Oregon TECH

2015 – 2016 Academic Assessment Plan

Prepared by

The Executive Committee of the Assessment Commission

Fall 2015

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Oregon Institute of Technology
Academic Assessment Plan
2015 – 2016

Introduction
This document outlines Oregon Tech's ongoing academic assessment plan, including specific activities planned for the 2015-16 academic year. This plan builds on prior Oregon Tech academic assessment plans, which were broadly discussed and approved by both faculty and administrative bodies. The current plan has been developed by the Executive Committee of the Assessment Commission. The Executive Committee will update the plan and report on results annually. This document is posted on the Oregon Tech web site at www.oit.edu/assessment.

Assumptions
Oregon Tech's academic assessment plan is built on the following assumptions:
- Assessment of student learning outcomes is a highly important, ongoing, required process within the Oregon Tech academic community.
- While there are increasing requirements for accountability in higher education, the primary purpose of assessment at Oregon Tech is to improve teaching and learning.
- 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 programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
- Assessment methods should be reasonable and practical.
- Assessment reports should be written in a concise and straight-forward manner, recognizing the increasing demands on faculty members.
- The Executive Committee's 2015-16 work is based on the official Oregon Tech Mission Statement in the 2015-16 catalog. The assessment process links institutional mission and core themes with essential student learning outcomes.

Leadership of Academic Assessment Efforts
The Executive Committee of the Assessment Commission, the Chair of the Assessment Commission, and the Director 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.

The Executive Committee of the Assessment Commission is charged with developing, reviewing, and implementing the institutional academic assessment plan. The charge includes the assessment of ESLOs and general oversight of program assessment by departments. Additional information on the Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix A.

The Chair of the Assessment Commission, 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 Executive Committee of the Assessment Commission. The Chair and the Director of Academic Excellence work closely together to ensure a unified approach to assessment within the institution.

The Director 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 Assessment Commission to administer essential outcomes assessment and with academic departments to administer program outcomes assessment. The director also serves as a liaison between the Executive Committee and other campus bodies engaged in institutional level assessment activities.

Communication of Assessment Matters
Systematic and broad communication on assessment matters is accomplished through the following avenues:
- The Director of Academic Excellence is a voting member of the Provost's Council, Curriculum Planning Commission, Commission on College Teaching and the General Education Advisory Council.
- The Director periodically updates the Deans and the Provost on important junctures in Oregon Tech's structured process and on assessment matters in general.
- The Director regularly communicates with assessment coordinators through email, formal meetings, training on assessment topics, and regular consultations and work sessions.
- The Executive Committee of the Assessment Commission meets regularly and includes broad representation from the campus, including the assessment representative from each of the ESLO subcommittees. The Director writes and disseminates annual assessment reports, as detailed in the Assessment Reporting section below.
- The Chair and Director ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below.

Assessment Reporting
The Director is charged with writing and disseminating the following annual reports, to be completed during each academic year:
- Annual Academic Assessment Plan
- Annual Report on Academic Assessment Activities
- Annual Report of ESLO Assessment (ESLO committees will periodically provide information for this report)

Upon completion, these reports will be posted on the Provost's web site and announced to the faculty and administration, including the President's Office.

The chair and director ensure that the following assessment information is shared with faculty during the fall convocation period:
- ESLO assessment results from the previous academic year
- Prior year assessment accomplishments and plans for the upcoming academic year
- Other institutional assessment results, such as the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE).

Liaison with Other Campus Bodies Engaged in Assessment
The director serves as a liaison to other campus bodies engaged in institutional-level assessment activities. In particular, the director works with Student Affairs to ensure that BCSSE and NSSE reports are shared with appropriate faculty bodies.

Assessment and Curriculum Matters
As noted above, the director is a voting 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 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 provides ESLO assessment results as they pertain to general education requirements and makes recommendations for changes in the requirements as appropriate.

Assessment and Faculty Development
The director serves on the Commission on College Teaching. The director provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

Resources in Support of Assessment
The Provost's Office provides budget and staff resources to the Assessment Commission and to departments to help design, revise, implement, and evaluate assessment programs. The Provost also provides funding for assessment activities as needed and standardized national surveys.

Institutional Assessment

As noted above, the Executive Committee of the Assessment Commission guides campus efforts in institutional academic assessment. One major focus of these efforts is the ongoing assessment of ESLOs. The committee provides a cycle for assessment of the ESLOs, and, in conjunction with the ESLO committees, establishes the performance criteria, and distributes tools for assessment at both institution and program levels. The ESLOs and the current assessment schedule are shown below in Table 1. The details for each step appear in Appendix B.

