

Programmatic Assessment

2022-2023

Executive Committee of the Assessment Commission: Rachelle Barrett (chair),
Cristina Crespo, Christy VanRooyen, Gary Lomprey, Cliff Stover, Dina Battaglia,
Abdy Afjeh

Why?

Three Key Reasons

1. Industry Standard
2. Faculty Professional Development
3. Improve Student Learning

Labels

Boots

Articles
PDFs
Screens

Videos +
podcasts

Other

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Fall Term Assessment Timeline

1. The Assessment Committee (AC) will be charged to focus on the assessment of student achievement data (including equity gaps) over the course of the last three years (2020, 2021, and 2022)
2. The AC will work with department chairs and faculty beginning at the fall 2022 convocation and continue through the early fall 2022 term to gather “Action Plan Addendums” that discusses how they have used their assessment data over the past three years to improve student learning in their curriculum/programs
3. During Convocation 2022, the AC will be sharing the importance of entering all learning outcomes in the Course Learning Outcome Worksheet, noting alignments with program learning outcomes and course learning outcomes when applicable
4. The AC will provide the Accreditation Team the Program Assessment Report individualized feedback it provided each department chair for the 2021-22 academic year upon the hiring of an AVPAE

Fall Term Assessment Timeline, cont.

5. The AC will be meeting with department chairs during the first Academic Council meeting of the year (date TBA) to continue to assist with data gathering and CLO Worksheet data entering
6. The AC will be meeting the department chairs on October 20th during Department Chairs Training for “Final Call” for Data Assistance, Action Plan Addendum Writing, and Program Report Writing
7. Data for the last three years gathered via CLO Worksheets, 2022 Program Assessment Reports, and “Action Plan Addendums” due October 31st (**NO LATE SUBMISSIONS THIS YEAR DUE TO YEAR 7 ACCREDITATION REPORT DUE DATE**)
8. NWCCU Draft Due December 1, 2022

Previous ESLO Assessment 6-year cycle

| ISLO | Date of Assessment Collection | DataSource | Gaps Identified | Actions Taken |
|-----------------------|-------------------------------|-------------------------------------|--|--|
| Communication | 2016-2017 | Communications artifact | Student Technical Writing Skills | <ol style="list-style-type: none"> 1) 2017 Symposium with Industry members defining expectations for communication 2) 2017 Communications department instructor work group to consider Discipline specific technical writing courses development |
| Ethics | 2018-2019 | Ethics artifact | Instructor knowledge of ethical theories. | <ol style="list-style-type: none"> 1) 2020 update of rubric |
| Teamwork | 2019-2020 | Qualtrics Survey | Student ability to set group roles/responsibilities. | |
| Quantitative Literacy | 2020-2021 | Student survey and student artifact | Student financial literacy. | |
| Inquiry and Analysis | 2017-2018 | Inquiry and Analysis artifact | Assessment at multiple levels of curriculum | <ol style="list-style-type: none"> 1) 2019 Workshop on Scaffolding curriculum from CCT. 2) 2019 Book discussion "factfulness". 3) 2020 Development of Assignment library to share resources on inquiry and analysis. |
| Diverse Perspectives | 2015-2016 | none | Instructor ability to assess this item | <ol style="list-style-type: none"> 1) 2016 Integrating diverse perspectives - CCT convocation session. 2) 2018 Faculty training workshops on the Rubric and course design. 3) 2019 Dashboard development |

What's been done so far – ESLO data

Past

- Student artifacts are standardized, collected and graded as a community
- 6 year cycle
- ESLO committees update rubrics and assignment expectations then analyze the results of the data in order to design OIT community engagement and actions

Future

- Student artifacts are determined by instructional faculty and graded within program
- 3 year cycle
- Programs identify gaps requiring action plans
- ISLO committees provide guidance on curriculum design and implementing action plans and collecting information service courses

ISLO data 2020-21

Quantitative Literacy

- 63% assignments assessed were met
- Observations from departments:
 - Student Ability to solve equations decreases over time.
 - Student ability to question data increases over time.
 - Programmatic faculty should assess the outcome by consistent standards
 - University rubric doesn't measure the same things as assignment rubrics
 - Gaps noticed in college algebra

Inquiry and Analysis

- 80% assignments assessed were met
- Observations from departments:
 - Students are successful in this outcome
 - Weaknesses include ability to research
 - Weaknesses include application to finances

Plan

Check List of Items: What

- Program mission is aligned to University Mission
- Educational Objectives Wording is Actionable
- PSLO's are justified by Professional Standards
- PSLO'S are aligned to ISLO
- Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course

Mission, Map, and PSLOs will be posted on your Assessment page.

