2017-2018 Academic Assessment Report

Oregon TECH

Prepared by

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and

Seth Anthony, Interim Director, Office of Academic Excellence

July 16, 2018

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Academic Assessment Report 2017-2018
Oregon Tech Assessment Commission

Introduction

This report outlines Oregon Tech assessment activities and accomplishments during the 2017-2018 academic year and is based on the goals set in the 2017-2018 Academic Assessment Plan. This document was prepared by the Chair of the Executive Committee on Academic Excellence, Janette Isaacson and by the Interim Director of Academic Excellence, Seth Anthony, submitted to the Provost, and is posted on the Oregon Tech web site at www.oit.edu/assessment.

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 Oregon Tech's Essential Student Learning Outcomes (Appendix A) 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 B.

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 (membership included in Appendix C). 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 institution- 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 an *ex officio* member of the 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 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 Executive Committee of the Assessment Commission meets regularly and includes broad representation from the campus, including the assessment representatives from the Essential Student Learning Outcome (ESLO) committees. Membership of these committees can be found in Appendix D.
- The Chair and Director write annual assessment reports and 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 disseminating the following annual reports, to be completed during each academic year:

- Start of year:
  - Annual academic assessment plan.
- End of year:
  - Annual Report on Academic Assessment Activities (this report)
  - Reports of ESLO Assessment activity (consistent Oregon Tech's six-year ESLO assessment cycle)

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

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

- ESLO assessment and activity from the previous academic year
- Prior year assessment accomplishments and plans for the upcoming academic year
- Other institutional assessment results, such the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)

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 six-year ESLO cycle (Appendix E).

The Director serves as a liaison with Student Affairs coordinating assessment activities in support of student success.

The Director and Chair also serve as a members of the Northwest Commission on Colleges and Universities (NWCCU) campus accreditation team. The Director and Chair provide input to ensure academic assessment processes and results demonstrate mission attainment in the NWCCU self-evaluation.

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 for faculty members who are preparing CPC documents. The Director provides consultation to faculty members and ensures that final CPC documents for new programs (both graduate and undergraduate) 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 (GEAC). 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 (CCT). The Director provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

Resources in Support of Assessment

The Director provides funds from the Office of Academic Excellence budget, as well as staff resources to the Assessment Commission and to departments to help design, revise, implement, and evaluate assessment plans. The Director also provides funding for standardized national surveys and assessment activities as needed and for faculty professional development activities related to academic assessment.

Institution-Level Academic Assessment Activity

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 below. A brief summary of the six steps appears in Appendix E.

Table 1. ESLO Six-Year Continuous Improvement Cycle.

	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

Implementation of the Assessment Plan

The Committee and Office of Academic Excellence completed the following institutional assessment work during the 2017-2018 academic year:

Program Assessment

- Provided assessment orientation as a component of new faculty orientation.
- Provided training for new assessment coordinators.
- Completed a campus wide review on all assessment reports in 2016-2017 and gave feedback to all programs, using a best practices rubric from James Madison University. Summary statistics for rubric elements are provided as Appendix F.
- Incorporated a revised version of a program assessment report rubric into a new Oregon Tech Program Assessment Report Guide that will serve as a step by step guide in best practices in Assessment. This Program Assessment Report Guide is available on the Oregon Tech website at http://www.oit.edu/assessment and is provided as Appendix G.

ESLO (Institution-Level) Assessment

Diverse Perspectives – "Engage" Year

- Engaged the faculty with two training workshops (held during Winter and Spring quarters) on better understanding the Diverse Perspectives outcome and on how to develop assignments that can better support this outcome. These workshops were attended by 25 and 13 faculty, respectively.
- Collaborated with Student Affairs (including the newly hired Multicultural Coordinator) to better highlight Diverse Perspectives events on the Klamath Falls campus.

o Communication – "Analyze" Year

- Presented the COM Data to the faculty at convocation and invited all of them to give feedback. The feedback was reviewed and summarized by the Executive Committee.

- Collaborated with Communication department and ESLO committee on actions stemming from data. Reflections on ESLO data centered on two themes:
  - Data reliability: Concerns about the validity and reliability of data submitted by dozens of faculty, all acting independently, and with varying degrees of training and familiarity with the assessment rubric, led the Assessment Executive Committee to propose a new model for collaborative ESLO scoring in 2018-2019. This approach will also help address new NWCCU expectations for incorporation of inter-rater reliability into assessment data collection.

  - Alignment of expectations with disciplinary needs: Data showed lowest levels of student performance in WRI227. While this may be due to differing perspectives of the faculty who teach those classes and score that work, this also prompted discussions about the alignment of WRI227 work with the expectations and needs to each discipline. This dovetails nicely with ongoing discussions in the Communication department about revisions to WRI227 and pilots of area-specific (engineering, health, science, etc.) technical writing courses.

    In concert with the Communication department and ESLO committee, plans for the subsequent "engage" year will center around conversations with industry contacts through program Industry Advisory Boards to improve the alignment between instruction and employer and disciplinary expectations.

o Inquiry and Analysis – "Collect" Year

- Collected data for the Inquiry and Analysis ESLO committee in Fall-Spring 2018 per previously developed data collection and scoring plan. Instructed faculty to collect electronic copies of student work and provided instruction for upload in LiveText assessment software. As of this report; 56 sections of both general education and disciplinary courses are represented in this data set.
- Data will be analyzed beginning at Convocation 2018 as part of the Inquiry & Analysis "Analyze" year.

o Ethical Reasoning – "Design" Year

- In collaboration with the Ethical Reasoning ESLO committee, drafted the data collection plan for the "Collect" Year. Refined plans for collaborative scoring of Ethical Reasoning student work during 2018-2019.

Campus Wide Coordination

- NSSE/FSSE: Coordinated with Student Affairs, ITS, Institutional Research, and other campus offices to administer the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) during Spring 2018 term. Response rates were higher than those at peer institutions of comparable size.
- Provided LiveText training for faculty to collect student work and assessment results for ESLO and program assessment.
- Coordinated and administered the Student Exit Survey for all programs and reported results to Career Services and the Office of Strategic Partnerships.
- Worked with the Commission on College Teaching to coordinate assessment work and faculty professional development.

