Oregon TECH

2018-2019
Academic Assessment Plan

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Oregon Tech 2018-2019 Academic Assessment Plan

Introduction

This document outlines Oregon Tech's ongoing academic assessment plan, including specific activities planned for the 2018-2019 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.

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, particularly their rubrics for assessment processes (http://www.nwccu.org/tools-resources/evaluators/forms-guidelines/) 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
Communication		Design	Collect	Analyze	Engage	Evaluate	Reflect
Inquiry & 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

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.

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

Instruments	Cycle of Assessment	Last Administered	Next Administered	Responsible Office
New Students				
BCSSE*	Three years	Fall 2014	TBA	Student Success Center/Retention
Math/writing placement exams	Every term			Student Success Center
Enrolled Students				
NSSE/FSSE**	Three years	Spring 2018	Spring 2021	Academic Excellence
Oregon Tech ESLOs	Every year			Academic Excellence
Student Exit Surveys	Every year			Academic Excellence
Alumni				
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.

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 2018-2019 assessment plan (this plan).
  - Complete the 2018-2019 assessment report.
    - Beginning in Spring 2019, the above two documents will be combined into an annual assessment report for and plan for the subsequent year.
  - 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: Teamwork ESLO
    - Drawing upon examples from previous years' data collection plans, the Teamwork ESLO committee and the Assessment Commission will draft a data collection plan for the Teamwork ESLO to be implemented in 2019-2020.

  - Collect Year: Ethical Reasoning ESLO
    - The data collection plan developed during the previous year will be implemented, using Portfolium to collect and score student work.
    - In concert with Assessment Leaderhsip, the Ethical Reasoning ESLO committee will hold a session at the September 2018 Oregon Tech Excellence in Teaching Conference to familiarize faculty with the Ethical Reasoning rubric.
    - Scoring of student work will occur within ESLO Assessment Days – 2-3 hour sessions held near the end of each academic term to which faculty from all programs are invited. Work will be scored collaboratively in order to yield both higher-quality data and to foster discussion amongst faculty.

  - Analyze Year: Inquiry & Analysis ESLO
    - Data collected during fall 2018 will be shared with faculty at convocation, and discussed within the Executive Committee and the Inquiry and Analysis 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 2019-2020.

  - Engage Year: Communication ESLO
    - Engage year activity will be a joint effort between the Executive Committee, the Communciation ESLO Committee, and the Communication department, centered on providing feedback towards redevelopment of Oregon Tech's technical communication courses.
    - Because common themes in analysis of Communication ESLO data included lower ratings of student performance in technical communication classes, analysis of and reflection on data centered around themes of mismatched expectations in communication courses vs. disciplinary courses.

- Concurrently, the Communication Department is beginning to revise its technical communication offerings and is actively seeking feedback towards their redevelopment
- As a primary "engage" activity, the above groups will work with programs to spark conversations with program industry advisory boards (IABs) on the communications knowledge, skills, and competencies most relevant for student success in employment post-graduation. This feedback will be compiled and shared both with programs and the communication department to support this redevelopment.
- New technical communication courses, drawing at least in part on this feedback, will be rolled out over the next several academic years, including pilots during the 2018-2019 academic year.

- Evaluate Year: Diverse Perspectives ESLO
  - As the first "evaluate" year in Oregon Tech's new ESLO assessment cycle, the Diverse Perspectives ESLO committee will reflect on implementation of "engage" activities from the prior year and recommend any areas to carry out targeted re-assessment to determine if activities produced the desired impact.
  - As identified, the ESLO committee will collaborate with the Executive Committee to obtain and analyze data and report areas of improvement and/or further recommendations for additional actions to the Assessment Executive Committee, GEAC, and CCT. Given the recent NSSE administration in spring 2018, the Diverse Perspectives Committee will pay particularly close attention to NSSE indicators in this work.

- *Portfolium Implementation*
  - The Office of Academic Excellence will complete the technology integration with Banenr and Blackboard during the summer of 2018, and will produce guides to Portfolium use for program assessment coordinators
  - ESLO data collection and assessment will be conducted entirely within Portfolium, enabling a large set of faculty to gain exposure to the system and see its ease of use and other features.
  - In response to emerging guidelines from NWCCU, and concerns raised by faculty during reflection on Communication ESLO data, Oregon Tech will use Portfolium to begin to examine inter-rater reliability of ESLO assessment.

- *Campus Wide Coordination*
  - Oregon Tech will continue to selected faculty to the statewide learning outcomes and assessment conference – Teaching T.A.L.K.S. – when it is next held (possibly in March 2019).
  - 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. A proposal has been submitted for the February 2019 AAC&U General Education and Assessment meeting in San Francisco

- o Work with the Commission on College Teaching to coordinate assessment work and faculty professional development.
- o 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, 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.

2018-2019 Plans

During the 2017-2018 academic year, programs were directed to submit program assessment reports using LiveText academic assessment software. Both because of challenges with the software's ease of use and, because review of program assessment reports revealed a decline in the quality of reported program assessment work, Portfolium has been adopted as Oregon Tech's new assessment software for 2018 and beyond.

