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## 2014 – 2015 Academic Assessment Report

Prepared by

The Director of Assessment  
and

The Executive Committee of the Assessment Commission

*June 3, 2015*

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## **Academic Assessment Report 2014 – 2015**

### **Oregon Tech Assessment Commission**

#### **Introduction**

This report outlines Oregon Tech assessment activities and accomplishments during the 2014 – 15 academic year and is based on the goals set in the 2014 – 15 Academic Assessment Plan. This document was prepared by the Director of Assessment, Sandra Bailey, 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/assessment](http://www.oit.edu/assessment).

#### **Leadership of Academic Assessment Efforts**

During 2014 – 15 Hallie Neupert, 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. The Chair and Director worked closely together to coordinate assessment efforts. Membership of the Assessment Commission and Executive Committee is listed in Appendix A.

#### **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 2014 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, bookmarks provided by advisors, a listing in the student academic planner, a display in the college catalog alongside the list of degree programs, and information on the assessment web site.
- The Director of Assessment maintained the assessment web site as an important communication vehicle for publishing student learning outcomes. 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:

- 2014 – 15 Academic Assessment Plan (October)
- 2014 – 15 Academic Assessment Report (this report—June)
- Report on involvement in Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC)

In addition, the commission ensured, per the assessment plan, that the following 2013 – 14 assessment information was shared with faculty during the Fall 2014 convocation:

- 2013 – 14 Assessment of Critical Thinking
- 2013 – 14 Assessment Accomplishments and Plans for 2014 – 15

## **Liaison with Other Campus Bodies**

The Director served as a liaison with Student Affairs, keeping this group informed of changes to Institutional Student Learning Outcomes that were then incorporated into the new Student Affairs led [Leadership Academy](#). In addition, the Director worked with Student Affairs directors to review the results of the Beginning College Survey of Student Engagement (BCSSE). These results will be further analyzed when linked results are available from the Spring 2015 administration of the National Survey of Student Engagement (NSSE).

The Director and Chair also serve as members of the Northwest Commission on Colleges and Universities (NWCCU) campus team. Through their input, academic assessment processes and results are being used to demonstrate mission attainment in Oregon Tech's current self-study.

The Director serves as a member of the Retention Committee and frequently provides university data associated with academic success as well as external success metrics.

The Director worked with the Advising Commission to incorporate advising specific questions on the NSSE administered to freshmen and seniors this spring.

## **Assessment and Curriculum Matters**

The Director continued as a voting member of the Curriculum Planning Commission (CPC). The Director reviewed all CPC documents 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 was one new dual major proposed and approved during this academic year.

## **Assessment and General Education**

As the co-chair of the General Education Review Task Force (GERTF), the Director is actively engaged in the ongoing work of this group. This year the GERTF led the work of six subcommittees that redefined the Institutional Student Learning Outcomes based on recommendations from the Assessment Executive Committee.

The GERTF is currently working on development of a new model for general education at Oregon Tech that better aligns institutional outcomes with curriculum. The Assessment Commission remains closely involved in this work as it progresses.

## **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. In addition, grant funding was obtained from participation in the MSC. These funds will be used by the Assessment Commission for faculty professional development associated with the findings from this initiative.

## **Institutional Assessment**

The Executive Committee engaged in or completed the following institutional assessment work during the 2014 – 15 academic year:

### ***Implementation of the Assessment Plan***

- As noted above in "Assessment Reporting," the committee led a faculty session on assessment during convocation. The presentation included a summary of 2013 – 14 activities and accomplishments, a discussion of plans for 2014 – 15, and a presentation of assessment results on critical thinking.
- The committee completed the 2014 – 15 assessment plans in October, received Provost approval, and posted the plan on the assessment web site.
- 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 Director tracked "closing the loop" items from 2014 – 15 program reports and provided reminders to assessment coordinators.
- The committee followed the work of the statewide Learning Outcomes and Assessment Committee, with Sandra Bailey providing updates.
- The committee was informed of statewide conversations regarding academic quality through updates provided by Inter-institutional Faculty Senate representative Ryan Madden.
- The committee planned for and administered the National Survey of Student Engagement during spring term with a 40.8% response rate. This student survey collects information about first-year and senior students' participation in programs and activities provided by the institution for their learning and personal development. Initial results will be shared at fall convocation.
- The committee completed the 2014 – 15 assessment report (this report) in June and posted it on the assessment web site.

