

**Oregon Institute of Technology
2012-13 Academic Assessment Report**

Prepared by

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

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Academic Assessment Report 2012-13 Oregon Tech Assessment Commission

Introduction

This report outlines Oregon Tech assessment activities and accomplishments during the 2012-13 academic year and is based on the goals set in the 2012-13 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 Oregon Tech web site at www.oit.edu/provost/assessment.

Leadership of Academic Assessment Efforts

During 2012-13, 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 Sandra Bailey, Director of Assessment, worked closely together to coordinate assessment efforts.

Communication of Assessment Matters

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

- The Director of Assessment continued as an active, voting member of the Provost's Council, 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 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 Oregon Tech'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. During the fall 2012 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:

- 2012-13 Academic Assessment Plan (September)
- 2012-13 Academic Assessment Report (this report-June)
- 2012-13 Assessment of Team and Group Work
- 2012-13 Assessment of Professionalism & Ethical Practice

In addition, the commission ensured, per the assessment plan, that the following 2011-12 assessment information was shared with faculty during the fall 2012 convocation:

- 2011-12 Assessment of Mathematics
- 2011-12 assessment accomplishments and plans for 2012-13
- Focused efforts to improve student writing including sessions on plagiarism and APA style
- Initial findings from the National Survey of Student Engagement (NSSE)

Liaison with Other Campus Bodies

The director actively engaged in the work of the General Education Advisory Council (GEAC). The GEAC reviewed a proposal for a physical education requirement concluding that the rationale for the proposal was financially driven and therefore was sent back to the submitters requesting an education rationale for the proposal.

On January 29, 2013 the Provost issued a charge to review/reevaluate our overall general education requirements. A task force was formed spring 2013 consisting of six faculty, the Director of Assessment, and the Provost as ex-officio. The Director of Assessment is co-chair of this task force. The task force was given a three year time line to complete the following work:

- **Year 1** - Define the process, including how to dovetail DQP.
- **Year 2** - Engage in a campus wide dialogue with the goal of defining Gen Ed outcomes. Compare those outcomes with LEAP, ISLOs, and DQP.
- **Year 3** - Review our current Gen Ed requirements and recommend changes. Begin the process of submitting changes to CPC.

Assessment and Curriculum Matters

The director continued as a voting member of the Curriculum Planning Commission (CPC). The director 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 four new minors, as well as two new options to an existing program proposed and approved 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 2012-13 academic year:

- As noted above in "Assessment Reporting," the committee led a faculty session on assessment during convocation. The presentation included a summary of 2011-12 activities and accomplishments, discussed plans for 2012-13, presented assessment results on mathematics, and presented initial results of the 2012 National Survey of Student Engagement (NSSE).
- The committee completed the 2012-13 assessment plans in September, received Provost approval, and posted the plan on the assessment web site.
- The committee planned, implemented and reported on the assessment of teamwork, professionalism, and ethics.
- The committee reviewed and approved the Mission Statement and Charter for the Assessment Commission. The committee posted the document on the assessment web site.
- The committee completed the 2012-13 assessment report (this report) in June and posted it on the assessment web site.
- The committee planned the 2013-14 ISLO assessment activities for critical thinking, beginning with professional development planned during fall 2013 convocation in which faculty will develop critical thinking assignments. Assignments and rubrics will be refined by program faculty during fall term and administered winter 2014.
- The Director of Assessment held a workshop with Student Affairs Directors to review NSSE 2012 results and discussed potential actions to improve student engagement and retention.
- Student Affairs worked with the Executive Committee to develop a student survey to investigate weak areas identified by the NSSE. The survey was administered spring 2013. Results will be reviewed and presented to faculty during convocation 2013 along with proposed actions for improvement of student engagement.
- The Director worked with program assessment coordinators to adopt a new survey software (Qualtrics). Senior exit surveys were transferred from the previous survey software into Qualtrics during winter term and program assessment coordinators were trained on the new software in April 2013. Program senior exit surveys continue to contain a common section including questions from the Career Services Student Success Survey and student self-rating of proficiency on ISLOs.
- The committee worked with the Oregon Tech Marketing and Communication Department to develop an ISLO marketing plan. A new ISLO graphic was developed and will be printed on the inside cover of the student planner, created

- into bookmarks to distribute pin numbers by advisors, and as posters strategically placed around campus.
- The committee updated the ISLO criteria for math, teamwork and critical thinking to align with current assessment plans and rubrics.
 - The director tracked “closing the loop” items from 2012-13 program reports and provided reminders to assessment coordinators.
 - The committee followed the work of the statewide Learning Outcomes and Assessment Task Force, with Sandra Bailey providing updates from the task force.
 - The director reported on national-level accountability trends best practices gleaned from working with the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC).
 - The DQP campus team attended the statewide DQP conference, completed the year one work plan, and developed the work plan for year two.

Program Assessment

During the fall convocation, Dean Charlie Jones, emphasized the need for ongoing work in program assessment and discussed the success of program assessment efforts to date.

The director laid out the 2012-13 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, Oregon Tech’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 2012-13 SLOs
- Performance criteria for 2012-13 SLOs
- Plans for direct and indirect measures of 2012-13 SLOs
- Plans for implementation of improvements from 2011-12 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:

- NSSE reports by program
- New survey software with request for feedback
- ISLO assessment instructions for teamwork, ethics and professionalism
- Training on recommended refinements in assessment, including:
 - Assessment plan and report format
 - Fall assessment planning
- Training for new assessment coordinators, new faculty, and others as invited by specific departments

By the end of fall 2012, 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 2012-13 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 2012-13 academic year, Oregon Tech continued its systematic 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 the institutional student learning outcomes in teamwork, ethics and professionalism
- Steady communication about assessment throughout the institution
- Implemented new assessment software providing increased security and better coordination of results
- Participated in the initial planning of the Multi-State Collaborative to Advance Learning Outcomes and Assessment
- Developed ISLO marketing plan to increase student awareness of the connection to curriculum
- Completion of all planned assessment reports
- Frequent liaison with other campus bodies

As the Executive Committee concludes the academic year, the committee looks forward to the 2013-14 year. We will present assessment results for teamwork, ethics, and professionalism 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 assessment of critical thinking. The Executive Committee is pleased with the increased conversations involving various groups across the university using assessment results to inform decision making.