Oregon TECH

2016-2017 Academic Assessment Report

Prepared by

The Director of Academic Excellence
The Chair of the Executive Committee of the Assessment Commission,
and
The Assessment Executive Committee

June 1, 2017

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Academic Assessment Report 2016-2017
Oregon Tech Assessment Commission

Introduction

This report outlines Oregon Tech assessment activities and accomplishments during the 2016-2017academic year and is based on the goals set in the 2016-2017 Academic Assessment Plan. This document was prepared by the Director of Academic Excellence, Sandra Bailey, and by the Chair of the Executive Committee of the Assessment Commission, Veronica Koehn, and it was 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.

Leadership of Academic Assessment Efforts

The Executive Committee of the Assessment Commission, the Chair of the Assessment Commission, and the Director of Academic Excellence 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 Oregon Tech's Essential Student Learning Outcomes (Appendix A) 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 B.

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 (membership included in Appendix C). The Chair and the Director of Academic Excellence work closely together to ensure a unified approach to assessment within the institution.

The Director of Academic Excellence 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 essential 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 Academic Excellence is a voting member of the Curriculum Planning Commission, Commission on College Teaching, and the General Education Advisory Council.
- 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 assessment representatives from the Essential Student Learning Outcome (ESLO) committees. Membership of these committees can be found in Appendix D.
- The Chair and Director write annual assessment reports and 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 disseminating the following annual reports, to be completed during each academic year:

- Annual Academic Assessment Plan
- Annual Report on Academic Assessment Activities
- Report of ESLO Assessment (Diverse Perspectives this year)

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:

- ESLO 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

The director and chair serve on the Academic Excellence Coordinating Committee. This committee coordinates academic continuous improvement efforts between the General Education Advisory Council, the Assessment Commission, and the Commission on College Teaching as defined by the six-year cycle (Appendix E).

The Director served as a liaison with Student Affairs coordinating assessment activities in support of student success.

The Director also serves as a member of the Northwest Commission on Colleges and Universities (NWCCU) campus team. The director provides input to ensure academic assessment processes and results are being used to demonstrate mission attainment in the NWCCU self-evaluation.

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 (GEAC). The director provides ESLO assessment results as they pertain to general education requirements and makes recommendations for changes in the requirements as appropriate.

Assessment and Faculty Development

The director serves on the Commission on College Teaching (CCT). The director provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

Resources in Support of Assessment

The Director provides funds from the Office of Academic Excellence budget, as well as staff resources to the Assessment Commission and to departments to help design, revise, implement, and evaluate assessment plans. The Director also provides funding for standardized national surveys and assessment activities as needed.

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 ESLOs. The committee provides a cycle for assessment of the ESLOs, and, in conjunction with the ESLO committees, establishes the performance criteria, and distributes tools for assessment at both institution and program levels. The ESLOs and the current assessment schedule are shown below in Table 1. A brief summary of the six steps appears in Appendix E.

Table 1. ESLO Schedule[1]

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

Implementation of the Assessment Plan

The committee completed the following institutional assessment work during the 2016-2017 academic year:

- *Assessment Leadership*
  - Completed the 2016-17 assessment plan.
  - Completed the 2016-17 assessment report (this report).
  - Reviewed and updated the charter.
  - Provided assessment orientation for new faculty.
  - Provided training for new assessment coordinators.
  - Coordinated with GEAC and CCT on continuation of 6-year assessment cycle.
- *ESLO Assessment*
  - <u>Communication</u>
    - Worked with Communication department and Communication ESLO committee to finalize assessment criteria and rubrics by the end of Fall 2016
    - Held a workshop in conjunction with CCT to train faculty on the new communication rubric
    - Collected data for the Communication ESLO in Winter and Spring 2017; both Oral and Written Communication were assessed.
    - Instructed faculty to collect electronic copies of student work and provided instruction for upload in LiveText assessment software.

[1] Table adjusted to reflect implementation of new cycle beginning with Diverse Perspectives in 2014-15

- Inquiry and Analysis
  - Planned for 2017-18 assessment in collaboration with the Inquiry and Analysis ESLO committee
  - Approved criteria and rubrics and published on the ESLO website
- Quantitative Literacy
  - Worked with CCT to engage the campus for the QL assessment including a session at the Excellence in Teaching Conference and articles in CCT's Teaching Well newsletter.
- Diverse Perspectives
  - Analyzed data collected in 2015-2016
  - Drafted plans for improvement in coordination with the Diverse Perspectives ESLO committee
- Note: Ethical Reasoning and Teamwork have yet to be incorporated into the new assessment cycle.

- *Campus Wide Coordination*
  - Continued work with Student Affairs to coordinate other assessments on campus including the administration of the BCSSE during new student registration events.
  - Provided LiveText training for faculty to collect student work and assessment results for ESLO and program assessment.
  - Coordinated and administered the Student Exit Survey for all programs and reported results to Career Services and the Office of Strategic Partnerships.
  - Worked with the Commission on College Teaching to coordinate assessment work and faculty professional development.

Changes Made as a Result of Assessment

- Based on the recommendations of the NWCCU Spring 2016 Year Seven Peer-Evaluation Report, the Executive Committee revised the annual program reports to focus more on analysis and less on narrative. In addition, the report template in LiveText will track program continuous improvement efforts from year to year.
- The Executive Committee formalized the ESLO criteria and rubric revision process as follows:
  - ESLO committees suggest criteria/rubric revisions
  - The ESLO committee chair sends the revisions to the Executive Committee of the Assessment Commission
  - The Executive Committee will review suggested changes during spring term.
  - If approved, the changes will go into effect the following academic year.
- Initiated the Academic Excellence Coordinating Committee to support the new six-year cycle of improvement. This new assessment process incorporates the work of the Commission on College Teaching and the General Education Advisory Council to support the Assessment Commission in the assessment of the ESLOs, including analysis, implementing changes, and evaluating the effectiveness of these planned improvements.

