Oregon Institute of Technology
2014-15 Academic Assessment Plan

Prepared by

The Executive Committee of the Assessment Commission

Fall 2014

Contents

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Academic Assessment Plan
2014-15

Introduction

This document outlines Oregon Tech's ongoing academic assessment plan, including specific activities planned for the 2014-15 academic year. This plan builds on prior Oregon Tech 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 Oregon Tech web site at www.oit.edu/assessment.

Assumptions

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

- Assessment of student learning outcomes is a highly important, ongoing, required process within the Oregon Tech academic community.
- While there are increasing requirements for accountability in higher education, the primary purpose of assessment at Oregon Tech is to improve teaching and learning.
- Assessment at Oregon Tech 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 2014-15work is based on the official Oregon Tech Mission Statement in the 2014-15catalog. 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 is a voting member of the Provost's Council, Curriculum Planning Commission, and the General Education Advisory Council.
- The Director prepares reports for the Provost's 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 Oregon Tech'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 and the Chair of the Commission on College Teaching.
- 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 Beginning College Survey of Student Engagement (BCSSE) 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 to ensure that BCSSE and NSSE reports are shared with appropriate faculty bodies.

Assessment and Curriculum Matters
As noted above, the director is a voting member of the Curriculum Planning Commission (CPC). In this role, the director reads all curriculum proposals, attends CPC meetings, and provides an assessment perspective to the work of CPC.

The director ensures 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 director serves on the General Education Advisory Council. The director provides ISLO assessment results as they pertain to general education requirements and makes 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. All programs are expected to participate in the ISLO assessments as scheduled. The procedure for requesting exemption from an ISLO assessment activity is detailed in Appendix C of this plan. The ISLOs and the current assessment schedule are shown below in Table 1.

ISLO #	Description	Academic Year									
		07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
1	Communication				●						●
2	Team work			●			●				
3	Professionalism & ethics			●			●				
4	Critical thinking	●						●			
5	Lifelong learning				●						●
6	Mathematics		●			●					
7	Science		●						●		
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 Oregon Tech web site at 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.

Oregon Tech uses standardized tests to assess student learning at entry. Math and writing placements are made based on the results of these tests, selected major, GPA, years of completed math, and transfer credit. Each student can challenge their placement by taking the Educational Testing Service's Accuplacer exam. The Accuplacer will further assess the student's entry-level mathematics and writing skills. The results are summarized in Oregon Tech's Student Status Report, along with demographic information, SAT/ACT scores, and student responses to college readiness questions. Working with the Student Status Report, advisors meet with incoming students to insure each student has been placed into the appropriate math and writing classes. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

Oregon Tech assesses entry-level readiness and demographic characteristics of new students every three years using national survey instruments. The Cooperative Institutional Research Project (CIRP) new student survey is being phased out by Oregon Tech and replaced with the

Beginning College Survey of Student Engagement (BCSSE). This information is shared with the Assessment Commission, Admissions, Student Affairs staff, and the Oregon Tech faculty.

Oregon Tech assesses the level of student engagement at the freshmen and senior levels, using the online National Survey of Student Engagement (NSSE). The results from this survey are shared with the Assessment Commission, Student Affairs staff, and the Oregon Tech faculty.

Oregon Tech's Student Success Center conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent Oregon Tech graduates.

Table 2 below summarizes Oregon Tech's regularly scheduled institutional assessment activities.

Students/Instruments	Cycle of Assessment	Last Administered	Next Administered	Responsible Office
New Students				
CIRP*	Every three years	Fall 2010	Phased out	CFLAT
BCSSE**	Every three years		Fall 2014	Student Success Center
Math/writing placement exams	Every term			Student Success Center
Enrolled Students				
NSSE****	Every three years	Winter 2012	Spring 2015	Assessment
Oregon Tech ISLOs	Every year			Assessment
Follow up to BCSSE & NSSE	Every three years	Spring 2013	Spring 2016	Assessment
Alumni				
Graduate Survey	Every year			Student Success Center

Table 2. Schedule of Oregon Tech Institutional Assessment Activities

*CIRP: Cooperative Institutional Research Program, a longitudinal study of American higher education; comparative data on over 1400 institutions.
**BCSSE: Beginning College Survey of Student Engagement, collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.
****NSSE: National Survey of Student Engagement, measures engagement in six High-Impact Practices, and provides ten Engagement indicators.

