

**Oregon Institute of Technology
2016-17 Academic Assessment Plan**

Prepared by

The Executive Committee of the Assessment Commission

Fall 2016

Contents

Introduction	1
Assumptions	1
Leadership of Academic Assessment Efforts	1
Communication of Assessment Matters	2
Assessment Reporting	2
Liaison with Other Campus Bodies Engaged in Assessment	3
Assessment and Curriculum Matters	3
Assessment and General Education	3
Resources in Support of Assessment	3
Institutional Assessment	7
Program Assessment	9.....2TJ
Other Academic Assessment.....	

**Oregon Institute of Technology
Academic Assessment Plan
2016-17**

Introduction

This document outlines Oregon Tech's ongoing academic assessment plan, including specific activities planned for the 2016-17 academic year. This plan builds on prior Oregon Tech 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 Oregon

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 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

Upon completion, these reports will be posted on the Provost's web site 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:

- x ESLO assessment results from the previous academic year
- x Prior year assessment accomplishments and plans for the upcoming academic year
- x Other institutional assessment results, such as the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE).

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 voting 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.

of the ESLOs, and, in conjunction with the ESLO committees, establishes the performance criteria, and distributes tools for assessment at both institution and program levels. The ESLOs and the current assessment schedule are shown below in Table 1. A brief summary of what each step entails appears after the table.

Table 1. ESLO Schedule

ESLO		1	2	3	4	5	6
	2014-15	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21
Communication		Design	Analyze	Plan	Engage	Evaluate	Reflect
Inquiry and Analysis			Design	Analyze	Plan	Engage	Evaluate
Ethical Reasoning				Design	Analyze	Plan	Engage
Teamwork		Engage	Evaluate	Reflect	Design	Analyze	Plan
Quantitative Literacy	Analyze	Plan	Engage	Evaluate	Reflect	Design	Analyze
Diverse Perspectives	Design	Analyze	Plan	Engage	Evaluate	Reflect	Design

The details for each step appear in Appendix B.

The committee reviews and disseminates 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. A detailed description of the ESLOs, annual ESLO reports, and the cycle of ESLO assessments are posted on the Oregon Tech web site at www.oit.edu/provost/ESLO.

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

Oregon Tech uses standardized tests to assess student learning at entry. Math and writing placements are made based on the results of these tests, selected major, GPA, years of completed math, and transfer credit. Each student can challenge their placement by taking the Educational Testing Service's Accuplacer exam. The Accuplacer will further assess the student's entry

classes. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

Oregon Tech assesses entry-level readiness and demographic characteristics of new students every three years through use of the Beginning College Survey of Student Engagement (BCSSE) national survey instrument. This information is shared with the Assessment Commission, the Commission on College Teaching, the General Education Advisory Council, Admissions, the Student Affairs staff, and the Oregon Tech faculty.

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.

Oregon Tech's Student Success Center conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent Oregon Tech graduates.

Table 2 below summarizes Oregon Tech's regularly scheduled institutional assessment activities.

Students/Instruments	Cycle of Assessment	Last Administered	Next Administered	Responsible Office
New Students				
BCSSE**	Every three years	Fall 2014	Fall 2017	Student Success Center
Math/writing placement exams	Every term			Student Success Center
Enrolled Students				
NSSE****	Every three years	Spring 2015	Spring 2018	Assessment
Oregon Tech ESLOs	Every year			Assessment
Follow up to BCSSE & NSSE	Every three years	Spring 2013	Fall 2016	Assessment
Senior Exit Surveys	Every year			Assessment
Alumni				

Graduate Survey

2016-17 Plans

- x *Formalize ESLO Criteria/Rubric Revision Process*
 - o Each ESLO committee suggests any criteria/rubric revisions that they may have.
 - o The ESLO committee chair sends the revisions to the Executive Committee of the Assessment Commission
 - o The Executive Committee will review change suggestions as they come in, but the changes will only be approved once per year
 - o If approved, the changes will go into effect (and thus be published on the ESLO website) the following year.
 - o *Every ESLO must have their criteria remain set for at least one year.*
- x *LiveText Implementation*
 - o Finish the Reporting Template
 - The report will focus more on analysis, less on narrative, and this new structure will be built into the template
 - o Train Assessment Coordinators as LiveText will be used for all assessment reports
 - Sessions will be held in late October
 - More training as needed
- x *Implement Assessment Report Peer Review Process*
 - o Assessment reports will undergo a peer review to ensure that each part of

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 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.