- The committee planned the 2015 – 16 assessment activities for Diverse Perspectives to provide baseline data for further development of curriculum to support this new outcome, which had evolved from the Cultural Awareness ISLO. Program faculty mapped their current curriculum to Diverse Perspectives based on the criteria developed in the fall. Based on this mapping, appropriate courses will be tagged for data collection throughout the 2015 – 16 academic year. A rubric is currently under development by the Diverse Perspectives Subcommittee and will be shared with program faculty during Fall 2015 convocation.

### ***Changes Made as a Result of Assessment***

- The committee worked with the GERTF and outcomes subcommittees (Appendix B) to identify revised Institutional Student Learning Outcomes (ISLOs) based on recommendations coming from the 2013 – 14 review by the Assessment Executive Committee, and comparisons to national frameworks (the Degree Qualifications Profile and the Association of American Colleges and Universities' LEAP Essential Learning Outcomes). The original eight ISLOs were condensed to six outcomes with newly defined criteria (Appendix C). The outcomes and criteria were refined and ratified by the Executive Committee, approved by the Provost, and published to the website.
- The committee approved a change in name from Institutional Student Learning Outcomes to Essential Student Learning Outcomes (ESLOs) to align with the name proposed by GERTF for the revised general education program, Essential Studies.
- The committee in conjunction with the GERTF, developed a new structure connecting the work of the Assessment Commission to general education and faculty professional development. Members from the Assessment Executive Committee, the Commission on College Teaching (CCT), and the General Education Advisory Commission (GEAC) will form six ESLO subcommittees. This structure will help advance assessment by better connecting the analysis of results to those with the responsibility and authority to implement appropriate actions.
- The committee developed a revised six-year cycle of assessment, defining yearly deliverables for each ESLO. The new ESLO subcommittees with responsibility for this work will coordinate with the Assessment Executive Committee, CCT and GEAC. This new process will provide much needed continuity to the work and increase the probability of real improvement from the process.
- The committee drafted a new assessment plan based on the revised six-year cycle of assessment and the new structure. The plan identifies how the work of these three committees complement each other to advance teaching and learning. The draft cycle with full descriptions can be found in Appendix D.
- The committee worked with the Oregon Tech Marketing and Communication Department to develop an updated look to the website, incorporating icons and webpages for each of the six ESLOs. The committee is coordinating with the GERTF Broadcasting and Marketing subcommittee on marketing materials to support the ESLOs and new Essential Studies program.
- The committee met with Kristen Konkel who attended training for the new IDEA Center Evaluations. The revised IDEA objectives now closely align with Oregon

Tech's six ESLOs. The evaluations, to be implemented Fall term 2015, will be used as an indirect assessment measure for ESLOs.

- An ad-hoc committee was formed in the Fall term 2014 charged with selecting an assessment software for adoption. Following a needs assessment, research was conducted, and several vendors provided demonstrations. The software committee selected LiveText for adoption. Implementation will begin over the summer, with training for assessment coordinators planned in Fall 2015.

### ***National Initiatives and Recognition***

- The committee led Oregon Tech participation in the [Multi-State Collaborative to Advance Learning Outcomes Assessment](#), a grassroots initiative designed to provide meaningful evidence through the faculty assessment of student work. This is the largest national effort to assess student learning using students' actual work drawn from assignments constructed by faculty. Oregon Tech faculty collected work samples to be scored using the Association of American Colleges and Universities (AAC&U) VALUE rubrics for Writing, Critical Thinking, and Quantitative Literacy.
- In coordination with the Commission on College Teaching (CCT), the committee hosted a highly informative quantitative literacy workshop with Dr. Nathan Grawe<sup>1</sup> during fall convocation. Faculty participants worked on developing appropriate assignments to assess quantitative literacy that could be implemented in 2014 – 15. Many faculty present also participated in the MSC by collecting quantitative-literacy work samples.
- The Director reported on national-level accountability trends and best practices gleaned from working with the MSC, attending AAC&U conferences and collaborations with other DQP coaches.
- Oregon Tech's progress in academic assessment work was highlighted in several publications this year, including:
  - Oregon Tech's convocation mapping exercise highlighted in the [DQP Roadmap to Enhanced Student Learning](#) (p. 18).
  - Oregon Tech's ethics signature assignment designed by a team of faculty and used for institutional assessment is included in the [DQP Assignment Library](#).
  - Oregon Tech's institutional outcomes review and revision process was highlighted as an institutional example of use of the DQP <http://degreeprofile.org/examples-of-use/>.
  - Oregon Tech's collaborative signature assignment design process was highlighted in the November 2014 NILOA report [Catalyzing Assignment Design Activity on Your Campus](#) (pp 15 – 16).
- The committee initiated planning for a Fall 2015 pre-convocation conference. This professional development opportunity for faculty will focus on assignment design. Oregon Tech faculty involved in the MSC scoring and the NILOA assignment design workshop will lead faculty in a calibration session using student artifacts collected from the MSC and a collaborative assignment design workshop.

