

Ad Hoc Self-Evaluation Report: Assessment Response to NWCCU 2011

August 29, 2012

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Executive Summary

This Ad Hoc Self-Evaluation Report has been created in preparation for a site visit to Oregon State University by the Northwest Commission on Colleges and Universities scheduled for October 2012. The purpose of the visit is to address Recommendation 1 of the Spring 2011 Comprehensive Peer Evaluation Report by the Commission:

1. *It is recommended that Oregon State University accelerate efforts to foster, support, and reward meaningful assessment of learning outcomes that spans from course assessment to program assessment and includes the Baccalaureate Core, all undergraduate programs, and all graduate programs (2.C.2, 2.C.3, 2.C.10, 4.A.3).*

The present report describes actions that have been taken at all levels of the university to address the recommendation and advance the process of student learning outcome assessment throughout the university community. Where applicable, we provide indications of the results and impacts of assessment efforts that encompass OSU's general education program (the Baccalaureate Core), its undergraduate programs, and its graduate programs.

The first section following this introduction is an overview of OSU's overall approach to assessment. This is followed by a section that describes our campus-wide activities to provide leadership and support to advance and enhance assessment practices. The next sections describe the activities and initiatives that have been instituted in, respectively, the Baccalaureate Core, undergraduate programs, and graduate programs. Following that is a summary and self-critique of the overall set of activities, along with an outline of our plan for future assessment-related activity. Finally, several appendices display, summarize, and highlight specific analyses related to our assessment of student learning outcomes.

As an overview, the following activities highlight a timeline of ongoing and accelerated efforts to foster, sustain, and reward authentic outcome-based assessment of student learning at all levels of the university. We focus on recent efforts commensurate with the April 2011 recommendation and on assessment activities for academic programs. Comprehensive assessment activities within Student Affairs have been fully documented and commended elsewhere.

2010-2011

- Annual unit-level assessment reports for undergraduate programs dating back to 2005 have been uploaded into the newly established BEAVERS Learning Outcome Tracking System, a web-based archive hosted by the [Office of Academic Programs, Assessment, and Accreditation](#) (APAA). (See pages 16-21 and Appendix 1.)
- The APAA Director convened the [University Assessment Council](#) as a forum to guide and disseminate university-wide assessment policy and practice. UAC membership includes Associate Deans who oversee and conduct assessment reporting in the academic colleges. (See page 6.)
- Following Faculty Senate adoption of a shared governance *Vitalization Agenda* for general education in June 2010, the Senate's Baccalaureate Core Committee formally adopted measurable [Category Learning Outcomes](#) for each [Baccalaureate Core](#) category. (See page 11.)

2011-2012

- Effective Fall Quarter 2011, academic units were required to clearly list and describe assessment of category learning outcomes in course syllabi for all general education courses. (See pages 11-12.)
- The inaugural annual [Faculty Assessment Academy](#) in October 2011 featured eight faculty presenters who were honored for best practices in assessment. Ninety-one faculty members attended the event and all presentations are available on the web. (See pages 8-9.)
- APAA has established a series of [internal grants and awards](#) to foster and sustain innovation and mentorship in assessment practice. (See page 15.)
- Assessment capacity across the University has been expanded through addition of new assessment-focused positions in [APAA](#) (Director and Assistant Director), and the Oregon State University Libraries; a further search is planned in the College of Public Health and Human Sciences. (See pages 5-6.)

- [Graduate program outcomes and assessment plans](#) have been established for all programs; plans and outcomes are posted and publicly available on the APAA website as of December 2011. (See page 22-23.)
- APAA and the [Center for Teaching and Learning](#) designed and delivered an inaugural series of Baccalaureate Core assessment training sessions. Faculty Assessment Academy awardees conducted formal and informal training sessions and mentoring. (See page 8-10.)
- Comprehensive data-gathering for [Baccalaureate Core assessment](#) began in Spring Quarter 2012, initiating an in-depth 7-year cycle of direct and indirect assessment of learning outcome achievement in the general education program with one and three-year follow-ups and interim reporting. (See pages 12-14.)

