

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

**Prepared by**

**The Executive Committee of the Assessment Commission**

**Fall 2009**

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# **Oregon Institute of Technology Academic Assessment Plan 2009-10**

## **Introduction**

This document outlines OIT's ongoing academic assessment plan, including specific activities planned for the 2009-10 academic year. This plan builds on prior OIT 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 OIT web site at [www.oit.edu/provost/assessment](http://www.oit.edu/provost/assessment).

## **Assumptions**

OIT's academic assessment plan is built on the following assumptions:

- Assessment of student learning outcomes is a highly important, ongoing, required process within the OIT academic community.
- While there are increasing requirements for accountability in higher education, the primary purpose of assessment at OIT is to improve teaching and learning.
- Assessment at OIT is a collaborative effort.
- Faculty members are expected to contribute to assessment of institutional student learning outcomes (ISLOs) as they are manifested in their programs.
- Faculty members are responsible for assessment of their programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
- Assessment methods should be reasonable and practical.
- Assessment reports should be written in a concise and straight-forward manner, recognizing the increasing demands on faculty members.
- The Executive Committee's 2009-10 work is based on the official OIT Mission Statement in the 2009-10 catalog. The assessment process links institutional mission, goals, and objectives with institutional student learning outcomes.

## **Leadership of Academic Assessment Efforts**

The Executive Committee of the Assessment Commission, the Chair of the Assessment Commission, and the Director of Assessment have responsibility and authority to guide academic assessment activities on the campus. The Provost and Deans support the work of the commission and ensure accountability for academic assessment activities across the institution.

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 ISLOs 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.

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 Assessment work closely together to ensure a unified approach to assessment within the institution.

The Director of Assessment 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 institutional 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 Assessment and the Chair of the Assessment Commission are voting members of the Academic Council, Curriculum Planning Commission, and the General Education Advisory Council.
- The director prepares reports for Academic Council for each of its meetings and brings assessment matters to the council as needed.
- The director periodically updates the Deans and the Provost on important junctures in OIT'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 Director of Institutional Research.
- 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
- Annual Report on Academic Assessment Activities (including ISLOs and program assessment)
- Annual report(s) on scheduled ISLO assessment activities

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:

- ISLO assessment results from the previous academic year
- Prior year assessment accomplishments and plans for the upcoming academic year
- Other institutional assessment results, such as the Cooperative Institutional Research Program Freshman Survey (CIRP) 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 and the Strategic Enrollment Management committee to ensure that CIRP and NSSE reports are shared with appropriate faculty bodies.

### **Assessment and Curriculum Matters**

As noted above, both the director and chair of the Assessment Commission are voting members of the Curriculum Planning Commission (CPC). These individuals read all curriculum proposals, attend CPC meetings, and provide an assessment perspective to the work of CPC.

The chair and director ensure 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 chair and director serve on the General Education Advisory Council. They provide ISLO assessment results as they pertain to general education requirements and make recommendations for changes in the requirements as appropriate.

### **Resources in Support of Assessment**

The Provost's Office provides budget and staff resources to the Assessment Commission and to departments to help design, revise, implement, and evaluate assessment programs. The Provost also provides funding for faculty development and standardized national surveys.

### **Institutional Assessment**

As noted above, the Executive Committee of the Assessment Commission guides campus efforts in institutional academic assessment. One major focus of these efforts is the ongoing assessment of ISLOs. The committee provides a cycle for assessment of the ISLOs, establishes the performance criteria, and distributes instructions and tools for assessment at both institution and program levels. The ISLOs and the current assessment schedule are shown below in Table 1.

ISLO #	Description	2007-08	2008-09	2009-10	2010-11
1	Communication (oral, written, visual)				•
2	Team and group work			•	
3	Professionalism and ethical practice			•	
4	Critical thinking and problem solving	•			•
5	Lifelong and independent learning skills				•
6	Mathematical knowledge and skills		•		
7	Scientific knowledge and skills in scientific reasoning		•		
8	Cultural awareness			•	

Table 1. ISLO Schedule

The committee reviews and disseminates reports from assessment of the ISLOs and makes recommendations for changes in curriculum and general education requirements as appropriate. A detailed description of the ISLOs, annual ISLO reports, and the cycle of ISLO assessments are posted on the OIT web site at [www.oit.edu/provost/islo](http://www.oit.edu/provost/islo).

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

OIT uses standardized tests to assess student learning at entry. The Center for Learning and Teaching uses the Educational Testing Service's Accuplacer exam to assess entry-level mathematics, reading, and writing skills. The results are summarized in OIT's Student Assessment Report (SAR), along with demographic information, SAT/ACT scores, and student responses to college readiness questions. Working with the SAR, advisors meet with incoming students to place them into appropriate math and writing classes. In addition, students with low reading scores are encouraged to register for an introductory psychology class with a focus on reading skills. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

OIT assesses entry-level readiness and demographic characteristics of new students every three years using the Cooperative Institutional Research Project (CIRP). This information is shared with the Assessment Commission, Admissions, and the OIT faculty.