| University | ISLO 1 - Communication | ISLO 2 - Inquiry & Analysis | ISLO 3 - Ethical Reasoning | ISLO 4 - Quantitative Literacy | ISLO 5 - Teamwork | ISLO 6 - Diverse Perspectives |
|-----------------|---------------------------|--------------------------------|-------------------------------|-----------------------------------|----------------------|----------------------------------|
| Program | <u>PSLO 1</u> | <u>PSLO 2</u> | <u>PSLO 3</u> | - | - | - |
| COURSE | - | - | - | - | - | - |
| <u>MATH 111</u> | - | - | - | - | - | - |
| <u>WRI 121</u> | F | - | - | - | - | - |
| <u>SPE 111</u> | F | - | - | - | - | - |
| <u>ENGR 101</u> | P | - | - | - | - | - |
| <u>CIV 100</u> | - | P | - | - | - | - |

Check List of Items: How/When

- Assessment Cycle is three years to cover all PSLO and ISLO
 - Actions taken in each year of the cycle are specified
- During collection year, courses/assignments are specified that align to PSLO at FP&C levels
 - Rubric: Criteria for grading the assignment is described (appendix)
- Performance Targets of acceptability are indicated
 - Sample: Number of samples reviewed specified
 - Reliability: Reviewer and locations specified

| University | Program | Y1 | Y2 | Y3 |
|---------------|---------------|----------------------|----------------------|----------------------|
| <u>ISLO 1</u> | <u>PSLO 1</u> | Course 1 Course 2 | | |
| <u>ISLO 2</u> | <u>PSLO 2</u> | | Course 1 Course 2 | |
| <u>ISLO 3</u> | <u>PSLO 3</u> | | | Course 1 Course 2 |
| <u>ISLO 4</u> | - | Course 1 Course 2 | | |
| <u>ISLO 5</u> | - | | Course 1 Course 2 | |
| <u>ISLO 6</u> | <u>PSLO 6</u> | - | - | Course 1 Course 2 |
| - | <u>PSLO 4</u> | - | Course 1 Course 2 | - |
| - | <u>PSLO 5</u> | - | - | Course 1 Course 2 |

University Planning Resources

| ISLO/ESLO Three Year Academic Assessment Cycle (Student Success) | | |
|---|--|--|
| Year 1 ISLO/ESLO's 2020-2021 | Year 2 ISLO/ESLO's 2021-2022 | Year 3 ISLO/ESLO's 2022-2023 |
| <p align="center">Plan</p> <p>Communication, Teamwork, Ethical Reasoning Upcoming assignments & assessments; Reflect and Evaluate</p> | <p align="center">Plan</p> <p>Diverse Perspectives including Cultural Sensitivity & Global Awareness Upcoming assignments & assessments; Reflect and Evaluate</p> | <p align="center">Plan</p> <p>Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning Upcoming assignments & assessments; Reflect and Evaluate</p> |
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| <p>ASSESS: Direct Measures-(circle) Faculty Grades (Rubric), Standardized Tests, Exams, Pre and Post Test Designs, Competency-Based Demonstrations, Portfolios Indirect Measures-(circle) Faculty Grades-DFW, Surveys & Reflections, Course Evaluations, Graduation Rates, Retention Rates. Program Collect and Analyze Report due at the end of spring term and feedback given by fall term.</p> | | |
| <p align="center">Act</p> <p>Diverse Perspectives including Cultural Sensitivity & Global Awareness Close loops, make improvements and remeasure Engage campus (professional development)</p> | <p align="center">Act</p> <p>Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning Close loops, make improvements and remeasure Engage campus (professional development)</p> | <p align="center">Act</p> <p>Communication, Teamwork, Ethical Reasoning Close loops, make improvements and remeasure Engage campus (professional development)</p> |

To do:

- Align your curriculum cycle to collecting **Diverse Perspectives & Global Awareness** during 2022-2023
- Identify where this outcome is covered in the curriculum 2022-2023
- Discuss specific learning activities that align with the criteria
- Review performance targets and assignment expectations with all faculty

Diverse Perspectives & Cultural Sensitivity

- This one outcome is emphasized by Northwest's updated outcomes 2020.
- Assessed: Oregon Tech has never the Cultural Awareness outcome.
- Engage:
 - 2020 convocation was rescheduled due to COVID-19
 - Diverse perspectives events noted in campus life calendar as "DP"
 - Faculty training on diverse perspectives rubric & assignment design
 - Equity dashboards created
- Plan:
 - Get as many programs to find places in their curriculum to assess Diversity/Cultural Awareness
 - Get as many faculty members as possible to attend at least one DICE training 2022-2023
- ISLO6: Diverse Perspectives
 - "Recognition of diverse perspectives requires the self awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others. This includes but is not limited to the awareness and understanding of the customs, practices, methodologies, and viewpoints of varied cultures, individuals, and identities.
 - Criteria:
 - Recognize: Show awareness of one's own perspective.
 - Know: Demonstrate factual knowledge of the foundations of diverse perspectives.
 - Understand: display understanding and awareness of other's perspectives.
 - Apply: Integrate factual knowledge and understanding of diverse perspectives to their interactions with others.