State and National Activities and Recognition

- Sent selected Assessment Coordinators to Teaching Talks III in October 2016
- Followed the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Academic Excellence is a member of the task force.
- Reviewed and discussed state- and national-level accountability trends and the potential impact for Oregon Tech.
- Increased the visibility of assessment work at Oregon Tech through presentations at national meetings.
    - Association for General and Liberal Studies (AGLS) Annual Conference, September 2016. *Tales of a Gen Ed Reform: What we learned along the way and how it might inform your process,* presented by Terri Torres, Maria Lynn Kessler and Sandra Bailey.
    - Association of American Colleges and Universities (AAC&U) General Education and Assessment Conference, February 2017. *Integration of General Education and the Major: Mapping Integrative Learning,* presented by Sandra Bailey with David Marshall from California State University San Bernardino.
- Evaluated the results of the Multi-State Collaborative to Advance Quality Student Learning (MSC) Demonstration Year. The report is included in Appendix F.
- 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/Tuning Coaches.
- Oregon Tech's academic assessment work was highlighted in the NSSE *Annual Results 2016*, "Oregon Institute of Technology: Exploring General Education and Learning Outcomes."

Faculty Accomplishments

- Seth Anthony continued his work as an AAC&U STIRS Fellow. A summary of this work was presented by the STIRS fellows at AAC&U's General Education and Assessment Conference in February 2017 and published in AAC&U's *Peer Review,* Fall 2016, "Oregon Institute of Technology: Inquiry & Analysis as a Vertically Integrated General Education Pathway."
- Sharon Beaudry was invited to participate as a scorer for the MSC for the third year in a row. MSC scorers are trained to score using the AAC&U VALUE rubrics and are calibrated to score in the project.

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 and informed by relevant constituencies.

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.

During the fall convocation, the Chair of the Assessment Commission laid out the 2016-2017 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.

2016-17 Program Assessment Plans

Throughout the 2016-17 year, the Program Assessment Coordinators followed the structured program assessment process submitting small assignments at regular intervals in an ongoing report (via LiveText). Coordinators organized the following assessment activities with program faculty.

- Led an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Reviewed program mission, educational objectives, and student learning outcomes.
- Updated a three-year rotational plan for assessing student learning outcomes.
- Mapped each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- Developed/reviewed performance indicators for 2016-17 student learning outcomes scheduled for assessment.
- Planned for direct and indirect measures of 2016-17 student learning outcomes scheduled for assessment. Input assessment plan in LiveText.
- Planned direct assessment of oral and written communication within the program to support the ESLO assessment plan.
- Implemented and re-assessed planned improvements from prior year assessment work.
- Utilized LiveText to compile program assessment records, including student work samples.

- Submitted periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement using the LiveText report template. Analyzed student exit data collected by the Office of Academic Excellence.

Summary

During the 2016-2017 academic year, Oregon Tech continued its systematic work in assessment. The major accomplishments for the year were:

- Implementation of the first university-wide ESLO assessment using LiveText for both collecting student work and allowing for powerful analytics.
- National Recognition for Oregon Tech's assessment work in NSSE and AAC&U publications.
- Completion of all planned assessment reports

As the Executive Committee concludes the academic year, the committee looks forward to the 2017-2018 year. We will present assessment results from 2016-17 during convocation in conjunction with the CCT Excellence in Teaching Conference. We will revisit the annual assessment plan in early fall, and goals for the year will be established. In addition, we will administer the inaugural assessment of Inquiry and Analysis. The Executive Committee is looking forward to working with new academic leadership to better connect our well established academic assessment process with university strategic planning and decision making.

Appendix A
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 & Conventions* because of their differing forms of expression. 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
The following are criteria used in the assessment of student work:

- Purpose & Audience: Identify a specific purpose, such as inform, persuade, or analyze, and utilize or create content appropriate to audience.
- Focus & Organization: Focus and organize content on a specific and appropriate organizing element: a thesis statement, purpose statement, or theme.
- Support & Documentation: Support claims with appropriate, relevant, and specific evidence, whether drawn from disciplinary knowledge, careful reasoning, or credible research, using the correct disciplinary approach to academic citation.
- Style & Conventions: Deliver content in spoken, written, or visual forms and media with professional and masterful content and form as appropriate to context.
- Visual: Employ and interpret high-quality visuals to illustrate, contribute to, or develop content.
- Justification: Articulate a clear rationale for communication choices, self-assess the quality of work, and elicit and use feedback to improve work.[2]

[2] 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
The following are criteria used in the assessment of student work:

- Identify: Identify a meaningful question or topic of inquiry.
- Investigate: Critically examine existing knowledge and views on the question or topic of inquiry.
- Support: Collect evidence based on the methodology or principles of the disciplines.
- Evaluate: Critically analyze and distinguish evidence obtained.
- Conclude: Come to a judgement based on evidence and understand the limitations and implications of that judgement.

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

- Theory: Demonstrate knowledge of different ethical theories and codes.
- Recognition: Recognize decisions requiring ethical judgements.
- Logic: Demonstrate knowledge of the logic of ethical reasoning.
- Judgment: Make and support plausible ethical decisions.

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

- Identify & Achieve Goal/Purpose: Share common goals and purpose.
- Assume Roles & 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 (e.g., equations, graphs, diagrams, tables, prose) and methods to solve problems, evaluate claims, and support decisions in students' everyday professional, civic, and personal lives.

Criteria
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.
- Construct Representations: Convert relevant quantitative information and data into different forms as appropriate.
- 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: In writing and (where appropriate) in speaking, effectively communicate accurate quantitative information in support of conclusions. In doing so, use representations of quantitative evidence appropriate to both audiences and purpose.

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.[3] 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
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 and awareness of others' perspectives.
- Apply: Integrate factual knowledge and understanding of diverse perspectives to their interactions with others.

[3] i.e., from the perspectives of diverse cultures and personalities, with consideration of varied places, histories, and technologies.

