2021-2022 Academic Assessment Report and 2022-2023

Measurement of programmatic and institutional outcomes are split among 3 parts of the cycle of assessment (Plan, Assess and Act). Each year all faculty are involved in **planning** for assessment of a particular outcome, **collecting** and analyzing data for assessment of a different outcome, and carrying out **actions** based on assessment of the rest of the outcomes. In this way the curriculum and the institution are continually adapting and changing to the needs of their students.

Fig 1. 3-Year Assessment Cycle

Year 1 ISLO 2020-2021	Year 2 ISLO 2021-2022	Year 3 ISLO 2022-2023

PLAN: Course Selections. Assignment Design, Rubric Design. (Program Planning report due start of winter quarter, feedback given by spring term).

(FALL & WINTER) (SPRING)	(FALL & WINTER) (SPRING)	
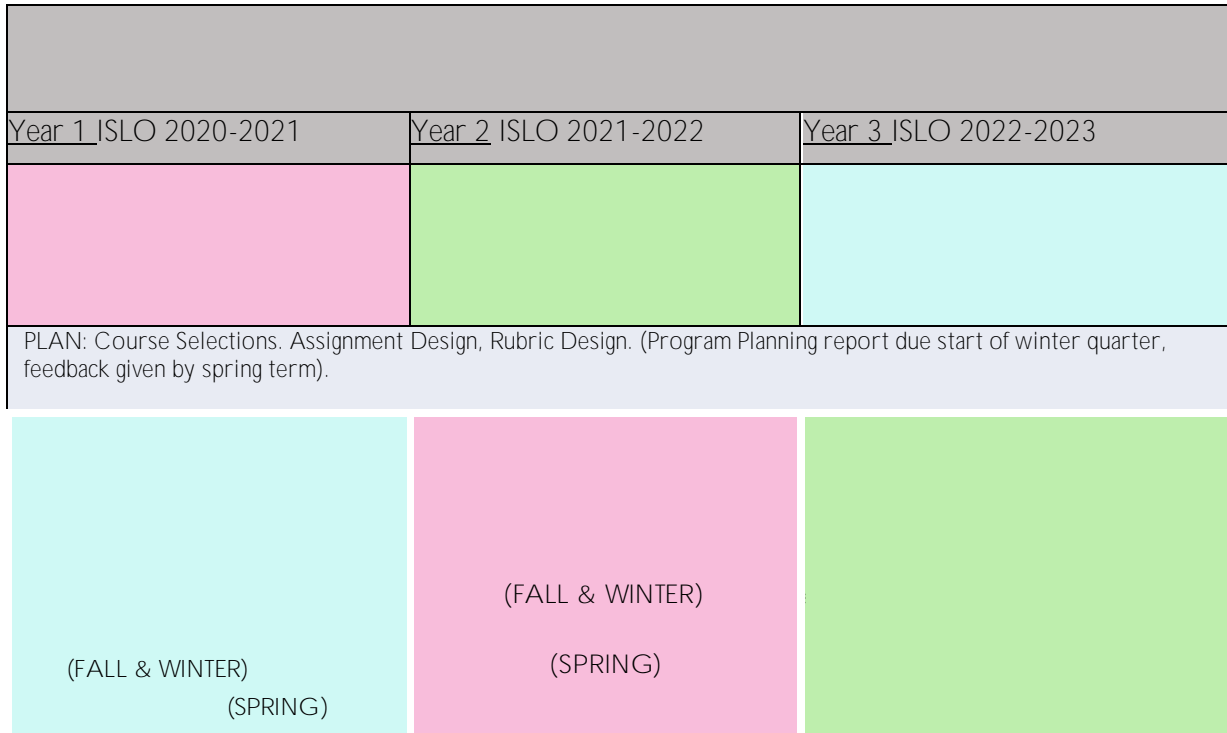
The online representative member should be in contact with **Online Learning Advisory Council (OLAC)** to ensure that best practices for online education are being assessed similarly to in person programs.

The Associate Vice Provost of Academic Excellence or a representative serves as a member of the **Institutional Accreditation Team**, ensuring that academic assessment efforts are aligned in support of institutional accreditation reporting activity. This member ensures that the year end Assessment report is distributed to this team and that University resource allocation is guided by assessment needs.