ESLO	1	2	3	4	5	6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communication		Design	Analyze	Plan	Engage	Evaluate	Reflect
Inquiry and Analysis			Design	Analyze	Plan	Engage	Evaluate
Ethical Reasoning				Design	Analyze	Plan	Engage
Teamwork		Engage	Evaluate	Reflect	Design	Analyze	Plan
Quantitative Literacy	Analyze	Plan	Engage	Evaluate	Reflect	Design	Analyze
Diverse Perspectives	Design	Analyze	Plan	Engage	Evaluate	Reflect	Design

Table 1. ESLO Schedule

The committee reviews and disseminates reports from assessment of the ESLOs and makes recommendations for changes in curriculum and general education requirements as appropriate. In addition, the committee works with the Commission on College Teaching to develop and administer faculty professional development opportunities to support student attainment of ESLOs. A detailed description of the ESLOs, annual ESLO reports, and the cycle of ESLO assessments are posted on the Oregon Tech web site at www.oit.edu/provost/ESLO.

In addition to assessment of ESLOs, the Executive Committee tracks other institutional assessment activities, described below, and ensures liaison and dissemination of information between campus bodies.

Oregon Tech uses standardized tests to assess student learning at entry. Math and writing placements are made based on the results of these tests, selected major, GPA, years of completed math, and transfer credit. Each student can challenge their placement by taking the Educational Testing Service's Accuplacer exam. The Accuplacer will further assess the student's entry-level mathematics and writing skills. The results are summarized in

Oregon Tech's Student Status Report, along with demographic information, SAT/ACT scores, and student responses to college readiness questions. Working with the Student Status Report, advisors meet with incoming students to insure each student has been placed into the appropriate math and writing classes. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

Oregon Tech assesses entry-level readiness and demographic characteristics of new students every three years through use of the Beginning College Survey of Student Engagement (BCSSE) national survey instrument.   This information is shared with the Assessment Commission, the Commission on College Teaching, the General Education Advisory Council, Admissions, the Student Affairs staff, and the Oregon Tech faculty.

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

Oregon Tech's Student Success Center conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent Oregon Tech graduates.

Table 2 below summarizes Oregon Tech's regularly scheduled institutional assessment activities.

Instruments	Cycle of Assessment	Last Administered	Next Administered	Responsible Office
New Students				
BCSSE**	Every three years	Fall 2014	Fall 2017	Student Success Center
Math/writing placement exams	Every term			Student Success Center
Enrolled Students				
NSSE****	Every three years	Spring 2015	Spring 2018	Assessment
Oregon Tech ESLOs	Every year			Assessment
Follow up to BCSSE & NSSE	Every three years	Spring 2013	Fall 2016	Assessment
Senior Exit Surveys	Every year			Assessment
Alumni				
Graduate Survey	Every year			Student Success Center

Table 2. 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.

2015-16 Plans

The committee plans to complete the following institutional assessment work during the 2015-16 academic year:

- *Multi-State Collaborative to Advance Learning Outcomes Assessment*
  - o Provide faculty the results of Oregon Tech's participation in the Multi-State Collaborative (MSC) in 2014-15.
  - o Coordinate with the Commission on College Teaching to provide professional development for faculty associated with the findings from the MSC.
  - o Coordinate collection of student artifacts for Oregon Tech's participation in the 2015-16 MSC
- *Oregon Tech Assessment and ESLO Efforts (Except Diverse Perspectives)*
  - o Complete the 2015-16 assessment plan (this plan).
  - o Complete the 2015-16 assessment report.
  - o Review and update the charter if needed.
  - o Provide assessment orientation for new faculty at September Institute.
  - o Provide training for new assessment coordinators.
  - o Plan 2016-17 ESLO assessment activities.
  - o Update Oregon Tech's assessment website to align with changes to general education.
  - o Implement recommended changes to the program report review process including evaluation tool and department chair review.
  - o Coordinate with GERT-Force on continuation of 6-year cycle.
- *Diverse Perspectives ESLO*
  - o Administer ESLO assessment of Diverse Perspectives to provide a baseline for this outcome. Prepare a written report on the results.
- *Campus Wide Coordination*
  - o Work with Student Affairs to disseminate results of the 2014 BCSSE and 2015 NSSE surveys.
  - o Plan for the fall 2016 administration of the follow up student survey.
  - o Continue work with Student Affairs to coordinate other assessments on campus.
  - o Implement new assessment software and report template and provide training for faculty. Review and revise Assessment Record Storage and Retention Guidelines (Appendix D) in light of new software system.
  - o Track continuous improvement activities at the program level.
  - o Follow the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Academic Excellence is a member of the task force.
  - o Review and discuss state- and national-level accountability trends and the potential impact for Oregon Tech.
  - o Increase the visibility of assessment work at Oregon Tech through presentations at national meetings.
  - o Work with the Commission on College Teaching to coordinate assessment work and faculty professional development.
  - o Continue work with the Advising Commission to heighten awareness of both students and advisors regarding Oregon Tech's ESLOs.