OIT assesses the level of student engagement at the freshmen and senior levels, using the online National Survey of Student Engagement (NSSE). In addition, Student Affairs interviews

students who choose to completely withdraw during a term or who stop out after completing a term, using the ACT Withdrawing/Non-Returning Student Survey.

OIT’s Career Services Office conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent OIT graduates. The Oregon University System supports this work by surveying system graduates every other year in its “OUS One Year Later: The Status of Bachelor’s Degree Recipients” report.

Table 2 below summarizes OIT’s regularly scheduled institutional assessment activities.

Students/Instruments	Cycle of Assessment	Last Administered	Next Administered
<b>New Students</b>			
CIRP*	Every three years	Fall 2007	Fall 2010
Math/writing/reading	Every term		
SAR**	Every term		
<b>Enrolled Students</b>			
NSSE***	Every three years	Winter 2009	Winter 2012
OIT ISLOs	Every year		
Stop Out/Exit Survey	Every year		
<b>Alumni</b>			
Graduate Survey	Every year		

Table 2. Schedule of OIT Institutional Assessment Activities

\*CIRP: Cooperative Institutional Research Program, a longitudinal study of American higher education; comparative data on over 1400 institutions.

\*\*SAR: Student Assessment Report, developed by OIT, provides the new student and advisor with placement test and college readiness information.

\*\*\*NSSE: National Survey of Student Engagement, measures engagement in five benchmark areas.

### **2009-10 Plans**

The committee plans to complete the following institutional assessment work during the 2009-10 academic year:

- The committee will present to the faculty the results of assessment of math and science in 2008-09.
- The committee will present to the faculty the initial NSSE results, received in summer 2009, and review them for possible actions during the 2009-10 year.
- The committee will oversee follow-up activities associated with the assessment of math and science.
- The committee will complete the 2009-10 assessment plan (this plan).
- The committee will complete the 2009-10 assessment report.
- The committee will assess two ISLOs—on team/group work and ethics/professionalism—and prepare written reports on the results.
- The committee will review the graduation survey on ISLOs and revise it as appropriate.
- The committee will review and update the charter if needed.
- The committee will plan 2010-11 ISLO assessment activities.

- The director will track “closing the loop” activities at the program level.
- The committee will follow the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Assessment is a member of the task force.
- The committee will review and discuss state- and national-level accountability trends and the potential impact for OIT.
- The committee will join with the General Education Advisory Council to review and recommend changes in general education requirements as appropriate.

### **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.

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

### ***2009-10 Plans***

During the 2009-10 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, including these items:

- Organization of an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review of program mission, educational objectives, and student learning outcomes
- Three-year rotational plan for assessing student learning outcomes
- Mapping of each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed
- Development of performance indicators for 2009-10 student learning outcomes scheduled for assessment.
- Plans for direct and indirect measures of 2009-10 student learning outcomes scheduled for assessment
- Implementation and re-assessment of planned improvements from prior year assessment work.



- An organized notebook, file cabinet, or shared drive for program assessment records
- Periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement
- Organization of a spring department meeting to review assessment data and make plans for program improvement
- A final assessment report for the learning outcomes web site
- Collection and analysis of senior exit data

The tasks and timelines for 2009-10 are included in this plan as Appendix B.

### **Other Academic Assessment**

The director works with Distance Education, Pre-College Programs, and those departments with off-site locations to ensure equivalent academic rigor and the inclusion of comparable assessment measures for these programs.

### ***2009-10 Plans***

During the 2009-10 academic year, the director will work with Distance Education to ensure assessment of online courses if the same on-campus course is being used for assessment purposes.

During the 2009-10 academic year, the director will continue work with Pre-College Programs and faculty coordinators to ensure equivalent rigor between OIT courses and high school advance credit courses. Each coordinator will prepare a memo describing steps taken to ensure equivalent academic rigor and stating any concerns. These concerns will be dealt with by Pre-College Programs, the department involved, and the Provost.

The director will contact all assessment coordinators with off-site programs to request that similar assessment measures be administered at both locations.

**Appendix A**  
**Mission Statement and Charter for the**  
**Assessment Commission**  
**Revision Approved 10/06/09**

**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 President.

**Charter**

**Assessment Commission Membership**

The Commission is composed of the Provost or a Provost's representative, the Director of Institutional Research, the Director of Assessment, and all assessment coordinators. The Provost 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 Provost or a Provost's representative, the Director of Institutional Research, the Director of Assessment, and at least one faculty member from each school, selected by the Chair.