<u>Table 1. Additions to Commission Roster to Represent the entire Institution</u>

<u>2021-22 Commission Roster</u>
AVP – Dina Battaglia
Vice Provost – Abdy Afjeh

		All faculty training on assessment at Convocation at beginning of academic year.
Accreditors noted actions from ISLO assessed taking too long to be meaningful use.	Implemented 3-year Assessment cycle as adopted and approved in 2020-21. Provided training for programs to align 3-year cycle of institutional outcomes assessment with program specific learning outcomes.	ISLO subcommittees combined into 3-year cycle categories to better associate charges with activities within cycle. ISLO subcommittees activated and given charges by the provost office.
Assessment data on institutional outcomes not provided by 50% of programs reported in 2019-20	ISLO assessed within programs by coursework that supports programmatic outcomes. Data collected on CLO worksheets instead of by student artifact graded by external grader by standard rubric.	Standard rubrics to be updated for assessment of institutional outcomes by Assessment Commission. Faculty to be y to be y to b⁊0 0 3

departmental outcomes and program assessment reports are published for public consumption were also updated at this time. A review of departmental pages was conducted during fall 2022 to determine which department reports were missing from external webpage publication. Office of Academic Excellence webpage was also linked to data from Office of Institutional Research that publishes global institutional indicators of success.

The Assessment Executive committee and ISLO sub committees meet regularly and contain members that also serve on the CPC , CCT, and GEAC committees in order to facilitate broad communication on academic matters. Agendas and Minutes are stored on a shared **Teams drive** that all members were given access to. Minutes for these meetings will be posted on the webpage in 2022-23 academic year.

Table 3. Meetings of Assessment Committee During 2021-22 Academic Year

14 Meetings were held during Academic year 2021-22:	10/22/21
	11/02/21
	11/16/21
	12/14/21
	2/03/22
	2/24/22
	3/10/22
	3/30/22
	4/13/22
	5/04/22
	5/11/22
	5/25/22
	6/08/22

The Assessment Committee Chair regularly communicates with program assessment coordinators and department chairs through email, formal meetings, trainings on assessment topics, and regular consultations and work sessions. In 2022-23 a **team email** has been posted to the website in order to facilitate quick communication from any faculty member across the university.

Trainings during academic year 2021-22 mainly focused on transitioning chairs into their new roles as program assessment coordinators.

Historically the Office of Career Services conducted a survey on post-graduation success but that practice was abolished in 2020. The Office of Institutional Research (OIR) provides a report of head count data on **graduation, attrition, and retention** rates by term, department, and college. This data is shared with programs and available on the OIR website at https://www.oit.edu/institutional-research. Additionally, OIR data dashboards that report student achievement data are readily available to faculty online through faculty resources page on the universe's intranet TECHweb.

External evaluation of programs is conducted by participation of Professional Advisory Boards and Accreditation for individual programs.

Table 5. Accredited programs and their most recent Accreditations

Program	Accrediting Body and Date
Dental Hygiene	Commission on Dental Accreditation (CODA) visit in 2017 due in 2024
EMS	Commission on Accreditation of Allied Health Education Programs (CAAHEP) undergoing accreditation in 2023
Diagnostic Medical Sonography	Commission of Accreditation for Respiratory Care (COARC) awarded in 2021
Polysomnographic Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP) awarded in 2022
MLS	National Accrediting Agency for CLS 10 year Certificate earned in 2021
Civil Engineering	Engineering Accreditation Commission (EAC) of ABET visit in 2022
Electrical Engineering	Engineering Accreditation Commission (EAC) of ABET visit scheduled for 2022-23
Electronics Engineering Technology	Engineering Technology Accreditation Commission (ETAC) of ABET visit in 2021
Geomatics	Applied and Natural Sciences Accreditation Commission of ABET visit scheduled for 2024-25
Renewable Energy Engineering	Engineering Accreditation Commission (EAC) of ABET visit scheduled for 2022-23

Management	International Accreditation Council for Business Education (IACBE) Certificate earned in 2022

Tools

The institution has created dashboards for each faculty member to review their courses. The OIR data dashboards report student achievement data and are readily available to faculty online through faculty resources webpage on the universe's intranet TECHweb with faculty log-in credentials. Dashboards are maintained by the Office of Institutional Research also contain data **disaggregated** data by race, gender, first generation college attendance, Pell Grant recipient status, and full or part time status. Such data included in the dashboards is 6-Year Graduation data, Retention for one year, and Dropped Failed Withdrew or Incomplete (DFWI) by term. Faculty report review of this data in program assessment reports and in Course Learning Outcomes (CLO) **Worksheets** due at the end of each term.

