
2016-2017 Academic Assessment Report

Prepared by

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Academic Assessment Report 2016-2017

Oregon Tech Assessment Commission

Introduction

This report outlines Oregon Tech assessment activities and accomplishments during the 2016-2017 academic year and is based on the goals set in the 2016-2017 Academic Assessment Plan. This document was prepared by the Director of Academic Excellence, Sandra Bailey, and by the Chair of the Executive Committee of the

The Director served as a liaison with Student Affairs coordinating assessment activities in support of student success.

The Director also serves as a

Table 1. ESLO Schedule¹

ESLO		1	2	3	4	5	6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communication		Design	Collect	Analyze	Engage	Evaluate	Reflect

- assessment*
- Inquiry and Analysis
Planned for 2017-18 assessment in collaboration with the Inquiry and Analysis ESLO committee -
Approved assessment instrument and published on the ESLO website
 - Quantitative Literacy
Worked with CCT to engage the campus for the QL assessment including a session at the Excellence in Teaching Conference and articles in CCT's Teaching Well newsletter.

Submitted periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement using the LiveText report template. Analyzed student exit data collected by the Office of Academic Excellence.

Summary

During the 2016-2017 academic year, Oregon Tech continued its systematic work in assessment. The major accomplishments for the year were:

- Implementation of the first university-wide ESLO assessment using LiveText for both collecting student work and allowing for powerful analytics.

- National Recognition for Oregon Tech's assessment work in NSSE and AAC&U publications.

- Completion of all planned assessment reports

As the Executive Committee concludes the academic year, the committee looks forward to the 2017-2018 year. We will present assessment results from 2016-17 during

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

DIVERSE PERSPECTIVES

ESLO 6: Oregon Tech students will explore diverse perspectives.

Definition

Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and 51979159ad5 knowledge that enables perception of the world through the eyes of others.³ This includes but is not limited to the awareness and understanding of the customs, practices, methodologies, and viewpoints of

Appendix B
Mission Statement and Charter for the Assessment Commission
Revision Approved 10/15/15

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 Provost.

Charter

Assessment Commission Membership

The Commission is composed of the Director of Academic Excellence and all assessment coordinators. The Provost/PLT 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 Director of Academic Excellence, and at least one faculty member from each school, and at least one faculty member from each campus, and at least one representative from Distance Education, selected by the Chair. The Chair of Assessment, Chair of GEAC, and Co-Chairs of CCT will ensure balance between foundational general education faculty and non-

The Assessment Commission 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 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 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.

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

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 C
Assessment Commission

Appendix D
ESLO Subcommittee Membership
Fall 2016

Communication

Chair: Matt Search
Aja Bettencourt-McCarthy
Monica Breedlove
Caroline Doty
Roger Lindgren
Matt Schnackenberg
Christopher Syrnyk

Inquiry and Analysis

Chair: Matthew Sleep
Hui Yun Li
Ryan Madden
Josh Millard
Dawn Lowe-Wincentsen
Jeff Pardy

Ethical Reasoning

Chair: Yasha Rohwer
Franny Howes
James Hulse
Travis Lund
Michael Pierce

Teamwork

Chair: Trevor Petersen
Kevin Brown
Evelyn Hobbs
Josie Hudspeth
Don Lee
Don McDonnell

Quantitative Literacy

Chair: Randall Paul
Richard Bailey
Tara Guthrie
Kari Lundgren
Terri Torres
Gregg Waterman

Diverse Perspectives

Chair: Ben Bunting
Sharon Beaudry
Barry Canaday
Dibyajyoti Deb
Veronica Koehn

Appendix E
Six-Year Cycle of Improvement

- Faculty professional development: Description of professional development activities related to ESLO highlighted in current year
- Evidence of improvement: Aggregated results and analysis following implementation of action plan in past year
- Changes resulting from assessment: Reflection on improvements as a result of assessment cycle
- V. Conclusion
 - Summary of work for the academic year, significant findings, recommendations for program changes, etc.
- VI. Appendices
 - ESLO course matrices
 - Rubrics
 - Signature assignments