Institution-Level Changes Made as a Result of Assessment

- Concerns about the validity and reliability of data submitted by dozens of faculty, all acting independently, and with varying degrees of training and familiarity with the assessment rubric, led the Assessment Executive Committee to propose a new model for collaborative ESLO scoring in 2018-2019.
- Review of program assessment reports and feedback from faculty led the Executive Committee to recommend termination of Oregon Tech's contract with LiveText, both because of the difficulty of the software for faculty and staff use, and because of the diminished quality of program assessment reports seen in
- Following review by staff, members of the Executive Committee, and program assessment coordinators, Portfolium was recommended as a replacement software solution and a contract was signed in May 2018.

State and National Activities and Recognition

- Oregon Tech sent three faculty to the statewide Teaching Talks III conference in March 2018. Communication Faculty Veronica Koehn & Kevin Brown presented a session on supporting and assessing teamwork across the curriculum that was well-received and led to multiple follow-up conversations across institutions.
- Oregon Tech continued participation in the statewide Learning Outcomes and Assessment Task Force. The Director of Academic Excellence is a member of the task force.
- The Assessment Exec Chair, Interim Director, and Executive Assistant all attended the October 2017 Assessment Institute in Indianapolis. This collaborative professional development activity helped crystallize directions for assessment for this new leadership team, and brought back multiple resources, most notably a high-quality rubric for evaluating program assessment reports.

Faculty Accomplishments

- Sharon Beaudry was invited to participate as a scorer for the VALUE Institute (the successor to the Multi-State Collaborative) for the fourth consecutive year. MSC scorers are trained to score using the AAC&U VALUE rubrics and are calibrated to score in the project.

Program-Level Assessment Activity

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.

During the fall convocation, the Chair of the Assessment Commission laid out the 2017-2018 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.

Program Assessment Reports

Throughout the 2017-18 year, the Program Assessment Coordinators followed the structured program assessment process submitting small assignments at regular intervals in an ongoing report (via LiveText). Coordinators organized the following assessment activities with program faculty.

- Led an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Reviewed program mission, educational objectives, and student learning outcomes.
- Updated a three-year rotational plan for assessing student learning outcomes.
- Mapped each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- Developed/reviewed performance indicators for 2017-18 student learning outcomes scheduled for assessment.
- Planned for direct and indirect measures of 2017-18 student learning outcomes scheduled for assessment. Input assessment plan in LiveText.
- Planned direct assessment of oral and written communication within the program to support the ESLO assessment plan.
- Implemented and re-assessed planned improvements from prior year assessment work.
- Utilized LiveText to compile program assessment records, including student work samples.
- Submitted periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement using the LiveText report template. Analyzed student exit data collected by the Office of Academic Excellence.

As described earlier in this report, the use of LiveText to prepare program assessment reports in 2017-2018 resulted in both lower-quality report activity and delayed reports over previous years. In future years, the transition away from use of assessment software to structure program assessment reports, a return to program-designed reports prepared outside of assessment software, as well as the new Program Assessment Report Guide and ongoing review of program assessment repot, all intended to return Oregon Tech to previously high levels of program assessment report compliance and quality.

As a benchmark for these future improvements; by the program report deadline of October 31, 2017, 20 out of 51 program reports had been received (39%); as of the preparation of this report at the the end of the academic year in June 2018, 37 program reports had been received (73%). Follow-up work continues with programs that still have outstanding 2016-2017 program assessment reports.

Program-Level Changes Made as a Result of Assessment

While additional changes are reflected in individual program reports, highlights of programmatic changes documented in 2016-2017 assessment reports as a result of assessment activities included:

- The B.S. Applied Math program developed and submitted a curriculum change to introduce a "Mathematical Structures" class into their curriculum, prompted by assessment findings of student weaknesses in this area.
- The Management Department has used assessment findings to inform restructuring of their senior project and adding new supporting elements to that experience.
- The Electronics Engineering Technology program, prompted by assessment results, has introduced new design projects into their curriculum to support that programmatic outcome.

Summary

During the 2017-2018 academic year, Oregon Tech continued its systematic work in assessment. The major accomplishments for the year were:

- Completion of planned assessment activities within in the six-year ESLO cycles; first-ever "Engage" year (for Diverse Perspectives) outcomes
- The review and feedback of all the 2016-2017 Assessment Reports to each program using a best practices JMU rubric.
- Developed an Oregon Tech Assessment Guide for all faculty to use as a step by step process.

As the Executive Committee concludes the academic year, the committee looks forward to the 2018-2019 year. We will present assessment results from 2017-18 during convocation in conjunction with the CCT Excellence in Teaching Conference. We will finalize the 2018-2019 annual assessment plan in early fall, and goals for the year will be established. We are enjoying working with our new administration and we are looking forward to implementation our new assessment software, Portfolium.

Appendix A: Oregon Tech's Essential Student Learning Outcomes

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

The ESLOs reflect the common expectations about the knowledge, skills, and abilities that Oregon Tech students will acquire and are reflected in the General Education requirements that lay the foundation upon which the major curricula build. Engaging in these ESLOs will support Oregon Tech graduates in developing the habits of mind and behaviors of professionals and lifelong learners.

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. [1]

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

INQUIRY AND ANALYSIS

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

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

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

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

ETHICAL REASONING

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

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

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

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

TEAMWORK

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

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

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

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

QUANTITATIVE LITERACY

ESLO 5: Oregon Tech students will demonstrate quantitative literacy.

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

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

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

DIVERSE PERSPECTIVES

ESLO 6: Oregon Tech students will explore diverse perspectives.

