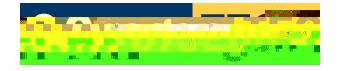# 2017-2018 Academic Assessment Report

Prepared by

Janette Isaacson, Chair, Executive Committee of the Assessment Commission

and

Seth Anthony, Interim Director, Office of Academic Excellence

July 16, 2018

Table of Contents

Assessment and Faculty Development

The Director serves on the Commission on College Teaching (CCT). The Director provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

Resources in Support of Assessment

The Director provides funds from the Office of Academic Excellence budget, as well as staff resources to

Campus Wide Coordination
- NSSE/FSSE: Coordinated with Student Affairs, ITS, Institutional Research, and other campus offices to administer the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) during Spring 2018 term. Response rates were higher than those at peer institutions of comparable size.
- Provided LiveText training for faculty to collect student work and assessment results for ESLO and program assessment.
- Coordinated and administered the Student Exit Survey for all programs and reported results to Career Services and the Office of Strategic Partnerships.
- Worked with the Commission on College Teaching to coordinate assessment work and faculty professional development.

Institution-Level Changes Made as a Result of Assessment
- Concerns about the validity and reliability of data submitted by dozens of faculty, all acting independently, and with varying degrees of training and familiarity with the assessment rubric, led the Assessment Executive Committee to propose a new model for collaborative ESLO scoring in 2018-2019.
- Review of program assessment reports and feedback from faculty led the Executive Committee to recommend termination of Oregon Tech's contract with LiveText, both because of the difficulty of the software for faculty and staff use, and because of the diminished quality of program   x

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.

During the fall convocation, the Chair of the Assessment Commission laid out the 2017-2018 tasks and timelines to all assessment coordinators. This plan included the ongoing requirement that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes created by each academic department.

Program-Level Changes Made as a Result of Assessment

While additional changes are reflected in individual program reports, highlights of programmatic changes documented in 2016-2017 assessment reports as a result of assessment activities included:

- The B.S. Applied Math program developed and submitted a curriculum change to introduce a "Mathematical Structures" class into their curriculum, prompted by assessment findings of student weaknesses in this area.
- The Management Department has used assessment findings to inform restructuring of their senior   d   n

TEAMWORK

ESLO 4: Oregon Tech students will collaborate effectively in teams or groups.

DIVERSE PERSPECTIVES

ESLO 6: Oregon Tech students will explore diverse perspectives.

Definition
Recognition of diverse perspectives requires the self-

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-general education faculty in the membership of the Executive Committee.

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 Academic Excellence have responsibility and authority to guide assessment activities on the campus. The Provost supports the work of the commission and ensures 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 Provost/PLT.
- Report to the Provost/PLT.
- Coordinate with Director 0.5 (a)6.1 (nd)ep00supportic(s)4 (es(,)3.6 (d)0.5 (s)-1.d)0.56 (s)-2veme (ni)1.5he ch(i)7

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

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Executive Committee
Janette Isaacson, *Chair*
Seth Anthony, *Interim Director of Academic Excellence*
Veronica Koehn, *Communication*
Kristen Konkel, *Humanities & Social Sciences*
Don McDonnell, *Medical Imaging Technology*
Hallie Neupert, *Management*
Troy Scevers, *Computer Systems Engineering Technology*