2014-15 Plans

The committee plans to complete the following institutional assessment work during the 2014-15 academic year:

- Present to the faculty the results of assessment of critical thinking in 2013-14.
- Complete the 2014-15 assessment plan (this plan).
- Complete the 2014-15 assessment report.
- In lieu of the scheduled ISLO assessment, participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) by collecting student work in Quantitative Literacy, Written Communication, and Critical Thinking. Prepare a written report on the results.
- Plan professional development for faculty associated with the findings from the MSC.
- Review and update the charter if needed.
- Provide assessment orientation for new faculty at September Institute.
- Provide training for new assessment coordinators.
- Plan 2015-16 ISLO assessment activities.
- Update Oregon Tech's assessment website based on recommendations from 2013-14 for increased visibility of assessment work.
- Implement recommended changes to the program report review process including evaluation tool and department chair review.
- Plan for the spring 2015 NSSE survey administration.
- Work with Student Affairs to disseminate results of the 2014 BCSSE survey.
- Select an assessment software for implementation fall 2015.
- Track continuous improvement activities at the program level.
- Follow the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Assessment is a member of the task force.
- Work with the General Education Review Task Force to redefine ISLOs based on recommendations from spring 2014.
- Develop a new assessment plan for ISLOs and general education based on new model.
- Review and discuss state- and national-level accountability trends and the potential impact for Oregon Tech.
- Increase the visibility of assessment work at Oregon Tech through involvement in the MSC and presentations at national meetings.
- Continue work with Student Affairs to coordinate other assessments on campus.
- Work with the Commission on College Teaching to coordinate assessment work and faculty professional development.
- Continue work with the Advising Commission to heighten awareness of both students and advisors regarding Oregon Tech's ISLOs.

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

2014-15 Plans
During the 2014-15 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:
- Organize an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review program mission, educational objectives, and student learning outcomes.
- Update a three-year rotational plan for assessing student learning outcomes.
- Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- Develop/review performance indicators for 2014-15 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2014-15 student learning outcomes scheduled for assessment.
- Implement and re-assess planned improvements from prior year assessment work.
- Compile an organized notebook, file cabinet, or shared drive for program assessment records (Appendix D: Assessment Records Storage and Retention Guidelines).
- Submit periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement.
- Organize a spring department meeting to review assessment data and make plans for program improvement.
- Prepare a final assessment report for the learning outcomes web site.
- Collect and analyze senior exit data.

The tasks and timelines for 2014-15 are included in this plan as Appendix B.

Other Academic Assessment
The director works with Oregon Tech Online Learning, the Director of Academic Agreements, and those departments with off-site locations to ensure equivalent academic rigor and the inclusion of comparable assessment measures for these programs.

2014-15 Plans
During the 2014-15 academic year, the director will work with the Director of Distance Education to ensure assessment of online courses if the same on-campus course is being used for assessment purposes.

During the 2014-15 academic year, the director will continue work with the Director of Academic Agreements and faculty coordinators to ensure equivalent rigor between Oregon Tech 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 the Director of Academic Agreements, 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 10/31/14

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 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 Director of Institutional Research, the Director of Assessment, the Chair of the Commission on College Teaching and at least one faculty member from each school, and at least one faculty member from a non-Klamath Falls campus, 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 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. The Director represents the Assessment Commission at the Provost's Council, the Curriculum Planning Commission, and the General Education Advisory Council.

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 Oregon Tech 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 Provost's 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

These reports are kept in the office of the Director of Assessment 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 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.