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

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

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

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

Appendix B: Mission Statement and Charter for the Assessment 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/PLT 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 Chair of Assessment, Chair of GEAC, and Co-Chairs of CCT 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/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 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 C: Assessment Commission Membership, 2017-2018

Executive Committee
Janette Isaacson, *Chair*
Seth Anthony, *Interim Director of Academic Excellence*
Veronica Koehn, *Communication*
Kristen Konkel, *Humanities & Social Sciences*
Don McDonnell, *Medical Imaging Technology*
Hallie Neupert, *Management*
Troy Scevers, *Computer Systems Engineering Technology*

Assessment Coordinators
Janette Isaacson, *Allied Health M.S.*
Jim Fischer, *Applied Mathematics B.S.*
Kristen Konkel, *Applied Psychology B.S.*
Robert Melendy, *Automation, Robotics and Engineering Dual Major*
Travis Lund, *Biology-Health Sciences B.S.*
C.J. Riley, *Civil Engineering B.S.*
Roger Lindgren, *Civil Engineering M.S.*
Matt Schnackenberg, *Communication Studies B.S.*
Kevin Pintong, *Computer Engineering Technology A.E.*
Kevin Pintong, *Computer Engineering Technology B.S.*
Jane Cope, *Dental Hygiene B.S.*
Suzanne Hopper, *Dental Hygiene B.S. Degree Completion*
Robyn Cole, *Diagnostic Medical Sonography B.S.*
Robyn Cole, *Diagnostic Medical Sonography B.S. Degree Completion*
Barry Canaday, *Echocardiography B.S.*
Janette Isaacson, *Echocardiography B.S. Degree Completion*
Scott Prahl, *Electrical Engineering B.S.*
Aaron Scher, *Electronics Engineering Technology B.S.*
Troy Scevers, *Embedded Systems Engineering Technology B.S.*
Jamie Kennel, *Emergency Medical Services Management B.S.*
Cristina Crespo, *Engineering M.S.*
Jherime Kellermann, *Environmental Sciences B.S.*
Mason Marker, *Geomatics B.S. Geographic Information Systems Option*
Mason Marker, *Geomatics B.S. Surveying Option*
Hallie Neupert, *Health Care Management B.S. Administration Option*
Hallie Neupert, *Health Care Management B.S. Clinical Option*
Hallie Neupert, *Health Care Management B.S. Radiologic Science Option*
Jeff Dickson, *Health Informatics B.S.*
Jeff Dickson, *Information Technology B.S.*
Carmen Morgan, *Management B.S. Accounting Option*
Sharon Beaudry, *Management B.S. Entrepreneurship/Small Business Management Option*
Kristy Weidman, *Management B.S. Marketing Option*
Steve Edgeman, *Manufacturing Engineering Technology B.S.*
Steve Addison, *Manufacturing Engineering Technology M.S.*
Kathleen Adams, *Marriage and Family Therapy M.S.*
Josh Millard, *Mechanical Engineering B.S.*
Steve Edgeman, *Mechanical Engineering Technology B.S.*
Dawn Taylor, *Medical Laboratory Science B.S.*
Rick Hoylman, *Nuclear Medicine and Molecular Imaging Technology B.S.*
Pat Schaeffer, *Operations Management B.S.*
Scott Prahl, *Optical Engineering Dual Major*
Jamie Kennel, *Paramedic A.A.S.*
Sophie Nathenson, *Population Health Management B.S.*
Don McDonnell, *Radiologic Science B.S.*
Gary Zimmerman, *Radiologic Science B.S. Degree Completion*

Teshome Jiru*, Renewable Energy Engineering B.S.*
Hope Corsair*, Renewable Energy Engineering M.S.*
Jeff Pardy*, Respiratory Care B.S.*
Jeff Pardy*, Respiratory Care B.S. Degree Completion*
Michael Schwartz*, Sleep Health A.A.S. Clinical Sleep Option*
Michael Schwartz*, Sleep Health A.A.S. Polysomnographic Technology Option*
Phil Howard*, Software Engineering Technology A.E.*
Phil Howard*, Software Engineering Technology B.S.*
James Eastman*, Systems Engineering and Technical Management Dual Major*
Maureen Sevigny*, Technology and Management B.A.S.*
Chris Caster, *Vascular Technology B.S.*
Janette Isaacson*, Vascular Technology B.S. Degree Completion*

Appendix D: ESLO Subcommittee Membership, 2017-2018

Communication
Chair: Matt Search
Aja Bettencourt-McCarthy
Monica Breedlove
Roger Lindgren
Matt Schnackenberg
Christopher Syrnyk

Inquiry and Analysis
Co-Chair: Dawn Lowe Wincentsen
Co-Chair: Hui Yun Li
Ryan Madden
Josh Millard
Jeff Pardy
Matthew Sleep

Ethical Reasoning
Chair: Yasha Rohwer
Franny Howes
Travis Lund
Michael Pierce

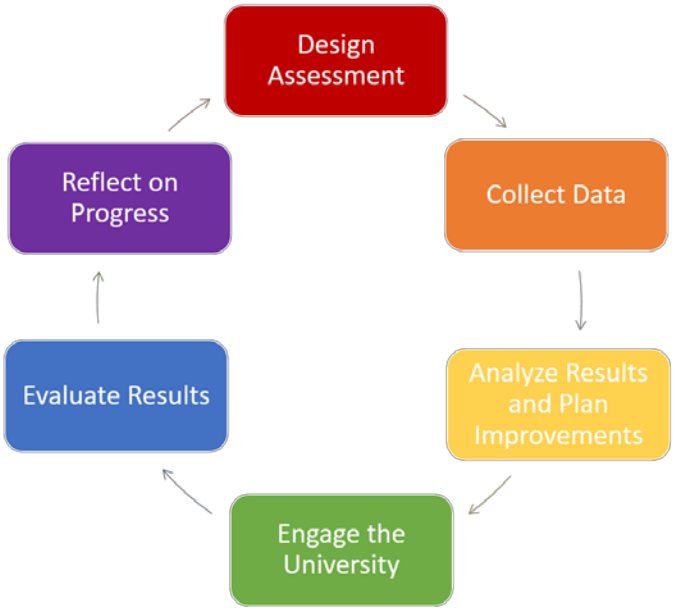
Quantitative Literacy
Chair: Kari Lundgren
Richard Bailey
Tara Guthrie
Terri Torres
Gregg Waterman

Teamwork
Chair: Trevor Petersen
Kevin Brown
Josie Hudspeth
Don Lee
Don McDonnell

Diverse Perspectives
Chair: Veronica Koehn
Sharon Beaudry
Barry Canaday
Dibyajyoti Deb

Appendix E: Six-Year Cycle and Work Plan for ESLO Committees

Continuous Improvement Cycle



Year 1: Design Assessment

The Assessment Executive Committee develops the Essential Student Learning Outcome (ESLO) assessment plan based on input from the Commission on College Teaching (CCT), the General Education Advisory Council (GEAC) and the appropriate ESLO Faculty Learning Community 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. The plan will include appropriate benchmarks for student attainment at various levels.

Year 2: Collect Data

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.