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<sup>1</sup> Former Director of the QuIRK (Quantitative Inquiry, Reasoning & Knowledge) initiative at Carleton College, Professor of Economics, and Board Member of the National Numeracy Network.

### ***Faculty Accomplishments***

- Three Oregon Tech faculty, Mehmet Vurkaç, Kari Tremeryn, and Sharon Beaudry, were trained by AAC&U to be scorers for the MSC. These faculty attended a national calibration session using the VALUE rubrics for Quantitative Literacy, Writing, Critical Thinking, and Intercultural Knowledge and Competence. Each faculty member then scored 75 student artifacts from 2- and 4-year institutions across the United States. This pioneering effort in assessment will be used to develop national reliability estimates for these VALUE rubrics.
- Two Oregon Tech assessment coordinators, Veronica Koehn and Suzanne Hopper, were invited to participate in the National Institute for Learning Outcomes Assessment (NILOA) assignment design workshop in March, 2015, in Boulder, CO. Their collaborative learning assignments will be included in the Degree Qualifications Profile (DQP) [Assignment Library](#) hosted by NILOA.
- Seth Anthony, Chair of the new Inquiry and Analysis ESLO subcommittee, was chosen to participate in AAC&U's Scientific Thinking and Integrative Reasoning Skills (STIRS) initiative as a STIRS fellow. He will be one of five STIRS fellows who will collaborate over the next two years to develop integrated approaches to scientific thinking.

### **Program Assessment**

During the fall convocation, the Chair of the Assessment Commission laid out the 2014 – 15 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 2014 – 15 SLOs
- Performance criteria for 2014 – 15 SLOs
- Plans for direct and indirect measures of 2014 – 15 SLOs
- Plans for implementation of improvements from 2013 – 14 assessment activities
- 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:

- Assignment parameters for participation in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC)
- Training for new assessment coordinators, new faculty, and others as invited by specific departments

During winter and spring terms, the coordinators continued to execute their 2014 – 15 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
- Collected and analyzed senior exit data
- Wrote a final assessment report

### **Summary**

During the 2014 – 15 academic year, Oregon Tech continued its systematic work in assessment. The institution made significant progress in advancing assessment efforts at both institutional and program levels. The major accomplishments for the year were:

- Adoption of six Essential Student Learning Outcomes
- Revision of the six-year assessment cycle, adding deliverables connected to ESLO subcommittees
- Participation in the MSC national project to assess student learning
- Selection, adoption, and implementation of a new assessment software
- Connection of campus work to national trends through NILOA assignment design, MSC scoring, and the STIRS initiative
- National Recognition for Oregon Tech’s assessment work through various publications
- Completion of all planned assessment reports
- Expansion of connections to other campus bodies using assessment for decision making

As the Executive Committee concludes the academic year, the committee looks forward to the 2015 – 16 year. We will present assessment results from our participation in the Multi-State Collaborative to Advance Learning Outcomes Assessment 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 diverse perspectives and fully integrate LiveText into our already mature assessment process. The Executive Committee is pleased with the integrated culture of assessment at Oregon Tech and the connection with national trends that these accomplishments reflect.

## Appendix A

### Assessment Commission Membership 2014 – 2015

#### Executive Committee

Seth Anthony	Assistant Professor and Assessment Coordinator, Science General Education
Sandra Bailey	Director, Assessment
Maria Lynn Kessler	Professor and Assessment Coordinator, Applied Psychology BS
Veronica Koehn	Assistant Professor and Assessment Coordinator, Communication Studies BS
Ryan Madden	General Education Program Director, Wilsonville
Don McDonnell	Assistant Professor and Assessment Coordinator Radiologic Science BS
Hallie Neupert	Professor, Chair Executive Committee and Assessment Coordinator HC Mgmt. BS
Sean St Clair	Department Chair and Assessment Coordinator, Civil Engineering BS
Mehmet Vurkaç	Assistant Professor and Assessment Coordinator, Electrical Engineering BS
Mark Robinson	Director, Institutional Research
Gregg Waterman	Associate Professor and Assessment Coordinator, Mathematics General Education

