2018-2019 Academic Assessment Report
and
2019-2020 Academic Assessment Plan

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and
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Introduction

This document outlines Oregon Tech assessment activities and accomplishments during the previous 2018-2019 academic year, and lays out the academic assessment plan for the upcoming 2019-2020 academic year. This document was prepared by the Chair of the Executive Committee on Academic Excellence, Janette Isaacson and the Director of the Office of Academic Excellence, Seth Anthony, has been reviewed by the Assessment Executive Committee, and is submitted to the Provost, and posted on the Oregon Tech web site at www.oit.edu/assessment.

Ongoing Structures and Systems

Assumptions

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

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

- Assessment at Oregon Tech is a collaborative effort:
  - Faculty members are expected to contribute to assessment of essential student learning outcomes (ESLOs) as they are manifested in their programs.
  - Faculty members are responsible for assessment of their programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
  - Assessment activity is oriented towards the success of a program as a whole, and requires the participation and cooperation of many groups of faculty.

- Assessment methods should be authentic, meaningful, reasonable and practical:
  - Assessment reports should be written in a concise and straight-forward manner, recognizing the increasing demands on faculty members.
  - Assessment activity should always be carried out with an eye towards generating data that can be used to guide improvement of programs, and ensuring that program changes are genuine improvements that enhance teaching and learning and therefore, serve students.

Leadership of Academic Assessment Efforts

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

The Assessment Executive Committee 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-level learning outcomes assessment by departments. Additional information on the Assessment Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix B.

The Chair of the Assessment Executive Committee, appointed by the Provost, provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and Chairs meetings of the Assessment Commission and the Assessment Executive Committee (membership included in Appendix C). The Chair and the Director of the Office of Academic Excellence work closely together to ensure a unified approach to assessment within the institution.

The Office of Academic Excellence is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for an effective and comprehensive educational assessment program. These activities include determining and evaluating learning outcomes, incorporating outcomes into curriculum planning, and providing regular and systematic feedback leading to documented program improvements. The Director of the Office of Academic Excellence 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 the Office of Academic Excellence is an *ex officio* member of the Curriculum Planning Commission (CPC), Commission on College Teaching (CCT), and the General Education Advisory Council (GEAC), and is a member of the Provost's Leadership Team (PLT).
- The Director periodically updates the Deans and the Provost on important developments and activities in Oregon Tech's structured academic assessment process and on assessment matters in general.
- The Director regularly communicates with program assessment coordinators through email, formal meetings, training on assessment topics, and regular consultations and work sessions.

- The Assessment Executive Committee meets regularly and includes broad representation from the campus, including the assessment representatives from the Essential Student Learning Outcome (ESLO) committees. Membership of these committees can be found in Appendix D.
- The Chair and Director write annual institution-level assessment reports and ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below.

Assessment Reporting

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

- o Annual Academic Assessment Past Year Report and Upcoming Year Plan (this report)
- o Reports of ESLO Assessment activity (consistent with 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:
- Assessment results from ESLO assessment data collected during the previous academic year
- Prior year accomplishments, including:
  - o Academic improvements result from assessment work
  - o Improvement to academic assessment processes.
- Summary results from institutional assessment results, such as:
  - o Beginning College Survey of Student Engagement (BCSSE), National Survey of Student Engagement (NSSE), and the 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 also serves as a liaison with Student Affairs coordinating assessment activities in support of student success.

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

  The director ensures that appropriate assessment questions are included in the CPC manual and processes for faculty members who are preparing CPC documents. The director provides consultation to faculty members and ensures that final CPC documents for new

programs and significant revisions of existing programs contain program mission, objectives, student learning outcomes, and adequate assessment plans.

- Assessment and General Education: The director serves on the General Education Advisory Council. The director, in conjunction with ESLO committees, provides ESLO assessment results as they 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, in conjunction with ESLO committees, provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

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

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

Essential Student Learning Outcomes (ESLO) Assessment

Overview

The Assessment Executive Committee guides campus efforts in institutional academic assessment. The major focus of these efforts is the ongoing assessment of Essential Student Learning Outcomes (ESLOs) – the institution-wide bachelor's degree learning outcomes common to all programs and supported by Oregon Tech's general education program. The committee provides a cycle for assessment of the ESLOs, and, in conjunction with the ESLO committees, establishes performance criteria, distributes tools for assessment at both institution and program levels, and supports a structured process for scoring, compilation, and analysis of student work. Finally, in cooperation with the Commission on College Teaching (CCT) and the General Education Advisory Council (GEAC), the Assessment Commission ensures that action plans are developed and put into place for improvement activity to address deficiencies or support improvements.