Year 3: Analyze Results and Plan Improvements

In variety of settings (including Convocation) university faculty will analyze assessment results and identify potential changes for continuous improvement considering both curricular changes and 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 GEAC for implementation with the appropriate bodies. 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 Learning Community to research best practices and opportunities to collaborate with other institutions. Assessment Exec will include the results, analysis and action plan in an initial report for the ESLO.

Year 4: Engage the University

The Commission on College Teaching and the ESLO Faculty Learning Community will 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 a summary of professional development activities.

Year 5: Evaluate Results

The Office of Academic Excellence will collect data from targeted areas of weakness identified in the year-three report. The Academic Excellence Coordinating Committee will analyze the results and report areas of improvement and/or recommendations for additional actions to appropriate bodies. Assessment Exec will update the ESLO report with findings and further actions.

Year 6: Reflect on Progress

The Academic Excellence Coordinating Committee will 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. GEAC will reflect on the ESLO pathway and the effectiveness of the Essential Studies program in supporting student achievement. Assessment Exec will include the reflection (changes resulting from assessment) in the final ESLO report along with recommendations regarding the assessment plan for the next 6-year cycle.

Six-Year ESLO Cycle

	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

Assessment Reporting for the Essentials Studies Program

Annual Assessment Report
The General Education Advisory Council (GEAC) will prepare an annual assessment report of the Essential Studies program for submission to the Assessment Executive Committee, Academic Council and the Provost. This report will include the activities of each of the six ESLO subcommittees in the current year, therefore reporting on each of the six phases of the cycle. The Essential Studies Annual Assessment report will be shared with the university community and posted to the assessment website.

I. Introduction
   Leadership of the Essential Studies program
   Communication of the Essential Studies program to students, faculty, advisors, potential students, etc.
   Coordination with other campus bodies: Assessment Commission, Commission on College Teaching, Advising commission, Academic Council, the Registrar, Curriculum Planning Commission, Oregon Tech Online, Admissions, Student Affairs, etc.
   Resources to support the Essential Studies program
II. Purpose, objectives and outcomes of the Essential Studies program
   List purpose, objectives, and outcomes, summarize reviews, note changes and justification
III. Six-year cycle of assessment
IV. Summary of activities of GEAC for the year
V. Summary of current academic year assessment activities of the ESLO committees
   Assessment Plan: assessment plan for ESLO to be assessed in coming academic year
   Evidence of student learning: Aggregated results and analysis of ESLO assessed in current year
   Program improvements: Action plan based on analysis of ESLO in last year
   Faculty professional development: Description of professional development activities related to ESLO highlighted in current year
   Evidence of improvement: Aggregated results and analysis following implementation of action plan in past year
   Changes resulting from assessment: Reflection on improvements as a result of assessment cycle
VI. Conclusion
   Summary of work for the academic year, significant findings, recommendations for program changes, etc.
VII. Appendices
   ESLO course matrices
   Rubrics
   Signature assignments

ESLO Report
The Assessment Executive Committee will prepare a summary report for each ESLO at the conclusion of the six-year cycle (one ESLO report prepared each year). This report will combine the information included in the Essential Studies program report over the past six years. Reports will be submitted to the Academic Council, the Provost, and posted on the assessment website.

I. Executive Summary
II. Outcome, definition and criteria for assessment
   List outcome statement, definition, and criteria for assessment
   Summarize reviews, note changes and justification
III. Six-year cycle of assessment of the ESLO
IV. Assessment Plan
V. Evidence of student learning
   Description of assessment including data collection and scoring
   Assessment results and analysis
VI. Changes resulting from assessment
   Program improvements implemented
   Description of professional development activities related to ESLO
   Evidence of improvement; results and analysis following implementation of actions

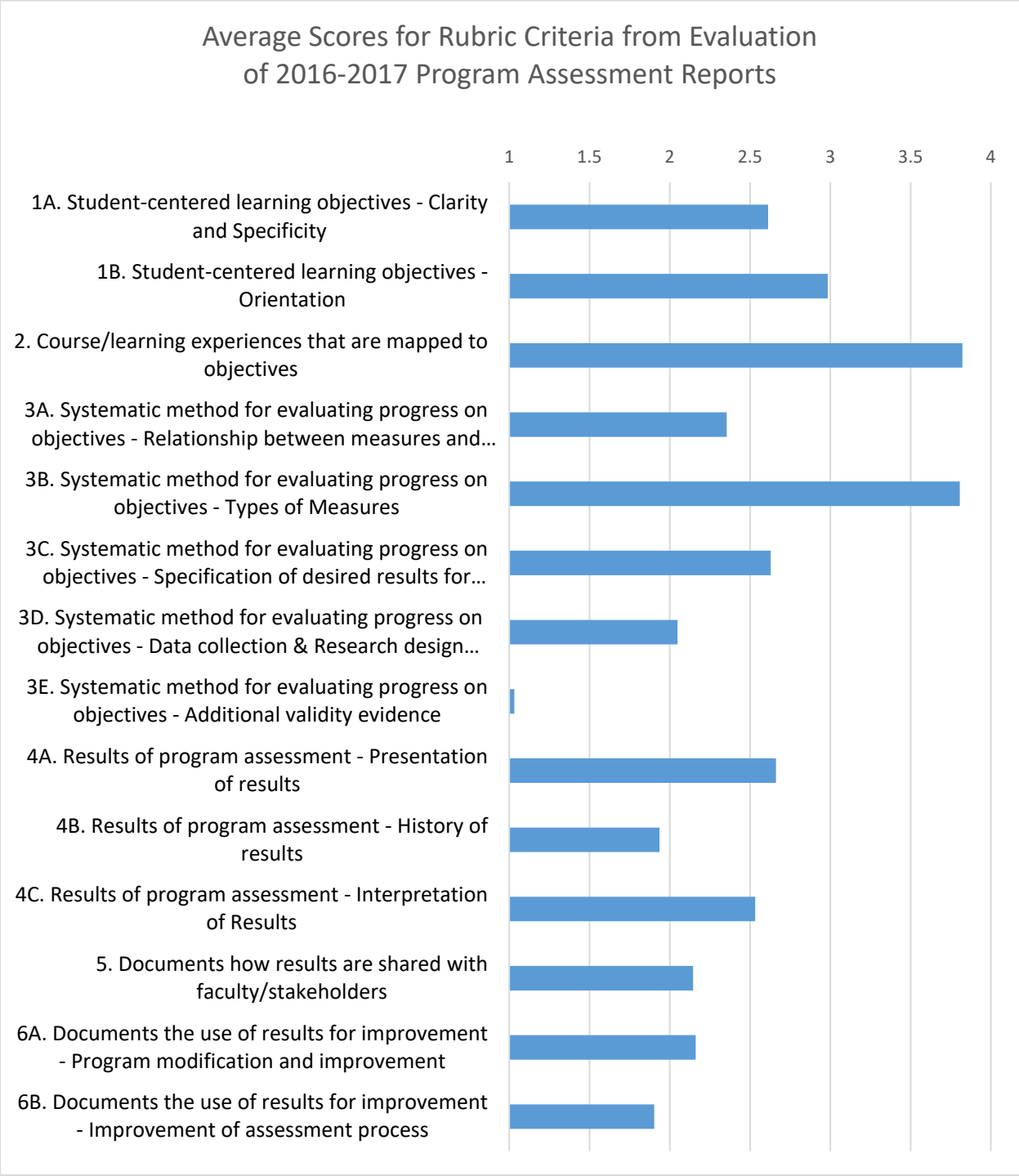
VII. Reflection on progress
Reflection on improvements and plans for innovation looking to next six-year cycle

