

**Oregon Institute of Technology  
2010-11 Academic Assessment Report**

**Prepared by**

**The Director of Assessment  
and  
The Executive Committee of the Assessment  
Commission**

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## **Academic Assessment Report 2010-11**

### **OIT Assessment Commission**

#### **Introduction**

This report outlines OIT assessment activities and accomplishments during the 2010-11 academic year and is based on the goals set in the 2010-11 Academic Assessment Plan. This document was prepared by the Director of Assessment, reviewed by the Executive Committee of the Assessment Commission, submitted to the Provost, and posted on the OIT web site at [www.oit.edu/provost/assessment](http://www.oit.edu/provost/assessment).

#### **Leadership of Academic Assessment Efforts**

During 2010-11, Dr. Maria Lynn Kessler, the Chair of the Assessment Commission, continued as the leader of the Executive Committee of the Assessment Commission as well as the full Assessment Commission. Dr. Kessler and Sandra Bailey, Director of Assessment, worked closely together to coordinate assessment efforts.

#### **Communication of Assessment Matters**

OIT continued to emphasize communication of assessment matters through the following means:

- The Director of Assessment and the Chair of the Assessment Commission continued as active, voting members of the Provost's Council and the General Education Advisory Council (GEAC). The director is also a voting member of the Curriculum Planning Commission (CPC).
- The director continued to update the deans and Provost on important junctures in the assessment process and about various assessment matters. In addition, the director also included chairs in the accountability process of reminding coordinators of assessment deadlines and following up on overdue assessment reports.
- The director regularly communicated with assessment coordinators through email, formal meetings, and regular one-to-one and small group work sessions.
- The Executive Committee of the Assessment Commission met frequently and included broad representation from the campus.
- As noted below in Assessment Reporting, the director completed and disseminated OIT's annual assessment reports. These reports were posted on the Provost's web site and the link to these reports was sent to the faculty list serve. During the fall 2010 convocation, the results were presented to the faculty as described below.
- The Director of Assessment ensured that the Institutional Student Learning Outcomes were communicated to students through posters on bulletin boards, flyers in orientation packets, a display in the college catalog alongside the list of degree programs, and the assessment web site.
- The Director of Assessment maintained the assessment web site as an important communication vehicle. The web site publishes student learning outcomes along with assessment reports for each program. The site also includes institutional assessment reports and documents.

### **Assessment Reporting**

The commission completed the following reports and posted them on the Provost's web site:

- 2010-11 Academic Assessment Plan (September)
- 2010-11 Academic Assessment Report (this report-May)
- 2010-11 Assessment of Lifelong Learning
- 2010-11 Assessment of Communication

In addition, the commission ensured, per the assessment plan, that the following 2009-10 assessment information was shared with faculty during the fall 2010 convocation:

- 2009-10 Assessment of Professionalism and Ethics
- 2009-10 Assessment of Team and Group Work
- 2009-10 assessment accomplishments and plans for 2010-11
- "Closing the Loop" for 2008-09 Assessments of Mathematics and Science
- "Closing the Loop" for 2009 National Survey of Student Engagement (NSSE)

### **Liaison with Other Campus Bodies**

The director and chair of the Executive Committee actively engaged in the work of the General Education Advisory Council (GEAC), along with one other member of the Executive Committee. The GEAC continued its work on the need to clarify the proposed intercultural awareness general education requirement, a concern which was brought to them by the Assessment Commission. The GEAC also discussed the relationship of general education learning outcomes to the institutional student learning outcomes.

### **Assessment and Curriculum Matters**

The director continued as a voting member of the Curriculum Planning Commission (CPC). The director reviewed all CPC documents, regularly attended CPC meetings, and provided an assessment perspective on CPC matters. CPC still requires the assessment director, along with other academic officers, to sign final approvals for new programs and significant revisions of current programs.

The director was available to provide review and technical assistance to faculty members in responding to assessment questions in their proposals. There were two new programs proposed and approved during this academic year.

### **Resources in Support of Assessment**

The Provost's Office continued to provide budget and staff resources to the Assessment Commission and to departments to help design, revise, and implement assessment programs.