The ESLOs and the current assessment schedule are shown below in Table 1 below. A more detailed summary of the six steps appears in Appendix E.

Table 1. ESLO Six-Year Continuous Improvement Cycle (as begun in 2015)

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

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

ESLO Assessment Activity, 2018-2019

See annual ESLO reports for further details on assessment cycle activity related to each ESLO.

- o Diverse Perspectives – "Evaluate" Year
    - o Diverse Perspectives committee examined participation in "Engage" Year activities, as well as 2018 NSSE data, to evaluate impacts of engagement activities conducted the previous year. Little progress was seen in NSSE data, in which Oregon Tech student performance remains significantly behind peer comparators.

- Proposals for additional forward action centered around follow-up with Diverse Perspective workshop participants to determine the extent to which course practices were impacted, and on strengthening potential implementation of the Diverse Perspectives pathway requirement within general education reform.

- Communication – "Engage" Year
  - The Communication ESLO committee focused efforts on conversations surrounding expectations in technical communication courses. A spring term workshop, including collaborative discussion of assignments both from disciplinary and from technical communication courses, was a primary engagement tool.
  - Work continues towards revision of technical communication courses, in response to evolving practices in the field of technical communication instruction and in response to communicated needs of Oregon Tech programs.

- Inquiry & Analysis – "Analyze" Year
  - The Assessment Executive Committee presented summary Inquiry & Analysis assessment data to faculty in a required convocation session and invited all of them to give feedback. The feedback was reviewed and summarized by the Assessment Executive Committee, the Inquiry & Analysis ESLO committee, and the Commission on College Teaching.
  - Plans developed for programming at the Convocation 2019 Oregon Tech Excellence in Teaching conference and beyond surrounding supporting scaffolding of inquiry skills across multiple courses in a curriculum.

- Ethical Reasoning – "Collect" Year
  - Collected data for the Ethical Reasoning ESLO committee in Fall 2018 – Spring 2019 per previously developed data collection plan. Instructed faculty to collect electronic copies of student work and assignment prompts and provided instruction for upload in Portfolium assessment software. As of this report, 23 sections of both general education and disciplinary courses are represented in this data set, including 378 student artifacts.
  - Held two scoring sessions to support collaborative scoring and discussion of student work. Sessions held in Winter and Spring 2019 involved 20 participating faculty, and resulted in scores for 24 student artifacts.
  - As participation in collaborative scoring activities didn't meet desired expectations, developed plans to complete scoring activity during Convocation 2019 as part of a larger scoring session within Oregon Tech first convocation "Assessment Day."

- Teamwork – "Design" Year
  - In collaboration with the Teamwork ESLO committee, identified general parameters for the data collection plan for the "Collect" Year. Plans to be further refined during Summer 2019, but will include a survey to collect student self-assessment and reflection on team activities embedded in courses, as well as potential focus group activity with instructors as well as other university staff that support team-based activity (i.e., coaches, student affairs). Data collection plan to be finalized over Summer and early Fall 2019.

ESLO Assessment Plans, 2019-2020

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

- Collect Year: Teamwork ESLO
  - The data collection plan developed during the previous year will be finalized and implemented, using Portfolium to collect and score student work, and Qualtrics to gather student survey data, as needed.
  - As appropriate, scoring of student reflection may occur within ESLO Assessment Days – 2-3 hour sessions held near the end of each academic term to which faculty from all programs are invited. Work will be scored collaboratively in order to yield both higher-quality data and to foster discussion amongst faculty.

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

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

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

- Reflect Year: Diverse Perspectives ESLO

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

Program Learning Outcomes Assessment

Overview

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

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

- Organize an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review program mission, educational objectives, and student learning outcomes.
- Update a (typically) three-year rotational plan for assessing student learning outcomes.
- Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed, updating that mapping as curricular changes occur.
- Develop/review performance indicators for 2019-2020 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2019-2020 student learning outcomes scheduled for assessment.
- Implement and re-assess planned improvements from prior year assessment work.
- Analyzed student exit data collected by the Office of Academic Excellence.
- Utilize the institutional assessment software (Portfolium) to compile program assessment records, including student work samples and scores, as appropriate (use of Portfolium software is not presently required, as some programs already have effective internal processes for tracking this work)
- Submit annual assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement.

