

**Oregon Institute of Technology
2007-08 Academic Assessment Plan**

Prepared by

The Executive Committee of the Assessment Commission

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Oregon Institute of Technology Academic Assessment Plan 2007-08

Introduction

This document outlines OIT's ongoing academic assessment plan, including specific activities planned for the 2007-08 academic year. This plan builds on prior OIT academic assessment plans, which were broadly discussed and approved by both faculty and administrative bodies. The current plan has been developed by the Executive Committee of the Assessment Commission. The Executive Committee will update the plan and report on results annually. This document is posted on the OIT web site at www.oit.edu/provost/assessment.

Assumptions

OIT's academic assessment plan is built on the following assumptions:

- Assessment of student learning outcomes is a highly important, ongoing, required process within the OIT academic community.
- While there are increasing requirements for accountability in higher education, the primary purpose of assessment at OIT is to improve teaching and learning.
- Assessment at OIT is a collaborative effort.
- Faculty members are expected to contribute to assessment of institutional student learning outcomes (ISLOs) as they are manifested in their programs.
- Faculty members are responsible for assessment of their programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
- Assessment methods should be reasonable and practical.
- Assessment reports should be written in a concise and straight-forward manner, recognizing the increasing demands on faculty members.
- The Executive Committee's 2007-08 work is based on the official OIT Mission Statement in the 2007-08 catalog. The assessment process links institutional mission, goals and objectives with institutional student learning outcomes.

Leadership of Academic Assessment Efforts

The Executive Committee of the Assessment Commission, the Chair of the Assessment Commission, and the Director of Assessment have responsibility and authority to guide academic assessment activities on the campus. The Provost and School Academic Chairs 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 ISLOs and general oversight of program assessment by departments. Additional information on the Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix A.

The Chair of the Assessment Commission, appointed by the Provost, provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and chairs meetings of the Assessment Commission and the Executive Committee of the Assessment Commission. The Chair and the Director of Assessment work closely together to ensure a unified approach to assessment within the institution.

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

2007-08 Plans

During the 2007-08 academic year, the Director of Assessment is leading campus activities in preparation for a focused interim visit by the Northwest Commission on Colleges and Universities (NWCCU).

Communication of Assessment Matters

Systematic and broad communication on assessment matters is accomplished through the following avenues:

- The Director of Assessment and the Chair of the Assessment Commission are voting members of the Academic Council, Curriculum Planning Commission, and the General Education Committee.
- The director prepares written reports for Academic Council for each of its meetings and brings assessment matters to the council as needed.
- The director is a member of the President's Cabinet and reports verbally on assessment matters at each bi-weekly meeting.
- The director periodically updates the school chairs and the Provost on important junctures in OIT's structured process and on assessment matters in general.
- The director regularly communicates with assessment coordinators through email, formal meetings, training on assessment topics, and regular consultations and work sessions.
- The Executive Committee of the Assessment Commission meets regularly and includes broad representation from the campus, including the Director of Institutional Research.
- The director writes and disseminates annual assessment reports, as detailed in the Assessment Reporting section below.
- The chair and director ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below.

Assessment Reporting

The director is charged with writing and disseminating the following annual reports, to be completed during each academic year:

- Annual Academic Assessment Plan

- Annual Report on Academic Assessment Activities (including ISLOs and program assessment)
- Annual report on scheduled ISLO assessment activities

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

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

- ISLO assessment results from the previous academic year
- Prior year assessment accomplishments and plans for the upcoming academic year
- Other institutional assessment results, such as the Cooperative Institutional Research Program Freshman Survey (CIRP) and the Noel-Levitz Student Satisfaction Inventory (SSI).

Liaison with Other Campus Bodies Engaged in Assessment

The director serves as a liaison to other campus bodies engaged in institutional-level assessment activities. In particular, the director works with Student Affairs and the Strategic Enrollment Management committee to ensure that CIRP and SSI reports are shared with appropriate faculty bodies.

Assessment and Curriculum Matters

As noted above, both the director and chair of the Assessment Commission are voting members of the Curriculum Planning Commission (CPC). These individuals read all curriculum proposals, attend CPC meetings, and provide an assessment perspective to the work of CPC.