**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 Assessment 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.
- Report to the Provost.
- Recommend changes in institutional research and assessment efforts.
- 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 Chair represents the Assessment Commission at the Academic Council, the Curriculum Planning Commission, and the General Education Advisory Council.

The Director of Assessment 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 Executive Committee to administer institutional outcomes assessment and with academic departments to administer program outcomes assessment.

### **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**

The Assessment Commission gathers, analyzes, and disseminates assessment information relevant to the institution. The Assessment Commission gathers information by:

- Collection of institutional student learning outcome (ISLO) data from campus-wide assessment efforts.
- Collection of ISLO data from program assessment efforts.
- Direct requests to university administrators, academic department heads, and/or any group or association of OIT faculty, staff, or students.
- Development and utilization of questionnaires and surveys.
- Use of previously published information or data.

The Assessment Commission analyzes information and data through statistical summaries, compilation of written materials, or other established methods. Analyses 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:

- Reports on the results of ISLO assessment activities.
- An assessment web site, containing information on general assessment matters, institutional student learning outcomes, and program learning outcomes.
- Written reports to Academic Council at each of its meetings.
- Verbal reports on assessment activities by the Director of Assessment 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 its charter.

### **Annual Reports**

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

- Annual Assessment Plan
- Annual Assessment Report
- Report(s) on ISLO assessment activities

Copies of these reports will be made available in hardcopy and electronic formats.

### **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 Assessment 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.

**Appendix B**  
**Assessment Tasks and Timelines for**  
**Assessment Coordinators, 2009-10**

**Fall 2009**

Task	Due Date	Comments
1. Review with program faculty: <ul style="list-style-type: none"> <li>• purpose/mission statement</li> <li>• educational objectives</li> <li>• student learning outcomes</li> <li>• Review program SLO cycle with ISLO cycle</li> </ul>	Convocation meeting with department faculty	See ISLO cycle*
2. Review/draft PSLO-Curriculum Matrix for 2009-10 PSLOs.		
3. Review/develop performance criteria for 2009-10 PSLOs		
4. Plan direct and indirect measures for 2009-10 PSLOs.		
5. Review planned improvements (closing the loop items) from spring 2009 faculty meeting.		
6. Remind previously identified faculty member about ethics assessment.		
<b>October</b>		
1. Submit first draft of 2009-10 report including items 1-5 above.	Friday, October 2	
2. Confirm (by email) instructor/class for ethics ISLO assessment.		
Attend meeting on Ethics ISLO with identified instructor	Thursday, October 8, 2pm	
Submit proposed scenario for ethics ISLO assessment	Friday, October 23	
Perform planned fall assessment measures	October 5 through December 4	(9 weeks)
<b>November</b>		
Continue fall assessment measures, including ethics ISLO	Wrap up measures by Friday, December 4	
<b>December</b>		
Submit ethics ISLO results Conclude fall assessment measures	Friday, December 4	Submit assignment and score sheet
Write up fall assessment results (including ethics ISLO) in ongoing report	Monday, December 14	

\*Note: The Assessment Commission will assess ISLOs on ethics (fall 2009), team work (winter 2010), and professionalism (spring 2010) this year.

**Assessment Tasks and Timelines for  
Assessment Coordinators  
2009-10**

**Winter-Spring 2010**

Task	Due Date	Comments
Attend Assessment Commission Meeting	Thursday, January 7, 2:00 p.m.	Re: ISLO on team work Bring designated instructor
Submit (by email) instructor/class for team work ISLO assessment	Friday, January 15	
Perform planned winter assessment measures, including ISLO on team work	January 4 through March 12	(10 weeks)
February		
Continue winter assessment measures		
March		
Submit team work ISLO results	Friday, February 26	Submit score sheet and faculty reflection form
Conclude winter assessment measures	Friday, March 12	Dead Week
Submit winter assessment results, including team ISLO, in ongoing report	Friday, March 19	Finals Week
Spring Term begins: Perform planned spring assessment measures	March 29 through May 7	(6 weeks)
April		
Attend Assessment Commission Meeting	Thursday, April 1, 2:00 p.m.	Re: ISLO on professionalism
Submit professionalism ISLO results	Friday, April 30	Submit score sheet
Plan a date for a two-hour spring meeting for your program faculty in week 7 or 8 and submit email on date	Friday, April 30	Week 7/8 = May 10-21
Wrap up data collection for annual spring meeting and draft report for program faculty	Friday, May 7	
May		
Hold a two-hour program faculty meeting on student learning outcomes for the year	Week of May 10 through May 21 (week 7 or 8 of term)	
Submit final assessment report	Friday, May 28	