Appendix B

Mission Statement and Charter for the Assessment Commission
Revision Approved 10/15/15

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 Academic Excellence and all assessment coordinators. The Provost/PLT 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 Academic Excellence, and at least one faculty member from each school, and at least one faculty member from each campus, and at least one representative from Distance Education, selected by the Chair. The Chair of Assessment, Chair of GEAC, and Co-Chairs of CCT will ensure balance between foundational general education faculty and non-general education faculty in the membership of the Executive Committee.

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 Academic Excellence 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/PLT.
- Report to the Provost/PLT.

- Coordinate with Director of IR and recommends changes in institutional research and assessment efforts.
- Coordinate with General Education, Distance Education, and CCT to provide oversight and support in assessment.
- 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 Academic Excellence 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, the Commission on College Teaching, 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 essential student learning outcome (ESLO) data from campus-wide assessment efforts.
- Collection of ESLO 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 ESLO assessment activities.
- An assessment web site, containing information on general assessment matters, essential student learning outcomes, and program learning outcomes.
- Verbal reports on assessment activities by the Director of Academic Excellence 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 the Assessment Commission's charter.

Annual Reports

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

- The Executive committee prepares and approves the Annual Assessment Plan
- The Executive committee prepares and approves the Annual Assessment Report
- The ESLO committees report on ESLO assessment activities

These reports are kept in the office of the Director of Academic Excellence 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 Academic Excellence 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. 10/14/15 Charter underwent major revisions based on new ESLO structure and coordination. Efforts of the three committees (Assessment Commission, CCT, and GEAC) were addressed, and this included not having the Chair of CCT on the Executive Committee of the Assessment Commission.

Appendix C
Assessment Commission Membership
2016-2017

Executive Committee

Chair: Veronica Koehn	Communication
Sandra Bailey	Director, Academic Excellence
Janette Isaacson	Medical Imaging Technology
Kristen Konkel	Humanities & Social Sciences
Don McDonnell	Medical Imaging Technology
Hallie Neupert	Management
Troy Scevers	Computer Systems Engineering Technology

Assessment Coordinators

Sharon Beaudry	Management B.S. Entrepreneurship/Small Business Option
Kerry Byrne	Environmental Sciences B.S.
Barry Canaday	Echocardiography B.S.
Chris Caster	Vascular Technology B.S.
Robyn Cole	Diagnostic Medical Sonography B.S. & Degree Completion
Jan Cope	Dental Hygiene B.S.
Hope Corsair	Renewable Energy Engineering M.S.
David Culler	Mechanical Engineering Technology BS
Jeff Dickson	Health Informatics B.S.
James Eastham	Systems Engineering and Technical Management Dual Major
Steve Edgeman	Manufacturing Engineering Technology B.S. & M.S.
Jim Fisher	Applied Mathematics B.S.
Suzanne Hopper	Dental Hygiene B.S. Degree Completion
Phil Howard	Software Engineering Technology A.E. & B.S.
Rick Hoylman	Nuclear Medicine Technology B.S.
Jim Hulse	Respiratory Care B.S.
Janette Isaacson	Echocardiography B.S. Degree Completion & Vascular B.S. Degree Completion & Allied Health M.S.
Teshome Jiru	Renewable Energy Engineering B.S.
Claude Kansaku	Computer Engineering Technology A.E. & B.S.
Jamie Kennel	Paramedic Education A.A.S. & Emergency Medical Services Management B.S.
Grant Kirby	Information Technology B.S.
Veronica Koehn	Communication Studies B.S.
Kristen Konkel	Applied Psychology B.S.
Roger Lindgren	Civil Engineering M.S.
Travis Lund	Biology-Health Sciences B.S.
Mason Marker	Geomatics B.S. Geographic Information Systems Option & Surveying Option
Don McDonnell	Radiologic Science B.S.
Josh Millard	Mechanical Engineering B.S.
Carmen Morgan	Management B.S. Accounting Option
Sophie Nathenson	Population Health Management B.S.
Jeff Pardy	Respiratory Care B.S. Degree Completion
Jane Perri	Sleep Health A.A.S. Clinical Sleep Option & Polysomnographic Technology Option
Scott Prahl	Electrical Engineering B.S. & Optical Engineering Dual Major
C.J. Riley	Civil Engineering B.S.
Troy Scevers	Embedded Systems Engineering Technology B.S.
Pat Schaeffer	Operations Management B.S.
Aaron Scher	Electronics Engineering Technology B.S.
Maureen Sevigny	Technology & Management B.A.S.
Dawn Taylor	Medical Laboratory Sciences B.S.
Kristy Weidman	Management B.S. Marketing Option
Gary Zimmerman	Radiologic Science B.S. Degree Completion

Appendix D
ESLO Subcommittee Membership
Fall 2016

Communication
Chair: Matt Search
Aja Bettencourt-McCarthy
Monica Breedlove
Caroline Doty
Roger Lindgren
Matt Schnackenberg
Christopher Syrnyk

Inquiry and Analysis
Chair: Matthew Sleep
Hui Yun Li
Ryan Madden
Josh Millard
Dawn Lowe-Wincentsen
Jeff Pardy

Ethical Reasoning
Chair: Yasha Rohwer
Franny Howes
James Hulse
Travis Lund
Michael Pierce

Teamwork
Chair: Trevor Petersen
Kevin Brown
Evelyn Hobbs
Josie Hudspeth
Don Lee
Don McDonnell

Quantitative Literacy
Chair: Randall Paul
Richard Bailey
Tara Guthrie
Kari Lundgren
Terri Torres
Gregg Waterman

Diverse Perspectives
Chair: Ben Bunting
Sharon Beaudry
Barry Canaday
Dibyajyoti Deb
Veronica Koehn

Appendix E
Six-Year Cycle of Improvement
Oregon Institute of Technology

Year 1: Design Assessment
The Assessment Executive Committee develops the Essential Student Learning Outcome (ESLO) assessment plan based on input from the Commission on College Teaching (CCT), the General Education Advisory Council (GEAC) and the appropriate ESLO Faculty Learning Community 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. The plan will include appropriate benchmarks for student attainment at various levels.

