



**2017-2018  
Academic Assessment Plan**

Prepared by

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## Oregon Tech 2017-2018 Academic Assessment Plan

### Introduction

This document outlines Oregon Tech's ongoing academic assessment plan, including specific activities planned for the 2017-2018 academic year. This plan builds on prior Oregon Tech academic assessment plans, which were broadly discussed and approved by both faculty and administrative bodies. The current plan has been developed by Janette Isaacson, Chair of the Executive Committee of the Assessment, and Seth Anthony, Interim Director of the Office of Academic Excellence, and approved by The Executive Committee of the Assessment Commission. This document is posted on the Oregon Tech web site at [www.oit.edu/assessment](http://www.oit.edu/assessment).

### Assumptions

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

- Assessment of student learning outcomes is a highly important, ongoing, required process within the Oregon Tech academic community:
  - Consistent with Oregon Tech's student-centered focus, the core purpose of assessment at Oregon Tech is to improve teaching and learning within Oregon Tech's academic programs.
  - Academic assessment activity helps fulfill mandates laid out by the Northwest Commission on Colleges and Universities, including new rubrics to guide assessment activity.
  - These dual purposes are not in tension with each other, but, in fact, have the same goal: student success and fulfillment of Oregon Tech's mission.
- Assessment at Oregon Tech is a collaborative effort:
  - Faculty members are expected to contribute to assessment of essential student learning outcomes (ESLOs) as they are manifested in their programs.
  - Faculty members are responsible for assessment of their programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
  - Assessment activity is oriented towards the success of a program as a whole, and requires the participation and cooperation of multiple faculty.
- Assessment methods should be authentic, meaningful, reasonable and practical:
  - Assessment reports should be written in a concise and straight-forward manner, recognizing the increasing demands on faculty members.
  - Assessment activity should always be carried out with an eye towards generating data that can be used to guide improvement of programs, and ensuring that program changes are genuine improvements that enhance teaching and learning and therefore, serve students.

### Leadership of Academic Assessment Efforts

The Executive Committee of the Assessment Commission, its chair, and the Director of the Office 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. Parameters laid down by the Northwest Commission on Colleges and Universities help guide all involved with assessment and fulfill increasing state and federal mandates which hold institutions of higher education accountable for student learning and continuous improvement.

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 ESLOs and general oversight of program assessment by departments. Additional information on the Executive Committee can be found in the Mission Statement and Charter for the Assessment Commission, included in Appendix A of this report. In addition, the Office of Academic Excellence and the Executive Committee of the Assessment Commission work each year to provide ongoing professional development to all faculty related to assessment.

The Chair of the Executive Committee, appointed by the Provost, provides broad leadership for assessment activities, promotes a culture of assessment among the faculty, and chairs meetings of the Executive Committee of the Assessment Commission. 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 member of the Provost's Council, Curriculum Planning Commission, Commission on College Teaching and the General Education Advisory Council.
- The Director periodically updates the Deans and the Provost on important developments 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 representative from each of the ESLO subcommittees. The Director writes and disseminates annual assessment reports, as detailed in the Assessment Reporting section below.
- The Chair and Director ensure that assessment information is shared with appropriate campus bodies, as detailed in the Assessment Reporting section below.

#### *Assessment Reporting*

The Director is charged with writing and disseminating the following annual reports, to be completed during each academic year:

- Annual Academic Assessment Plan (completed during Fall term)
- Annual Report on Academic Assessment Activities (completed during Spring term)
- Annual Reports on ESLO Assessment (completed during summer; ESLO committees will periodically provide information for this report)

Upon completion, these reports will be posted on the Provost's website 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:

- Assessment results from ESLO assessment data collected during the previous academic year
- Prior year accomplishments, including:
  - Academic improvements result from assessment work
  - Improvement to academic assessment processes.
- Summary results from institutional assessment results, such as:
  - Beginning College Survey of Student Engagement (BCSSE),
  - National Survey of Student Engagement (NSSE),
  - Faculty Survey of Student Engagement (FSSE).

#### *Liaison with Other Campus Bodies Engaged in Assessment*

The director serves as a liaison to other campus bodies engaged in institutional-level assessment activities. In particular, the director works with Student Affairs to ensure that BCSSE and NSSE reports are shared with appropriate faculty bodies.

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

The director ensures that appropriate assessment questions are included in the CPC manual for faculty members who are preparing CPC documents. The director provides consultation to faculty members and ensures that final CPC documents for new programs and significant revisions of existing programs contain program mission, objectives, student learning outcomes, and adequate assessment plans.