2016-17 Plans

During the 2016-17 year, the committee will continue the structured program assessment process using a strategy centered on submission of small assignments at regular intervals in an ongoing report (via LiveText), including these items:

- x Organize an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- x Review program mission, educational objectives, and student learning outcomes.
- x Update a three-year rotational plan for assessing student learning outcomes.
- x Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- x Develop/review performance indicators for 2016-17 student learning outcomes scheduled for assessment.
- x Plan for direct and indirect measures of 2016-17 student learning outcomes scheduled for assessment. Input assessment plan in the institutional assessment software.
- x Implement and re-assess planned improvements from prior year assessment work.
- x Utilize the institutional assessment software to compile program assessment records, including student work samples.

- x Report to the Provost/PLT.
- x Coordinate with Director of IR and recommends changes in institutional research and assessment efforts.
- x Coordinate with General Education, Distance Education, and CCT to provide oversight and support in assessment.
- x Decide which data to collect to best study issues of institutional importance.

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

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

The Director of Academic Excellence is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for an effective and comprehensive educational assessment program. These activities include determining and evaluating learning outcomes, incorporating outcomes into curriculum planning, and providing refJETQq0.000009ve-3(lrt)-3(in)3(ays of)em infectbackutoplas, a0.000

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:

- x Reports on the results of ESLO assessment activities.
- x An assessment web site, containing information on general assessment matters, essential student learning outcomes, and program learning outcomes.
- x Verbal reports on assessment activities by the Director of Academic Excellence to the Provost.
- x Responses or reports to departments, activities, or committees based upon requests for information.
- x Reports generated from within the Assessment Commission.
- x 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:

- x The Executive committee prepares and approves the Annual Assessment Plan
- x The Executive committee prepares and approves the Annual Assessment Report
- x The ESLO committees report on ESLO assessment activities

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

Amending the Charter

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

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

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

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

10/3/11 Charter revised to remove the Provost from membership in the Assessment Commission and the Executive Committee. In addition, the Chair is no longer

designated as a member of the Curriculum Planning Commission, Provost's Council, and the General Education Advisory Council.

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

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

Appendix B
Six-Year Cycle and Work Plan for ESLO Committees
Oregon Institute of Technology

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

General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

Year 6: Reflect on Progress

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. 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
Assessment Tasks and Timelines for
Assessment Coordinators
2016-2017

Fall 2016	
Due Date	Task
Convocation meeting with department faculty Wednesday, Sept 21	1. Review with program faculty: <ul style="list-style-type: none"> x purpose/mission statement x educational objectives x student learning outcomes x Review program SLO cycle with ESLO cycle* 2. For 2016-17 PSLOs: <ul style="list-style-type: none"> x Review PSLO-Curriculum Matrix x Review performance criteria x Plan 2 direct and 1 indirect measure for each PSLO 3. Review planned improvements (closing the loop items) from spring 2016 faculty meeting. Plan for data collection in 2016-17.
Friday, September 30	Identify course(s), instructor(s), term(s) for assessment of Communication
Friday, October 7	LiveText training for data collection and student work repository. <ul style="list-style-type: none"> x Upload program specific rubrics x Create signature assignments for 2016-17 direct assessments
Tuesday, October 25	Report template training <ul style="list-style-type: none"> x Update curriculum map for outcomes to be assessed in 2016-17 x Input 2016-17 assessment plan
Friday, November 4	<ul style="list-style-type: none"> x Submit plan for review in LiveText using the report template x Assign fall term direct assessments to courses
Friday, December 2	Assign winter term direct assessments to courses
Winter 2017	
Friday, January 20	Write up fall assessment results in the report template
Friday, March 17	Assign spring term direct assessments to courses
Spring 2017	
Friday, April 14	<ul style="list-style-type: none"> x Write up winter assessment results in the report template x Submit Introduction (section 1) of the report template

Friday, June 16	Submit Summary of Assessment Activities in the report template**
-----------------	--

*Note: the Assessment Commission will assess Communication this year.

**The final section of the report (plans for improvement) will be completed following the program assessment meeting during Convocation 2017.