Year 2: Collect Data
The Office of Academic Excellence coordinates the collection of data and student work as defined in the assessment plan using the assessment management system. A summary of the data collection and the aggregate results will be provided to the Assessment Executive Committee, CCT, GEAC and the appropriate ESLO Faculty Learning Community for analysis in year three.

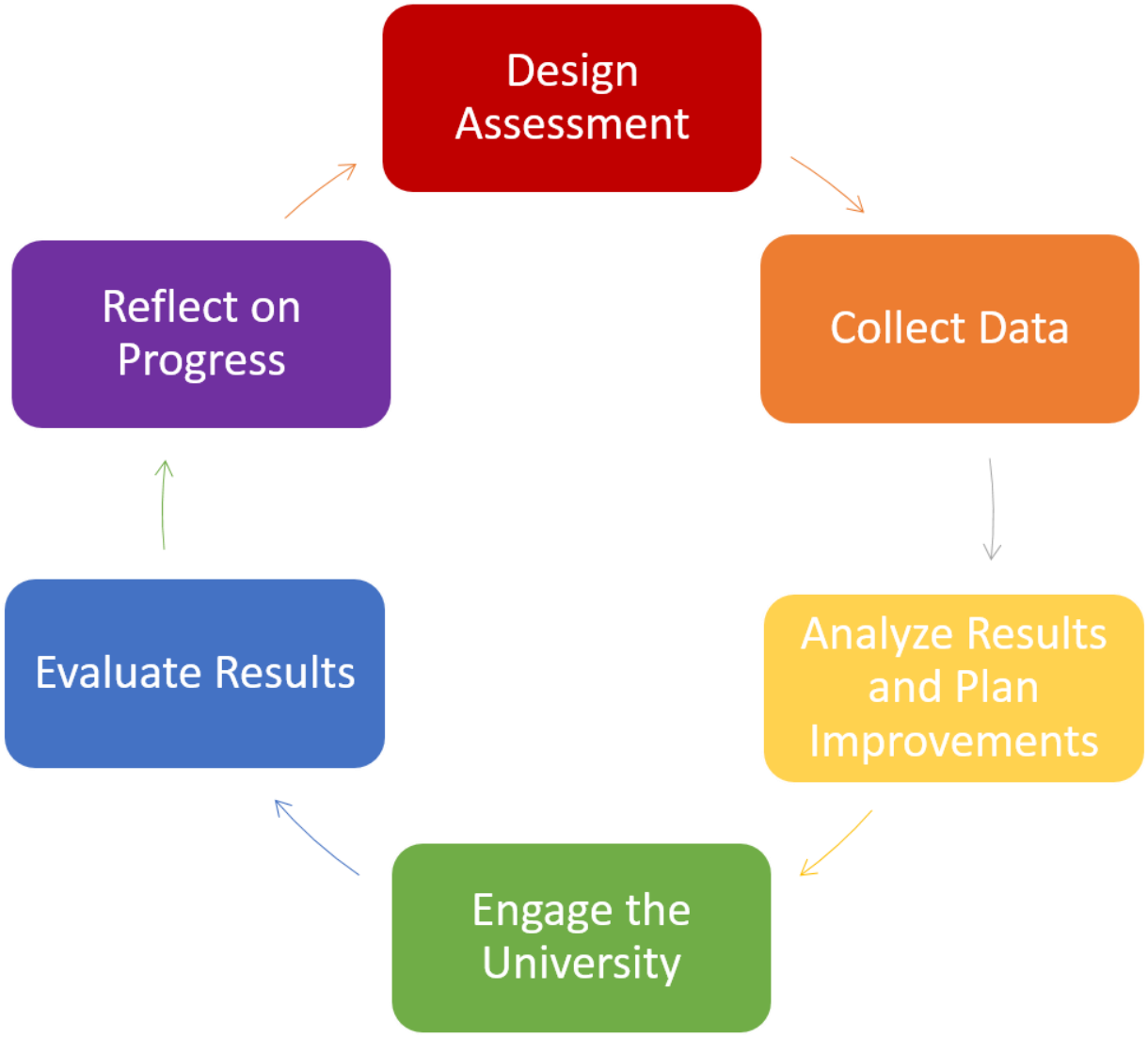
Year 3: Analyze Results and Plan Improve
In variety of settings (including Convocation) university faculty will analyze assessment results and identify potential changes for continuous improvement considering both curricular changes and professional development. Based on this input the Academic Excellence Coordinating Committee will create an action plan for improvement. Action items relating to curriculum including recommendations for curricular change, adjustments to ESLO criteria and/or rubrics, and changes to course approval processes will be submitted to GEAC for implementation with the appropriate bodies. CCT will design professional development to be implemented in year four based on the action plan for improvement considering ways to engage the university community including faculty, staff and students. CCT will engage the appropriate ESLO Faculty Learning Community to research best practices and opportunities to collaborate with other institutions. Assessment Exec will include the results, analysis and action plan in an initial report for the ESLO.

Year 4: Engage the University
The Commission on College Teaching and the ESLO Faculty Learning Community will 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 a summary of professional development activities.

Year 5: Evaluate Results
The Office of Academic Excellence will collect data from targeted areas of weakness identified in the year-three report. The Academic Excellence Coordinating Committee will analyze the results and report areas of improvement and/or recommendations for additional actions to appropriate bodies. Assessment Exec will update the ESLO report with findings and further actions.

Year 6: Reflect on Progress
The Academic Excellence Coordinating Committee will 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. GEAC will reflect on the ESLO pathway and the effectiveness of the Essential Studies program in supporting student achievement. Assessment Exec will include the reflection (changes resulting from assessment) in the final ESLO report along with recommendations regarding the assessment plan for the next 6-year cycle.