- Assessment and General Education: The director serves on the General Education Advisory Council. The director provides 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. The director provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.
- Assessment and Institutional Accreditation: The Director serves as a member of the Institutional Accreditation Team, ensuring that academic assessment efforts are aligned in support of institutional accreditation reporting activity.

#### *Resources in Support of Assessment*

The Office of Academic Excellence is staffed by a Director and an Executive Assistant, and is allocated an annual budget to support assessment activity and professional development for faculty and staff involved in academic assessment. The Provost's Office and Dean's Offices provides budget and staff resources, as needed, to departments to help design, revise, implement, and evaluate assessment programs. The Provost's Office also provides funding for assessment activities as needed for standardized national surveys.

## Institutional Assessment (ESLO) Activity

### ESLO Assessment Cycle

As noted above, the Executive Committee of the Assessment Commission guides campus efforts in institutional academic assessment. The major focus of these efforts is the ongoing assessment of ESLOs – the institution-wide bachelor’s degree learning outcomes common to all programs and supported by Oregon Tech’s general education program. The committee provides a cycle for assessment of the ESLOs, and, in conjunction with the ESLO committees, establishes performance criteria, distributes tools for assessment at both institution and program levels, and supports a structured process for scoring, compilation, and analysis of student work. Finally, in cooperation with the Commission on College Teaching and the General Education Advisory Council (GEAC), the Assessment Commission ensures that action plans are developed and put into place for improvement activity to address deficiencies or support improvements.

This activity is organized across a staggered 6-year cycle, shown below in Table 1. A brief summary of what each step entails appears in Appendix B.

Table 1. ESLO Six-Year Continuous Improvement Cycle.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Communication</b>		Design	Collect	Analyze	Engage	Evaluate	Reflect
<b>Inquiry &amp; Analysis</b>			Design	Collect	Analyze	Engage	Evaluate
<b>Ethical Reasoning</b>				Design	Collect	Analyze	Engage
<b>Teamwork</b>					Design	Collect	Analyze
<b>Quantitative Literacy</b>						Design	Collect
<b>Diverse Perspectives</b>	Design	Collect	Analyze	Engage	Evaluate	Reflect	Design

The committee reviews and disseminates reports from assessment of the ESLOs and makes recommendations for changes in curriculum and general education requirements as appropriate. In addition, the committee works with the Commission on College Teaching to develop and administer faculty professional development opportunities to support student attainment of ESLOs. A detailed description of the ESLOs, annual ESLO reports, and the cycle of ESLO assessments are posted on the Oregon Tech website at [www.oit.edu/provost/essential-studies](http://www.oit.edu/provost/essential-studies).

In addition to assessment of ESLOs, the Executive Committee tracks other institutional assessment activities, described below, and ensures liaison and dissemination of information between campus bodies.

### Other Institution-Level Activities

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

math and writing classes. The Math and Communication Departments track student success and the appropriateness of math and writing placements.

Oregon Tech assesses the level of student engagement at the freshmen and senior levels through use of the online National Survey of Student Engagement (NSSE). The results from this survey are shared with the Assessment Commission, the Commission on College Teaching, the General Education Advisory Council, the Student Affairs staff, and the Oregon Tech faculty.

The Office of Academic Excellence, in collaboration with Career Services, conducts an annual graduate status survey and reports on the employment status, continuing education, and earnings of recent Oregon Tech graduates. The student Exit Survey also includes ESLO and PSLO questions to graduating seniors and we do get a large portion of the surveys back from students. Coordination of this survey through the Office of Academic Excellence has yielded markedly improved response rates in recent year.

Table 2. Schedule of Oregon Tech Institutional Assessment Activities

<b>Instruments</b>	<b>Cycle of Assessment</b>	<b>Last Administered</b>	<b>Next Administered</b>	<b>Responsible Office</b>
<b>New Students</b>				
BCSSE*	Three years	Fall 2014	TBA	Student Success Center/Retention
Math/writing placement exams	Every term			Student Success Center
<b>Enrolled Students</b>				
NSSE/FSSE**	Three years	Spring 2015	Spring 2018	Academic Excellence
Oregon Tech ESLOs	Every year			Academic Excellence
Student Exit Surveys	Every year			Academic Excellence
<b>Alumni</b>				
Graduate Surveys	Every year			Career Services

\*BCSSE: Beginning College Survey of Student Engagement collects data about entering college students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first college year.

