

Oregon Institute of Technology

Academic Institutional Assessment Process

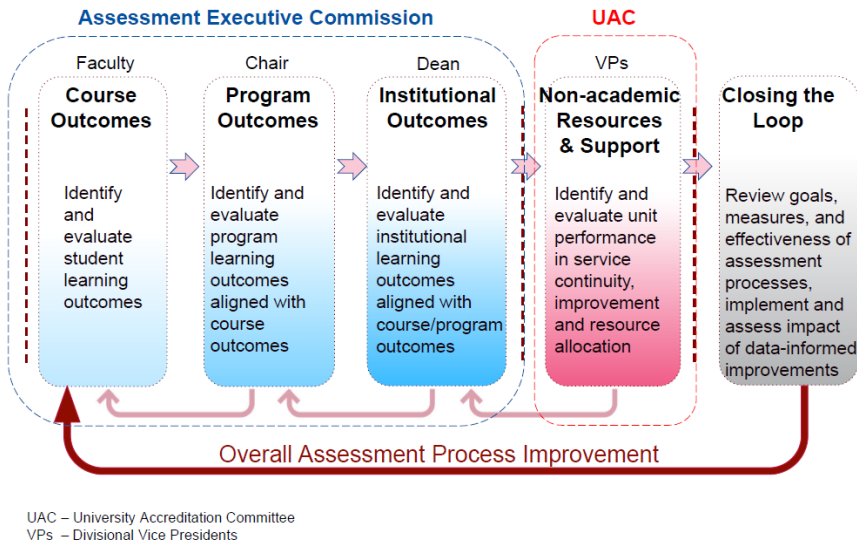
Institutional Assessment Tasks and Responsibilities

The institution is continually assessed for effectiveness according to the **Institutional Assessment Plan** adopted by the Assessment Executive Committee as appointed and charged by the Provost's Office. The Plan, summarized in the **Annual Institutional Assessment Report** is updated annually by the committee and rolled out to programmatic faculty at Convocation in Fall before classes begin. The plan encompasses a Template for Programmatic Assessment and a Process for Assessment of broad Institutional Learning Outcomes. At the conclusion of the academic year, the **Program Assessment Report Template** and **ISLO Process** are adjusted considering feedback from faculty, evaluation of the contents of the submitted reports and updated state and accreditation standards. The current Template and Process documents are posted on the Office of Academic Assessment Website at <https://www.oit.edu/academic-excellence>. Changes resulting from this feedback are documented in the Annual Institutional Assessment Report as well.

Faculty are responsible for reporting student performance on course outcomes to the program. **Program Chairs** and Assessment Coordinators are responsible for reporting on program outcomes and developing program level action plans and needs assessments based on course performance and other criteria utilizing the Program Assessment Report Template. Program data is reported to the Office of Academic Excellence. **Deans** ensure that all programs submit reports.

Institution-wide trends are examined by the **Assessment Committee** and **ISLO sub committees** within the Office of Academic Excellence according to the ISLO Process. The Annual Institutional Assessment Report written by Assessment committee summarizes the actions and needs identified through the assessment processes and is submitted to the **University Accreditation Committee (UAC)** where non-academic Department Vice Presidents use this data to allocate resources to the academic departments. The following year's assessment reports summarize the success of actions taken in the previous year and whether resources were provided in the Close the Loops section of the Program reports. The Annual Institutional Assessment Report also evaluates the success of the processes utilized and highlights the necessary changes.

Fig 1. Institutional Assessment Process Responsibilities



The Continuous Assessment Cycle

Measurement of programmatic and institutional outcomes are split among 3 parts of the cycle of assessment (Plan, Assess and Act). Each year all faculty are involved in **planning** for assessment of a particular outcome, **collecting** and analyzing data for assessment of a different outcome, and carrying out **actions** based on assessment of the rest of the outcomes. In this way the curriculum and the institution are continually adapting and changing to the needs of their students.