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
Communication		**Design**	**Collect**	**Analyze**	**Engage**	**Evaluate**	**Reflect**
Inquiry and Analysis			**Design**	**Collect**	**Analyze**	**Engage**	**Evaluate**
Ethical Reasoning				**Design**	**Collect**	**Analyze**	**Engage**
Teamwork					**Design**	**Collect**	**Analyze**
Quantitative Literacy						**Design**	**Collect**
Diverse Perspectives	**Design**	**Collect**	**Analyze**	**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
   Communication of the Essential Studies program 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 Essential Studies program
II. Purpose, objectives and outcomes of the Essential Studies program
   List purpose, objectives, and outcomes, summarize reviews, note changes and justification
III. Summary of activities of GEAC for the year
IV. Summary of current year activities relating to Six-year cycle of improvement
   Assessment Plan: assessment plan for ESLO to be assessed in coming academic year
   Evidence of student learning: Summary of data collection and aggregated results of ESLO assessed in current year
   Program improvements: Action plan based on analysis of year-two results

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

V. Conclusion
Summary of work for the academic year, significant findings, recommendations for program changes, etc.

VI. Appendices
ESLO course matrices
Rubrics
Signature assignments

ESLO Report

The Assessment Executive Committee will prepare an initial report for each ESLO in year-three and update in year-five and at the conclusion of the six-year cycle. This report will combine the information included in the Essential Studies program report for one ESLO over a six-year period of time. 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 in relation to the six-year cycle
IX. Appendices
ESLO course matrices
Rubrics
Signature assignments
Faculty reflections
Membership of ESLO Faculty Learning Community over the past 6 years

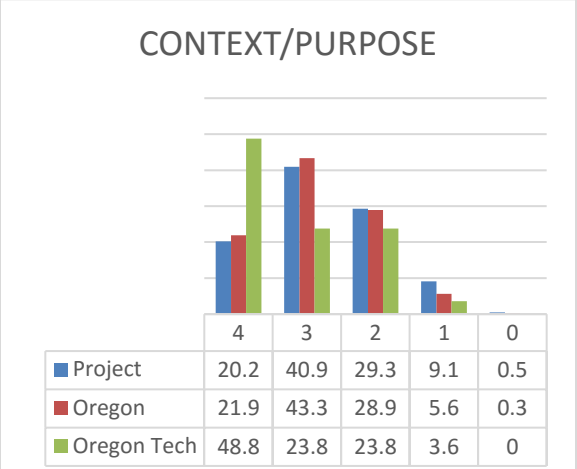
Appendix F

Multi-State Collaborative to Advance Quality Student Learning Demonstration Year Results

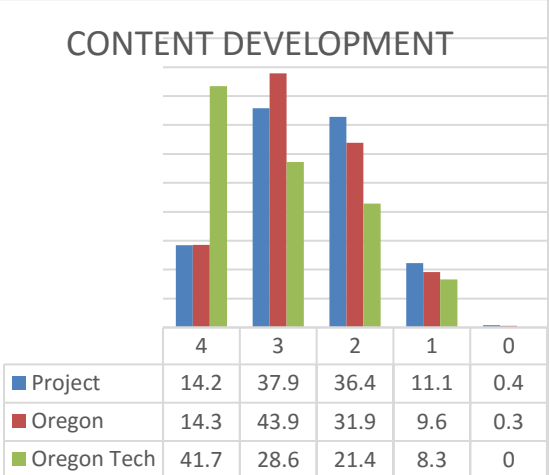
In 2015-16 Oregon Tech continued participation in the Multi-State Collaborative to Advance Quality Student Learning (MSC) by submitting student work for scoring in the Demonstration Year of this project. The Demonstration Year involved 12 states and assessment of more than 7,000 pieces of student work by AAC&U trained faculty scorers.

Oregon Tech faculty submitted 187 pieces of student work to the project which were scored for written communication (84), quantitative literacy (75) and critical thinking (23). This report contains the written communication and quantitative literacy results. The results should be used with caution as the sample was not representative of Oregon Tech majors.

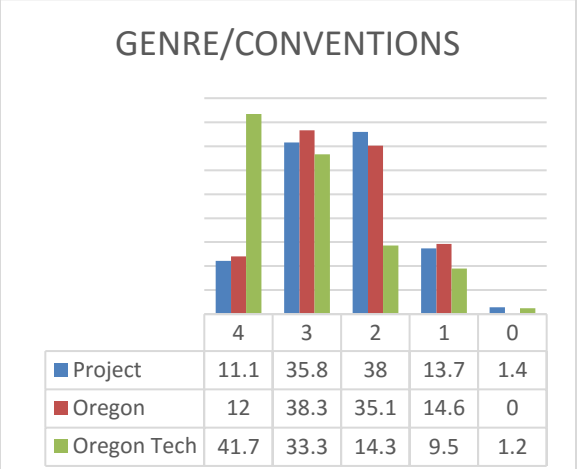
Written Communication: Oregon Tech Comparisons
Student work was scored using the AAC&U Written Communication VALUE rubric on a four-point scale. The following graphs and tables show the percent of students scoring at each level by criterion.



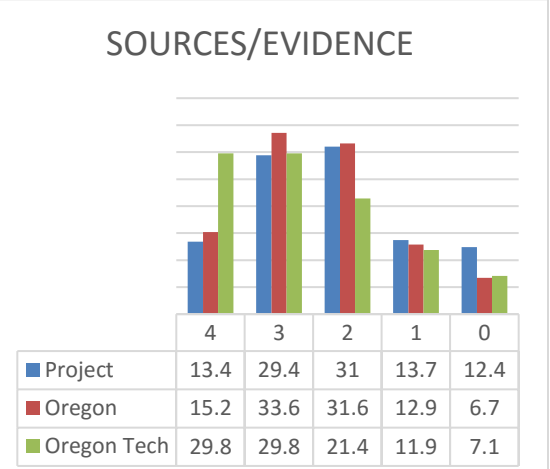
	4	3	2	1	0
Project	20.2	40.9	29.3	9.1	0.5
Oregon	21.9	43.3	28.9	5.6	0.3
Oregon Tech	48.8	23.8	23.8	3.6	0



