

**Oregon Institute of Technology
2009-10 Academic Assessment Report**

Prepared by

**The Director of Assessment
and
The Executive Committee of the Assessment
Commission**

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Academic Assessment Report 2009-10

OIT Assessment Commission

Introduction

This report outlines OIT assessment activities and accomplishments during the 2009-10 academic year and is based on the goals set in the 2009-10 Academic Assessment Plan. This document was prepared by the Director of Assessment, reviewed by the Executive Committee of the Assessment Commission, submitted to the Provost, and posted on the OIT web site at www.oit.edu/provost/assessment.

Leadership of Academic Assessment Efforts

During 2009-10, Dr. Maria Lynn Kessler, the Chair of the Assessment Commission, continued as the leader of the Executive Committee of the Assessment Commission as well as the full Assessment Commission. Dr. Kessler and Beth Murphy, Director of Assessment, worked closely together to coordinate assessment efforts.

Communication of Assessment Matters

OIT continued to emphasize communication of assessment matters through the following means:

- The Director of Assessment and the Chair of the Assessment Commission continued as active, voting members of Academic Council (AC), the Curriculum Planning Commission (CPC), and the General Education Advisory Council (GEAC).
- The director continued to update the deans and Provost on important junctures in the assessment process and about various assessment matters. In addition, the director also included chairs in the accountability process of reminding coordinators of assessment deadlines and following up on overdue assessment reports.
- The director regularly communicated with assessment coordinators through email, formal meetings, and regular one-to-one and small group work sessions.
- The Executive Committee of the Assessment Commission met frequently and included broad representation from the campus.
- As noted below in Assessment Reporting, the director completed and disseminated OIT's annual assessment reports. These reports were posted on the Provost's web site and the link to these reports was sent to the faculty list serve. During the fall 2009 convocation, the results were presented to the faculty as described below.
- The Director of Assessment ensured that the Institutional Student Learning Outcomes were communicated to students through posters on bulletin boards, flyers in orientation packets, a display in the college catalog alongside the list of degree programs, and the assessment web site.
- The Director of Assessment maintained the assessment web site as an important communication vehicle. The web site publishes student learning outcomes along with assessment reports for each program. The site also includes institutional assessment reports and documents.

Assessment Reporting

The commission completed the following reports and posted them on the Provost's web site:

- 2009-10 Academic Assessment Plan (September)
- 2009-10 Academic Assessment Report (this report-May)
- 2009-10 Assessment of Professionalism and Ethics
- 2009-10 Assessment of Team and Group Work
- "Closing the Loop" reports for 2008-09 Assessments of Mathematics and Science

In addition, the commission ensured, per the assessment plan, that the following 2008-09 assessment information was shared with faculty during the fall 2009 convocation:

- 2008-09 Assessment of Mathematics
- 2008-09 Assessment of Science
- 2008-09 assessment accomplishments and plans for 2009-10
- Results from the Winter 2009 National Survey of Student Engagement (NSSE)

Liaison with Other Campus Bodies

The director and chair of the Executive Committee actively engaged in the work of the General Education Advisory Council (GEAC), along with two other members of the Executive Committee. The GEAC continued its work on the need to clarify the proposed intercultural awareness general education requirement, a concern which was brought to them by the Assessment Commission. The GEAC also discussed the relationship of general education learning outcomes to the institutional student learning outcomes.

Assessment and Curriculum Matters

The director and chair continued as voting members of the Curriculum Planning Commission (CPC). These two individuals reviewed all CPC documents, regularly attended CPC meetings, and provided an assessment perspective on CPC matters. CPC still requires the assessment director, along with other academic officers, to sign final approvals for new programs and significant revisions of current programs.

The director was available to provide review and technical assistance to faculty members in responding to assessment questions in their proposals. There were, however, no new programs or significant program revisions proposed during this academic year.

Resources in Support of Assessment

The Provost's Office continued to provide budget and staff resources to the Assessment Commission and to departments to help design, revise, and implement assessment programs.

Institutional Assessment

The Executive Committee engaged in or completed the following institutional assessment work during the 2009-10 academic year:

- As noted above in "Assessment Reporting," the committee led a faculty session on assessment during convocation. The presentation included a summary of 2008-09 activities and accomplishments, discussed plans for 2009-10, presented

assessment results on mathematics and science, and presented assessment results on the National Survey of Student Engagement (NSSE).