\*\*NSSE: National Survey of Student Engagement measures engagement in six High-Impact Practices and provides ten Engagement indicators. FSSE (Faculty Survey of Student Engagement) is a parallel instrument aimed at faculty.

#### ESLO 2017-2018 plans

The Executive Committee of the Assessment Commission and the Office of Academic Excellence plans to complete the following institutional assessment work during the 2018-2019 academic year:

- *Institutional Activity (Except for ESLOs)*
  - Complete the 2017-2018 assessment plan (this plan).
  - Complete the 2017-2018 assessment report.
  - Review and update the charter if needed.
  - Provide assessment orientation for new faculty with New Faculty Training during fall term.
  - Provide training for new assessment coordinators.
  - Coordinate with GEAC and CCT on continuation of 6-year assessment cycle.
  
- *ESLO Assessment*
  - Design Year: Ethical Reasoning ESLO
    - Drawing upon examples from previous years' data collection plans, the Ethical Reasoning ESLO committee and the Assessment Commission will draft a data collection plan for the Ethical Reasoning ESLO to be implemented in 2018-2019.
  
  - Collect Year: Inquiry & Analysis ESLO
    - The data collection plan developed during the previous year will be implemented, using LiveText to collect and score student work from lower-division general education courses and upper-division disciplinary coursework that integrates inquiry & analysis.
  
  - Analyze Year: Communication ESLO
    - Data collected during 2016-2017 will be shared with faculty at convocation, and discussed within the Executive Committee and the Communication ESLO Committee.
    - Themes in the data and faculty's reflection on it will be gathered and used to generate action plans to be implemented during 2018-2019.
  
  - Engage Year: Diverse Perspectives ESLO
    - Engage year activity will be a joint effort between the Executive Committee, the Diverse Perspectives ESLO Committee, and the Commission on College Teaching, centered on developing a broader understanding of this new outcome.
    - In addition to expanding the Diverse Perspectives committee's connection with Student Affairs through the inclusion of a new multicultural coordinator on the committee, the committee will work with student affairs staff and faculty to better highlight Diverse Perspectives events on the Klamath Falls campus. (Past NSSE results indicate students' perception that few opportunities to engage with Diverse Perspectives exist).
    - The Diverse Perspectives ESLO committee will plan at least two workshops on use of the Diverse Perspectives rubric and on assignment design, to support faculty in understanding and integrating this outcome in their coursework.
  
- *LiveText Implementation*
  - The Office of Academic Excellence will coordinate the first full roll-out of LiveText for use in submitting program assessment reports and collecting ESLO data. ESLO data collection and assessment will be conducted entirely within LiveText, enabling a large set of faculty to become familiar with the software.



- *Campus Wide Coordination*
  - Oregon Tech will continue to selected faculty to the statewide learning outcomes and assessment conference – Teaching T.A.L.K.S. – in March 2018.
  - Continue work with Student Affairs to coordinate other assessments on campus.
  - Follow the work of the statewide Learning Outcomes and Assessment Task Force. The Director of Academic Excellence is a member of the task force.
  - Review and discuss state- and national-level accountability trends and the potential impact for Oregon Tech.
  - Increase the visibility of assessment work at Oregon Tech through presentations at national meetings. Assessment Leadership will attend the Assessment Institute in Indianapolis in October 2017.
  - Work with the Commission on College Teaching to coordinate assessment work and faculty professional development.
  - Continue work with the Advising Commission to heighten awareness of both students and advisors regarding Oregon Tech’s ESLOs.

### Program Assessment Activity

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, and feedback on assessment efforts.

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.

### 2017-2018 Plans

During the 2017-2018 academic year, programs will be directed to submit program assessment reports using LiveText academic assessment software for the first time. We believe that the structured template developed by the Office of Academic Excellence in collaboration with faculty will clarify expectations, increase compliance, and improve the quality of assessment work.

To begin to evaluate whether this is the case, and to begin to address concerns from NWCCU regarding lack of consistent review of program reports, the Executive Committee of the Assessment Commission will launch a systematic review of program reports, using the LiveText report review features. We believe this will provide a more consistent window into program assessment report quality and enable the

Executive Committee and the Office of Academic Excellence to better support programs in their assessment processes.

Each program is asked to:

- Organize an annual convocation meeting for program faculty to review prior assessment decisions and activities and to plan assessment work for the upcoming year.
- Review program mission, educational objectives, and student learning outcomes.
- Update a three-year rotational plan for assessing student learning outcomes.
- Map each student learning outcome to the program curriculum, indicating where the outcome is taught and can be assessed.
- Develop/review performance indicators for 2017-2018 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2017-2018 student learning outcomes scheduled for assessment.
- Implement and re-assess planned improvements from prior year assessment work.
- Utilize the institutional assessment software (Portfolium) to compile program assessment records, including student work samples and scores
- Submit periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement.

