. Of 45 programs contacted regarding late program report submissions (those 45 were not the same individuals in both cases, but there was significant overlap), only a handful reported that their reports were late because they had not collected or analyzed data: lateness in report submission was frequently attributed to a lack of time to actually write the document.

As an additional note, assessment coordinators, like all OIT faculty, typically perform several roles in university service or committee-work each year. All of these roles are accounted for in their Annual Performance Evaluation (APE), but the value of each role is often determined by the APE reader.

Planning for AY 2021-2022

Following a great deal of discussion and planning in AY 2020-2021, especially in response to low participation in ESLO assessment and many late or missing Program Assessment Reports, the Assessment Executive Committee created plans to address those problems that COVID exacerbated but not those that COVID created entirely.

Mentorship and Hand-Off Procedures

Beginning in Fall 2021, the Assessment Executive Committee will pair novice assessment coordinators with experienced mentors (themselves either current or former coordinators in related programs). Discussions with current and former coordinators revealed that the first Program Assessment Report written by a coordinator is not a struggle because assessment is challenging but because the coordinator must reinvent several wheels: determining what courses artifacts will be drawn from for direct measurement, collecting those artifacts (often by emailing the course faculty member and working out a method for transferring a large amount of electronic files or physical documents), rating or evaluating them, and writing the resulting report.

Mentorship, as suggested by Suzanne Hopper, would provide a valuable resource to individuals in the form of someone who can advise *when* to take many of these steps and *how* to do them most effectively. More senior faculty members likely also have the social clout necessary to help junior mentees make requests of their colleagues. Mentorship will be arranged annually.

Hand-off procedures, as suggested by Kevin Pintong, would also provide faculty members taking on assessment coordination with a framework for performing their duties. While this practice is already in place in several programs, it is idiosyncratic. Further, while the assessment coordinator guide makes several recommendations, there is no follow-up mechanism to see that these procedures are in place. In Fall 2021, members of the Assessment Commission will be asked to document their hand-off procedure if they have one or to develop and document a procedure in their mentorship groups.

Automated, Scheduled Reminders

Currently, Barb Meng, the Administrative Assistant assigned to the Assessment Executive Committee, sends emails to program chairs and assessment coordinators throughout the year reminding them of due dates and documents that they may be late in submitting. In considering this practice and talking with recipients of those emails, the Assessment Executive Committee found that faculty are overloaded with this type of communication.

To address struggles in data collection and report writing, the Assessment Executive Committee will simplify these communications to reduce the overload faculty are experiencing and move as many of them as possible into Outlook reminders/events. Our theory is that an Outlook calendar reminder on October 31 (for instance) stating that an assessment coordinator must identify courses for ESLO assessment will have more visibility and “staying power” with coordinators than a series of email reminders. Further, we hope that the satisfaction of deleting the event or checking the reminder box

(depending on the sharing method that's most expedient) will be greater than the current satisfaction of not reading reminder emails.

Planned Reminders

- September: Master calendar invitation with the full assessment schedule for the year.
- October Events
 - Submit Program Assessment Report (October 31, with 2-week reminder)
 - Select ESLO Course(s) (October 31, with 1-week reminder) and check for email reminder.
 - ESLO *email* reminder: Each program will receive a list of courses it has previously assessed for Communication, Teamwork and Ethical Reasoning (this year's Assess ESLOs)
- November: *Invite* course instructors to calendar event for ESLO artifact collection if the course is being taught in the Fall.
 - Repeat invitation to course instructors teaching ESLO artifact collection courses in the Winter and Spring term, but only invite individuals collecting artifacts those terms to avoid communication overload.
- December: *Collect Data* event scheduled for the Monday that grades are due, so faculty can download and submit documents to a designated repository.

Fillable Report Template

In the change from LiveText to Portfolium as our preferred assessment software, OIT assessment coordinators lost the explicit framework for assessment report construction. LiveText's was often criticized as being too restrictive, but the "tyranny of the blank page" (as many writing teachers describe writer's block) is itself another kind of restriction. Assessment coordinators do not always know what they are supposed to report, especially with our changing guidelines over the past few years. Further, as all Program Assessment Reports are now being posted on department webpages, some homogeneity may be appreciated by external readers.

Prior to AY 2021, the Assessment Executive Committee will create a fillable report template, not as a requirement but as a scaffold for coordinators in new programs or programs with little assessment history to draw upon. This template will include links to the resources necessary to complete a Program Assessment Report (e.g. assessment dashboards), suggestions for what to include and a timeline to complete different components. While we cannot create more time for assessment coordinators to complete their reports, we can ease the time burden that the report creates.