- The committee followed plans for closing the loop on math and science, and oversaw mini-assessments on the weaknesses identified in those assessments.
- The committee completed the 2009-10 assessment plan in September, received Provost approval, and posted the plan on the assessment web site.
- The committee planned, implemented and reported on the assessment of professionalism and ethics.
- The committee planned, implemented and reported on the assessment of team/group work.
- The committee reviewed the ISLO survey associated with the Application to Graduate. They re-affirmed the previous general questions used in the 2008-09 survey. In addition, specific questions relating to the performance criteria for ethics/professionalism and team/group work, which are being assessed this year, were added. These additional questions were later eliminated due to administration errors that occurred in the Registrar's Office. The committee decided to discontinue this survey in future years due to the administration difficulties experienced this year.
- The committee updated the Mission Statement and Charter for the Assessment Commission to remove references to the Director of Assessment making verbal reports to the President's Cabinet, as the director no longer is a member of this group. The committee posted the revised document on the assessment web site.
- The committee reviewed the NSSE data collected in 2008-09 for actionable items, requested a special analysis on the benchmark for "Enriched Educational Environment," and sent a "closing the loop" report to the OIT faculty in January 2010.
- The committee completed the 2009-10 assessment report (this report) in May and posted it on the assessment web site.
- The committee discussed whether to continue using the CIRP or NSSE and decided to survey incoming students annually, rotating three surveys—the CIRP, the NSSE, and a locally-developed survey. The committee made plans for the administration of the CIRP in summer 2010.
- The committee planned the 2010-11 ISLO assessment activities, including vetting of the performance criteria for communication and lifelong learning, working with assessment coordinators to plan the assessments, and approving rubrics and processes for the assessment. The committee vetted the performance criteria with the Academic Council in February 2010 and the full Assessment Commission in April 2010.
- The committee decided not to assess the ISLO on critical thinking in 2010-11, as it was felt that assessing three ISLOs in one year would be a burden to the campus.
- The director tracked "closing the loop" items from 2008-09 program reports and provided reminders to assessment coordinators.
- The committee followed the work of the statewide Learning Outcomes and Assessment Task Force, with Beth Murphy providing updates from the task force.

Program Assessment

During the fall convocation, Brad Burda (HAS) and Charlie Jones (ETM), the interim deans at that time, emphasized the need for ongoing work in program assessment, discussed the role of the department chairs in assessment work, and discussed the success of program assessment efforts to date.

The director laid out the 2009-10 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. As in previous years, OIT's structured process centered on submission of small assignments at regular intervals for each degree program in an ongoing report, including these first items:

- Program mission, educational objectives, and student learning outcomes (SLOs)
- Three-year rotational plan for assessing student learning outcomes
- SLO-curriculum matrices for 2009-10 SLOs
- Performance criteria for 2009-10 SLOs
- Plans for direct and indirect measures of 2009-10 SLOs
- Plans for implementation of improvements from 2008-09 assessment activities (“closing the loop”)
- Periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement

The director also provided assessment coordinators with the following information:

- Update on statewide assessment activities
- Training on recommended refinements in assessment, including:
 - SLO-curriculum matrices
 - Performance criteria
 - Presentation of results
 - Closing the loop

By the end of fall 2009, the majority of academic programs had completed the above items and performed one or more assessment measure(s) per their assessment plan for the year. The director reviewed all assessment reports and provided feedback to coordinators on technical issues with their assessment activities and offered suggestions for improvement. The director also provided updates on the status of each program to the department chairs and deans.

During winter and spring terms, the coordinators continued to execute their 2009-10 assessment plans. In addition to their core assessment activities, the coordinators also completed the following tasks:

- Organized a spring department meeting to review assessment data and make plans for program improvement

- Submitted periodic additions of data summaries, evaluations and action plans to the ongoing assessment report
- Wrote a final assessment report

Summary

During the 2009-10 academic year, OIT continued its energetic work in assessment. The institution made significant progress in refining assessment efforts at both institutional and program levels. The major accomplishments for the year were:

- Assessment of institutional student learning outcomes in professionalism and ethics
- Assessment of the institutional student learning outcome in team/group work
- Analysis of the National Survey of Student Engagement
- Steady communication about assessment throughout the institution
- Completion of all planned assessment reports
- Frequent liaison with other campus bodies
- Solidified efforts and progressive refinements in program assessment

As the Executive Committee concludes the academic year, the committee looks forward to the 2010-11 year. We welcome Sandra Bailey as the new Director of Assessment. She is replacing Beth Murphy, who is retiring. We will present assessment results for professionalism and ethics and team/group work to the faculty during convocation. We will revisit the annual assessment plan in early fall, and goals for the year will be established. In addition, we will implement institutional assessments of communication and lifelong learning. The Executive Committee is pleased that the momentum of the very busy 2008-09 academic year carried forward to this year, and that our assessment processes continue to mature.