The responsibilities for program assessment coordinators, including tasks and timelines for 2017-2018, are included in this plan as Appendix C. The Office of Academic Excellence and the Executive Committee of the Assessment Commission will prepare guides and conduct training sessions with faculty to introduce LiveText as the Oregon Tech's new assessment software.

## Appendix A: Mission Statement and Charter for the Assessment Commission

Last revised October 15, 2015

### **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](http://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 B: Six-Year Cycle and Work Plan for ESLO Committees

### **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.

Appendix C: Tasks and Timelines for Program Assessment Coordinators

Date	Term / Week	Event
<b><u>Convocation</u></b>		
September 2017	Prior to Convocation	Assessment coordinators assemble data on PSLO assessment during 2016-2017 from LiveText (Assessment Report) and Qualtrics (Student Exit Survey).
September 20, 2017	Convocation Week	Assessment coordinators lead departmental and program discussion about: - PSLO Assessment for 2016-2017 (Reflect on data collected, plan improvements) - ESLO Assessment for 2017-2018 (Identify courses for ESLO data collection) - PSLO Assessment for 2017-2018 (Identify courses for PSLO data collection)
<b><u>Fall Quarter</u></b>		
by October 31, 2017	Fall Term, Week 5	Assessment coordinators complete and submit Tabs 5 (closing-the-loop) and 6 (analysis of results and planned improvements) in LiveText, completing their 2016-2017 assessment reports.
by October 31, 2017	Fall Term, Week 5	Assessment coordinators confirm Student Exit Survey Questions and courses for ESLO assessment with Office of Academic Excellence. Please note that <b><u>all 2016-2017 assessment reports</u></b> should be completed in LiveText.
	Fall Term, Week 5	Assessment coordinators create rubrics and assign assessments for fall term PSLO courses (or request that Office of Academic Excellence do this). Please note that <b><u>all 2017-2018 assessment data and scores</u></b> should be collected in LiveText starting 2017-2018.
	Fall Term, Week 6	Office of Academic Excellence rolls over LiveText templates and makes 2017-2018 report templates available to program assessment coordinators.
	Fall Term, Week 6	Office of Academic Excellence distributes 2017-2018 Student Exit Survey using FAST Report.
	Fall Term, Week 10	Assessment coordinators complete LiveText tabs 1-3 (program description and plans for 2017-2018 PSLO assessment).



Date	Term / Week	Event
<b><u>Winter Quarter</u></b>		
	Winter Term, Week 5	Program faculty who had assessment activities in fall courses submit scores in to LiveText.
	Winter Term, Week 5	Assessment coordinators create rubrics and assign assessments for winter term PSLO courses (or request that Office of Academic Excellence do this).
	Winter Term, Week 6	Office of Academic Excellence distributes 2017-2018 Student Exit Survey using FAST Report.
	Winter-Spring Term	Office of Academic Excellence provides programs with data on program enrollment and graduates. Assessment coordinators lead reflection on this data with program faculty.
<b><u>Spring Quarter</u></b>		
	Spring Term, Week 5	Program faculty who had assessment activities in winter courses submit scores in LiveText.
	Spring Term, Week 5	Assessment coordinators create rubrics and assign assessments for winter term PSLO courses (or request that Office of Academic Excellence do this).
	Spring Term, Week 6	Office of Academic Excellence distributes 2017-2018 Student Exit Survey using FAST Report.
by June 1, 2018	Spring Term, Week 7	Assessment coordinators complete LiveText Tab 4 (reflection on program enrollment and graduate data and report of conversations with advisory board).
June 2018	Spring Term, Finals Week	Program faculty with assessment activities in spring courses submit scores in LiveText.
	Summer Term, Week 6	Office of Academic Excellence distributes 2017-2018 Student Exit Survey using FAST Report.

## Appendix D: Assessment Records Storage and Retention Guidelines

### **What assessment records should be kept?**

Generally, any records that help support the data in annual program assessment reports should be kept. These include:

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

### **Where should assessment records be stored?**

With Porfolium, assessment records will be stored electronically. Your program assessment report should identify where more detailed records are kept.

### **How long should assessment records be kept?**

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

### **Is storing individual student data with identifying information a violation of FERPA?**

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