#### Assessment Coordinators

Ben Bunting	Assistant Professor, Humanities General Education
Kerry Byrne	Assistant Professor, Environmental Sciences BS
Cara Calvo	Department Chair, Clinical Lab Sciences BS
Barry Canaday	Assistant Professor, Echocardiography BS
Chris Caster	Associate Professor, Vascular Technology BS
Robyn Cole	Associate Professor, Diagnostic Medical Sonography BS & Degree Completion
Jan Cope	Department Chair, Dental Hygiene BS & Degree Completion
Hope Corsair	Assistant Professor, Renewable Energy Engineering MS
David Culler	Professor, Mechanical Engineering Technology BS
Jeff Dickson	Assistant Professor, Information Technology BS
James Eastham	Assistant Professor, Systems Engineering BS
Steve Edgeman	Program Director, Manufacturing Engineering Technology BS
Jim Fisher	Associate Professor, Applied Mathematics BS
Suzanne Hopper	Associate Professor, Dental Hygiene AAS
Phil Howard	Assistant Professor, Software Engineering Technology AE & BS
Rick Hoylman	Associate Professor, Nuclear Medicine Technology BS
Jim Hulse	Department Chair, Respiratory Care Degree Completion
Janette Isaacson	Assistant Professor, Echocardiography & Vascular Technology Degree Completion
Teshome Jiru	Assistant Professor, Renewable Energy Engineering
Jamie Kennel	Program Director, Paramedic Education AAS & BS
Roger Lindgren	Professor, Civil Engineering MS
Doug Lynn	Professor, Computer Engineering Technology AE & BS
Mason Marker	Associate Professor, Geomatics BS
Carmen Morgan	Associate Professor, Management BS
Sophie Nathenson	Assistant Professor, Social Sciences Gen Ed & Population Health Management BS
Molly O'Shaughnessy	Professor, Biology-Health Sciences BS
Jeff Pardy	Assistant Professor, Respiratory Care BS
Jane Perri	Associate Professor, Polysomnographic Technology AAS
Scott Prahl	Associate Professor, Optical Engineering BS
Troy Scevers	Assistant Professor, Embedded Systems Engineering Technology BS
Pat Schaeffer	Associate Professor, Operations Management BS
Aaron Scher	Assistant Professor, Electronics Engineering Technology BS
Maureen Sevigny	Professor, BAS in Technology & Management
Joe Stuart	Associate Professor, Manufacturing Engineering Technology MS
John-Glen Swanson	Assistant Professor, Mechanical Engineering BS
Kari Tremeryn	Assistant Professor, Communication General Education
Gary Zimmerman	Professor, Radiologic Science Degree Completion

**Appendix B**  
**ESLO Subcommittee Membership**  
**Fall 2014**

**Communication**

Matt Schnackenberg, Chair	Communication Department Chair
Ron Swisher	Professor, Natural Science
Sean St. Clair	Civil Engineering Department Chair
Elizabeth Gordon	Assistant Professor, Dental Hygiene
Linda Young	Professor, Communication
Cara Calvo	Clinical Lab Science Department Chair

**Inquiry and Analysis**

Seth Anthony, Co-Chair	Assistant Professor, Natural Science
Yasha Rohwer, Co-Chair	Assistant Professor, Humanities & Social Science
Mehmet Vurkaç	Assistant Professor, Electrical Engineering & Renewal Energy
Lloyd Parratt	Assistant Professor, Natural Science
Lisa Taylor	Assistant Professor, Natural Science
Paula Russell	Assistant Professor, Dental Hygiene
Christopher Syrnyk	Assistant Professor, Communication

**Ethical Reasoning**

Teresa Wolfe, Chair	Assistant Professor, Clinical Lab Science
Travis Lund	Assistant Professor, Natural Science
Yasha Rohwer	Assistant Professor, Humanities & Social Science
Suzanne Hopper	Associate Professor, Dental Hygiene
Franny Howes	Assistant Professor, Communication

**Teamwork**

Trevor Petersen, Chair	Assistant Professor, Humanities & Social Science
Robyn Wilde	Associate Professor, Natural Science
Kevin Brown	Professor, Communication
Evelyn Hobbs	Dental Hygiene Department Chair
Dan Peterson	Associate Professor, Communication
Don McDonnell	Assistant Professor, Medical Imaging Technology
Joe Stuart	Associate Professor, Manufacturing & Mechanical Engineering & Tech