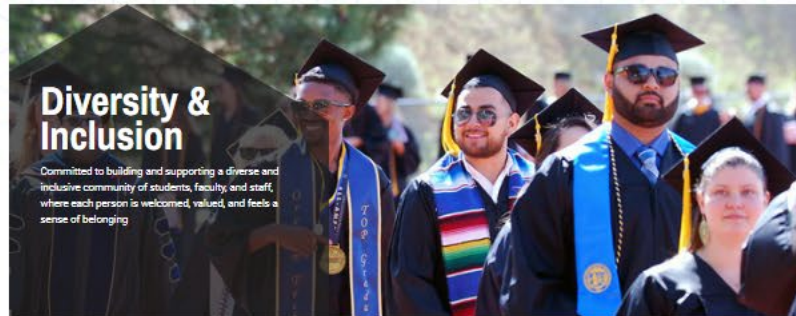
DICE Department - Resources

← → ↻ oit.edu/about/diversity-inclusion 🔍 📄 ☆ 🏠 👤 Update ⋮

Gmail YouTube Maps

Diversity, Inclusion, & Cultural Engagement (DICE)

ALL LOCATIONS



REQUEST A DICE TRAINING

ADD AN EVENT TO THE DICE CALENDAR



Diversity



Data

Check List of Items: Data

Results include:

- Graduation
- Retention
- Persistence
- DFWI
- Post Grad Success
- Equity Gaps
- PSLO
- ISLO

Interpretation

- Compare against program defined performance targets
- Compare against university averages
- Compare against previous program data

Current Year:

| <u>Performance Criteria</u> | <u>Assessment Methods</u> | <u>Performance Target</u> | <u>Results</u> | <u>Met?</u> |
|-----------------------------|------------------------------------|--|----------------|-------------|
| <u>PSLO1-ESLO1</u> | <u>Ethics assignment in CHE260</u> | <u>75% of students scoring 3 or higher</u> | <u>63%</u> | <u>No</u> |
| <u>PSLO2-ESLO2</u> | <u>PHY120 Final Practical Exam</u> | <u>75% of students scoring 3 or higher</u> | <u>100%</u> | <u>Yes</u> |
| <u>Graduation Rate</u> | <u>University Dashboard</u> | <u>6-year rate >50%</u> | <u>92%</u> | <u>Yes</u> |
| <u>Retention</u> | <u>University Dashboard</u> | <u>1-year rate >75%</u> | <u>89%</u> | <u>Yes</u> |
| <u>Certification</u> | <u>Accreditor's report</u> | <u>1-year >75%</u> | <u>70%</u> | <u>No</u> |
| <u>DFWI</u> | <u>University Dashboard</u> | <u>All program <12%</u> | <u>2%</u> | <u>Yes</u> |

Check List of Items: Data

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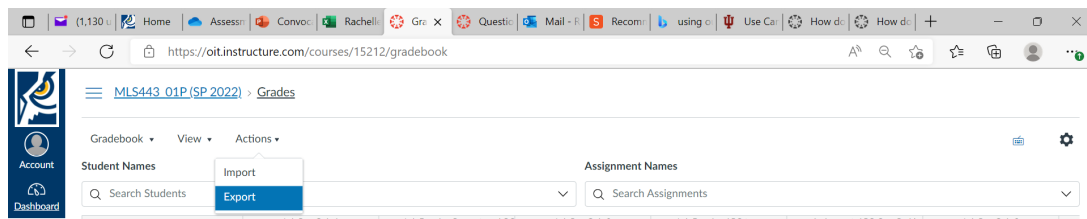
Multiple Years:

| Performance Criteria | 2020-2021 | 2019-2020 | 2018-2019 | % Change |
|------------------------|-------------|------------|--------------------------|-------------|
| <u>PSLO1-ISLO1</u> | <u>63%</u> | <u>80%</u> | <u>No data available</u> | <u>-17%</u> |
| <u>PSLO2-ISLO2</u> | <u>100%</u> | <u>70%</u> | <u>73%</u> | <u>+30%</u> |
| <u>Graduation Rate</u> | <u>92%</u> | <u>87%</u> | <u>91%</u> | <u>+1%</u> |
| <u>Retention</u> | <u>89%</u> | <u>76%</u> | <u>77%</u> | <u>+12%</u> |
| <u>Certification</u> | <u>70%</u> | <u>68%</u> | <u>No data available</u> | <u>+2%</u> |
| <u>DFWI</u> | <u>2%</u> | <u>3%</u> | <u>2%</u> | <u>0%</u> |