2012-2013

- Assisted by APAA and Institutional Research, feedback to academic units will follow formal [Category Review](#) by the Baccalaureate Core Committee of the Faculty Senate in Fall Quarter 2012. The second annual Faculty Assessment Academy will focus on impacts of the initial implementation of Baccalaureate Core assessment and provide guidance for upcoming category reviews.
- [Annual program assessment](#) reports are due on September 15, 2012. This includes all graduate and undergraduate degree programs as well as student support units. APAA review and posting to the BEAVERS Learning Outcome Tracking System will be underway at the time of the site visit. Some units submit on a calendar-year cycle with a January 15, 2013 due date.

Background and Philosophy

Assessment activities have been present at Oregon State University for many years. Formal assessment efforts fostered by Academic Affairs were real, as evidenced by unit-level assessment reports dating to 2005 (Appendix 1) and acknowledgements in the 2006 Regular Interim Evaluation Report by NWCCU. By 2008, more than half of all academic units had

established annual undergraduate program assessment reporting supported by feedback loops within academic colleges.

More recently, Oregon State University has made significant progress to expand these efforts into a comprehensive system that encompasses undergraduate programs, the Baccalaureate Core, and graduate programs and makes this work visible to the OSU community through the assessment website and the BEAVERS Learning Outcome Tracking System.

Assessment activities are coordinated with the goal of making all aspects of university assessment more visible, rigorous, and consistent while being efficient. The components of this process include a central and organized planning and accountability system, the collection and sharing of information from colleges, departments, and other units, campus-wide communication of policies, expectations, and feedback, and provision of support activities to build capacity and reward best practices.

Two over-arching design philosophies characterize assessment policy and practice at OSU: local control and transparency.

- A commitment to *local control* reflects the evolution of unit-level assessment at OSU fueled by the drive for program improvement. Local control means that evidence-gathering, reflection, and decision-making relative to student learning all take place precisely where the teaching and learning occur and where the expertise resides to guide appropriate changes: in the departments. Fostering local control, which encompasses the branch Cascades campus and includes university-wide capacity-building, also results in a more robust system of accountability and buy-in to the process, allowing units to develop meaningful approaches to assessment that fit their own unique needs and culture.
- *Transparency* is a balance that enables the faculty to reflect critically on program effectiveness while still retaining leverage in the university's strategic planning, resource allocations, and calls for accountability. At OSU, the key to this balance is a broadly held commitment to shared governance. A [Joint Task Force Report](#) adopted by the Provost and the Faculty Senate in 2011 articulates fundamental principles of shared governance. The principles include a "full-cycle" approach that engages faculty input and fully reports on decision-making. The principles apply in specified arenas including academic programs and strategic planning.

Many of the activities and initiatives described in this report have been instituted within the past eighteen months—in the time since receiving the NWCCU recommendation in 2011—as the University has striven to be attentive and comprehensive in responding to the recommendation. However, many of the activities result from initiatives that began prior to 2011 and which have steadily gained traction over several years. Thus, OSU sees itself as operating on a long-term trajectory for rigorous and meaningful assessment across campus, to be integrated into every level of instructional activity. Nevertheless, NWCCU's 2011 evaluation provided an effective stimulus for accelerated action.

Leadership, Communication, and Capacity-Building

This section describes the major components of the OSU assessment system from the perspective of administrative *leadership*, campus-wide *communication*, and intentional *capacity-building*.

Leadership

A culture of assessment and supporting infrastructure requires leadership initiative and personnel with assigned responsibilities for assessment. Beginning with the highest levels of leadership, President Ed Ray, Executive Vice President and Provost Sabah Randhawa, and Senior Vice Provost for Academic Affairs Rebecca Warner have enabled this by creating several high-level positions with direct and indirect responsibilities for campus-wide assessment.