**Quantitative Literacy**

Matt Beekman, Chair	Assistant Professor, Natural Science
Jack Walker	Professor Geomatics
Randall Paul	Associate Professor, Mathematics
Kris Rosenberg	Assistant Professor, Management
Kari Tremeryn	Assistant Professor, Communication
Maria Lynn Kessler	Professor, Humanities & Social Science

**Diverse Perspectives**

Ben Bunting, Chair	Assistant Professor, Humanities & Social Science
Barry Canaday	Assistant Professor, Medical Imaging Technology
Sharon Beaudry	Assistant Professor, Management
Dibyajyoti Deb	Assistant Professor, Mathematics
Gregg Waterman	Associate Professor, Mathematics
Veronica Koehn	Assistant Professor, Communication

## Appendix C

# Oregon Tech's Essential Student Learning Outcomes

Oregon Tech's Essential Student Learning Outcomes (ESLOs) support Oregon Tech's institutional mission and core themes. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech's degree programs.

The ESLOs reflect the common expectations about the knowledge, skills, and abilities that Oregon Tech students will acquire and are reflected in the General Education requirements that lay the foundation upon which the major curricula build. Engaging in these ESLOs will support Oregon Tech graduates in developing the habits of mind and behaviors of professionals and lifelong learners.

## COMMUNICATION

**ESLO 1: Oregon Tech students will communicate effectively orally and in writing.**

### Definition

Communication is the creation, development, and expression of ideas. The Communication ESLO differentiates between oral and written communication. The two forms of communication operate much the same but differ in the criterion *Style and Delivery* because of their differing forms of expression.<sup>2</sup> Both forms of communication involve purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

### Criteria for Communication Assessment

The following are criteria used in the assessment of student work:

- Purpose: Focus and connections made in presentation of evidence.
- Audience: Adjustments in presentation made for differing levels of knowledge and expertise among listeners and readers.
- Evidence: Support provided by research and disciplinary knowledge.
- Genre and Disciplinary Conventions: Adjustments in structure and order made for various fields and forms of presentation.
- Style and Delivery:
  - Oral Communication: Techniques including posture, gesture, eye contact, and vocal expressiveness.
  - Written Communication: Control of syntax and mechanics, as well as craft in choices of phrasing, vocabulary, and structure.
- Visual Communication: Support provided by visual presentation integrated with oral or written content.
- Justification: Self-assessment and support of choices made in communication.<sup>3</sup>

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<sup>2</sup> Oral communication differs from the Teamwork ESLO because oral communication focuses on an individual speaker presenting, not on interaction. Oral and written communication are assessed individually.

<sup>3</sup> This may be a separate assignment from the written or oral assignment used to assess the other criteria; this justification piece will ask the students to reflect on the deliberate choices they made during the composition process. While this is most often an implicit process, it will be made explicit for the purpose of assessment of at least one piece of written or oral communication.

## **INQUIRY AND ANALYSIS**

**ESLO 2: Oregon Tech students will engage in a process of inquiry and analysis.**

### **Definition**

Inquiry and analysis consists of posing meaningful questions about situations and systems, gathering and evaluating relevant evidence, and articulating how that evidence justifies decisions and contributes to students' understanding of how the world works.

### **Criteria for Inquiry and Analysis Assessment**

The following are criteria used in the assessment of student work:

- Identify: Identify a meaningful question or topic of inquiry.
- Investigate: Examine and critically evaluate existing knowledge and views on the topic of inquiry.
- Collect: Design and execute a means of collecting evidence
- Evaluate: Analyze evidence obtained in their investigation.
- Conclude: Draw conclusions based on analysis of evidence; grasp the limitations and implications of their analyses.

## **ETHICAL REASONING**

**ESLO 3: Oregon Tech students will make and defend reasonable ethical judgments.**

### **Definition**

Ethical reasoning is the process of recognizing which decisions require ethical judgments, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

### **Criteria for Ethical Reasoning Assessment**

The following are criteria used in the assessment of student work:

- Differentiate: Explain the differences between ethics and laws.
- Recognize: Recognize decisions requiring ethical judgments.
- Support: Support potential courses of action (via major ethical theories/principles, applicable ethical codes of conduct, etc.) and select the best-supported course of action.
- Apply: Apply ethical reasoning to novel situations.
- Evaluate: Identify and critically evaluate applicable code(s) of ethics and identify common ethical issues in their field.
- Articulate: Articulate a code of personal ethics.