The responsibilities for program assessment coordinators, including tasks and timelines for 2019-2020, are included in this plan as Appendix F.

The Assessment Executive Committee provides overall guidance to the campus for its ongoing program assessment efforts. The institution requires that all undergraduate and graduate degree

programs create a manageable assessment plan, focusing on program-specific learning outcomes created by each academic department and informed by relevant constituencies.

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

Program Academic Assessment Activity, 2018-2019

During the 2018-2019 academic year, The Office of Academic Excellence and the Assessment Executive Committee:
- Provided assessment orientation as a component of new faculty orientation.
- Provided training for new assessment coordinators.
- During Winter 2019, completed Oregon Tech's second annual campus wide review on all 2017-2018 program assessment reports and gave feedback to all programs, using an institutional rubric adapted from a best practices rubric from James Madison University. Summary statistics for rubric elements are provided as Appendix G
- Revised Oregon Tech' Program Assessment Report Guide, which serves as a step by step guide in best practices in Assessment. This Program Assessment Report Guide is available on the Oregon Tech website at http://www.oit.edu/assessment.

During the fall convocation, the Chair of the Assessment Commission laid out the 2018-2019 tasks and timelines to all assessment coordinators. This plan included the ongoing requirement that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes created by each academic department.

As a benchmark for these future improvements; as of the preparation of this report at the the end of the academic year in July 2018, 37 out of 53 program reports had been received (70%). Follow-up work continues with programs that still have outstanding 2017-2018 program assessment reports.

Program-Level Changes Reported as a Result of Assessment
While additional changes are reflected in individual program reports, highlights of programmatic changes documented in 2017-2018 assessment reports as a result of assessment activities included:

- In response to Student Exit Survey data, the Environmental Sciences major has identified gaps in advising and course scheduling, that they are working to remedy through improved internal communication and scheduling processes.
- Based on indirect data from the Student Exit Survey, Geomatics identified gaps in students' awareness of their competence at program learning outcomes in previous years; they reported that concerted efforts to incorporate more explicit discussion of these outcomes into coursework appear to have helped to remedy this gap.

Program Academic Assessment Plans, 2019-2020

During the upcoming academic year, the Office of Academic Excellence and Assessment Executive Committee plan to continue to support excellence in program-level assessment activity by:
- Continuing to clarify and formally articulate the expectations for program assessment coordinators, begun in Spring 2019 (but not yet formally adopted) as the document included as Appendix G.
- Providing more timely feedback to programs from the program report review process, moving report reviews earlier during the academic year following submission of program assessment reports.
- Consider rebranding program assessment reports as "continuous improvement" reports, consistent with NWCCU mandates to demonstrate continuous improvement in student achievement and performance.
- As institutional accreditation activity responds to new NWCCU standards being approved during summer 2019, consider how any new structures (such as program review or analysis of disaggregated student achievement data) can be seamlessly and easily integrated alongside existing assessment structures.
- Explore development of a Canvas or Qualtrics shell for program completion of reports, to streamline and simplify program assessment reporting.
- Continue to build out materials and resources to support program assessment activity within Portfolium.
- Further revise program assessment guides and materials based on identified strengths and weaknesses of the 2018-2019 program report review.

Other Assessment Activities

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

The Office of Academic Excellence, in collaboration with Career Services and other campus offices, conducts an annual Student Exit Survey. The student Exit Survey also includes ESLO and PSLO questions to graduating seniors, which are also provided to individual programs as input for program assessment activities. Coordination of this survey through the Office of Academic Excellence has yielded markedly improved response rates in recent years. Career Services conducts its own graduate

surveys using Handshake to gather graduate placement and salary information, which is also reported to academic programs.

Table 2. Schedule of Oregon Tech Institutional Assessment Activities

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

*BCSSE: Beginning College Survey of Student Engagement collects data about entering college students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first college year.

**NSSE: National Survey of Student Engagement measures engagement in six High-Impact Practices and provides ten Engagement indicators. FSSE (Faculty Survey of Student Engagement) is a parallel instrument aimed at faculty.