VIII. Assessment Reporting
Description of university-wide communications and coordination with other campus bodies in relation to the six-year cycle

IX. Appendices
ESLO course matrices
Rubrics
Signature assignments
Faculty reflections
Membership of ESLO subcommittee over the past 6 years

Appendix F: Summary Statistics for 2017-2018 Program Assessment Report Review

During Winter 2016, Program Assessment Reports were evaluated by assessment coordinators, members of the Assessment Executive Committee, and Office of Academic Excellence staff using James Madison University's rubric (https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf) for assessment reports. Average scores for Oregon Tech's program assessment reports are provided below.



Appendix G: Program Assessment Report Guide

During Spring 2018, members of the Assessment Executive Committee, and Office of Academic Excellence staff developed the following rubric and guide for Program Assessment Reports for 2017-2018 and forward.

Significant elements of this were adapted from the JMU program assessment report https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf) and other institutional assessment report templates and rubrics.

Oregon TECH

2017-18
Program Assessment Report Guide
Submission Deadline: October 31, 2018
to Office of Academic Excellence

This guide will show assessment coordinators the process of program assessment for 2017-18, including descriptions, examples and rubric measures for the annual program assessment report. Follow the guide description text in black while referencing the example text in blue and the rubric text in gray.

Section 1 – Program Mission
Describe the purpose of the degree program – why it exists and what distinguishes it from other units or programs. How is it aligned with the university's Core Themes (particularly Core Theme 1: Applied Degree Programs; and Core Theme 2: Student and Graduate Success)? This content will stay fairly static from year to year.

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

The mission of the Bachelor of Science in Civil Engineering (BSCE) program at Oregon Institute of Technology is to prepare students for professional practice. To be prepared to practice as professionals, engineers must be able to act responsibly and ethically, understand their limits and the limits of the tools they use, communicate effectively, work well in teams, and, amid the changing landscape of the field of civil engineering, be able to pursue graduate level education.

The mission, objectives, and student learning outcomes for the BSCE program are reviewed annually by the department at the fall retreat during convocation. They are also reviewed annually by the department's Industrial Advisory Council (IAC).

Section 2 – Program Educational Objectives
Describe the educational objectives of the degree program – it exists to prepare students for what sorts of professional opportunities? Where is it intended that graduates end up – both immediately after graduation and five to ten years out. This content will stay fairly static from year to year.

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

The following objectives are what the faculty expects graduates from the program to be able to accomplish a few years after the commencement of their careers and stem directly from the program mission. In the annual review of the objectives with the IAC, the words "or continuing" were added to Objective 2. The other objectives remained unchanged and are as follows. The alumni from the BSCE program at Oregon Tech should:

1. practice in civil engineering or a related field
2. pursue advanced or continuing education in civil engineering or a related field
3. act as responsible, effective, and ethical citizens

4. communicate effectively
5. collaborate effectively

Section 3 – Program Description and History:
This content will stay fairly static from year to year, and can be included in any reasonable order, but program enrollment, graduate, and employment, and (if applicable) board pass rates should be updated each year based on updated data.

- Program History
- Program Locations
- Program Enrollment
- Program Graduates
- Employment Rates and Salaries
- Board and Licensure Exam Results (if applicable)
- Industry Relationships
- Showcase Learning Experiences
- Success Stories – Descriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

Program History
The Vascular Technology Program officially began in 1992 and is one of the five current on-campus Medical Imaging programs at Oregon Institute of Technology. Enrollment trends from 2002 – 2016 have varied from 50 to 89 students per year in the program. By fall term of 2016, there were 50 students enrolled in the program. For the class of 2016, retention was 70.0% and attrition was 30%.

Program Location: Klamath Falls Campus only.

Program Enrollment:

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5 Year Difference	5 Year % Change
88	95	80	93	98	10	11.4%

Program Graduates:

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
30	30	26	23	23	25	21	28	19	24

Employment Rates and Salaries:

Employed	Continuing Education	Looking for Work	Not Seeking	Median Salary	Success Rate
39	0	4	0	$62,000	91%

Board and Licensure Exam Results (if applicable):

American Registry of Diagnostic Medical Sonographers Vascular Technology	
100% Pass Rate	Class of 2016

Industry Relationships:

Oregon Tech Vascular Advisory Board Meeting
Date: 5/23/2017
Committee Members • Chris Caster, Vascular Technology Program Director (present) • Janette Isaacson, Vascular Technology Online Program Director (present) • Leah Jolly, Clinical Coordinator (present)
Notes on Discussion of Assessment Results

- Introduction of committee members
- **Details**

Showcase Learning Experiences

Met to view the previous 2015-2016 assessment conclusions items and discussed how to integrate suggestions from industry to better train students to elongate vessels, how to better "heel-and-toe" the scanning probe and to better prepare themselves for ergonomic positioning.