The chair and director ensure that appropriate assessment questions are included in the CPC manual for faculty members who are preparing CPC documents. The director provides consultation to faculty members and ensures that final CPC documents for new programs and significant revisions of existing programs contain program mission, objectives, student learning outcomes, and adequate assessment plans.

The chair and director serve on the General Education Advisory Council. They provide ISLO assessment results as they pertain to general education requirements and make recommendations for changes in the requirements as appropriate.

2007-08 Plans

During the spring 2008 term, the chair and director will participate in the design of a new program review process for CPC and will ensure that academic assessment is included in the process.

Resources in Support of Assessment

The Provost's Office provides budget and staff resources to the Assessment Commission and to departments to help design, revise, implement, and evaluate assessment programs. The Provost also provides funding for faculty development and standardized national surveys.

Institutional Assessment

As noted above, the Executive Committee of the Assessment Commission guides campus efforts in institutional academic assessment. One major focus of these efforts is the ongoing assessment of ISLOs. The committee provides a cycle for assessment of the ISLOs, establishes the performance criteria, and distributes instructions and tools for assessment at both institution and program levels. The committee also plans mid-point and upper-division points of assessment for each ISLO. The ISLOs and the current assessment schedule are shown below in Table 1.

ISLO #	Description	2007-08	2008-09	2009-10	2010-11
1	Communication (oral, written, visual)				•
2	Team and group work			•	
3	Professionalism and ethical practice			•	
4	Critical thinking and problem solving	•			•
5	Lifelong and independent learning skills				•
6	Mathematical knowledge and skills		•		
7	Scientific knowledge and skills in scientific reasoning		•		
8	Cultural awareness			•	

Table 1. ISLO Schedule

The committee reviews and disseminates reports from assessment of the ISLOs and makes recommendations for changes in curriculum and general education requirements as appropriate. A detailed description of the ISLOs, annual ISLO reports, and the cycle of ISLO assessments are posted on the OIT web site at www.oit.edu/provost/islo.

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

OIT uses standardized tests to assess student learning at entry. The Center for Learning and Teaching uses the Educational Testing Service's Accuplacer exam to assess entry-level mathematics, reading, and writing skills. The results are summarized in OIT's Student Assessment Report (SAR), along with demographic information, SAT/ACT scores, and student responses to college readiness questions. Working with the SAR, advisors meet with incoming students to place them into appropriate math and writing classes. In addition, students with low reading scores are encouraged to register for an introductory psychology class with a focus on reading skills. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

The Strategic Enrollment Management (SEM) Committee assesses entry-level readiness and demographic characteristics of new students every three years using the Cooperative Institutional Research Project (CIRP).

OIT assesses the satisfaction of enrolled and exiting students. The SEM Committee administers the Noel-Levitz Student Satisfaction Inventory every three years in the classroom at a peak class attendance hour. Student Affairs interviews students who choose to completely withdraw during a term or who stop out after completing a term, using the ACT Withdrawing/Non-Returning Student Survey.

OIT’s Career Services Office conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent OIT graduates. The Oregon University System supports this work by surveying system graduates every other year in its “OUS One Year Later: The Status of Bachelor’s Degree Recipients” report.

Table 2 below summarizes OIT’s regularly scheduled institutional assessment activities.

Students/Instruments	Cycle of Assessment	Last Administered	Next Administered
New Students			
CIRP*	Every three years	Fall 2007	Fall 2010
Math/writing/reading	Every term		
SAR**	Every term		
Enrolled Students			
Noel-Levitz SSI***	Every three years	Spring 2006	Spring 2009
OIT ISLOs	Every year		
Stop Out/Exit Survey	Every year		
Alumni			
Graduate Survey	Every year		
OUS One Year Later	Every two years	Spring 2006 for 2005 graduates	Spring 2008 for 2007 graduates

Table 2. Schedule of OIT Institutional Assessment Activities

*CIRP: Cooperative Institutional Research Program, a longitudinal study of American higher education; comparative data on over 1400 institutions.

**SAR: Student Assessment Report, developed by OIT, provides the new student and advisor with placement test and college readiness information.