Other Assessment Activity, 2018-2019

The Committee and Office of Academic Excellence completed the following other institutional assessment work during the 2018-2019 academic year:

Campus Wide Coordination

- Coordinated and administered the Student Exit Survey for all programs and reported results to Career Services and the Office of Strategic Partnerships.

- Provided substantial support to the preparation of the NWCCU Mid-Cycle Self-Assessment and *Ad Hoc* Reports submitted in March 2019, and participated in the April 2019 Mid-Cycle Accreditation visit by NWCCU evaluators.

State and National Activities and Recognition
- Oregon Tech sent two faculty to the statewide Learning Outcomes & Assessment mini-conference in May 2019. Director Seth Anthony presented on equity and assessment as part of a collaborative presentation between institutional assessment directors.
- Oregon Tech continued participation in the statewide Learning Outcomes and Assessment Task Force. The Director of the Office Academic Excellence is a member of the task force.
- The Assessment Executive Committee Chair, Director, and Executive Assistant, along with the chair of the General Education Advisory Committee, all attended the February 2019 AAC&U Institute on General Education and Assessment, held in San Francisco.

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

Other Assessment Plans, 2019-2020

Other activities anticipated during 2019-2020 include:

- The Office of Academic Excellence will be supporting a team to attend the 2019 Assessment Institute in Indianapolis, Indiana, in October 2019.
- Potential revision of assessment plans and directions in light of new NWCCU accreditation standards being finalized during Summer 2019, including potentially greater integration with institution-level activities.

Summary
During the 2018-2019 academic year, Oregon Tech continued its systematic work in learning outcomes assessment assessment. Major accomplishments for the year were:

- Completion of planned assessment activities within in the six-year ESLO cycle. Within this:
  - first-ever "Evaluate" year (for Diverse Perspectives) outcomes;
  - first-ever use of Portfolium as the assessment platform for ESLO data collection and scoring;
  - first collaborative scoring of ESLO in recent years through Assessment Day activities.

- Implementation of Oregon Tech's new Program Assessment Report guide; rReview and feedback of all the 2017-2018 Assessment Reports to using the revised rubric within that guide.

As the Executive Committee concludes the academic year, the committee looks forward to the 2019-2020 year. We will present assessment results from 2018-19 during convocation in conjunction with the CCT Excellence in Teaching Conference and in collaborating with new academic leadership to enhance the value, impact, and efficiency of assessment activities.

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.

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.

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

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

Charter

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

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

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

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

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

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

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

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

Information
The Assessment Executive Committee gathers, analyzes, and disseminates assessment information relevant to the institution. The Assessment Commission gathers information by:
- Collection of essential student learning outcome (ESLO) data from campus-wide assessment efforts.
- Collection of ESLO data from program assessment efforts.
- Direct requests to university administrators, academic department heads, and/or any group or association of Oregon Tech faculty, staff, or students.
- Development and utilization of questionnaires and surveys.
- Use of previously published information or data.

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

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

Annual Reports

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

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

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

Amending the Charter

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

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

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

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

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

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

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

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

Assessment Executive Committee

      Janette Isaacson, *Chair*
      Seth Anthony, *Director, Office of Academic Excellence*
      Veronica Koehn, *Communication* (rotated off mid-year)
      Don McDonnell, *Medical Imaging Technology*
      Troy Scevers, *Computer Systems Engineering Technology*
      Suzanne Hopper, *Dental Hygiene* (rotated on mid-year)
      Kevin Pintong, *Computer Systems Engineering Technology*

Program Assessment Coordinators

      Janette Isaacson, *Allied Health M.S.*
      Maria Lynn Kessler, *Applied Behavior Analysis M.S.*
      Jim Fischer, *Applied Mathematics B.S.*
      Alishia Huntoon, *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.*
      Jan 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.*

Robet Paxton, *Mechanical Engineering B.S.*
Steve Edgeman, *Mechanical Engineering Technology B.S.*
Dawn Taylor, *Medical Laboratory Science B.S.*
Rick Hoylman, *Nuclear Medicine and Molecular Imaging Technology B.S.*
Pat Schaeffer, *Operations Management B.S.*
Scott Prahl, *Optical Engineering Dual Major*
Kate Darling, *Paramedic A.A.S.*
Kyle Chapman, *Population Health Management B.S.*
Don McDonnell, *Radiologic Science B.S.*
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*