The CLO Worksheets were created by the Office of Academic Assessment and allow faculty a place to enter assessment data based on course work performance that can then be summarized by the chair of the department. Using the CLO worksheets, faculty determine which programmatic and institutional outcomes their specific coursework pertains to. Faculty enter performance targets for assignments and course work. The program determines a **standard of success** to mean the number of students performing acceptably on the outcome that indicates the outcome is met for the course. Faculty determine **student success** to be the student's work product compared to the rubric for the outcome on the assignment. The **Program Assessment Handbook** expected to be published in 2022-23 academic year clarifies definitions for faculty on each of these measures of success.

Portfolium is an electronic database available for assessment reports to be uploaded and graded by rubric. In past years, the Office of Academic Excellence would receive program assessment reports and student artifacts for ISLO grading and upload them to portfolium. Within portfolium the workproduct would be assigned a rubric and a grader. Graders would then grade the product to generate feedback for the product. Student work Artifacts were not uploaded to portfolium during 2021-22 academic year. 35 Program Assessment Reports were uploaded and graded by 6 graders on the Assessment Committee. The assessment committee will consider whether or not to phase out Portfolium as a tool in coming years.

Report Contents

All associate and bachelor's level programs are required to submit a programmatic assessment report. Within the program report should be listed the program mission and how it aligns with the mission of the institution, program specific learning outcomes (PSLO) and how they are justified by accrediting bodies or requirements from industry, a scaffolded curriculum map, the process the program used to collect data used for assessment including direct (student work

		A request has been made to OIR to include more recent data in graduation dashboards.
Department faculty noted that data could not be reviewed after submission to CLO worksheets.	Department chair button was added to worksheets that gave Chairs access to all data submitted. The ability to edit previously submitted data was added.	Summary reports will be developed by IT to make data more useable. Canvas tools for collecting assessment data will be explored by workgroup. Canvas trainings planned for late 2023 by Director of online operations.
Faculty didn't know what tools were available or how to use them.	Trainings conducted specific to using the developed tools.	Program Report Handbook being written for publication to website by Assessment Executive Committee.
Student exit survey data was missed for 2020-21	Student exit surveys were sent for 2021-22.	Possibility of Student exit surveys to be administered automatically in partnership with Office of Institutional Research being explored by a representative from Assessment Commission.
End of Course Surveys do not include CLO and PSLO.		Workgroup approved by faculty senate to update questions.

Table 8. Summarized Institutional Data

Indicator	2021-22	2020-21	Ranking among Regional West*
6-year Freshman Graduation Rate	56.8%	50.9%	#6
Freshman 1 year Retention	67.9%	75.8%	#8

Post-Graduation Success	96% employed	96% employed	#2
DFWI			

Outcomes are broad learning outcomes; they are not major specific but are consistently integrated and assessed in program courses university wide

Oregon Tech's Institutional Student Learning Outcomes (ISLOs) support Oregon Tech's institutional mission and strategic goals. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech's degree programs.

Oregon Tech students will:
                communicate effectively orally and in writing;
                engage in a process of

				2018 Faculty training workshops on the Rubric and course design.
				2019 Dashboard development

During 2020-21 academic year, the ISLO subcommittees were not activated or given charges, and no directive was given to programs regarding artifact submission. This academic year was the year for collection of data on Inquiry and Analysis and Quantitative Literacy. This was the first year during which the three-year cycle of assessment was active and these two topics were combined. 52% of program reports during this cycle included assessment of ISLO data.

The Quantitative Literacy ISLO committee continued implementing a plan developed during the 2019-20 academic year which involved a financial literacy survey administered to all students, measurement of foundational QL coursework and a survey to all programmatic faculty regarding perceptions of student proficiency on this topic. The topic was split further into Calculation, Interpretation, Application and Communication of quantitative data. The QL report submitted to the Office of Academic Assessment summarized that most topic areas rated foundational student deficiencies to be corrected by the time of graduation. Universally, financial literacy and student ability to understand the difference between reputable and non-reputable sources were items to be worked on in coming years. The 2021-22 report generated by this group expressed the need to close the loop on these identified gaps.

Actions taken on outcomes in the past were driven based largely on the results produced by the general education course standard assignment. During 2022-23 academic year, general education course work will be undergoing tremendous change due to implementation of state standards. This emphasizes the need for more faculty involvement in ISLO assessment. The work of the Quantitative literacy group in updating their assessment to include multiple data points from programs and general education is a model for how institutional assessment 9ation

Academic year 2021-22 assessed data on Communication, Ethical Reasoning and Teamwork outcomes within programmatic courses. Artifacts during this year weren't submitted for external grading as they had been in the past. Faculty reported student performance based on criteria expected to be met for specific coursework using the newly revamped CLO Worksheets.