Fig 2. Three Year Cycle of Institutional Learning Outcomes

ISLO Three Year Academic Assessment Cycle (Student Success)		
Year 1	Year 2	Year 3
<p>Plan Communication, Teamwork, Ethical Reasoning</p>	<p>Plan Diverse Perspectives including Cultural Sensitivity & Global Awareness</p>	<p>Plan Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking Quantitative Literacy & Reasoning</p>
<p>PLAN: Course Selections. Assignment Design, Rubric Design. (Program Planning report due start of winter quarter, feedback given by spring term).</p>		

<p style="text-align: center;">Assess</p> <p style="text-align: center;">Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking</p> <p style="text-align: center;">Quantitative Literacy & Reasoning</p> <p style="text-align: center;">Collect (FALL & WINTER)</p> <p style="text-align: center;">Analyze (SPRING)</p>	<p style="text-align: center;">Assess</p> <p style="text-align: center;">Communication, Teamwork, Ethical Reasoning</p> <p style="text-align: center;">Collect (FALL & WINTER)</p> <p style="text-align: center;">Analyze (SPRING)</p>	<p style="text-align: center;">Assess</p> <p style="text-align: center;">Diverse Perspectives including Cultural Sensitivity & Global Awareness</p> <p style="text-align: center;">Collect (FALL & WINTER)</p> <p style="text-align: center;">Analyze (SPRING)</p>
<p>ASSESS: Direct Measures- (circle) Faculty Grades (Rubric), Standardized Tests, Exams, Pre and Post Test Designs, Competency-Based Demonstrations, Portfolios Indirect Measures-(circle) Faculty Grades-DFW, Surveys & Reflections, Course Evaluations, Graduation Rates, Retention Rates. Program Collect and Analyze Report due at the end of spring term and feedback given by fall term.</p>		
<p style="text-align: center;">Act</p> <p style="text-align: center;">Diverse Perspectives including Cultural Sensitivity & Global Awareness</p>	<p style="text-align: center;">Act</p> <p style="text-align: center;">Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking</p> <p style="text-align: center;">Quantitative Literacy & Reasoning</p>	<p style="text-align: center;">Act</p> <p style="text-align: center;">Communication, Teamwork, Ethical Reasoning</p>
<p>Act: Close loops, make improvements and re-measure Engage campus (professional development)</p>		

Leadership of Academic Assessment Efforts

It is imperative that the assessment of institutional effectiveness is an inclusive process that involves the entire campus community. The **Assessment Committee** is responsible for developing, reviewing, and implementing the institutional assessment plan. Standards laid down by NWCCU, particularly their rubrics for assessment processes (<http://www.nwccu.org/tools-resources/evaluators/forms-guidelines/>) help guide all involved with assessment to fulfill increasing state and federal mandates, which hold institutions of higher education accountable for student learning and continuous improvement.

The committee reports to the **Provost**. The Assessment Committee is comprised of the Chair; Vice Provost (ex officio); Associate Vice Provost of Academic Excellence; at least one faculty member from each **college** and **campus**; and at least one faculty member from **Online Learning**. Other membership includes the ISLO subcommittees divided by assessment cycle (plan, assess, act), department chairs, and/or faculty designated by each academic department for a specified term to assist with assessment. The Provost appoints one faculty member to serve as Chair of the Assessment Committee for a three-year term.

ISLO Sub committees are charged by the Provost's office in conjunction with recommendations from the Assessment Committee with either planning for assessment of their particular assigned outcome, analyzing the data collected on their particular outcome, or facilitating university-wide actions on their particular outcomes. Subcommittees have 3 members each are as follows:

1. Communication, Teamwork, Ethical Reasoning (CTER),
2. Diverse Perspectives/Cultural Sensitivity & Global Awareness (DP)

3. Quantitative Literacy, Inquiry & Analysis (QLIA)

Liaison with Other Campus Bodies

A representative from the Assessment Committee is a member of the **Curriculum Planning Commission (CPC)**. In this role, the representative reads all curriculum proposals, attends CPC meetings, and provides an assessment perspective to the work of CPC. The representative ensures that appropriate assessment questions are included in all coursework proposals.

At least one representative from the Assessment Committee serves on the **General Education Advisory Council (GEAC)**. Communication between the Assessment committee and this committee must be bi-directional. Representatives from the assessment committee ensure that assessment in general education is prioritized within processes and that ISLO definitions are consistent with state mandated standards for general education.

A representative from the Assessment Committee serves on the **Commission on College Teaching (CCT)**. The representative provides assessment results and recommended actions for continuous improvement as they pertain to faculty professional development.

A representative from the Diverse Perspectives ISLO subcommittee should be in close contact with or on the **Diversity, Inclusion, and Cultural Engagement (DICE)** steering committee. DICE work guides assessment work related to standards of equitable curriculum delivery and measurements on the Diverse Perspectives ISLO. Assessment work provides data to the DICE office identifying equity gaps and actions related to the closure of those gaps.

The online representative member should be in contact with **Online Learning Advisory Council (OLAC)** to ensure that best practices for online education are being assessed similarly to in person programs.