Communication

Matt Schnackenberg, Chair
Matt Search
Roger Lindgren
Aja Bettencourt-McCarthy
Monica Breedlove Matt Frye

Teamwork

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

Inquiry & Analysis

Dawn Lowe-Wincentsen, Library, Co-Chair
Ryan Madden, Co-Chair
Hui-Yun Li
David Hammond
Jeff Pardy
Josh Millard

Ethical Reasoning

Franny Howes, Chair
Yasha Rohwer,
Travis Lund
Michael Pierce
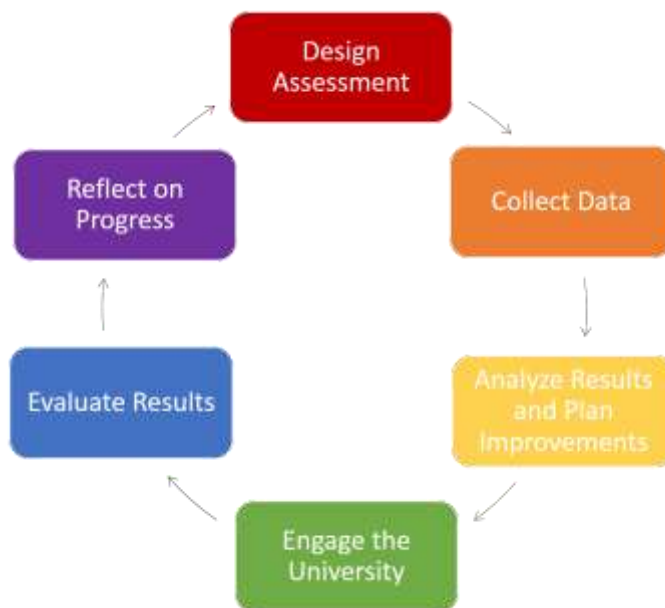
Quantitative Literacy

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

Diverse Perspectives

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

Continuous Improvement Cycle

Year 1: <u>Design</u> 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: <u>Collect</u> 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: <u>Analyze</u> 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: <u>Engage</u> 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: <u>Evaluate</u> 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: <u>Reflect</u> 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

Appendix F: Draft Responsibilities of Program Assessment Coordinators

(Drafted Spring 2019, not yet formally adopted)

Academic assessment is part of our obligation to our students – to ensure we meet our commitments to them (our student learning outcomes), and where we fall short, to work to continuously improve. It is also required at both the program and institutional level by NWCCU to maintain program and institutional accreditation. Program assessment coordinators play a vital role in making sure this work occurs and is documented with the broad involvement of faculty.