Data from programmatic reports will be summarized in an ad hoc addendum by the ISLO CTER subcommittee.

Programs find some outcomes more challenging to incorporate naturally within the curriculum than others. Across the board, Inquiry and Analysis, Quantitative Literacy, and Communication seem to be adapted to most programmatic offerings. Ethical Reasoning and Global and Diverse Perspectives have in the past been assessed rarely within programmatic courses.   The challenge with this method of collecting the data is the lack of summation for trends to take University-wide actions.

<u>Plan for 2022-23 Academic Year</u>

For academic year 2022-23 Diverse Perspectives and Cultural Competency will be assessed for the first time within student coursework. To support this work, faculty are encouraged to attend a series of training sessions relating to closing equity gaps and teaching and assessing diverse perspectives and cultural competency.

ISLO committees have been reorganized and reactivated with charges from the Provost's office. The committees are as follows:

1. Communication, Teamwork, Ethical Reasoning (CTER) charged with:
    Reviewing programmatic data collected during 2021-22 year for trends and gaps
    Developing a plan to implement University wide actions suggested by faculty and staff
    Documenting actions taken by programs at the University level
2. Diverse Perspectives/Cultural Sensitivity & Global Awareness (DP) charged with:

    Working with CCT and DICE to provide guidance on curriculum and classroom design for individual programs to collect assessment data
    Documenting participation in training on this subject
    Updating University Definitions of ISLO to incorporate cultural competency elements and publish to the ISLO website
3. Quantitative Literacy, Inquiry & Analysis (QLIA) charged with
    Aiming to better represent students across all degree programs through data collection in general education curriculum
    Developing a method for comparing previous ISLO data to data that will be collected in 2023-24 academic year
    Closing the Loop on QLIA data

Table 10. ISLO Driven Action Plans for 2022-23 Academic Year

Gap Identified	Action Taken in 2021-22	Action to be taken in 2022-23
Not all faculty participating in the assessment process for Institutional Outcomes.	Incorporated alignment of ISLO with PSLO into all programs.	Actions to be recorded and taken at the programmatic and curriculum level using CLO worksheets. ISLO committees activated and given charges.
Faculty expressed concern regarding the standardization and comparability of expectations on outcomes.	Standard rubrics are published.	CCT and DICE to collaborate on a series of trainings regarding expectations on Cultural Competency and Diverse perspectives outcomes.
Summation of ISLO data to make reasonable actions university wide.	Resource allocation a required section for Assessment reports.	Programmatic actions will inform the needs for University-wide actions as summarized in the annual ISLO reports and reported to the University Accreditation committee for resource allocation.

Reports submitted during 2021-22 academic year examined assessment data from 2020-21, identified gaps and developed actions to be taken within the programs or at the university level to close gaps identified. Some commonalities within reports are summarized in the table below. Successes on these actions will be evaluated within the reports submitted during 2022-23 academic year.

Table 11. Programmatic Action Plans Made During 2021-22 Academic Year

6 programs reported the need to add additional courses from the curriculum to the assessment process 4 programs reported the need to fill faculty vacancies in order to teach classes where assessments would be taking place 5 programs mentioned gaps noted in student ability to communicate within interprofessional teams Non academic resource requests included: academic advising assistance, articulation agreement approvals, the need to maintain software agreements and technology replacement schedules	shortages. 1 program went on hiatus. 1 program reported a successful course addition. 1 faculty vacancy was reported as filled New course for allied health interprofessionalism being explored by College of Arts and Sciences. Non academic resources filled: position for academic advising director, technology replacement schedules/contracts maintained

2020-21 Needs Requests

These reported facility needs are sent to University Accreditation Committee (UAC) on _____. UAC should respond to Office of Academic Excellence with plans to meet the needs based on these assessment data.

Allocated time for all faculty to meet within programs and departments to make interpretations from data collected and action plans.

Faculty continuing education on identifying and closing equity gaps.

Critical positions filled to teach courses required for programmatic assessment in engineering, communication and general education.

Library support for student education in research source evaluation.

Finances department support for student education in personal finance.

Marketing support in underserved populations recruitment.

Marketing support for translated materials for ELD students.

Support for Office of Institutional Research to make usability updates to data gathering tools.

Support for Office of Academic Excellence to continue operations.