The Associate Vice Provost of Academic Excellence or a representative serves as a member of the **Institutional Accreditation Team**, ensuring that academic assessment efforts are aligned in support of institutional accreditation reporting activity. This member ensures that the year end Assessment report is distributed to this team and that University resource allocation is guided by assessment needs.

Communication of Assessment Matters

Systematic and broad communication on assessment matters is important to the assessment process. As such, communication avenues should be continually improved upon.

The Office of Academic Excellence maintains a **webpage** with current information and assessment practices and annual institutional summary assessment reports at <https://www.oit.edu/academic-excellence> Linked to this webpage are accompanying pages where departmental outcomes and program assessment reports are published for public consumption. Office of Academic Excellence webpage contains links to data from Office of Institutional

Research, General Education standards, Commission on College Teaching, DICE and the definitions of Institutional Outcomes.

The Office of Academic Excellence maintains a **Teams drive** which contains a record of Agendas and Meetings for the committee, grades and feedback sent to departments regarding assessment reports, trainings and requests for actions from faculty.

Resources for Assessment

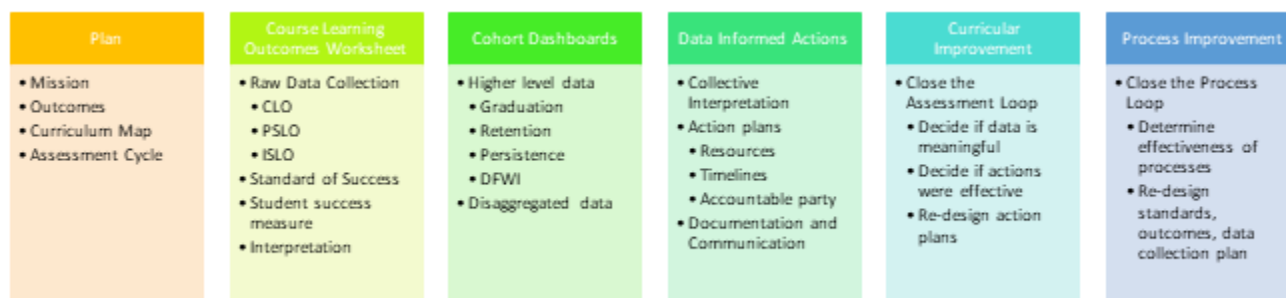
Report Contents

All associate and bachelor's level programs are required to submit a programmatic assessment report. Within the program report should be listed the program mission and how it aligns with the mission of the institution, program specific learning outcomes (PSLO) and how they are justified by accrediting bodies or requirements from industry, a scaffolded curriculum map, the process the program used to collect data used for assessment including direct (student work product) and indirect (perspective) sources of data, and faculty interpretations and actions taken or planned because of this data.

Required **data points** for consideration in evaluation of program quality:

- Graduation rate: 4-6 years post entry to the academic institution
- Post-graduation success: percent of students finding employment or pursuing advanced education in the field of choice after graduation
- Retention: one year post entry to the program
- Persistence: rate students stay in the program each term
- DFWI: percent of enrolled students receiving a grade of D, F, Withdraw, or Incomplete in a course
- Disaggregated data: student data that is categorized by specific populations. Available populations are Race, Gender, Pell Grant recipient, First Generation attending college
- PSLO: student performance on program specific outcomes
- ISLO: student performance on institutionally recognized outcomes

Fig 3. Contents of Program Academic Assessment Reports



Reports also contain faculty interpretations of the data, action plans based on these interpretations and look back of actions implemented to evaluate the success of these plans a process called “close the loop”.

The reports are submitted and stored with the Office of Academic Excellence and published to the program’s assessment webpage. If contents of the report are missing, programs are given the opportunity to correct and resubmit the necessary information.

Sources of Data

Student perspective is utilized broadly across the institution. Every course is assigned an **end of course survey** administered by **IDEA**. Faculty have direct access to the results of these surveys for all of their courses. Faculty report these data in their Annual Performance Evaluations (APE). Training on how to access and interpret this data is conducted by CCT during their annual OTET Workshop.

The Office of Academic Excellence conducts a **Student Exit Survey** for every department on their graduating seniors through **Qualtrics**. Questions asked of these students cover student perspective on their education’s impact on their performance of Programmatic Outcomes and their post graduation success. This data is provided to programs for use in writing their program assessment reports in summer.

The Office of Institutional Research Provides head count data on **graduation, attrition, and retention** rates by term, department, and college. This data is shared with programs and available on the OIR website at <https://www.oit.edu/institutional-research> Additionally, OIR data dashboards that report student achievement data are readily available to faculty online through faculty resources page on the universe’s intranet TECHweb.