The Office of Academic Programs, Assessment, and Accreditation (APAA) was created in 2011 to oversee and coordinate university level accreditation, assessment, and academic program review. Dr. Gita Ramaswamy was appointed as OSU's Director of Assessment within APAA. Dr. Ramaswamy, who had held a similar post at Purdue University, worked closely with the Senior Vice Provost for Academic Affairs, the University Assessment Council, the Baccalaureate Core Committee of the Faculty Senate, and numerous other colleagues across campus to advance OSU assessment activities before leaving in April 2012 to take a position as Senior Advisor in the Office of the Chief Scientist in the U.S. Department of Agriculture. After a campus-wide search, OSU Mathematics Professor Dr. William Bogley was appointed as the new Director of Academic Programs, Assessment, and Accreditation in July 2012. Professor Bogley has

demonstrated a longstanding commitment to student learning assessment and has an accomplished record of leadership on this issue as a faculty member, especially relating to the effectiveness of the Baccalaureate Core.

In February 2012, OSU completed a national search and hired Stefani Dawn for a new position in APAA, the Assistant Director for Assessment. The Assistant Director has specific responsibility to support assessment of the Baccalaureate Core. Prior to coming to OSU, Ms. Dawn was the Assistant Dean for Assessment in the University of New Mexico College of Pharmacy, where her assessment efforts were given special commendation by the Accreditation Council for Pharmacy Education in a 2009 accreditation review. Ms. Dawn has been on the faculty of the University of New Mexico and the University of Arizona, and has formal training in both science (M.S.) and education (M.A.). She expects to complete her Ph.D. in Math, Science, Environment and Technology Education in fall 2012.

University Assessment Council. The University Assessment Council (UAC) is a key component of the institutional assessment infrastructure. The UAC is a representative advisory body convened by the APAA Director to promote the exchange of ideas and information about assessment on campus, to keep the university community apprised of assessment-related expectations, standards, and best practices, to guide assessment projects, to explore potential reward structures for faculty who display excellence in assessment, and to promote collaboration and the sharing of tools and resources across colleges, departments, and other units. UAC membership is drawn from the academic colleges, the Graduate School, Academic Affairs, Student Affairs, the OSU Libraries, the OSU-Cascades campus, International Programs, and other units. The Council meets regularly during the academic year to address assessment policies and activities at OSU, including in the areas of the Baccalaureate Core, undergraduate programs, graduate programs, and the co-curriculum. Council membership, agendas, and meeting minutes, are [posted](#) on the APAA website. The UAC serves as a vital policy forum and its meeting minutes reflect deep and critical discussion of many aspects of assessment practice over the past two academic years.

College and Unit-Level Infrastructure. Associate Deans in the academic colleges, including many UAC members, serve as college-level assessment representatives. They produce annual college summary assessment reports and oversee annual assessment reporting by units within their colleges. These reports are posted in the BEAVERS Learning Outcome Tracking System (Appendix 1). Additional dedicated unit-level FTE for assessment and accreditation also exists

in a number of academic units, including the College of Engineering, the College of Business, and the OSU Libraries. A national search for a similar position is soon to be launched in the College of Public Health and Human Sciences. Assessment contacts for all units are [posted](#) on the APAA website. (Scroll to the bottom of the page to link to the pdf document).

Communication

Communicating the University's assessment activities and expectations is critical to developing a culture of assessment. This must be a multi-pronged approach that provides consistent and accurate information reaching a variety of audiences. The APAA disseminates information via the UAC, through the OSU email listserv system, in meetings with individuals and various committees/groups, the APAA assessment website, and workshops that communicate and build capacity around assessment. A newsletter is planned featuring assessment and its relation to student success.