ESLO Report

The Assessment Exec

Appendix F

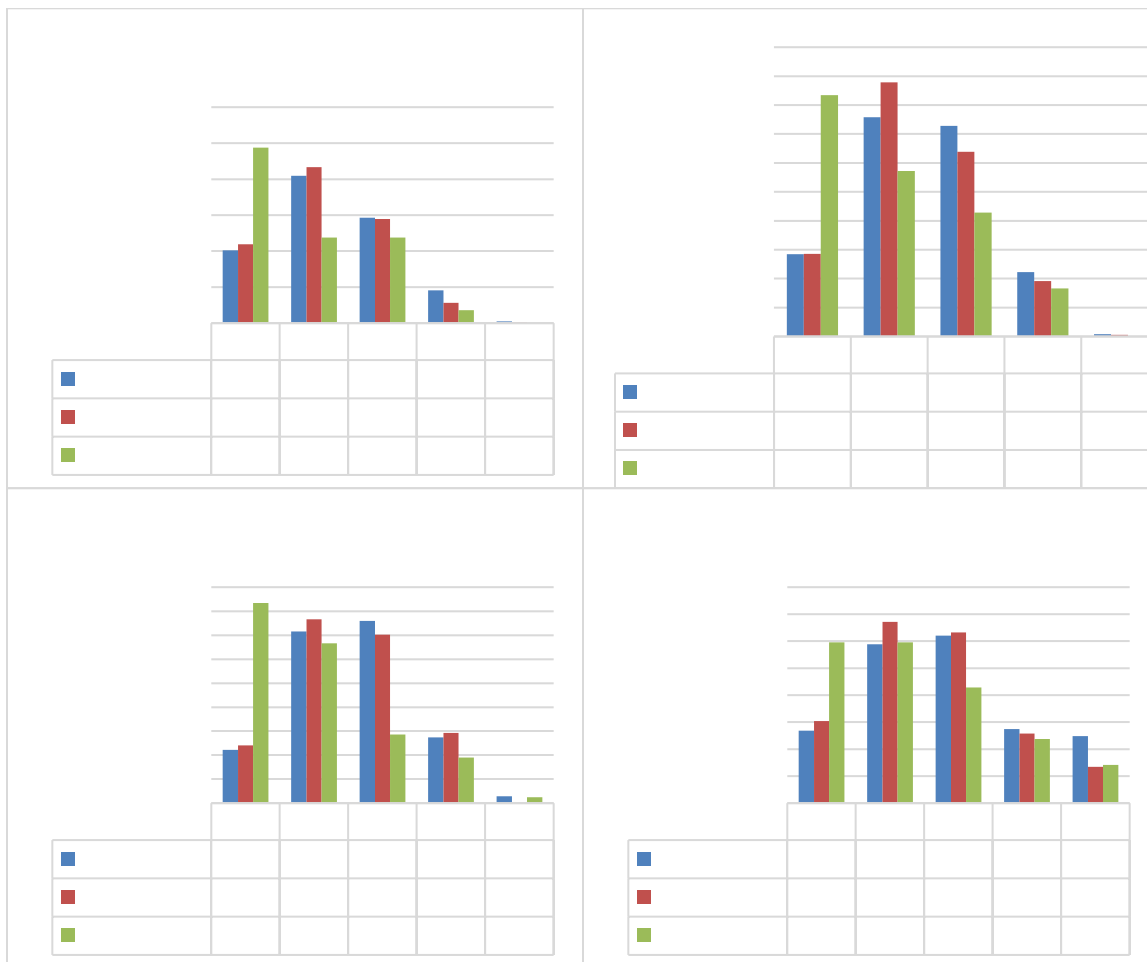
Multi-State Collaborative to Advance Quality Student Learning Demonstration Year Results

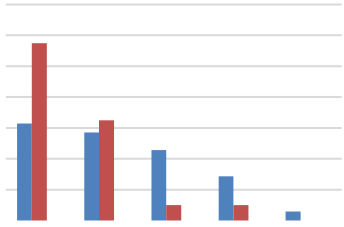
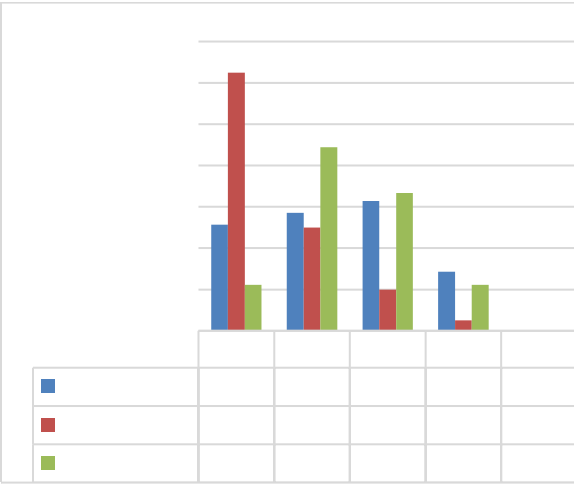
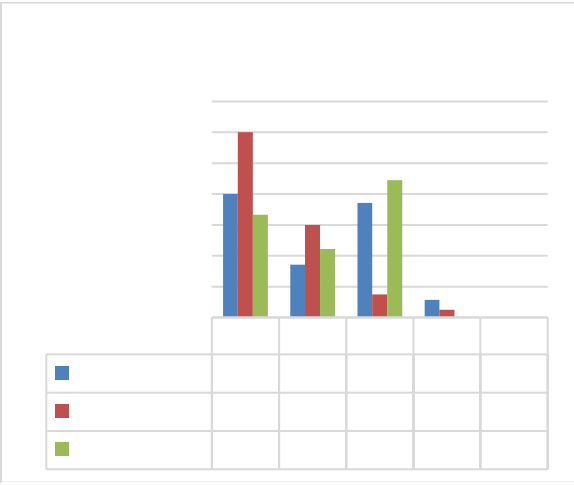
In 2015-16 Oregon Tech continued participation in the Multi-State Collaborative to Advance Quality Student Learning (MSC) by submitting student work for scoring in the Demonstration Year of this project. The Demonstration Year involved 12 states and assessment of more than 7,000 pieces of student work by AAC&U trained faculty scorers.

Oregon Tech faculty submitted 187 pieces of student work to the project which were scored for written communication (84), quantitative literacy (75) and critical thinking (23). This report contains the written communication and quantitative literacy results. The results should be used with caution as the sample was not representative of Oregon Tech majors.

Written Communication: Oregon Tech Comparisons

Student work was scored using the AAC&U Written Communication VALUE rubric on a four-point scale. The following graphs and tables show the percent of students scoring at each level by criterion.





Quantitative Literacy: Oregon Tech Comparisons

Quantitative Literacy: Oregon Tech Majors Report

Of the 75 student artifacts scored, 19 were nine Arts & Science majors, 13 Allied Health majors,
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