External evaluation of programs is conducted by participation of Professional Advisory Boards and Accreditation for individual programs.

Table 1. Accredited Programs

Program	Accrediting Body
Dental Hygiene	Commission on Dental Accreditation (CODA)
EMS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Diagnostic Medical Sonography	Commission of Accreditation for Respiratory Care (COARC)
Polysomnographic Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
MLS	National Accrediting Agency for Clinical Laboratory Science (NAACLS)
Civil Engineering	Engineering Accreditation Commission (EAC) of ABET
Electrical Engineering	Engineering Accreditation Commission (EAC) of ABET

Electronics Engineering Technology	Engineering Technology Accreditation Commission (ETAC) of ABET
Geomatics	Applied and Natural Sciences Accreditation Commission of ABET
Renewable Energy Engineering	Engineering Accreditation Commission (EAC) of ABET
Computer SET	Engineering Technology Accreditation Commission (ETAC) of ABET
Mechanical Engineering (ME)	Engineering Technology Accreditation Commission (EAC) of ABET
MET	Engineering Technology Accreditation Commission (ETAC) of ABET
Manufacturing Engineering Technology	Engineering Technology Accreditation Commission (ETAC) of ABET
Management	International Accreditation Council for Business Education (IACBE)

Tools

The institution has created dashboards for each faculty member to review their courses. The OIR data dashboards report student achievement data and are readily available to faculty online through faculty resources webpage on the universe's intranet TECHweb with faculty log-in credentials. Dashboards are maintained by the Office of Institutional Research also contain data **disaggregated** data by race, gender, first generation college attendance, Pell Grant recipient status, and full or part time status. Such data included in the dashboards is 6-Year Graduation data, Retention for one year, and Dropped Failed Withdrew or Incomplete (DFWI) by term. Faculty report review of this data in program assessment reports and in Course Learning Outcomes (CLO) **Worksheets** due at the end of each term.

The CLO Worksheets were created by the Office of Academic Assessment and allow faculty a place to enter assessment data based on course work performance that can then be summarized by the chair of the department. Using the CLO worksheets, faculty determine which programmatic and institutional outcomes their specific coursework pertains to. Faculty enter performance targets for assignments and course work. The program determines a **standard of success** to mean the number of students performing acceptably on the outcome that indicates the outcome is met for the course. Faculty determine **student success** to be the student's work product compared to the rubric for the outcome on the assignment. The **Program Assessment Handbook** expected to be published in 2022-23 academic year clarifies definitions for faculty on each of these measures of success.

Outcomes

The Strategic plan for the Institution is published on the University Website at <https://www.oit.edu/about/strategic-plan> and reads as follows:

“Oregon Institute of Technology (“Oregon Tech”), Oregon’s public polytechnic university, offers innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. With a commitment to diversity and leadership development, Oregon Tech offers statewide educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.”

It is structured using the guiding values of: Student success, respect, service, excellence, integrity, Diversity Equity and Inclusion, Accountability and Confidence into four pillars.

- Commitment to Student Success
- Commitment to Innovation
- Commitment to Community
- Commitment to Institutional Excellence

This strategic plan informs the Academic Master plan published on the University Website at <https://www.oit.edu/provost> which has a mission that reads as follows:

“Through a sense of community, collaboration and innovative degree programs, Oregon Tech Academic Affairs provides applied hands-on learning from teacher-scholars who develop life-long learners and tomorrow’s leaders.”

Through the values of Professional Ethics, Inclusivity, Transparency, Accountability, Forward-thinking, Respect, and Excellence. The Academic master plan sets forth charges the academic community will act on in the areas of on fiscal responsibility, Institutional Success Indicators, and Opportunities for Research and Industry Collaboration.

Success of the work on these initiatives from the missions are measured through student success on both the **Institutional Success Indicators** of Retention and Persistence, Graduation Rates, Employment Rates, DFWI, and closing of equity gaps and student performance on academic **learning outcomes**.

Academic learning outcomes are categorized as follows:

- a. **Course Student Learning Outcomes (CLO)** – Student learning outcomes limited to the course subject only. Students achieve them by specifically attaining a faculty member’s success criteria for each learning outcome (not completing a course.)
- b. **Program Student Learning Outcomes (PSLO)** – Learning outcomes students achieve by completing requirements of the degree program. Program learning outcomes are defined by program faculty and or program accreditation agencies, if any. Achievement of the program learning outcomes are typically demonstrated by what students can do.
- c. **Institutional Student Learning Outcomes (ISLO)** – Student learning outcomes students achieve by completing degree requirements. Institutional Student Learning Outcomes are broad learning outcomes; they are not major specific but are consistently integrated and assessed in program courses university wide throughout a student’s learning experience at the institution.