10/18/10 Charter revised to replace "Academic Council" with "Provost's Council." The chair is no longer a member of the Academic Council; the Provost's Council is the new committee to replace the former "full" Academic Council.

10/3/11 Charter revised to remove the Provost from membership in the Assessment Commission and the Executive Committee. In addition, the chair is no longer designated as a member of the Curriculum Planning Commission, Provost's Council, and the General Education Advisory Council.

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.

Appendix B
2014-15 Assessment Tasks and Timelines for Assessment Coordinators

Fall 2014	
Due Date	Task
Convocation meeting with department faculty Wednesday, Sept 17	1. Review with program faculty: • purpose/mission statement • educational objectives • student learning outcomes • Review program SLO cycle with ISLO cycle* 2. For 2014-15 PSLOs: • Review PSLO-Curriculum Matrix • Review performance criteria • Plan direct and indirect measures 3. Review planned improvements (closing the loop items) from spring 2014 faculty meeting. Plan for data collection (just weak performance criteria).
Friday, September 26	Present plan for participation in the MSC (by email) to the Director of Assessment, including outcomes targeted, courses, and instructors
Thursday, October 2 2:00 p.m.	Attend Assessment Commission Meeting Re: Assignment guidelines for MSC—bring designated instructors
Friday, October 10	Submit plan—first draft of 2014-15 report including items 1-3 above
October 6 through December 5	Perform planned fall assessment measures
Friday, December 12	Submit student work, assignment, and assignment cover sheet for MSC (method of submission will be forthcoming)
Winter 2015	
Friday, January 16	Submit status update—write up & submit fall assessment results in ongoing report
January 5 through March 13	Perform planned winter assessment measures
Spring 2015	
Friday, April 10	Submit draft report complete through section IV
March 30 through June 5	Perform planned spring assessment measures to be included in next year's report
April	Plan a date for a spring meeting for your program faculty in week 7 or 8
May 11-22 (week 7 or 8 of term)	Hold a program faculty meeting on student learning outcomes for the year
Friday, June 5	Submit final assessment report to Department Chair for review
Friday, June 12	Department Chair submits approved assessment report to the Director of Assessment

*Note: the Assessment Commission will participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) this year in lieu of ISLO assessment activities.

Appendix C
Policy for ISLO Exemption

All programs are expected to participate in annual ISLO assessment activities. Exemption may also be granted on a case by case basis by the Provost.

The procedure for granting an exemption from an ISLO is as follows:

- The assessment coordinator requests the exemption in writing from the Dean, with a copy sent to the Provost and the Director of Assessment. This request must include the rationale for exemption.
- The Provost, Deans, and Director of Assessment meet to discuss all requests.
- The final decision (exemption granted or denied) is made by the Provost.
- The assessment coordinator is notified of the Provost's decision by their respective Dean.

Appendix D
Oregon Tech Assessment Records Storage and Retention Guidelines

What assessment records should be kept?
Generally any records that help support the data in annual program assessment reports.

- Rubrics
- Original assignment
- Exam questions
- Survey questions
- Score sheets with complied data
- Student work

Where should assessment records be stored?
Ideally assessment records should be stored electronically. A good option is a program file structure on the OIT shared T: drive, allowing all faculty in the program access to deposit assessment records (see sample file structure and file naming protocol below). Prior to returning student work an electronic copy (pdf) should be created. Your program assessment report should identify where more detailed records are kept.

How long should assessment records be kept?
Program reports should be kept indefinitely. All other assessment records should be kept a minimum of seven years or longer if required by program specific accrediting agencies. This timeframe covers two program assessment cycles, one ISLO cycle of assessment and one institutional accreditation cycle.

Is storing individual student data with identifying information a violation of FERPA?
No, assessment work involves an "educational need to know." Storing of individual student results or student work attached to student ID and/or student name is acceptable as long as it is in a secure location (locked file cabinet, T: drive). **Email is not secure and cannot be used as a means to transfer assessment data or student work attached to identifying information.**