Annual Reporting. All programs are required to submit annual assessment reports to APAA. In March 2012, APAA issued a detailed [OSU Annual Assessment Report](#) for the calendar year 2011. (See link to pdf document on right side of page.) The format and detail of this annual report are considerably expanded from reports in previous years and include a review of the assessment-related aspects of NWCCU's 2011 Comprehensive Evaluation and a summary of responses and actions taken through the end of 2011.

The OSU Assessment Website. APAA's significantly expanded [website](#) facilitates communication across the university on assessment issues, promotes transparency, and provides up-to-date information regarding timelines, due dates, and requirements. The assessment website features the 2011 OSU Annual Assessment Report and posts announcements such as funding opportunities, upcoming workshops, and other assessment-related campus events. It provides links to required submission forms as well as to department/unit plans for undergraduate programs, graduate programs, and the Baccalaureate Core. The site archives the minutes from past meetings of the University Assessment Council, and it includes faculty development resources such as bibliographies and video presentations. It also provides a link to the BEAVERS Learning Outcome Tracking System, a password-protected page for administrative personnel to post and access assessment plans and annual reports.

The expanded OSU website received national recognition in February 2012 from the National Institute for Learning Outcome Assessment (NILOA), which selected it as a *Featured Website* in the area of *Communication*. NILOA's [recognition](#) of OSU's site states:

“The Office of Academic Programs, Assessment, and Accreditation (APAA) website provides a wealth of assessment information for those internal and external to Oregon State University. Learning outcomes have been developed for all academic and co-curricular departments in addition to seven learning goals established for graduates. A crosswalk of colleges and programs that are utilizing high-impact practices is provided as well as information by college and program on specific assessment activities underway. Oregon State is NILOA's February Featured Website in the category of Communication.”

For a website to be recognized for the Communication category, the evaluation criteria are as follows (quoted from the NILOA website): “The website clearly presents information on student learning outcomes assessment and/or results to multiple or specific internal and/or external audiences using layperson’s language and contextualized examples. Information is found on multiple pages across the website, updated regularly and easy to access and navigate via links or search engines. In addition, the site provides explanation or examples of the use of student learning outcomes assessment.”

Face-to-Face Feedback. Individual and targeted meetings build bridges, deliver unit-specific information, and are often where substantive efforts are initiated and energized at the unit level. These types of meetings are integral to the successful delivery of assessment-related expectations and they are a primary mechanism used by OSU provide feedback, guidance and expertise to encourage comprehensive, efficient and useful full-cycle assessment activities.

Capacity-Building

Intentional efforts to foster and reward meaningful assessment have been carried out in collaborations involving APAA, the Center for Teaching and Learning (CTL), and community leaders in the academic units. Formal workshops and informal consultations contribute to a developing network of assessment expertise and shared best practice throughout the university.

Annual Faculty Assessment Academy (FAA). The FAA is a daylong event (breakfast and lunch provided), highlighted by presentations from faculty members about their own assessment work (Appendix 2). The first FAA took place on October 5, 2011 and was attended by 91 faculty members and included eight presenters. Each presenter was nominated by his or her college

for excellence in formative and/or summative course-level assessment techniques. The nominee received a \$1,000 award in recognition of his/her innovative leadership in student learning assessment at OSU and, in addition to presenting his/her work, provided informal mentoring to colleagues in the months following the academy. Post-academy impacts include awarding an internal LL Stewart Faculty Development Award (from the Center for Teaching and Learning) in support of large-lecture assessment, with an external grant application pending to continue this work. Videotaped and PowerPoint presentations from the 2011 FAA are [posted](#) on the APAA Assessment website. (Click on “Speakers for FAA.”)

The second annual FAA will focus on assessment in the Baccalaureate Core and is scheduled for January 2013 to allow reflection on Faculty Senate review processes that are scheduled for Fall Quarter 2012. (See Section 4 for details.) From 2013 forward the FAA will follow a four-year cycle of assessment themes focusing sequentially on assessment in graduate programs, the co-curriculum, undergraduate programs, and the Baccalaureate Core.