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

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

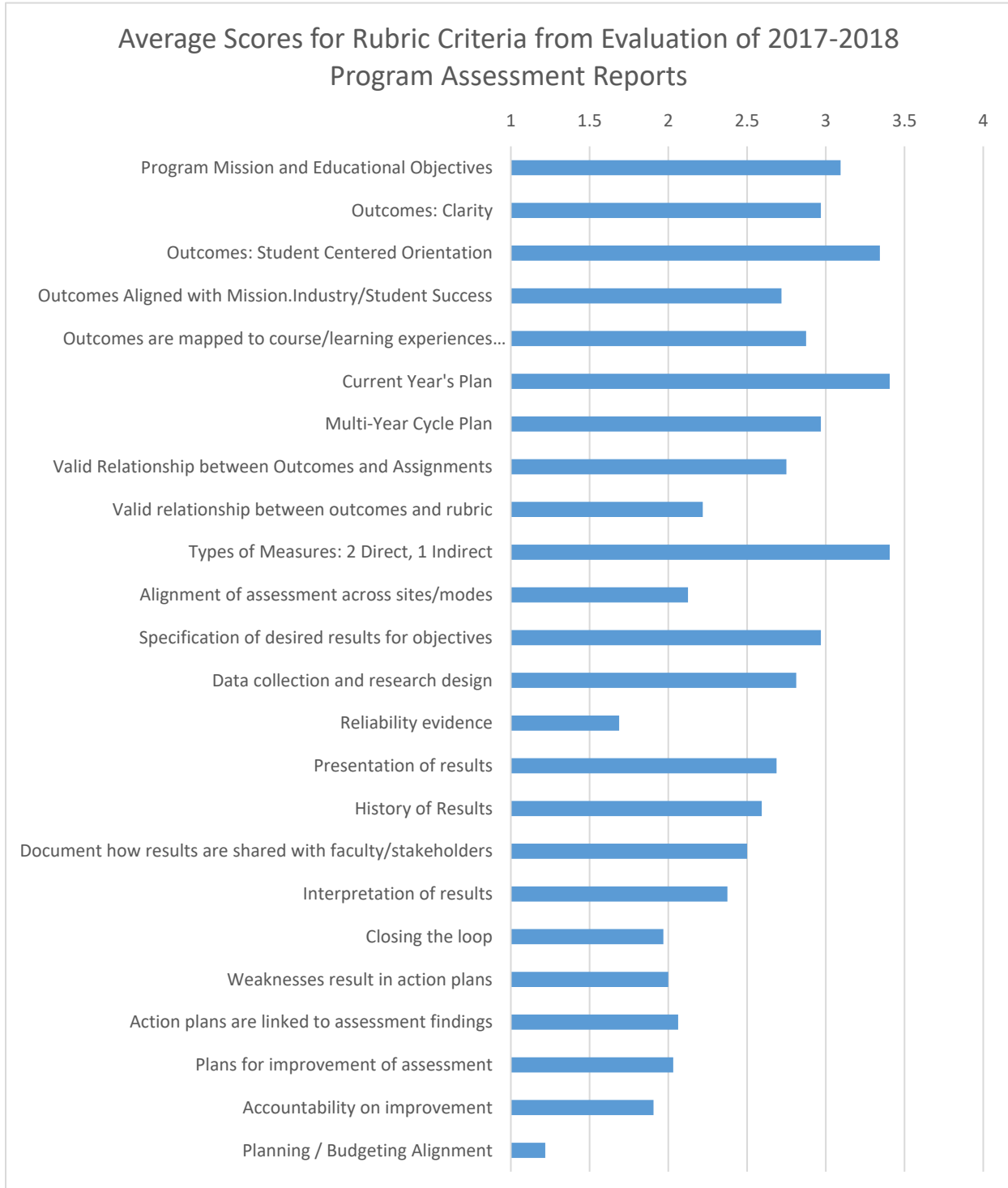 Assessment Days (a new activity piloted in 2019) are collaborative events at which faculty come together to score student work collaboratively. To get quality data, these days include training and norming on the assessment rubric; to facilitate conversation and exchange of ideas, all work is scored by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

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

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

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

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

During Winter 2019, Program Assessment Reports were evaluated by assessment coordinators, members of the Assessment Executive Committee, and Office of Academic Excellence staff using the rubric embedded in Oregon Tech's Program Assessment Report Guide. Average scores for Oregon Tech's program assessment reports are provided below.

Average Scores for Rubric Criteria from Evaluation of 2017-2018 Program Assessment Reports

Criterion	Average Score
Program Mission and Educational Objectives	3.1
Outcomes: Clarity	2.95
Outcomes: Student Centered Orientation	3.35
Outcomes Aligned with Mission.Industry/Student Success	2.7
Outcomes are mapped to course/learning experiences…	2.85
Current Year's Plan	3.4
Multi-Year Cycle Plan	2.95
Valid Relationship between Outcomes and Assignments	2.75
Valid relationship between outcomes and rubric	2.2
Types of Measures: 2 Direct, 1 Indirect	3.4
Alignment of assessment across sites/modes	2.1
Specification of desired results for objectives	2.95
Data collection and research design	2.8
Reliability evidence	1.7
Presentation of results	2.65
History of Results	2.55
Document how results are shared with faculty/stakeholders	2.5
Interpretation of results	2.35
Closing the loop	1.95
Weaknesses result in action plans	2.0
Action plans are linked to assessment findings	2.05
Plans for improvement of assessment	2.0
Accountability on improvement	1.9
Planning / Budgeting Alignment	1.2

Appendix H: Assessment Records Storage and Retention Guidelines

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

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

Where should assessment records be stored?
With Porfolium, assessment records will be stored electronically. 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, Portfolium). **Email is not secure and cannot be used as a means to transfer assessment data or student work attached to identifying information.**