Canvas and Portfolium Workshops

Early in AY 2019, the Assessment Executive Committee discussed technological solutions to some of our assessment hurdles, most notably scripted data collection tools that work with our institutional Learning Management System, Canvas. While Portfolium is the ideal tool to use for assessment, it has not received wide adoption yet, as faculty have not had the opportunity to be

trained in using it effectively. Indeed, many faculty are unaware that Portfolium (owned by Canvas's parent company, Instructure) can be used as an assignment-submission tool in Canvas, so it seems like an entirely separate piece of software to learn.

While the scripted data collection option was shelved for the time being, the Assessment Executive Committee centered on training workshops for these tools as an adequate solution for programs that struggle with timely data collection. There are a variety of video and text guides on the OIT Assessment and Online Programs webpages, but faculty polled in Fall 2019 said they did not use them or did not find them useful and would prefer in-person training. Such trainings could not be organized easily under COVID restrictions, so they will be offered at various points in AY 2021.

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 student learning outcomes scheduled for assessment in the following year.
- Plan for direct and indirect measures of student learning outcomes scheduled for assessment in the following year.
- 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 (e.g. 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.

2020-2021 Program Assessment

Due to COVID restrictions, AY 2020's Convocation was fully online, and much of the time normally devoted to assessment (our annual "Digging into the Data" discussion, assessment coordinator orientation and training, and other meeting/training sessions) was not available.

Loss of faculty (including department chairs and assessment coordinators) and a significant increase in workload between AY 2019 and AY 2020 left many programs in a scramble to complete their annual assessment reports. As of June 2021, 43 of 61 academic programs have submitted their assessment reports for AY 2019. Reports continue to be submitted, but the general lateness of many reports (fewer than normal were submitted by the October deadline) and the common struggles cited by programs led the Assessment Executive Committee to spend much of the year looking for ways to better support—rather than guide—academic assessment. The conclusions of those conversations are discussed in the Planning section above

Other Assessment Activities

NSSE and FSSE

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) and the Faculty Survey of Student Engagement (FSSE). 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.

As of June 2021, NSSE and FSSE data are being processed. An addendum of their results will be added to this document prior to AY 2021.

Exit Survey

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.

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

Table 1: Schedule of Oregon Tech Institutional Assessment Activities

*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.

NWCCU Participation and Resource Utilization

Janette Isaacson, former Assessment Executive Committee Chair and Accreditation Committee member, continues active participation in NWCCU annual and regional meetings.

Prior to leaving the Assessment Executive Committee Chairship, Janette Isaacson also arranged for Dr. Tia McNair to speak about effective strategies and reasons for equity assessment at OIT's virtual Convocation.

Appendix A: Oregon Tech's Institutional / Essential 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 & Analysis, including problem solving & information literacy, critical analysis & logical thinking
 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 & Reasoning

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, including Global Awareness & Cultural Sensitivity

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*. 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.

* 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

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 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 any group 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 Assessment Commission'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.

Charter Amendments

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, 2019-2020

Assessment Executive Committee

Matt Frye, Communication, Chair
 Don McDonnell, Medical Imaging Technology
 Suzanne Hopper, Dental Hygiene
 Kevin Pintong, Computer Systems Engineering Technology
 Dawn Lowe-Wincentsen, Campus Librarian
 Janette Isaacson, Allied Health

Program Assessment Coordinators

Janette Isaacson, Allied Health M.S.
 -----, Echocardiography B.S. Degree Completion