## **TEAMWORK**

**ESLO 4: Oregon Tech students will collaborate effectively in teams or groups.**

### **Definition**

Teamwork encompasses the ability to accomplish group tasks and resolve conflict within groups and teams while maintaining and building positive relationships within these groups. Team members should participate in productive roles and provide leadership to enable an interdependent group to function effectively.

## **Criteria for Teamwork Assessment**

The following are criteria used in the assessment of student work:

- **Identify and Achieve Goal/Purpose:** Share common goals and purpose.
- **Assume Roles and Responsibilities:** Fulfill roles and responsibilities, including leadership roles, which are clearly defined and shared. Members are motivated to complete work in a timely manner and provide leadership in meetings.
- **Communicate Effectively:** Communicate openly and respectfully, listen to ideas, and support and encourage each other.
- **Reconcile Disagreement:** Welcome disagreement and use difference to improve decisions.
- **Contribute Appropriately:** Contribute to discussions, decision-making, and work. The work product is a collective effort.
- **Develop Strategies for Effective Action:** Use effective decision making processes to decide on action, share expectations for outcomes, and reach consensus on decisions.
- **Adjust for Differences:** Recognize and adapt to differences in background and communication style.

## **QUANTITATIVE LITERACY**

**ESLO 5: Oregon Tech students will demonstrate quantitative literacy.**

### **Definition**

Quantitative literacy comprises the ability to appropriately extract, interpret, evaluate, construct, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in students' everyday professional, civic, and personal lives.

### **Criteria for Quantitative Literacy Assessment**

The following are criteria used in the assessment of student work:

- **Calculate:** Perform mathematical calculations correctly (and evaluate/confirm that they have done so).
- **Interpret:** Extract and interpret quantitative information presented in various commonly used forms (e.g., equations, graphs, diagrams, tables, prose).
- **Construct Representations:** Convert relevant quantitative information and data into different forms as appropriate (e.g., equations, graphs, diagrams, tables, prose).
- **Apply in Context:** Apply appropriate quantitative methods, draw justified conclusions, evaluate claims, and make decisions based on quantitative information. Make and evaluate key assumptions in estimation, modeling, and data analysis.
- **Communicate:** Effectively and accurately communicate quantitative information in writing and verbally using representations (e.g., equations, graphs, diagrams, tables, prose) that are appropriate for their intended audience.

## **DIVERSE PERSPECTIVES**

**ESLO 6: Oregon Tech students will explore diverse perspectives.**

### **Definition**

Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others.<sup>4</sup> This includes the awareness and understanding of the customs, practices, and viewpoints of varied cultures, individuals, and identities.

### **Criteria for Diverse Perspectives Assessment**

The following are criteria used in the assessment of student work:

- Recognize: Show awareness of one's own perspectives.
- Know: Demonstrate factual knowledge of the foundations of diverse perspectives.
- Understand: Display understanding of others' perspectives.
- Apply: Apply factual knowledge and understanding of diverse perspectives to their interactions with others.

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<sup>4</sup> i.e., from the perspectives of diverse cultures and personalities, with consideration of varied places, histories, and technologies.

**Appendix D**  
**Draft Six-Year Cycle and Work Plan for ESLO Subcommittees**  
Oregon Institute of Technology

**Year 1: Design Assessment**

Develop assessment plan identifying research questions targeting various levels of proficiency. The following tasks should be considered in developing the plan: review ESLO criteria, review ESLO mapping to the curriculum, develop or review rubrics, identify the potential need for professional development prior to assessment, develop signature assignments, and review past assessment reports. Set appropriate benchmarks for student attainment at various levels. Plan submitted to the Assessment Executive Committee for approval and the General Education Advisory Council for inclusion in the Essential Studies program annual assessment report.

**Year 2: Analyze Data**

Aggregate and analyze data as defined in the assessment plan. Identify potential changes for continuous improvement considering both curricular changes and professional development. Submit written report summarizing findings to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies assessment report.

**Year 3: Plan Improvements**

Create action plan for improvement relating to curriculum including recommendations for curricular change, changes to ESLO criteria and/or rubrics, and changes to course approval process. Submit action plan to the General Education Advisory Council for approval and coordinate implementation with the appropriate bodies. The General Education Advisory Council will include the action plan in the annual Essential Studies program assessment report.