Program Assessment

The Executive Committee of the Assessment Commission 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. In most cases, the assessment requirements for specialized accreditation are congruent with Oregon Tech requirements. Where possible, Oregon Tech encourages faculty to use the assessment reports submitted to these separate bodies as their assessment report for Oregon Tech as well.

The Director provides the departments with a variety of support for program assessment efforts, including formal meetings of the Assessment Commission, regular one-to-one work sessions and consultations with coordinators, 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.

2015-16 Plans

During the 2015-16 year, the committee will continue the structured program assessment process using a strategy centered on submission of small assignments at regular intervals in an ongoing report, including these items:

- 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 three-year rotational plan for assessing student learning outcomes.
- Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- Develop/review performance indicators for 2015-16 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2015-16 student learning outcomes scheduled for assessment. Input assessment plan in the institutional assessment software.
- Implement and re-assess planned improvements from prior year assessment work.

- Utilize the institutional assessment software to compile program assessment records including student work samples.
- Submit periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement.
- Organize a spring department meeting to review assessment data and make plans for program improvement.
- Prepare a final assessment report for the learning outcomes web site.
- Collect and analyze senior exit data.

The tasks and timelines for 2015-16 are included in this plan as Appendix C.

Other Academic Assessment
The Director works with Oregon Tech Online Learning, the Director of Academic Agreements, and those departments with off-site locations to ensure equivalent academic rigor and the inclusion of comparable assessment measures for these programs.

2015-16 Plans
During the 2015-16 academic year, the Director will work with the Director of Oregon Tech Online Learning to ensure assessment of online courses if the same on-campus course is being used for assessment purposes.

During the 2015-16 academic year, the Director will continue work with the Director of Academic Agreements and faculty coordinators to ensure equivalent rigor between Oregon Tech courses and high school advance credit courses. Each coordinator will prepare a memo describing steps taken to ensure equivalent academic rigor and stating any concerns. These concerns will be dealt with by the Director of Academic Agreements, the department involved, and the Provost.

The Director will contact all assessment coordinators with off-site programs to request that similar assessment measures be administered at both locations.

Appendix A
Mission Statement and Charter for the Assessment Commission
Revision Approved 10/15/15

Mission
The Assessment Commission will develop, review, and implement an institutional 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 Commission Membership
The Commission is composed of the Director of Academic Excellence and all assessment coordinators. The Provost shall appoint one faculty member to serve as Chair.

Assessment Executive Committee Membership
The Assessment Executive Committee is composed of the Chair of the Assessment Commission, the Director of Academic Excellence, and at least one faculty member from each school, and at least one faculty member from each campus, and at least one representative from Distance Education, selected by the Chair. The Assessment Representative from each ESLO subcommittee will also serve on the Assessment Executive Committee. The Steering Committee will ensure balance between foundational general education faculty and non-general education faculty in the membership of the Executive Committee.

Terms of Service
Assessment Commission
The terms of service for assessment coordinators are determined by the academic department. The Chair serves a three-year term and may be reappointed.

Executive Committee of the Assessment Commission
Faculty members shall serve on the Assessment Executive Committee for terms of three years and may be reappointed.

Leadership
The Executive Committee of the Assessment Commission, the Chair of the Assessment Commission, and the Director 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 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.
- Report to the Provost.
- 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 Commission provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and chairs meetings of the Assessment Commission and the Executive Committee of the Assessment Commission.

The Director 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 Commission will meet during convocation week and at least once per term.

The Executive Committee of the Assessment Commission will meet regularly throughout the academic year.

Information
The Assessment Commission 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 Commission 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 Commission 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 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 Commission will prepare the following annual reports summarizing its activities for the most recent academic year:
- The Executive committee prepares and approves the Annual Assessment Plan
- The Executive committee prepares and approves the Annual Assessment Report
- The ESLO committees report on ESLO assessment activities

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

Amending the Charter

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

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

10/5/09 Charter revised to remove reference to the Director of Academic Excellence 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.