Success Stories – Descriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)

"Oregon Tech not only prepared me for my real-word career, it prepared me for my real-world life." Student, Class of 2011

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC (Sections 1, 2, 3)			
Program mission and educational objectives			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
No mission statement or educational objectives are included.	Mission statement and objects are vague, unclear, or lack coherence. They are too general too general to distinguish it from other programs or are focused on the department rather than the program.	Mission statements and objective identifies the programs purpose, but needs some development. The statement might not be focused on learners as the primary stakeholders.	Mission statements and objective outline the programs purpose. (i.e., why the program exists and what the program does that distinguishes it from other units or programs). All points are included or well-developed. The wording of the statement is focused on learners as the primary stakeholders and is clear to a general audience.

Section 4 – Program Student Learning Outcomes

Identify your programs' 5-10 program learning objectives. This content should remain relatively static from year to year, although programs should regularly review outcomes both internally and with external partners to ensure that they remain current. Are there any changes to program student learning outcomes for 2017-18? If so, please provide this update. Link to Bloom's Taxonomy: http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/#table

Resources on Program Student Learning Outcomes:

- https://manoa.hawaii.edu/assessment/howto/outcomes.htm
- https://www.jmu.edu/assessment/_files/How%20to%20Write%20Clear%20Objectives.pdf
- https://www.jmu.edu/assessment/_files/Objectives%20Made%20Easy.pdf

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

From these objectives stem a number of specific and measurable outcomes. In addition to being more specific, the outcomes state what students should be able to demonstrate while in the program and provide evidence that the objectives are also being met. Upon graduating from the BSCE program at Oregon Tech, students should possess:

a) an ability to apply knowledge of mathematics, science, and engineering

b) an ability to design and conduct experiments, as well as to analyze and interpret data
c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
d) an ability to function on multi-disciplinary teams
e) an ability to identify, formulate, and solve engineering problems
f) an understanding of professional and ethical responsibility as well as the importance of professional licensure
g) an ability to communicate effectively
h) the broad education necessary to understand the impact of engineering solutions in a global and societal context
i) a recognition of the need for, and an ability to engage in life-long learning
j) a knowledge of contemporary issues
k) an ability to use the techniques, skill, and modern engineering tools necessary for engineering practice
l) an ability to explain basic concepts in management, business, public policy, and leadership
m) an ability to evaluate concepts and ideas from alternative perspectives

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC (Section 4)			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
Outcomes: Clarity			
No outcomes stated.	Outcomes present, but with imprecise verbs (e.g., know, understand; things that are not measurable because they are internal to the student), vague description of content/skill/or attitudinal domain.	Outcomes generally contain precise and measurable verbs, rich description of the content/skill/or attitudinal domain. Outcomes describe how students demonstrate learning.	All outcomes (except those explicitly mandated by an accrediting body) stated with clarity and specificity including precise and measurable verbs (for example, from Bloom's taxonomy) articulating how students demonstrate learning, with rich description of the content/skill/or attitudinal domain.
Outcomes: Student-centered orientation			
No outcomes stated in student-centered terms.	Some outcomes stated (either explicitly or implicitly) in student-centered terms.	All outcomes at least implicitly have a student-centered orientation.	All outcomes explicitly stated in student-centered terms (i.e., "Students will...").
Outcomes aligned with Mission/Industry/Student Success			
No discussion of external validation of outcomes.	At a superficial level, it appears the learning outcomes are aligned with industry needs, but no explanation is provided.	General detail about how outcomes relate to industry needs or is externally validated is provided, but lacks detail or specificity. Little to no evidence of recent discussions (either internally or with external partners) about the currency of program learning outcomes.	External validation of outcomes is clearly articulated, through reference to outcomes originating from external accreditors, industry advisory boards, employer surveys, etc. and reflect Oregon Tech's applied mission and reflect application of theory to practice.

			Evidence of recent program and external discussions about the continued relevance of learning outcomes.

Section 5 – Curriculum Map

Please complete a table with entire program curriculum with selection for PSLO and ESLO assessment at the Foundation, Practice and Capstone levels. This content should remain relatively static from year to year, but should be updated as the program curriculum map changes.

Resources to Guide Creation of Curriculum Maps:

- https://manoa.hawaii.edu/assessment/howto/mapping.htm

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

Civil Engineering B.S. Student Learning Outcomes Table

F – Foundation
P – Practice
C – Capstone

COURSE	PSLO 1	PSLO 2	PSLO 3	ESLO 1	ESLO 2	ESLO 3	ESLO 4	ESLO 5	ESLO 6
MATH 111	F								
WRI 121		F							
SPE 111			P						
ENGR 101				C					
CIV 100					C				

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC (Section 5)			
Outcomes are mapped to course/learning experiences and assessment plan			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
No alignment of curriculum to outcomes.	Report contains a curriculum map connecting student experiences with some outcomes. Map is not clear or difficult to interpret.	Report contains a curriculum map clearly illustrating how each outcome is supported within the curriculum.	Report contains a curriculum map illustrating how the curriculum as a whole supports scaffolded, vertical development (e.g., on a scale of 1-3, or introduction, development, mastery) for each outcome for both program outcomes (PSLOs) and institutional outcomes (ESLOs).
Program doesn't demonstrate alignment of course activity with program learning outcomes.	Program asserts that course activity is at least somewhat aligned with program outcomes and points to some	Program points to some materials (e.g. course syllabi on the T:/ drive) that indicate meaningful and regular attention to program outcomes in course design, but does not demonstrate	Program points to publicly available materials (e.g. course syllabi, assignments, unit learning outcomes, class materials) which demonstrate thorough and consistent alignment in all course of

	evidence to support this.	thorough and consistent alignment between class activity and program outcomes.	relationships between course activity and program learning outcomes.

Section 6 – Assessment Cycle

Please complete a table to show PSLO and ESLO year cycle starting with this academic year. This content should remain relatively static from year to year, although it should be extended by at least one year each time a new report is submitted.