Starting with 2017-2018 program assessment reports, due by October 31, 2018, programs will prepare program reports using a new template developed by the Executive Committee of the Assessment Commission, using Portfolium as a resource to compile and analyze data. The overall structure of the program assessment reporting process remains essentially similar to previous years, although the tools to be used have changed.

Similarly, the Executive Committee of the Assessment Commission, with participation from program assessment coordinators, will review all submitted program assessment reports during the rubric in the Program Assessment Report guide during the winter 2019 term and provide written feedback to every program. Scores will be analyzed to identify areas for targeted improvement in program assessment activity.

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 2018-2019 student learning outcomes scheduled for assessment.
- Plan for direct and indirect measures of 2018-2019 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 2018-2019, 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 Portfolium as the Oregon Tech's new assessment software.

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.

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.

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.

Academic assessment is part of our obligation to our students – to ensure we meet our commitments to them (our student learning outcomes), and where we fall short, to work to continuously improve. It is also required at both the program and institutional level by NWCCU to maintain program and institutional accreditation. Program assessment coordinators play a vital role in making sure this work occurs and is documented with the broad involvement of faculty. Responsibilities include:

- **ESLO assessment:** Coordinate ESLO assessment activity within your program, including:
  - Plan: Identify course in your program to collect work for ESLO assessment.
    - **Deadline: To Office of Academic Excellence by October 31.**
  - Collect: Upload student work to Portfolium.
    - **Deadline: Upload work by the end of the term it was conducted.**
  - Analyze: Ensure your program contributes 3 hours of faculty time (can be any faculty, not necessarily the assessment coordinator) to assessment days during the academic year.
    - **Deadline: Ensure your program contributes 3 hours by the end of spring term.**

- **Program assessment:** Coordinate program assessment activity, including:
  - Plan: Update your program's annual PSLO assessment cycle to identify courses and assignments/activities used for program assessment and faculty responsibility for scoring and analyzing data (or for collecting data to "close the loop" and evaluate the effectiveness of improvements).
    - **See Program Assessment Report Guide and <u>Portfolium</u> quick guide.**
  - Collect: Ensure that program faculty score and analyze student work as assigned (preferably collaboratively), and that student work and scores are collected (in Portfolium or via other departmental methods).
    - **See Program Assessment Report Guide and <u>Portfolium</u> quick guide**
  - Analyze: Ensure that data from program assessment is shared with all program faculty.
    - **See Program Assessment Report Guide.**
  - Act: Ensure that your program/department identifies a plan of action (to improve courses, assessment processes, etc.) in response to your findings and discussion of assessment data.
    - **See Program Assessment Report Guide.**
  - Report: Ensure that the above work is documented in your annual program assessment report.
    - **Deadline: Provide this report to the Office of Academic Excellence by October 31.**

- **Student Exit Survey**:
  - Plan: Confirm or update your program's student exit survey questions and student solicitation message. (If you don't update this, the same questions will be re-used from the previous year.)
    - **Deadline: Provide updates to Office of Academic Excellence by October 31.**

- **Professional Development Opportunities:** (voluntary but highly recommended)
  - **Program Assessment:** Participate in providing evaluation and feedback on program assessment reports (Winter term).
  - **ESLO Assessment:** Participate in workshops supporting ESLO assessment (scheduled throughout year).

Fall 2018	
Due Date	Task
Convocation meeting with department faculty Wednesday, September 19, 2018	1. Review with program faculty: • purpose/mission statement • educational objectives • student learning outcomes • Review program SLO cycle with ESLO cycle* • Introduce faculty to Portfolium 2. For 2018-2019 PSLOs: • Review PSLO-Curriculum Matrix • Review performance criteria • Plan 2 direct and 1 indirect measure for each PSLO 3. Review planned improvements (closing the loop items) from spring 2017-2018 faculty meeting. Plan for data collection in 2018-2019
Fall Quarter 2018	• Upload program specific rubrics and work into Portfolium • Create program assessment activities for 2018-2019 direct assessment activiity
October 31st, 2018	• Identify course(s), instructor(s), term(s) for assessment for Ethical Reasoning ESLO assessment. • Assign fall term direct assessments to courses. • 2017-2018 Program Assessment Report Due.
End of Fall Quarter	• Ensure that Fall term ESLO data is uploaded to Portfolium; ensure faculty participation in end-of-term ESLO Assessment Day (inter-rater scoring of ESLO artifacts) • Collect Fall term PSLO data (preferably using Portfolium).
Winter 2019	
January 2, 2019	• Write up fall assessment data and assign spring term ESLO direct assessments to courses.
End of Winter Quarter	• Ensure that Winter term ESLO data is uploaded to Portfolium; ensure participation in end-of-term ESLO Assessment Day. • Collect Fall term PSLO data (preferably using Portfolium).
Spring 2019	
End of Spring Quarter	• Ensure that Winter term ESLO data is uploaded to Portfolium; ensure participation in end-of-term ESLO Assessment Day. • Collect Fall term PSLO data (preferably using Portfolium).
October 31st, 2019	• Submit 2018-2019 Program Assessment Report

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 complied 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, Portfolium). **Email is not secure and cannot be used as a means to transfer assessment data or student work attached to identifying information.**