Assessment Coordinators
Janette Isaacson, *Allied Health M.S.*
Jim Fischer, *Applied Mathematics B.S.*
Kristen Konkel, *Applied Psychology B.S.*
Robert Melendy, *Automation, Robotics and Engineering Dual Major*
Travis Lund, *Biology-Health Sciences B.S.*
C.J. Riley, *Civil Engineering B.S.*
Roger Lindgren, *Civil Engineering M.S.*
Matt Schnackenberg, *Communication Studies B.S.*
Kevin Pintong, *Computer Engineering Technology A.E.*
Kevin Pintong, *Computer Engineering Technology B.S.*
Jane Cope, *Dental Hygiene B.S.*
Suzanne Hopper, *Dental Hygiene B.S. Degree Completion*
Robyn Cole, *Diagnostic Medical Sonography B.S.*
Robyn Cole, *Diagnostic Medical Sonography B.S. Degree Completion*
Barry Canaday, *Echocardiography B.S.*
Janette Isaacson, *Echocardiography B.S. Degree Completion*
Scott Prahl, *Electrical Engineering B.S.*
Aaron Scher, *Electronics Engineering Technology B.S.*
Troy Scevers, *Embedded Systems Engineering Technology B.S.*
Jamie Kennel, *Emergency Medical Services Management B.S.*
Cristina Crespo, *Engineering M.S.*
Jherime Kellermann, *Environmental Sciences B.S.*
Mason Marker, *Geomatics B.S. Geographic Information Systems Option*
Mason Marker, *Geomatics B.S. Surveying Option*
Hallie Neupert, *Health Care Management B.S. Administration Option*
Hallie Neupert, *Health Care Management B.S. Clinical Option*
Hallie Neupert, *Health Care Management B.S. Radiologic Science Option*
Jeff Dickson, *Health Informatics B.S.*
Jeff Dickson, *Information Technology B.S.*
Carmen Morgan, *Management B.S. Accounting Option*
Sharon Beaudry, *Management B.S. Entrepreneurship/Small Business Management Option*
Kristy Weidman, *Management B.S. Marketing Option*
Steve Edgeman, *Manufacturing Engineering Technology B.S.*
Steve Addison, *Manufacturing Engineering Technology M.S.*
Kathleen Adams, *Marriage and Family Therapy M.S.*
Josh Millard, *Mechanical Engineering B.S.*
Steve Edgeman, *Mechanical Engineering Technology B.S.*
Dawn Taylor, *Medical Laboratory Science B.S.*
Rick Hoylman, *Nuclear Medicine and Molecular Imaging Technology B.S.*
Pat Schaeffer, *Operations Management B.S.*
Scott Prahl, *Optical Engineering Dual Major*
Jamie Kennel, *Paramedic A.A.S.*

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Appendix E: Six-Year Cycle and

Year 4: Engage the University

The Commission on College Teaching and the ESLO Faculty Learning Community will launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students. The Commission on College Teaching will provide a summary of professional development activities.

Year 5: Evaluate Results

The Office of Academic Excellence will collect data from targeted areas of weakness identified in the year-three report. The Academic Excellence Coordinating Committee will analyze the results and report areas of improvement and/or recommendations for additional actions to appropriate bodies. Assessment Exec will update the ESLO report with findings and further actions.

Year 6: Reflect on Progress

The Academic Excellence Coordinating Committee will 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. GEAC will reflect on the ESLO pathway and the effectiveness of the Essential Studies program in supporting student achievement. Assessment Exec will include the reflection (changes resulting from assessment) in the final ESLO report along with recommendations regarding the assessment plan for the next 6-year cycle.

Six-Year ESLO Cycle

2014-15   2015-16

VII.   Reflection on progress
             Reflection on improvements and plans for innovation looking to next six-year cycle

VIII.   Assessment Reporting
             Description of university-wide communications and coordination with other campus bodies in
             relation to the six-year cycle

IX.   Appendices
             ESLO course matrices
             Rubrics
             Signature assignments
             Faculty reflections
             Membership of ESLO subcommittee over the past 6 years

Appendix F: Summary Statistics for 2017-2018 Program Assessment Report Review

During Winter 2016, Program Assessment Reports were evaluated by assessment coordinators, members of the Assessment Executive Committee, and Office of Academic Excellence staff using James Madison University's rubric (https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf) for assessment reports. Average scores for Oregon Tech's program assessment reports are provided below.

Average Scores for Rubric Criteria from Evaluation of 2016-2017 Program Assessment Reports

Criterion	Average Score
1A. Student-centered learning objectives - Clarity and Specificity	~2.6
1B. Student-centered learning objectives - Orientation	~3.0
2. Course/learning experiences that are mapped to objectives	~3.8
3A. Systematic method for evaluating progress on objectives - Relationship between measures and…	~2.35
3B. Systematic method for evaluating progress on objectives - Types of Measures	~3.8
3C. Systematic method for evaluating progress on objectives - Specification of desired results for…	~2.65
3D. Systematic method for evaluating progress on objectives - Data collection & Research design…	~2.05
3E. Systematic method for evaluating progress on objectives - Additional validity evidence	~1.0
4A. Results of program assessment - Presentation of results	~2.65
4B. Results of program assessment - History of results	~1.95
4C. Results of program assessment - Interpretation of Results	~2.55
5. Documents how results are shared with faculty/stakeholders	~2.15
6A. Documents the use of results for improvement - Program modification and improvement	~2.15
6B. Documents the use of results for improvement - Improvement of assessment process	~1.9

Section 3– Program Description and History:

This content will stay fairly static from year to year, and can be included in any reasonable order, but program enrollment, graduate, and employment, and (if applicable) board pass rates should be updated each year based on updated data.

