



2018-2019  
Academic Assessment Plan

Prepared by

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and

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The Executive Committee of the Assessment Commission is charged with developing, reviewing, and implementing the institutional academic assessment plan. The charge includes the assessment of ESLOs and general oversight of program assessment by departments. Additional information on the Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix A of this report. In addition, the Office of Academic Excellence and the Executive Committee of the Assessment Commission work each year to provide ongoing professional development to all faculty related to assessment.

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

The Director of Academic Excellence is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for an effective and comprehensive educational assessment program. These activities include determining and evaluating learning outcomes, incorporating outcomes into curriculum planning, and providing regular and systematic feedback leading to documented program improvements. The director works closely with the Assessment Commission to administer essential outcomes assessment and with academic departments to administer program outcomes assessment. The director also serves as a liaison between the Executive Committee and other campus bodies engaged in institutional level assessment activities.

#### Communication of Assessment Matters

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

The Director of Academic Excellence is a member of the Provost's Council, Curriculum Planning Commission, Commission on College Teaching and the General Education Advisory Council.

The Director periodically updates the Deans and the Provost on important developments in Oregon Tech's structured process and on assessment matters in general.

The Director regularly communicates with assessment coordinators through email, formal meetings, training on assessment topics, and regular consultations and work sessions.

The Executive Committee of the Assessment Commission meets regularly and includes broad representation from the campus, including the assessment representative from each of the ESLO subcommittees. The Director writes and disseminates annual assessment reports, as detailed in the Assessment Reporting section below.

The Chair and Director ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below.

#### *Assessment Reporting*

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

Annual Academic Assessment Plan (completed during Fall term)

Annual Report on Academic Assessment Activities (completed during Spring term)

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

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

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),  
Faculty Survey of Student Engagement (FSSE).

#### Liaison with Other Campus Bodies Engaged in Assessment

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

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

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

Assessment and General Education: The director serves on the General Education Advisory Council. The director provides ESLO assessment results as they pertain to general education requirements and makes recommendations for changes in the requirements as appropriate.

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

Provost's Office also provides funding for assessment activities as needed for standardized national surveys.

### Institutional Assessment (ESLO) Activity

#### ESLO Assessment Cycle

As noted above, the Executive Committee of the Assessment Commission guides campus efforts in institutional academic assessment. The major focus of these efforts is the ongoing assessment of 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 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.

This activity is organized across a staggered 6-year cycle, shown below in Table 1. A brief summary of what each step entails appears in Appendix B.

Table 1. ESLO Six-Year Continuous Improvement Cycle.

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

Quantitative Literacy

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

ESLO 2018-2019 plans

The



Concurrently, the Communication Department is beginning to revise its technical communication offerings and is actively seeking feedback towards their redevelopment

As a primary "engage" activity, the above groups will work with programs to spark conversations with program industry advisory boards (IABs) on the communications knowledge, skills, and competencies most relevant for student success in employment post-graduation. This feedback will be compiled and shared both with programs and the communication department to support this redevelopment.

New technical communication courses, drawing at least in part on this feedback, will be rolled out over the next several academic years, including pilots during the 2018-2019 academic year.

- Evaluate Year: Diverse Perspectives ESLO

As the first "evaluate" year in Oregon Tech's new ESLO assessment cycle, the Diverse Perspectives 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.

As identified, the ESLO committee will collaborate with the Executive Committee to obtain and analyze data and report areas of improvement and/or further recommendations for additional actions to the Assessment Executive Committee, GEAC, and CCT. Given the recent NSSE administration in spring 2018, the Diverse Perspectives Committee will pay particularly close attention to NSSE indicators in this work.

#### *Portfolium Implementation*

- The Office of Academic Excellence will complete the technology integration with Banner and Blackboard during the summer of 2018, and will produce guides to Portfolium use for program assessment coordinators
- ESLO data collection and assessment will be conducted entirely within Portfolium, enabling a large set of faculty to gain exposure to the system and see its ease of use and other features.
- In response to emerging guidelines from NWCCU, and concerns raised by faculty during reflection on Communication ESLO data, Oregon Tech will use Portfolium to begin to examine inter-rater reliability of ESLO assessment.

#### *Campus Wide Coordination*

- Oregon Tech will continue to selected faculty to the statewide learning outcomes and assessment conference – Teaching T.A.L.K.S. – when it is next held (possibly in March 2019).
- Continue work with Student Affairs to coordinate other assessments on campus.
- Follow the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Academic Excellence is a member of the task force.
- Review and discuss state- and national-level accountability trends and the potential impact for Oregon Tech.
- Increase the visibility of assessment work at Oregon Tech through presentations at national meetings. A proposal has been submitted for the February 2019 AAC&U General Education and Assessment meeting in San Francisco

- Work with the Commission on College Teaching to coordinate assessment work and faculty professional development.
- Continue work with the Advising Commission to heighten awareness of both students and advisors regarding Oregon Tech's E SLO s.