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

Civil Engineering B.S. Cycle for PSLOs and ESLOs

Outcome	2017-18	2018-19	2019-20
PSLO 1	Direct CIV 100 Direct CIV 105 Indirect Student Exit Survey		
PSLO 2		Direct CIV 100 Direct CIV 105 Indirect Student Exit Survey	
PSLO 3			Direct CIV 100 Direct CIV 105 Indirect Student Exit Survey
ESLO 1	Direct CIV 100 Direct CIV 105 Indirect Student Exit Survey		
ESLO 2		Direct CIV 100 Direct CIV 105 Indirect Student Exit Survey	
ESLO 3			
ESLO 4			
ESLO 5			
ESLO 6			

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC (Section 6)			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
Current year's plan			
No activities/ courses listed for outcomes assessed during the current year	Activities/courses listed but link to outcomes is absent.	Most outcomes have classes and/or activities linked to them.	All outcomes assessed during the report year have classes and/or activities linked to them.
Multi-year cycle plan			
No formal assessment plan beyond current year.	Report contains a multi-year cycle outlining when assessment of all program student learning outcomes will occur.	Report contains a multi-year plan for assessment of learning outcomes, with courses identified for all assessment activities.	Clear, multi-year plan with several years of implementation (both past and future) outlined and clearly connected, with identification of courses and activities where assess will occur. Plan extends out at least far as the next assessment of any outcomes assessed during the report year.

Section 7 – Methods for Assessment

Each PSLO should be assessed with 2 direct measures and 1 indirect measure. Please provide the methods for assessment for this academic year. In many cases, it may make sense to organize this section by outcome and/or assessment activity, and to integrate description of methods, results, interpretation, and action plans. Description of methods can be completed as soon as assessment activities are identified (ideally in fall term of each academic year); Results, Analysis, and Action Plans should be completed after assessment data are collected.

Narrative for each assessment activity should ideally include:

- Description of the activity (assignment and its course context) and assessment method at a level that makes it clear that the activity is a reasonable measure of the outcome. Assignments can be attached as an appendix.
- Description of the rubric or scoring method, again at the level of detail that makes it clear the rubric is a reasonable tool to assess the outcome. Rubrics can be attached as an appendix.
- If relevant, discussion of parallels in assessment processes across sites. Although assessment processes do not need to be identical between different sites, the same measures should be assessed in comparable ways
- Identification of target performance criteria (and, ideally, a justification for why the targets were set at a certain level).
- Description of scoring process (Faculty raters? External raters? Multiple raters for reliability?)
- Clear presentation of results (and, where possible, comparison with past performance on the same outcome).
- Description of how results were presented to and discussed by program faculty.
- Interpretation of results, including discussion of factors such as assignment design, course context, instructor, etc., that may have impacted student performance.

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

PSLO 1: Klamath Falls Campus, CIV 100, 201701, Seth Anthony				
PSLO 1: An ability to apply knowledge of mathematics, science, and engineering.				
Performance Criteria	**Assessment Methods**	**Measurement Scale**	**Minimum Acceptable Performance**	**Results**
Demonstrates knowledge of the professional code of ethics.	Ethics assignment evaluated by course instructor using Oregon Tech's Ethics Rubric.	1-4 according to attached criteria	75% of students scoring 3 or higher	75% more than 3 75% = 4
Describes ethical issue using code of ethics	Ethics assignment evaluated by course instructor using Oregon Tech's Ethics Rubric.	1-4 according to attached criteria	75% of students scoring 3 or higher	100% more than 3 50% = 4

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
Valid relationship between outcomes and assignment			
Seemingly no relationship between	At a superficial level, it appears the assignment assessed	General detail about how outcomes relate to assignment is provided. For	Narrative describes assignment and its alignment with outcomes, including providing

outcomes and assignment.	by the measures matches the outcomes, but no explanation is provided.	example, the faculty wrote items to match the outcomes, or the instrument was selected "because its general description appeared to match our outcomes."	the assignment in an appendix. Assignment appears to be a natural feature of the course and not inserted arbitrarily. Report describes assignment (including fit with class context) in sufficient detail to see that it is a natural feature of the course (not inserted arbitrarily) and is a reasonable way to assess that outcomes.
Valid relationship between outcomes and rubric			
Seemingly no relationship between outcomes and rubric. (No indication of rubric being used.)	At a superficial level, it appears that an appropriate rubric is used to assess the outcomes, but no explanation is provided.	Some detail concerning the rubric's appropriateness is provided, but description doesn't fully justify the appropriateness of the rubric to evaluation of the outcome and for the course context.	Rubric is provided and shows clear alignment between outcome and rubric elements. Detail provided regarding outcome-to-rubric match. Rubric is used to provide feedback to students (isn't totally disjoint from class goals and feedback).
Types of Measures: 2 Direct, 1 Indirect			
No measures indicated	Most objectives are not assessed via direct measures (only with indirect measures).	Most objectives assessed with at least one direct measure and one indirect measure.	All objectives assessed using at least two direct measures (e.g., tests, essays) and one indirect measure.
Alignment of assessment across sites/modes			
No discussion of alignment of assessment processes across sites.	Report includes data from all sites where the program is offered.	Reports includes data for each outcome from all sites where the program is offered.	Similar measures are used at all multiple sites/modes where program is offered. Differences in methodology between sites are clearly justified. [Or: Program is only at one site/mode.]
Specification of desired results for objectives			
No desired results for objectives stated.	Statement of desired result in qualitative terms (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity (e.g., students will grow; students will perform better than last year).	Desired result specified quantitatively (80% of our students will score a "Proficient" or "Highly Proficient" on rubric, our students will gain ½ standard deviation from junior to senior year). Desired result is not justified. ("Gathering baseline data" is acceptable for this rating.)	Desired result specified AND justified (e.g., "Last year the typical student scored 20 points on measure x. The current cohort underwent more extensive coursework in the area, so we hope that the average student scores 22 points or better.")
Data collection and research design			
No information is provided about	Limited information is provided about data	Enough information is provided to understand	The data collection process is clearly explained (e.g. term,