- Program History
- Program Locations
- Program Enrollment
- Program Graduates
- Employment Rates and Salaries
- Board and Licensure Exam Results (if applicable)
- Industry Relationships
- Showcase Learning Experiences
- Success Stories – Descriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)

- Introduction of committee members
- Details

Showcase Learning Experiences
Met to view the previous 2015-2016 assessment conclusions items and discussed how to integrate suggestions from industry to better train students to elongate vessels, how to better "heel-and-toe" the scanning probe and to better prepare themselves for ergonomic positioning.

Success StoriesDescriptions of Successful Graduates (potentially including quotes from students highlight the programs' effective preparation)
"Oregon Tech not only prepared me for my real-word career, it prepared me for my real-world life." Student, Class of 2011

b)   an ability to design and conduct experiments, as well as to analyze and interpret data
c)   an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety,

			Evidence of recent program and external discussions about the continued relevance of learning outcomes.

Section 5– Curriculum Map

Please complete a table with entire program curriculum with selection for PSLO and ESLO assessment at the Foundation, Practice and Capstone levels. This content should remain relatively static from year to year, but should be updated as the program curriculum map changes.

Resources to Guide Creation of Curriculum Maps:
- https://-M868

EXAMPLE: (Format is not mandatory, but is meant for guidance. Choose the approach that works for your progrm).

Civil Engineering B.S. Student Learning Outcos Table

	evidence to support this.	thorough and consistent alignment between class activity and program outcomes.	relationships between course activity and program learning outcomes.

Section 6– Assessment Cycle

Please complete a table to show PSLO and ESLO year cycle starting with this academic year. This content should remain relatively static from year to year, although it, al it, alear cycle starting(r)3.7 (o)2 (u)6.1 (gh a)2 (n)6 (d co)2 (ns) ((r)b)2 (n(se)

Section 7– Methods for Assessment

Each PSLO should be assessed with 2 direct measures and 1 indirect measure. Please provide the methods for assessment for this academic year. In many cases, it may make sense to organize this section by outcome and/or assessment activity, and to integrate description of methods, results, interpretation, and action plans. Description of methods can be completed as soon as assessment activities are identified (ideally in fall term of each academic year); Results, Analysis, and Action Plans should be completed after assessment data are collected.

outcomes and assignment.

by the measures matches the outcomes, but no explanation is provided.

example, the faculty wrote items to match the outcomes, or the instrument was selected "because its general

data collection process or data not collected.	collection such as who and how many took the assessment. (e.g. term and number of students), but not enough to judge the veracity of the p

Interpretation of results			
No interpretation attempted	Limited narration of results. Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Some narration of assessment analysis and results. Interpretation of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology (only reviewed by a single faculty member).	A complete and clear narration and analysis of the assessment results. Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Plus, multiple faculty interpreted results (not just one person). And, interpretation includes discussion of context: how classes/ activities might have affected results (Documents who reviewed the data and the comparison results between reviewers).

8. Evidence of Improvement in Student Learning.
If this is an outcome being assessed on your standard schedule, did you have past results from this outcome? If this is a specifically scheduled "closing the loop" assessment, how do this year's results compare with the results that prompted improvements?

			a rational, vertically-designed curriculum.
Plans for improvement of assessment.			
No recommendations in improving the program assessment practices.	Some critical evaluation of past and current assessment practices, including acknowledgment of flows. Minimal or surface-level recommendations in improving the program assessment practices.	Critical evaluation of past and current assessment, including acknowledgement of flaws. Some evidence of recommendations for revision improving the program assessment practices.	Critical and specific evaluation of past and current assessment, including acknowledgement of flaws. Detailed recommendations for the improvement of the assessment practices in the program (changing methodology, collecting supplementary data, etc.) are outlined, drawing upon insightful and specific analysis of flaws in past assessment and best practices in academic assessment.
Accountability on improvement			
No information is there on how the modifications will be re-evaluated, when and by whom.	Incomplete information is included on implementation timelines, responsible parties, and re-assessment plans.	Most information on implementation plan is included (timeline, responsible parties, re-assessment schedule) is included.	All modifications include timeline for i(h)-3 (e)]TJ-0.002 Tc -0.002 Tw (f)-2d(