Design professional development to be implemented in year four based on plan for improvement considering ways to engage the university community including faculty, staff and students. In developing this plan research best practices and opportunities to collaborate with other institutions. Submit plan to the Commission on College Teaching.

**Year 4: Engage the University**

With the Chair of the Assessment Commission, present report of findings from year-two and planned improvements from year-three to the university at fall convocation. Coordinate with the Commission on College Teaching to launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students. The Commission on College Teaching will provide the General Education Advisory Council with a summary of professional development activities to include in the annual Essential Studies Assessment Report.

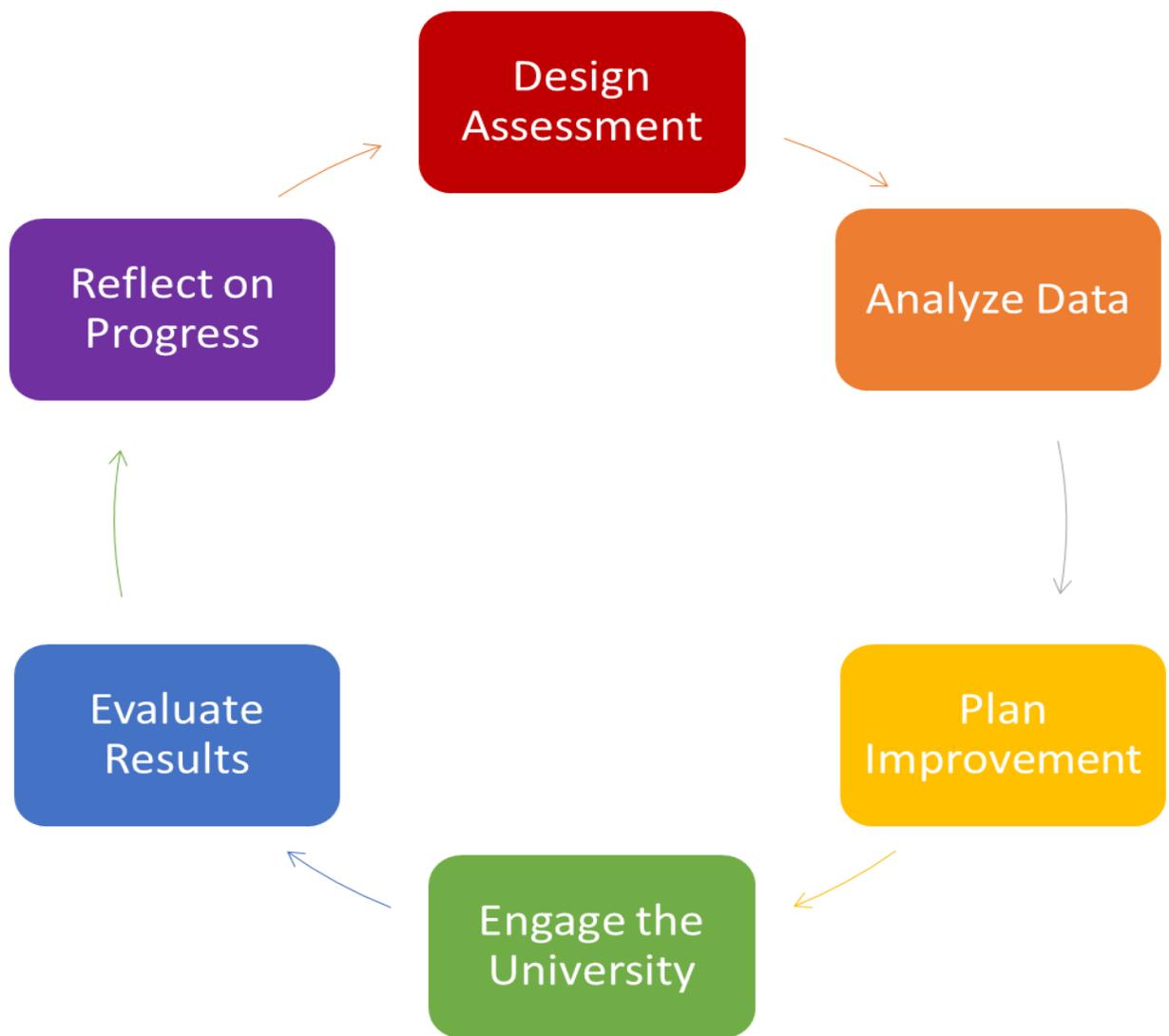
**Year 5: Evaluate Results**

Aggregate and analyze data from targeted areas of weakness identified in the year-two report. Report areas of improvement and/or recommendations for additional actions to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