Using Canvas to collect data

Option #1

- Download student performance from grade book into Excel

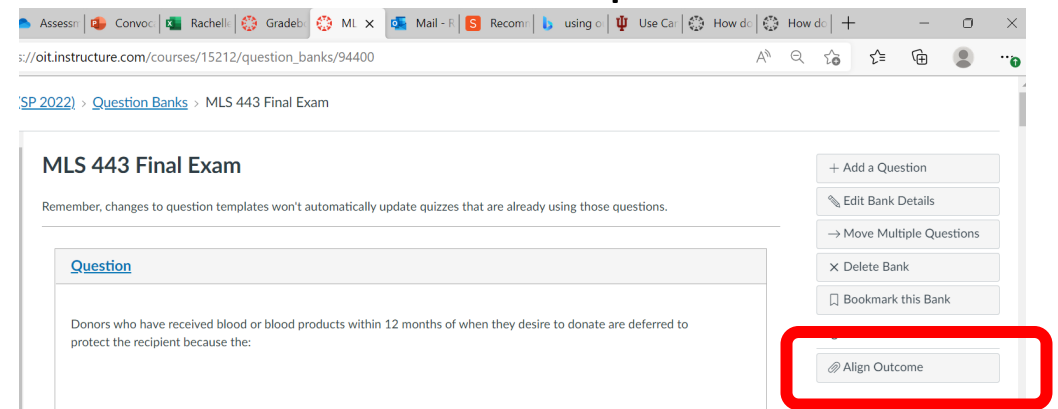


- Use **countifs** function to identify the % of students meeting.

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-align-an-outcome-with-a-question-bank/ta-p/790>

Option #2

- Add outcomes to a question bank.



Option #3

- Add the outcome as a Rubric to the assignment and score manually.

University Data Resources

Direct: PSLO/ISLO

- Class of 2021-2022 data was entered by the instructor quarterly.
- **Chairs** have access to all data entered for the department.

Indirect: Student Exit Survey

- Contact Barb Meng
- Grad/Retention/DFWI
- Dashboard

The image displays two screenshots of the TECHweb portal. The top screenshot shows the 'Faculty Resources' dashboard, which includes a navigation menu with 'Faculty Resources' highlighted. Below the menu is a grid of icons for various services: Academic Advising, Academic Affairs Calendar, Accommodations, Canvas Support, Course Learning Outcomes (highlighted with a purple box), Curriculum Changes, Equity Gap Dashboards (highlighted with a purple box), Faculty Course Evaluations, Faculty Handbook, Forms and Guidelines, and Instructional Request. The bottom screenshot shows the 'Report Learning Outcome Progress for Your Course' page, which includes a 'Select Term' dropdown menu set to 'Fall 2020' and a 'View Department Outcomes' button highlighted with a red box.

University Data Resources

University average data from 2021-2022 is on the Institutional Research page.

<https://www.oit.edu/institutional-research>

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To Do:

- Pull up your **CLO summary** from 2021-2022
- Identify gaps in the data set
- Which courses met and did not meet performance targets?
- Begin to identify patterns in the data
- Look at the **dashboards** for your department. Did retention and graduation go up or down? Where can you look for equity gaps?

<https://www.oit.edu/academic-excellence/assessment>

University Data Resources

| Ethics | Teamwork | Communication |
|--------|--------------|---------------|
| 100% | Not Assessed | 100% |

Reported data:

- No courses naturally assess teamwork.

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Looking at ISLO data:

- How did your program compare with University averages?
- Was there evidence of an increase in performance from Foundational level to Capstone level?
- What instructional resources do you need to provide better instruction in Ethics, Teamwork, Communication?