Appendix B
Six-Year Cycle and Work Plan for ESLO Committees
Oregon Institute of Technology

Year 1: Design Assessment
Develop assessment plan identifying research questions targeting various levels of proficiency. The following tasks should be considered in developing the plan: review ESLO criteria, review ESLO mapping to the curriculum, develop or review rubrics, identify the potential need for professional development prior to assessment, develop signature assignments, and review past assessment reports. Set appropriate benchmarks for student attainment at various levels. Plan submitted to the Assessment Executive Committee for approval and the General Education Advisory Council for inclusion in the Essential Studies program annual assessment report.

Year 2: Analyze Data
Aggregate and analyze data as defined in the assessment plan. Identify potential changes for continuous improvement considering both curricular changes and professional development. Submit written report summarizing findings to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies assessment report.

Year 3: Plan Improvements
Create action plan for improvement relating to curriculum including recommendations for curricular change, changes to ESLO criteria and/or rubrics, and changes to course approval process. Submit action plan to the General Education Advisory Council for approval and coordinate implementation with the appropriate bodies. The General Education Advisory Council will include the action plan in the annual Essential Studies program assessment report.

Design professional development to be implemented in year four based on plan for improvement considering ways to engage the university community including faculty, staff and students. In developing this plan research best practices and opportunities to collaborate with other institutions. Submit plan to the Commission on College Teaching.

Year 4: Engage the University
With the Chair of the Assessment Commission, present report of findings from year-two and planned improvements from year-three to the university at fall convocation. Coordinate with the Commission on College Teaching to launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students. The Commission on College Teaching will provide the General Education Advisory Council with a summary of professional development activities to include in the annual Essential Studies Assessment Report.

Year 5: Evaluate Results

Aggregate and analyze data from targeted areas of weakness identified in the year-two report. Report areas of improvement and/or recommendations for additional actions to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

Year 6: Reflect on Progress

Reflect on improvements and consider innovative options for increasing success of all students. Activities could include: mapping outcome and criteria to state and national frameworks, comparing results to state and national benchmarks, looking at innovative teaching and assessment practices at other institutions, exploring possibilities for collaborations and involvement in state and national projects, seeking opportunities for grant funding to support plans for innovation. Submit reflection to the Assessment Executive Committee, Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

Appendix C
Assessment Tasks and Timelines for
Assessment Coordinators
2015 – 2016

Fall 2015	
Due Date	Task
Convocation meeting with department faculty Thursday, Sept 17	1. Review with program faculty: • purpose/mission statement • educational objectives • student learning outcomes • Review program SLO cycle with ESLO cycle* 2. For 2015 – 16 PSLOs: • Review PSLO-Curriculum Matrix • Review performance criteria • Plan direct and indirect measures 3. Review planned improvements (closing the loop items) from spring 2015 faculty meeting. Plan for data collection (just weak performance criteria).
Friday, October 2	Identify course, instructor, term for assessment of Diverse Perspectives
Friday, October 9	Submit plan—first draft of 2015 – 16 report including items 1-3 above
October 5 through December 4	Perform planned fall assessment measures
Winter 2016	
Friday, January 15	Submit status update—write up & submit fall assessment results in ongoing report
January 4 through March 11	Perform planned winter assessment measures
Spring 2016	
Friday, April 8	Submit draft report complete through section IV
March 28 through June 3	Perform planned spring assessment measures to be included in next year's report
April	Plan a date for a spring meeting for your program faculty in week 7 or 8; plan administration of Senior Exit Survey.
May 9-20 (week 7/8 of term)	Hold a program faculty meeting on student learning outcomes for the year
Friday, June 3	Submit final assessment report to Department Chair for review
Friday, June 10	Department Chair submits approved assessment report to the Director of Assessment

*Note: the Assessment Commission will assess Diverse Perspectives this year.

Appendix D
Oregon Tech Assessment Records Storage and Retention Guidelines

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

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

Where should assessment records be stored?
Ideally, assessment records should be stored electronically. A good option is a program file
structure on the OIT shared T: drive, allowing all faculty in the program access to deposit
assessment records (see sample file structure and file naming protocol below). Prior to
returning student work an electronic copy (pdf) should be created. Your program
assessment report should identify where more detailed records are kept.

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). **Email is not secure and cannot
be used as a means to transfer assessment data or student work attached to
identifying information.**