-----, Vascular Technology B.S. Degree Completion
Maria Lynn Kessler, Applied Behavior Analysis M.S.
Jim Fischer, Applied Mathematics B.S.
Carey Fitzgerald, Applied Psychology B.S.
Travis Lund, Biology-Health Sciences B.S.
Sharon Beaudry, Business BS Management Option
Sean St. Clair, Civil Engineering M.S. / Civil Engineering B.S. and M.S.
Matt Frye, Communication Studies B.S.
-----, Professional Writing B. S.
Kevin Pintong, Computer Engineering Technology B.S.
-----, Embedded Systems Engineering Technology B.S.
Tracey Coon, Cybersecurity B.S.
Joseph Reid, Data Science
Tonja Willey, Dental Hygiene B.S.
Suzanne Hopper, Dental Hygiene B.S. Degree Completion Online
Robyn Cole, Diagnostic Medical Sonography B.S.
-----, Diagnostic Medical Sonography B.S. Degree Completion
Barry Canaday, Echocardiography B.S.
Robert Melendy, Electrical Engineering B.S.
-----, Electronics Engineering Technology B.S.
-----, Robotics, Autonomous Systems, and Control Engineering Dual Major
Hugh Jarrard, Emergency Medical Services Management B.S.
-----, Paramedic A.A.S.
Cristina Crespo, Engineering M.S.
Christy VanRooyen, Environmental Sciences B.S.
Mason Marker, Geomatics B.S. Geographic Information Systems Option
-----, Geomatics B.S. Surveying Option
Hallie Neupert -Sharon Beaudry, Health Care Management B.S. Administration Option
-----, Health Care Management B.S. Clinical Option
-----, Health Care Management B.S. Radiologic Science Option
Lindy Stewart - Sharon Beaudry, Health Informatics B.S.
-----, Information Technology B.S.
Carmen Morgan -Sharon Beaudry, Management B.S. Accounting Option
Kristy Weidman - Sharon Beaudry, Management B.S. Marketing Option
Tim Pasang, Manufacturing Engineering Technology B.S.
-----, Manufacturing Engineering Technology M.S.
-----, Mechanical Engineering Technology B.S.
Kevin Garrett, Marriage and Family Therapy M.S.
Sean Sloan, Mechanical Engineering B.S.
Rachelle Barrett, Medical Laboratory Science B.S.
Rick Hoylman, Nuclear Medicine and Molecular Imaging Technology B.S.
Pat Schaeffer - Sharon Beaudry, Operations Management B.S.
Scott Prahl, Optical Engineering Dual Major
Kyle Chapman, Population Health Management B.S.
Don McDonnell, Radiologic Science B.S.
Gary Zimmerman, Radiologic Science B.S. Degree Completion
Eklas Hossain, Renewable Energy Engineering B.S.
Chitra Venugopal, Renewable Energy Engineering M.S.

Jeff Pardy, Respiratory Care B.S.

-----, Respiratory Care B.S. Degree Completion

Michael Schwartz, Sleep Health A.A.S. Polysomnographic Technology Option

-----, Sleep Health AAS Clinical Sleep Option

Phil Howard , Software Engineering Technology B.S.

James Eastham, Systems Engineering and Technical Management Dual Major

Maureen Sevigny - Sharon Beaudry, Technology and Management B.A.S.

Chris Caster, Vascular Technology B.S.

Appendix D: ESLO Committee Membership, 2019-2020

Communication

Kevin Brown, Chair

Matt Frye

Matt Search

Vanessa Bennett

Alla Powers

Teamwork

Don Lee, Chair

Josie Hudspeth

Don McDonnell

Trevor Petersen

Kevin Brown

Inquiry & Analysis, including problem solving & information literacy, critical analysis & logical thinking

Dawn Lowe-Wincentsen, Chair

Sandra Bailey

David Hammond

David Johnston

Michael Gilinsky

Ethical Reasoning

Franny Howes, Chair

Tonja Willey

Rachelle Barrett

Krista Beaty

Yasha Rohwer

Travis Lund

Quantitative Literacy & Reasoning

Yuehai Yang, Chair

Tara Guthrie

Joe Reid

Ken Davis

Cecily Heiner

Diverse Perspectives, including Global Awareness & Cultural Sensitivity

Veronica Koehn, Chair

Dibyajyoti Deb

Kristy Weidman

Kyle Chapman
Barry Canaday
Wakaya Wells

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

Plan, Assess and Act Cycle

Plan Assessment

The Assessment Executive Committee develops the assessment plan for student achievement of institutional learning outcomes in compliance 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 Portfolio 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 2020-2021 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

Report Expectation	Average Score (max 4)
Program Mission/Mission Alignment	3.9
PSLOs	3.4
Origin and External Validation	3.1
Curriculum Map: Scaffolding	3.7
Curriculum Map: Detail of Alignment	2.4
Assessment Cycle: Current Year	3.6
Assessment Cycle: 2 Direct, 1 Indirect	3

Assessment Cycle: Multiple Years	3.6
Activity: Valid relationship between outcomes and assignment	3.3
Rubric: Valid relationship between outcomes and rubric	3.1
Sample: Data collection and research design	3.1
Reliability	2.6
Multiple Sites	3.1
Performance Targets	3
Performance Level: Presentation of Results	2.7
History of Results	2.9
Faculty Discussion	2.6
Interpretation	2.7
Action Drivers	2.6
Action Specifics	2.9
Accountability	2.7
Planning and Budgeting	2.6
Improvements in Assessment Process	2.4
Closing the Loop	2.3

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 compiled 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: Six-year ESLO Assessment Cycle (AY 2015-2019)

	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

Figure 2: Past ESLO Six-Year Continuous Improvement Cycle (as begun in 2015 and ended in August 2020)