### **Institutional Assessment**

The Executive Committee engaged in or completed the following institutional assessment work during the 2010-11 academic year:

- As noted above in "Assessment Reporting," the committee led a faculty session on assessment during convocation. The presentation included a summary of 2009-10 activities and accomplishments, discussed plans for 2010-11, presented

- assessment results on professionalism and ethics, and team/group work, and presented closing-the-loop for math and science and the National Survey of Student Engagement (NSSE).
- The committee completed the 2010-11 assessment plans in September, received Provost approval, and posted the plan on the assessment web site.
  - The committee reviewed the current three year ISLO cycle and proposed a six year cycle to the Assessment Commission and Provost's Council. The six year cycle was approved and adopted November 29, 2010 and has been posted to the assessment website.
  - The committee planned, implemented and reported on the assessment of lifelong learning.
  - The committee planned, implemented and reported on the assessment of communication.
  - The committee reviewed the Mission Statement and Charter for the Assessment Commission and approved with minor revisions. The committee posted the updated document on the assessment web site.
  - The committee completed the 2010-11 assessment report (this report) in May and posted it on the assessment web site.
  - The committee planned the 2011-12 ISLO assessment activities for mathematics, including vetting the faculty reflection form for program level assessment of mathematics and working with assessment coordinators to plan the assessment activities. The committee vetted the process for assessment of the math ISLO with the full Assessment Commission in May 2011.
  - The committee evaluated the Cooperative Institutional Research Program, Freshman Survey (CIRP) 2010 data and made plans to present the information to faculty and staff during convocation 2011.
  - The director tracked "closing the loop" items from 2010-11 program reports and provided reminders to assessment coordinators.
  - The committee followed the work of the statewide Learning Outcomes and Assessment Task Force, with Sandra Bailey providing updates from the task force.
  - The committee sent a team of OIT faculty to the statewide Learning Outcomes and Assessment conference October 2010. The group reported back on state-level assessment and accountability trends.
  - The director reported on national-level accountability trends following attendance at the IUPUI Assessment Institute October 2010.
  - The director attended a National Survey of Student Engagement (NSSE) user workshop to prepare for administration of the survey in 2012.
  - The committee reviewed both commercial and in-house options for assessment software.
  - The committee continued to work with Student Affairs to coordinate assessment efforts on campus. Specific emphasis was placed on coordination of student surveying.

## **Program Assessment**

During the fall convocation, Larry Powers (HAS) and Charlie Jones (ETM), the interim deans at that time, emphasized the need for ongoing work in program assessment, discussed the role of the department chairs in assessment work, and discussed the success of program assessment efforts to date.

The director laid out the 2010-11 tasks and timelines to all 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 created by each academic department. As in previous years, OIT's structured process centered on submission of small assignments at regular intervals for each degree program in an ongoing report, including these first items:

- Program mission, educational objectives, and student learning outcomes (SLOs)
- Three-year rotational plan for assessing student learning outcomes
- SLO-curriculum matrices for 2010-11 SLOs
- Performance criteria for 2010-11 SLOs
- Plans for direct and indirect measures of 2010-11 SLOs
- Plans for implementation of improvements from 2009-10 assessment activities (“closing the loop”)
- Periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement

The director also provided assessment coordinators with the following information:

- Update on statewide assessment activities
- Training on recommended refinements in assessment, including:
  - Senior exit surveys
  - Fall assessment planning
- Training for new assessment coordinators

By the end of fall 2010, the majority of academic programs had completed the above items and performed one or more assessment measure(s) per their assessment plan for the year. The director reviewed all assessment reports and provided feedback to coordinators on technical issues with their assessment activities and offered suggestions for improvement. The director also provided updates on the status of each program to the department chairs and deans.

During winter and spring terms, the coordinators continued to execute their 2010-11 assessment plans. In addition to their core assessment activities, the coordinators also completed the following tasks:

- Organized a spring department meeting to review assessment data and make plans for program improvement
- Submitted periodic additions of data summaries, evaluations and action plans to the ongoing assessment report
- Wrote a final assessment report

## **Summary**

During the 2010-11 academic year, OIT continued its energetic work in assessment. The institution made significant progress in refining assessment efforts at both institutional and program levels. The major accomplishments for the year were:

- Assessment of the institutional student learning outcome in lifelong learning
- Assessment of the institutional student learning outcome in communication
- Analysis of the CIRP freshman survey
- Steady communication about assessment throughout the institution
- Completion of all planned assessment reports
- Frequent liaison with other campus bodies
- Solidified efforts and progressive refinements in program assessment

As the Executive Committee concludes the academic year, the committee looks forward to the 2011-12 year. We will present assessment results for lifelong learning and communication to the faculty during convocation. We will revisit the annual assessment plan in early fall, and goals for the year will be established. In addition, we will implement institutional assessments of math. As we begin the second cycle of institutional assessment at OIT, the Executive Committee is pleased that our assessment processes continues to mature as OIT develops a culture of assessment.