***SSI: Student Satisfaction Inventory, assesses student satisfaction in 11 areas.

2007-08 Plans

The committee plans to complete the following institutional assessment work during the 2007-08 academic year:

- In its full-scale accreditation evaluation of April 11-13, 2007, the NWCCU Evaluation Committee noted that “the differences in courses assessed, student abilities, program definitions of ‘mastery’ and other performance criteria means that the [ISLO] data cannot be meaningfully generalized across institutional programs and courses.” The committee

will address these concerns and redesign the assessment of ISLOs, using critical thinking as the focus this year.

- The committee will review the results of assessment on critical thinking and report to the campus.
- The committee will complete the document “OIT’s Institutional Student Learning Outcomes,” with special focus on the performance criteria for each ISLO.
- The committee will review its charter and recommend approval to the Provost.
- The committee will plan 2008-09 ISLO assessment activities.
- The committee will join with the General Education Advisory Council to review and recommend changes in general education requirements as appropriate.

Program Assessment

The Executive Committee of the Assessment Commission provides overall guidance to the campus for its ongoing program assessment efforts. The institution requires that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes created by each academic department.

Many of OIT’s programs have discipline-specific accreditation. In most cases, the assessment requirements for specialized accreditation are congruent with OIT requirements. Where possible, OIT encourages faculty to use the assessment reports submitted to these separate bodies as their assessment report for OIT 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 four assessment measures for each PSLO under review—two at mid-point and two at the end of the program. The committee also recommends a mixture of direct and indirect measures, with at least one direct measure at mid-point and one at exit. Beyond these guidelines, the faculty are free to select the assessment measures that are deemed most appropriate for each program.

2007-08 Plans

During the 2007-08 year, the committee will implement a structured program assessment process using a strategy centered on submission of small assignments at regular intervals in an ongoing report, including these items:

- Organization of an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review of program mission, educational objectives, and student learning outcomes
- Three-year rotational plan for assessing student learning outcomes
- Mapping of each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed
- Plans for direct and indirect measures of 2007-08 student learning outcomes scheduled for assessment

- An organized notebook or file cabinet for program assessment records
- Periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement
- Organization of a spring department meeting to review assessment data and make plans for program improvement
- A final assessment report for the learning outcomes web site
- Collection and analysis of senior exit data

The tasks and timelines for 2007-08 are included in this plan as Appendix B. This structured process for ensuring accountability and progress is proposed as a model for future years.

During the 2007-08 academic year, the director will establish a learning outcomes web site at www.oit.edu/provost/learningoutcomes to document assessment activities for each academic program.

Other Academic Assessment

The director works with Distance Education, Pre-College Programs, and those departments with off-site locations to ensure equivalent academic rigor and the inclusion of comparable assessment measures for these programs.

2007-08 Plans

During the 2007-08 academic year, the director will work with Distance Education to perform an audit of online courses for assessment purposes. The Director of Distance Education will meet with all campus programs regarding the following questions:

- Is the online course taught on campus by the same instructor?
- If so, does the online course include equivalent student learning outcomes and rigor to the on-campus version?
- If the online course is not taught by the same instructor as the on-campus course, has the department ensured that the two courses include equivalent student learning outcomes and rigor to the on-campus version?
- If an on-campus course is included in assessment activities this year, is the same assessment included in the online course?

During the 2007-08 academic year, the director will work with Pre-College Programs and faculty coordinators to examine whether or not there is equivalent rigor between OIT courses and high school advance credit courses. Each coordinator will prepare a memo describing steps taken to ensure equivalent academic rigor and stating any concerns. These concerns will be dealt with by Pre-College Programs, the department involved, and the Provost.

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

Appendix A

Mission Statement and Charter for the Assessment Commission Approved 03/07/08

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 President.

Charter

Assessment Commission Membership

The Commission is composed of the Provost or Associate Provost, the Director of Institutional Research, the Director of Assessment, and all assessment coordinators. The Associate Provost shall appoint one faculty member to serve as Chair.

Assessment Executive Committee Membership

The Assessment Executive Committee is composed of the Chair of the Assessment Commission, the Provost or Associate Provost, the Director of Institutional Research, the Director of Assessment, and at least one faculty member from each school, selected by the Chair.

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 Assessment have responsibility and authority to guide assessment activities on the campus. The Provost and Associate Provost support the work of the commission and ensure 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 Associate Provost.