Program and Institutional Outcomes are assessed at three levels as follows:

- a. **Foundational** – introduction to the concept
- b. **Practice** - performance within programmatic coursework that builds on foundational knowledge
- c. **Capstone** – synthesis of knowledge from multiple areas in coursework in application of professional level practice

While CLO are set by faculty, and PSLO are set by programs, Oregon Tech's Institutional Student Learning Outcomes (ISLOs) are set by the Office of Academic Excellence to ensure that they support Oregon Tech's institutional mission and strategic goals. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech's degree programs. In depth definitions on acceptable performance on these outcomes are published at <https://www.oit.edu/academic-excellence/GEAC/essential-studies/Institutional-student-learning-outcome>

Oregon Tech students will:

- *communicate* effectively orally and in writing;
- engage in a process of *inquiry and analysis*; including problem-solving & information literacy, critical analysis & logical thinking
- make and defend reasonable *ethical* judgments;
- collaborate effectively in *teams* or groups;
- demonstrate *quantitative literacy & reasoning*;
- explore *diverse perspectives, including cultural sensitivity & global awareness*.

Review Process

Each program submitting a report also delegates an individual faculty member to review other department reports. At minimum, program reports are read by two faculty graders. Faculty graders are given training on a grading rubric updated by the Assessment Committee for this purpose. The contents of the rubric evaluate program reports for items specified in Fig 3. Graders return individualized feedback to the department chair. Once feedback is received, programs may choose to submit changes to the report for second review to the Office of Academic Excellence or approve the posting of the report to the external assessment webpage for their department.

Fig 4. Program Assessment Report Rubric

Program Assessment Report Feedback

2020-21 Assessment Report

Program:

Department Chair:

Program Assessment Report Author:

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	

PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	
Assessment Cycle is three years to cover all PSLO and ISLO	
Actions taken by programs on assessment during each year of the cycle are specified	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (appendix)	
Sample: Number of samples reviewed is specified	
Reliability: Reviewer and locations of the assignment are specified	
Performance Targets of acceptability are indicated	
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous 3 years of data	
Interpretation: Current results are compared against University data	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to budgetary decisions	
Faculty discuss trends in the data	
Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Data from submitted reports is tabulated and summarized for reviewers within the Annual Institutional Assessment Report. **Meaningful indicators** are identified within the report to assess the quality of the reports and process. Items **on process** recorded in the report for the year include changes to the structure or reporting of assessment committee, actions taken to change the process, improvements to the tools used in assessment, and trainings provided to the campus community that support assessment work. Items recorded **on quality of reports** may change from year to year, depending on the quality of the reports submitted, however at minimum the number of programs that submitted reports during the academic year should be reported. Other program report items included would be % of reports that submitted a particular piece of data that was previously found to be a gap, such as the % of programs identifying equity gaps or the % of programs reporting action plans. Additionally, Summarized **University Trends** data is recorded in the Annual Institutional Assessment report, items such as University level averages and trends in institutional level indicators of success (retention, graduation, DFWI) over time and compared with external sources, trends in program assessment reported gaps and actions, faculty interpretations of student performance on ISLO, and programmatic requests for University **resources**.

Actions the University plans to take based on these data are identified throughout the annual report for the varying topics of process improvement, faculty education, resource allocation or other items indicated.

Closing the Loop

The Annual Institutional Assessment Report published in the previous academic year is the guide for preparing the Report for the following year. The report preparer reads through the actions planned to be taken and the data reported within the report and compares it against the activities that occurred during the academic year and the data reported in the new academic year. Both successes and failures will be reported to the wider academic community on the Assessment webpage and at the Convocation Assessment session during which faculty are invited to give interpretations and feedback.

Similarly, in preparation for the year's program assessment reports, chairs are reminded of the report submitted in the previous year as a starting point for assessing data collected during the previous year. Programs are directed to look at actions planned for the academic year, whether they were implemented and whether students benefitted from those initiatives or not. Programs report this reflection in the **Close the loop** sections of their program assessment reports.

Each ISLO committee also prepares their own end of year report in June summarizing the work done and not done during the academic year. These reports are submitted to the Office of Academic Excellence and published to the Assessment webpage.

Fig 5. Calendar of Events in the Assessment Process



This process is written by the Assessment Committee and sent to the Director and Provost for approval. Review of this process should occur at regular intervals and changes made as gaps are identified.

 Author Date

 VP Research and Academic Affairs Date

 Provost Date