<https://www.oit.edu/academic-excellence/assessment>

Action Plans

Action Drivers

- Items not meeting performance targets have actions planned
 - Specifics of accountability and timelines are indicated
 - Actions are linked to budgetary decisions
- **Additional action plans for overall department improvement are indicated**

| <u>Performance Criteria</u> | <u>Current Action Plan Indicated</u> | <u>Accountable Party</u> | <u>Timeline</u> | <u>Resources Allocated</u> |
|-----------------------------|--|--------------------------|---|------------------------------|
| <u>PSLO1-ESLO1</u> | <u>The assignment will be changed in the following ways.</u> | <u>Instructor</u> | <u>Fall 2022 – Implemented 2022-2023 - Reassessed</u> | <u>Instruction Materials</u> |
| <u>PSLO2-ESLO2</u> | <u>None Indicated</u> | - | - | - |
| <u>Graduation Rate</u> | <u>None Indicated</u> | - | - | - |
| <u>Retention</u> | <u>None Indicated</u> | - | - | - |
| <u>Certification</u> | <u>Faculty deep dive evaluation of certification criteria.</u> | <u>All faculty</u> | <u>Summer 2022 – Implemented 2024-2025 - Reassessed</u> | <u>Faculty Retreat</u> |
| <u>DFWI</u> | <u>None Indicated</u> | - | - | - |

Resources

- Some action plans may have been indicated in the CLO Worksheet
- Some actions are taken without data drivers, however, data could be identified that would demonstrate success
- Suggestions of Actions that can be taken:
 - Assignment improvement
 - Rubric change
 - Teaching improvement
 - Attendance at trainings
 - More resources allocated
 - Assessment process improvement

Add Student Learning Outcome

Outcome
also fulfills
• Communication (ISLO)

Define Outcome...

Quizzes % Midterm Exam % Final Exam %

Custom Criteria

Other Criteria Value

SOP Project %

Outcome Achieved
--Select--

Comments and Strategies to Improve CLO

Save Outcome Cancel

Close the Loop

Previous Work Done

To Do:

- Pull up last year's report.
- Look at previous action plans.
 - Were they implemented?
 - Were they successful?

<https://www.oit.edu/academic-excellence/assessment/reports>

- Faculty discuss previous action plan success given new data
- Faculty discuss trends in the data
- Faculty discuss the assessment process and make any improvements necessary

| Performance Criteria | Previous Action Plan | Previous Data | Current Data | Interpretation |
|----------------------|---|---------------|--------------|------------------|
| PSLO1-ESLO1 | None Indicated | 80% | 63% | - |
| PSLO2-ESLO2 | The assignment will be changed in the following ways. | 70% | 100% | Success |
| Graduation Rate | None Indicated | 87% | 92% | - |
| Retention | None Indicated | 76% | 89% | - |
| Certification | Faculty deep dive evaluation of certification criteria. | 68% | 70% | More data needed |
| DFWI | None Indicated | 3% | 2% | - |

Summarize successes and failures of the department as identified in this process. Indicate when faculty discussed this data. Indicate other times when this data was presented.

About Program Reports

- Due to Office of Academic Assessment Oct 31 2022
 - Will include all data elements asked for in the template.
 - Grad rate, retention, PSLO, ISLO, post grad success, equity gaps identified
 - Will contain plan for 2022-2023
 - List at least one DICE training faculty plan to attend during the year
 - Will contain data and actions from 2021-2022
 - List actions to be taken on improving student education in Communication/Ethics and Teamwork as well as PSLOs
 - List actions to be taken departmentally on closing equity gaps
 - Will contain close the loop analysis on actions implemented from 2020-2021 data
 - List changes made in the program and actions taken since 2020 in a summary table
- Review Process
 - Provide the contact for the program or program representative that will be participating in the report submission.
 - Using this Rubric, one volunteer from each program should review at least 2 other program reports by end of Winter term.
 - Feedback will be given spring term.
 - Reports will be posted spring term.
 - Best – of will be awarded Convocation 2023

Program Reports Trends

- Strengths:

- PSLOs and Mission Statements well written and aligned
- Detailed Curriculum Maps
- Current Year's data presented and discussed by faculty
- Performance targets met

- Weaknesses:

- Planning not linked to Budgets
- Historical data not examined
- Equity not considered

Summary Data

- 58% presented aligned maps
- 87% presented a 3 year assessment cycle
- 52% presented ESLOs
- 10% mentioned equity
- 90% performance targets met by department

Best of Assessment

- "The Game Changer" - The academic program that is helping to take OT's Culture of Learning to its next level through its outcomes assessment work.
- "Close the Loop Award" - The program that demonstrated closing the loop by looking back at the success of past action plans.
- "Exemplar Award" - Best overall assessment report

Award winners should e-mail Rachelle Barratt: rachelle.barratt@oite.edu to coordinate receipt of the award.

Questions

What more guidance would you like on in depth assessment processes?

What more guidance do you need on ESLO topics for next academic year?

Would you attend a training on equity gaps in academia?

Time to meet with your
department to complete your
To-Do List