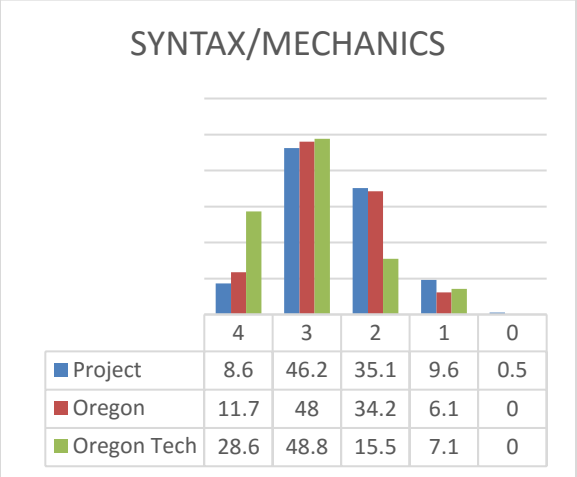
	4	3	2	1	0
Project	14.2	37.9	36.4	11.1	0.4
Oregon	14.3	43.9	31.9	9.6	0.3
Oregon Tech	41.7	28.6	21.4	8.3	0



	4	3	2	1	0
Project	11.1	35.8	38	13.7	1.4
Oregon	12	38.3	35.1	14.6	0
Oregon Tech	41.7	33.3	14.3	9.5	1.2



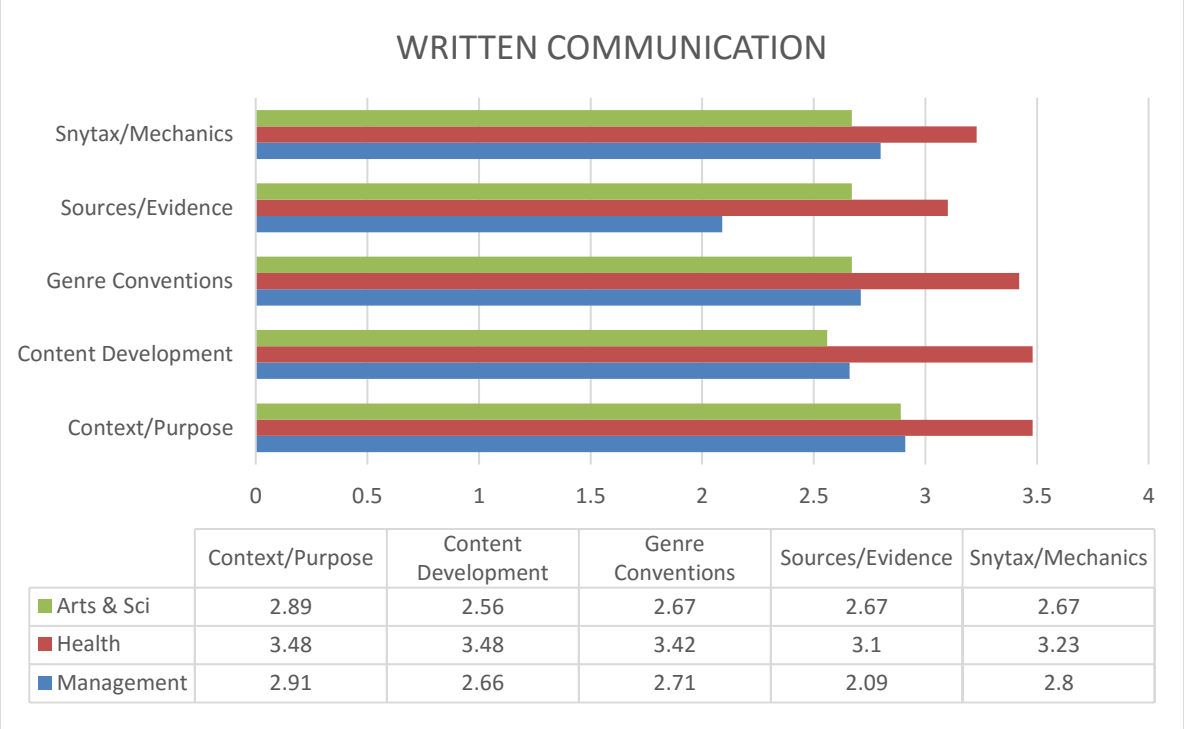
	4	3	2	1	0
Project	13.4	29.4	31	13.7	12.4
Oregon	15.2	33.6	31.6	12.9	6.7
Oregon Tech	29.8	29.8	21.4	11.9	7.1



	4	3	2	1	0
Project	8.6	46.2	35.1	9.6	0.5
Oregon	11.7	48	34.2	6.1	0
Oregon Tech	28.6	48.8	15.5	7.1	0

Written Communication: Oregon Tech Majors Report

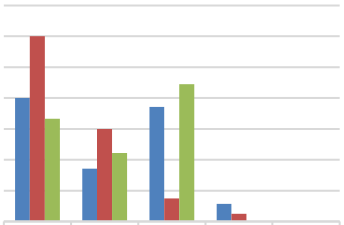
Of the 84 student artifacts scored, 35 were Management majors, 40 Allied Health majors, and nine Arts & Science majors. The following graph and table show average scores by major for each criterion.



	Context/Purpose	Content Development	Genre Conventions	Sources/Evidence	Snytax/Mechanics
Arts & Sci	2.89	2.56	2.67	2.67	2.67
Health	3.48	3.48	3.42	3.1	3.23
Management	2.91	2.66	2.71	2.09	2.8

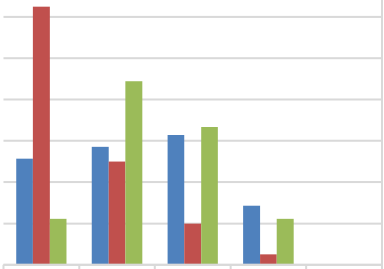
The following graphs and tables show the percent of students scoring at each level by criterion with comparisons by major.