### Year 6: Reflect on Progress

Reflect on improvements and consider innovative options for increasing success of all students. Activities could include: mapping outcome and criteria to state and national frameworks, comparing results to state and national benchmarks, looking at innovative teaching and assessment practices at other institutions, exploring possibilities for collaborations and involvement in state and national projects, seeking opportunities for grant funding to support plans for innovation. Submit reflection to the Assessment Executive Committee, Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

### Continuous Improvement Cycle



## Six-Year ESLO Cycle

		1	2	3	4	5	6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Communication</b>		Design	Analyze	Plan	Engage	Evaluate	Reflect
<b>Inquiry and Analysis</b>			Design	Analyze	Plan	Engage	Evaluate
<b>Ethical Reasoning</b>				Design	Analyze	Plan	Engage
<b>Teamwork</b>		Engage	Evaluate	Reflect	Design	Analyze	Plan
<b>Quantitative Literacy</b>	Analyze	Plan	Engage	Evaluate	Reflect	Design	Analyze
<b>Diverse Perspectives</b>	Design	Analyze	Plan	Engage	Evaluate	Reflect	Design

## Assessment Reporting for the Essentials Studies Program

### Annual Assessment Report

The General Education Advisory Council (GEAC) will prepare an annual assessment report of the Essential Studies program for submission to the Assessment Executive Committee, Academic Council and the Provost. This report will include the activities of each of the six ESLO subcommittees in the current year, therefore reporting on each of the six phases of the cycle. The Essential Studies Annual Assessment report will be shared with the university community and posted to the assessment website.

#### I. Introduction

Leadership of the Essential Studies Program (ESP)

Communication of ESP to students, faculty, advisors, potential students, etc.

Coordination with other campus bodies, Assessment Commission, Commission on College Teaching, Advising commission, Academic Council, the Registrar, Curriculum Planning Commission, Oregon Tech Online, Admissions, Student Affairs, etc.

Resources to support the ESP

#### II. Purpose, objectives and outcomes of the ESP

List purpose, objectives, and outcomes, summarize reviews, note changes and justification

#### III. Six-year cycle of assessment of the ESP

#### IV. Summary of activities of GEAC for the year

#### V. Summary of current academic year assessment activities of the ESLO subcommittees

Assessment Plan: assessment plan for ESLO to be assessed in coming academic year

Evidence of student learning: Aggregated results and analysis of ESLO assessed in current year

- Program improvements: Action plan based on analysis of ESLO in last year
- Faculty professional development: Description of professional development activities related to ESLO highlighted in current year
- Evidence of improvement: Aggregated results and analysis following implementation of action plan in past year
- Changes resulting from assessment: Reflection on improvements as a result of assessment cycle
- VI. Conclusion
  - Summary of work for the academic year, significant findings, recommendations for permanent program changes, etc.
- VII. Appendices
  - ESLO course matrices
  - Rubrics
  - Signature assignments

### **ESLO Report**

The Assessment Executive Committee will prepare a summary report for each ESLO at the conclusion of the six-year cycle (one ESLO report prepared each year). This report will combine the information included in the Essential Studies program report over the past six years. Reports will be submitted to the Academic Council, the Provost, and posted on the assessment website.

- I. Executive Summary
- II. Outcome, definition and criteria for assessment
  - List outcome statement, definition, and criteria for assessment
  - Summarize reviews, note changes and justification
- III. Six-year cycle of assessment of the ESLO
- IV. Assessment Plan
- V. Evidence of student learning
  - Description of assessment including data collection and scoring
  - Assessment results and analysis
- VI. Changes resulting from assessment
  - Program improvements implemented
  - Description of professional development activities related to ESLO
  - Evidence of improvement; results and analysis following implementation of actions
- VII. Reflection on progress
  - Reflection on improvements and plans for innovation looking to next six-year cycle
- VIII. Assessment Reporting
  - Description of university-wide communications and coordination with other campus bodies over the six-year cycle
- IX. Appendices
  - ESLO course matrices
  - Rubrics
  - Signature assignments
  - Faculty reflections
  - Membership of ESLO subcommittee over the past 6 years