data collection process or data not collected.	collection such as who and how many took the assessment. (e.g. term and number of students), but not enough to judge the veracity of the process.	the data collection process, such as a description of the sample size, scoring protocol (who scored student work), and course conditions (student motivation to participate). Nevertheless, methodological flaws are evident such as unrepresentative sampling.	number of students, and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation).
Reliability evidence			
No additional psychometric or reliability data provided.	Report identifies process for scoring (e.g. identifies raters).	Reliability estimates (inter-rater comparisons) provided for some scores, or an externally validated rubric used. Reports states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability (inter-rater comparisons) used for all scoring, with clear evidence of both internal agreement. Or, externally validated rubric used with trained scorers and inter-rater agreement. (Raw data provided in an appendix.)
Presentation of results			
No results presented	Results are presented in summary form with respect to performance criteria. (e.g. "Students performance met our criteria.")	Results are presented, and they directly relate to the objectives and the desired results for objectives (e.g. 78% of students scored "Proficient" or "Highly Proficient," which fall below our desired results), but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present. Raw data is not provided.	Results are presented, and they directly relate to objectives and the desired results for objectives, are clearly presented, and were derived statistical analyses, as appropriate. Raw data is provided in attachments.
History of Results			
No results presented	Only current year's results provided.	Past iteration(s) of results provided for some assessments in addition to current year's.	Past iteration(s) of results (e.g., a prior year's) provided for majority of assessments in addition to current year's.
Document how results are shared with faculty/stakeholders			
No evidence of communication of results to faculty and others.	Results from assessment provided to limited number of faculty or communication process with program faculty is unclear (not in minutes)	Results from assessment provided to all faculty, and mode (e.g. program meetings, e-mails) and details of communication are clearly described (The discussion highlights are documented).	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees (discussion highlights documented along with additional assessment recommendations).

Interpretation of results			
No interpretation attempted	Limited narration of results. Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Some narration of assessment analysis and results. Interpretation of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology (only reviewed by a single faculty member).	A complete and clear narration and analysis of the assessment results. Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Plus, multiple faculty interpreted results (not just one person). And, interpretation includes discussion of context: how classes/ activities might have affected results (Documents who reviewed the data and the comparison results between reviewers).

8. Evidence of Improvement in Student Learning.
If this is an outcome being assessed on your standard schedule, did you have past results from this outcome? If this is a specifically scheduled "closing the loop" assessment, how do this year's results compare with the results that prompted improvements?

Did you have past action plans? Can you say that data supports that those plans resulted in improvements?

Look backwards: Discuss the last time that outcome was assessed:

- Were changes recommended?
- Were those changes implemented?
- If so, was improvement seen?

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

For areas where prior improvement activities have been implemented and your program is re-assessing.

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC			
Closing the loop			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
Mention is made of past curricular or programmatic changes carried out in response to prior assessment data. No evidence is provided to evaluate whether these changes resulted in improvements in student learning.	Some evidence is presented to suggest improvement in student learning in response to program modifications. Evidence is vague and/or not clearly presented.	Evidence, from direct measures, suggesting learning curricular and/or pedagogical modifications, RE assessed, and found that student learning improved. Lack of clarity regarding the interventions or methodological issues (unrepresentative sampling, concerns regarding student motivation, etc.) leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive and/or pedagogical modifications, RE-assessed, and found that student learning improved. The rationale and explanation of the modifications leading to the change are clearly laid out. The methodology is of sufficient strength that most reasonable alternative hypotheses can be ruled out (e.g., sampling concerns, validity issues

			with instrument or student motivation). In essence, the improvement interpretation can withstand reasonable critique from faculty, curriculum experts, assessment experts, and external stakeholders.

9. Data-driven Action Plans: Changes Resulting from Assessment

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your program).

Based on assessment results, identify any actions to be taken to improve student performance. Actions should be:

- Clearly tied to or informed by assessment results
- Specific; identifying courses, activities, or assignments where changes are to take place
- Identify responsible parties and specific timelines for actions.
- Identify a timeline for re-assessment following implementation of changes (this can be at the next time an outcome is scheduled for assessment in your program cycle)
- (Ideally, and where relevant) narrative should describe how the program will connect improvements to budgetary and/or strategic planning processes.

OREGON TECH PROGRAM ASSESSMENT REPORT RUBRIC			
Weaknesses result in action plans			
1 – Beginning	**2 – Developing**	**3 – Good**	**4 – Exemplary**
Outcomes are identified, but no improvement plans are outlined.	Some areas where performance is below targets results in plans to collect further data, program improvements, or assessment improvements.	All areas where performance is lower than targets result in either (1) plans to collect further data, (2) program improvements, or (3) assessment method improvements. [Or: no areas fall below performance thresholds.]	All areas where performance is lower than targets result in either (1) plans to collect further data, (2) program improvements, or (3) assessment method improvements. Additionally, further opportunities for program improvement are identified, whether based that exceed performance targets but are still weak, or other inputs.
Action plans are linked to assessment findings			
No mention of any improvements to program, curriculum, or courses.	Examples of improvements documented, but they are poorly described, and the link between them and assessment findings is not clear.	Plans to improve) are documented and directly related to the findings of assessment. However, improvements lack close ties with specific assessment findings, lack details, or are developed simply based on "best intuition" of program faculty.	Plans to make program, curricular, or course improvements or plans to improve) are documented and clearly relate to findings of assessment (e.g. specific criteria that fall below desired performance levels). Improvements draw upon knowledge of best practices in the field to maximize likelihood of success and make sense in the context of

			a rational, vertically-designed curriculum.
Plans for improvement of assessment.			
No recommendations in improving the program assessment practices.	Some critical evaluation of past and current assessment practices, including acknowledgment of flows. Minimal or surface-level recommendations in improving the program assessment practices.	Critical evaluation of past and current assessment, including acknowledgement of flaws. Some evidence of recommendations for revision improving the program assessment practices.	Critical and specific evaluation of past and current assessment, including acknowledgement of flaws. Detailed recommendations for the improvement of the assessment practices in the program (changing methodology, collecting supplementary data, etc.) are outlined, drawing upon insightful and specific analysis of flaws in past assessment and best practices in academic assessment.
Accountability on improvement			
No information is there on how the modifications will be re-evaluated, when and by whom.	Incomplete information is included on implementation timelines, responsible parties, and re-assessment plans.	Most information on implementation plan is included (timeline, responsible parties, re-assessment schedule) is included.	All modifications include timeline for implementation, names of responsible parties, and identify when re-assessment will occur (whether at the next time the outcome comes up in the assessment cycle or sooner).
Planning/budgeting alignment.			
No attempt at aligning improvement plans with planning and budgeting processes. No recognition or discussion of resource needs to implement improvement plan.	Minimal or vague attempt at integrating improvement plans and planning and budgeting processes. (Acknowledgment that resources may be required, but doesn't specify or quantify then.)	Meaningful attempt at integrating improvement plans and planning and budgeting processes. Plan begins to quantify resource needs.	Clear and extensive improvement plan articulates needed resources and implementation plan explicitly feeds in to planning and resource request processes (e.g. staffing, equipment, etc.).