CONTEXT/PURPOSE



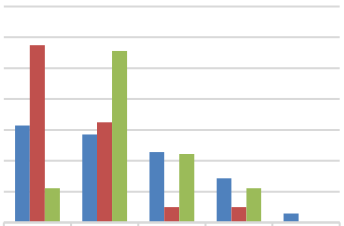
	4	3	2	1	0
Management	40%	17%	37%	6%	0%
Health	60%	30%	8%	3%	0%
Arts & Sci	33%	22%	44%	0%	0%

CONTENT DEVELOPMENT



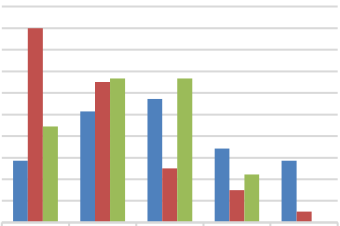
	4	3	2	1	0
Management	26%	29%	31%	14%	0%
Health	63%	25%	10%	3%	0%
Arts & Sci	11%	44%	33%	11%	0%

GENRE/CONVENTIONS



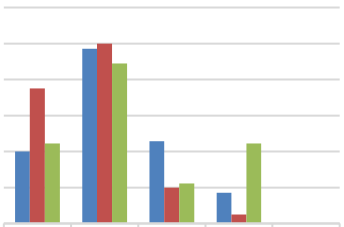
	4	3	2	1	0
Management	31%	29%	23%	14%	3%
Health	58%	33%	5%	5%	0%
Arts & Sci	11%	56%	22%	11%	0%

SOURCES/EVIDENCE



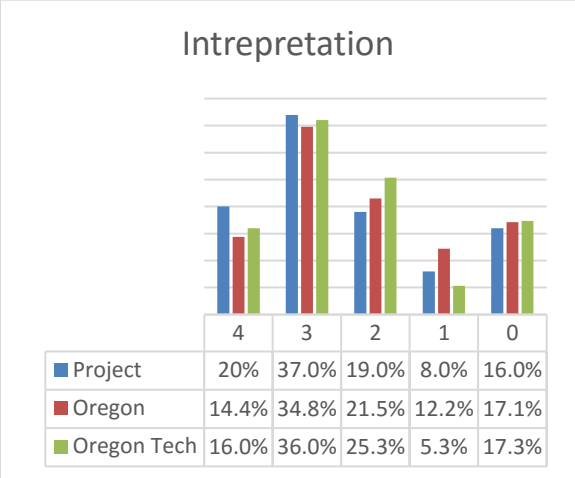
	4	3	2	1	0
Management	14%	26%	29%	17%	14%
Health	45%	33%	13%	8%	3%
Arts & Sci	22%	33%	33%	11%	0%

SYNTAX/MECHANICS

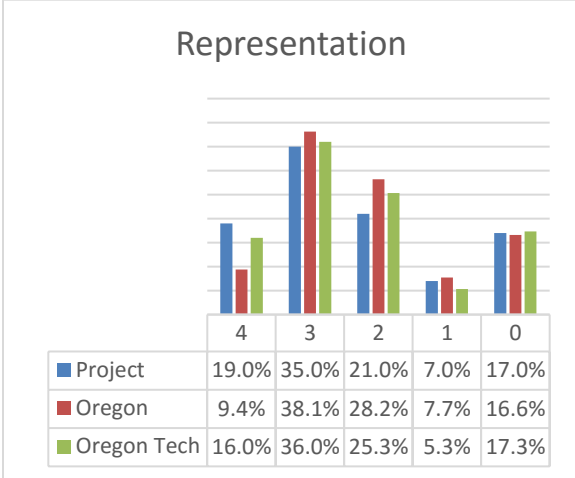


	4	3	2	1	0
Management	20%	49%	23%	9%	0%
Health	38%	50%	10%	3%	0%
Arts & Sci	22%	44%	11%	22%	0%

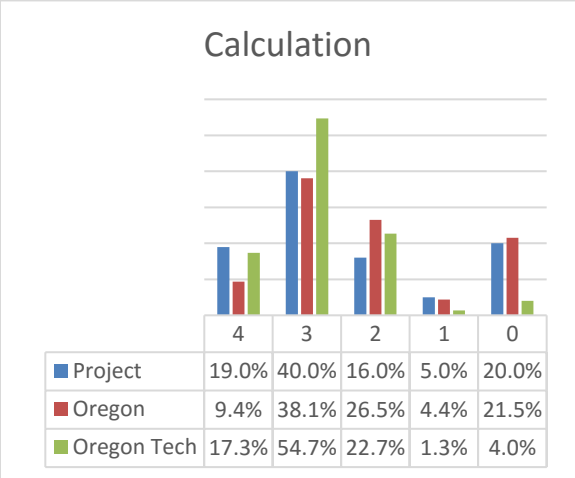
Quantitative Literacy: Oregon Tech Comparisons
Student work was scored using the AAC&U Quantitative Literacy VALUE rubric on a four-point scale. The following graphs and tables show the percent of students scoring at each level by criterion.



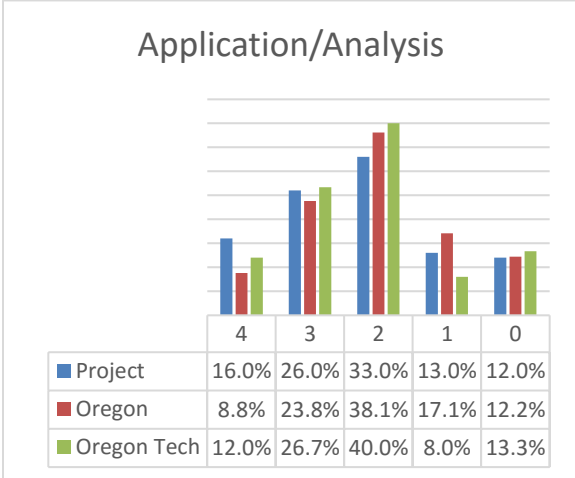
	4	3	2	1	0
Project	20%	37.0%	19.0%	8.0%	16.0%
Oregon	14.4%	34.8%	21.5%	12.2%	17.1%
Oregon Tech	16.0%	36.0%	25.3%	5.3%	17.3%