- Report to the Associate Provost.
- Recommend changes in institutional research and assessment efforts.
- 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 Chair represents the Assessment Commission at the Academic Council, the Curriculum Planning Commission, and the General Education Committee.

The Director of Assessment 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.

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 institutional student learning outcome (ISLO) data from campus-wide assessment efforts.
- Collection of ISLO data from program assessment efforts.
- Direct requests to university administrators, academic department heads, and/or any group or association of OIT 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 ISLO assessment activities.
- An assessment web site, containing information on general assessment matters, institutional student learning outcomes, and program learning outcomes.
- Written reports to Academic Council at each of its meetings.
- Verbal reports on assessment activities by the Director of Assessment to the President's Cabinet at each of its meetings.
- 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 its charter.

Annual Reports

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

- Annual Assessment Plan
- Annual Assessment Report
- Report(s) on ISLO assessment activities

Copies of these reports will be made available in hardcopy and electronic formats.

Amending the Charter

The Assessment Commission may modify its charter in consultation with the Associate 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 Associate Provost for approval. In case of lack of consensus, the Chair forwards competing proposals to the Associate Provost for consideration.

Appendix B
2007-08 Tasks and Timelines
For
Program Assessment Coordinators

Fall 2007

Task	Due Date	Comments
Develop/review program purpose/mission statement for each degree program	Friday, Sept 21	Submit in narrative format for this item and those below as part of your annual assessment report. Request review as needed.
Develop/review program educational objectives for each program	Friday, Sept 21	Same as above
Develop/review program learning outcomes for each program.	Friday, Sept 21	Same as above
Review program purpose, objectives and learning outcomes with department members, advisory board if possible.	Friday, Sept 21	Update after advisory board review.
Establish three-year cycle for assessment of learning outcomes, using matrix format.	Friday, Oct 5	Assess 1/3 of your program learning outcomes annually. See example.
For 2007-08 learning outcomes to be assessed, develop learning outcomes/course matrix for each outcome for 2007-08	Friday, Oct 5	See Chemical Engineering example. This identifies possible points for assessment, but not all will be assessed.
Submit plan for direct and indirect measures for 2007-08 program SLOs to be assessed	Friday, Oct 19	
Submit plan for one direct and one indirect assessment activity for one program SLO in fall 2007 term, including date(s).	Friday, Oct 19	
Per above, perform fall term assessment activities and data collection	Friday, December 7	Complete data collection by end of term.
Submit discussion of fall term assessment activities on ongoing assessment report	Friday, Jan 11	

Winter-Spring 2008

January

Task	Due Date	Comments
Complete planned assessment measures for 2007-08 in preparation for First Annual Spring Summit on Student Learning	Jan 21 through April 25 (13 weeks)	Senior projects, exit interviews, etc will follow Summit. Two reporting points: 1) Feb 22 2) May 2
Attend Assessment Commission meeting on Critical Thinking ISLO	Thursday, Jan 24, 2:00 p.m., Mt McLoughlin	
Establish assessment notebook and send email indicating task done.	Friday, Jan 25	
February		
Submit email outlining plan for critical thinking assessment	Friday, Feb 8	
Submit ongoing assessment report, in final report format, with results and analysis from assessment activities to date	Friday, Feb 22	
March		
Submit Critical Thinking Assessment Results	Friday, March 14	See Critical Thinking instructions for items to submit
Plan a date for a two-hour Summit meeting for your program and submit email on date	Friday, March 21	Week of May 5 through May 9
April		
Wrap up data collection for Annual Spring Meeting	Friday, April 25	
May		
Attend Assessment Commission meeting on First Annual Spring Summit on Student Learning	Thursday, May 1, 2:00 p.m.	
Submit ongoing assessment report with results and analysis from assessment activities to date (through April 25)	Friday, May 2	

Hold a two-hour Summit meeting for your program	Week of May 5 through May 9 (6 th week of term)	
Submit final assessment report	Friday, May 23	Please follow OIT report format unless program has separate accreditation
Attend final Assessment Commission meeting	Thursday, May 29, 2:00 p.m.	Wrap-up and fall plans
Complete and submit any senior exit assessments and evaluations: senior projects and senior exit surveys	Monday, June 16	