### Program Assessment Activity

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

Many of Oregon Tech's programs have discipline-specific accreditation. In most cases, the assessment requirements for specialized accreditation are congruent with Oregon Tech requirements. Where possible, Oregon Tech encourages faculty to use the assessment reports submitted to these separate bodies as their assessment report for Oregon Tech as well.

The Director provides the departments with a variety of support for program assessment efforts, including formal meetings of the Assessment Commission, regular one-to-one work sessions and consultations with coordinators, training on assessment topics, regular reminders of assessment tasks and timelines, feedback on assessment effo

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 three-year rotational plan for assessing student learning outcomes.

Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.

Develop/review performance indicators for 2018-2019 student learning outcomes scheduled for assessment.

Plan for direct and indirect measures of 2018-2019 student learning outcomes scheduled for assessment.

Implement and re-assess planned improvements from prior year assessment work.

Utilize the institutional assessment software (Portfolium) to compile program assessment records, including student work samples and scores

Submit periodic 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 2018-2019, are included in this plan as Appendix C. The Office of Academic Excellence and the Executive Committee of the Assessment Commission will prepare guides and conduct training sessions with faculty to introduce Portfolium as the Oregon Tech's new assessment software.

Appendix A: Mission Statement and Charter for the Assessment Commission  
Last revised October 15, 2015

Mission

Coordinate with General Education, Distance Education, and CCT to provide oversight and support in assessment.

Decide which data to collect to best study issues of institutional importance.

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

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

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#### 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

Responses or reports to departments, activities, or committees based upon requests for information.

Reports generated from within the Assessment Commission.

Periodic status reports to the University as specified in the Assessment Commission's charter.

## Annual Reports

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

- The Executive committee prepares and approves the Annual Assessment Plan

- The Executive committee prepares and approves the Annual Assessment Report

- The ESLO committees report on ESLO assessment activities

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

## Amending the Charter

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

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

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

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

10/3/11 Charter revised to remove the Provost from membership in the Assessment Commission.

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

### Year 1: Design Assessment

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

### Year 2: Analyze Data

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

### Year 3: Plan Improvements

Create action plan for improvement relating to curriculum including recommendations for curricular

opportunities for grant funding to support plans for innovation. Submit reflection to the Assessment Executive Committee, Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.



## Appendix C: Responsibilities of Program Assessment Coordinators

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. Responsibilities include:

ESLO assessment: Coordinate ESLO assessment activity within your program, including:

- Plan: Identify 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: Upload work 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.

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 ss

Fall 2018	
Due Date	Task
Convocation meeting with department faculty  Wednesday, September 19, 2018	<ol style="list-style-type: none"> <li>1. Review with program faculty: purpose/mission statement educational objectives student learning outcomes Review program SLO cycle with ESLO cycle* Introduce faculty to Portfolium</li> <li>2. For 2018-2019 PSLOs: Review PSLO-Curriculum Matrix Review performance criteria Plan 2 direct and 1 indirect measure for each PSLO</li> <li>3. Review planned improvements (closing the loop items) from spring 2017-2018 faculty meeting. Plan for data collection in 2018-2019</li> </ol>
Fall Quarter 2018	Upload program specific rubrics and work into Portfolium Create program assessment activities for 2018-2019 direct assessment activity
October 31 <sup>st</sup> , 2018	Identify course(s), instructor(s), term(s) for assessment for Ethical Reasoning ESLO assessment. Assign fall term direct assessments to courses. 2017-2018 Program Assessment Report Due.
End of Fall Quarter	Ensure that Fall term ESLO data is uploaded to Portfolium; ensure faculty participation in end-of-term ESLO Assessment Day (inter-rater scoring of ESLO artifacts) Collect Fall term PSLO data (preferably using Portfolium).
Winter 2019	
January 2, 2019	Write up fall assessment data and assign spring term ESLO direct assessments to courses.
End of Winter Quarter	Ensure that Winter term ESLO data is uploaded to Portfolium; ensure participation in end-of-term ESLO Assessment Day. Collect Fall term PSLO data (preferably using Portfolium).
Spring 2019	
End of Spring Quarter	Ensure that Winter term ESLO data is uploaded to Portfolium; ensure participation in end-of-term ESLO Assessment Day. Collect Fall term PSLO data (preferably using Portfolium).
October 31 <sup>st</sup> , 2019	Submit 2018-2019 Program Assessment Report