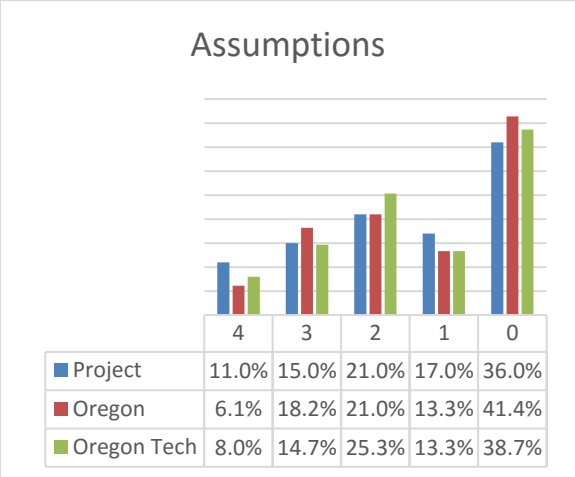
	4	3	2	1	0
Project	19.0%	35.0%	21.0%	7.0%	17.0%
Oregon	9.4%	38.1%	28.2%	7.7%	16.6%
Oregon Tech	16.0%	36.0%	25.3%	5.3%	17.3%



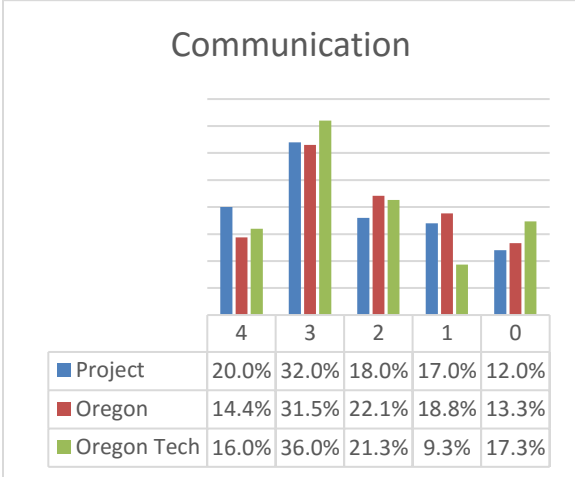
	4	3	2	1	0
Project	19.0%	40.0%	16.0%	5.0%	20.0%
Oregon	9.4%	38.1%	26.5%	4.4%	21.5%
Oregon Tech	17.3%	54.7%	22.7%	1.3%	4.0%



	4	3	2	1	0
Project	16.0%	26.0%	33.0%	13.0%	12.0%
Oregon	8.8%	23.8%	38.1%	17.1%	12.2%
Oregon Tech	12.0%	26.7%	40.0%	8.0%	13.3%

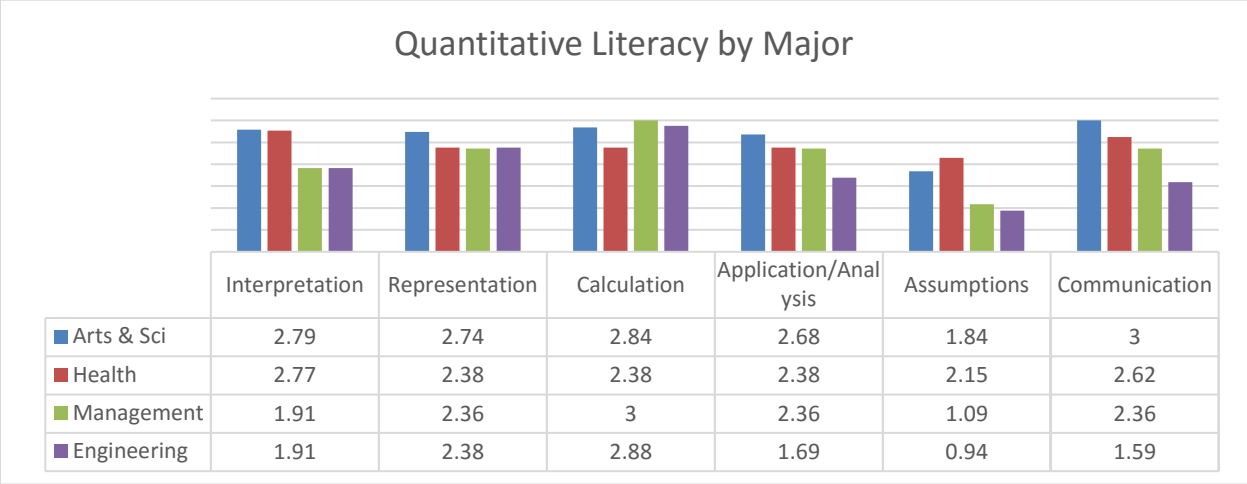


	4	3	2	1	0
Project	11.0%	15.0%	21.0%	17.0%	36.0%
Oregon	6.1%	18.2%	21.0%	13.3%	41.4%
Oregon Tech	8.0%	14.7%	25.3%	13.3%	38.7%



	4	3	2	1	0
Project	20.0%	32.0%	18.0%	17.0%	12.0%
Oregon	14.4%	31.5%	22.1%	18.8%	13.3%
Oregon Tech	16.0%	36.0%	21.3%	9.3%	17.3%

Quantitative Literacy: Oregon Tech Majors Report
Of the 75 student artifacts scored, 19 were nine Arts & Science majors, 13 Allied Health majors, 11 Management majors, and 32 Engineering majors. The following graph and table show average scores by major for each criterion.



	Interpretation	Representation	Calculation	Application/Analysis	Assumptions	Communication
Arts & Sci	2.79	2.74	2.84	2.68	1.84	3
Health	2.77	2.38	2.38	2.38	2.15	2.62
Management	1.91	2.36	3	2.36	1.09	2.36
Engineering	1.91	2.38	2.88	1.69	0.94	1.59