APAA Assessment Grants. APAA issued a Request for Proposals in June 2012, offering funding to academic units or faculty groups for two grants of \$7,500 each (a total of \$15,000), to support the collection and analysis of student learning data for Baccalaureate Core assessment (Appendix 3). Further details of this program are given in the Section 4 on Baccalaureate Core assessment.

Center for Teaching and Learning. The Center for Teaching and Learning (CTL) provides comprehensive opportunities for faculty development with assessment as an important centerpiece of effective instruction. FAA awardees Dr. Robin Pappas (CTL Assistant Director) and Dr. Mark Hoffman (Associate Dean in the College of Public Health and Human Sciences) have conducted a series of workshops on course-level assessment as part of the drive to achieve professional accreditation for the College of Public Health and Human Sciences. CTL staff members Jessica White and Cub Kahn have led learning communities with various foci, all of which include assessment components.

Baccalaureate Core Implementation Director Dr. Vicki Tolar Burton, who is also situated in the CTL, collaborated with AAPA Assistant Director Stefani Dawn to present a series of workshops on the new Baccalaureate Core assessment system that they both helped to devise. Fifty-four faculty members from eight colleges attended these workshops. Additional details about workshops conducted to support assessment are presented in subsequent sections of this

report. Collaborative APAA/CTL workshops are expected to become a permanent fixture within the culture of assessment at OSU.

In August 2012 OSU hired a new Director of the CTL, Dr. Kay Sagmiller. Dr. Sagmiller was formerly the Director of the Center for Teaching, Learning, and Assessment at Southern Oregon University and brings a strong background in assessment to continue, and even bolster, the CTL's role in training faculty in effective assessment techniques.

Assessment of the Baccalaureate Core

The [Baccalaureate Core](#) (Bacc Core) is OSU's general education program and is required for all undergraduate degrees. Development of a student-centered outcome-based assessment system for the Bacc Core has taken place through a shared governance collaboration involving the Bacc Core Committee of the Faculty Senate, the Director of Bacc Core Implementation (CTL), and the Assistant Director of Assessment (APAA).

Background. All OSU undergraduate students complete 51 credits of Bacc Core coursework. Courses in the Core are organized within five tiers: Skills (15 credits required), Perspectives (24), Difference, Power, and Discrimination (3), Synthesis (6), and Writing Intensive Courses (3). Each tier consists of specific category requirements that students fulfill by selecting from among eligible courses. Course approval, curricular structure, and program effectiveness are the purview of the Baccalaureate Core Committee of the Faculty Senate.

Bacc Core History and the Ad Hoc Review. The Bacc Core was developed and approved by the Faculty Senate in 1988. Its progressive structure and focus on skills, responsibility, and integrated and applied learning are valued by the OSU community and consistent with principles espoused by the Association of American Colleges and Universities (AAC&U), including the LEAP (*Liberal Education for America's Promise*) agenda.

Because the Bacc Core is so central to the OSU education, it has been the subject of campus dialog at numerous points over the years. For example, in 2002, the Bacc Core Committee [strongly reaffirmed](#) faculty commitment to the program. More recently, in June 2010, the Faculty Senate adopted a "vitalization agenda" for the Bacc Core following a two-year *Ad Hoc* review of the Core. The central findings of the *Ad Hoc* review committee were twofold. First, the overall structure of the Core is sound and is consistent with the campus vision of general education at OSU. Second, with natural processes like faculty turn-over and course modifications,

implementation of the Core had drifted in the two-plus decades since the curriculum was adopted.

In order to revitalize and raise the profile of the Core for students and faculty, the Senate unanimously approved a number of measures, including a mandate to incorporate *evidence of student learning* into all aspects of Bacc Core governance. Revisions to the [Bacc Core Committee Standing Rules](#) were approved by the full Senate in April 2012 and show how Bacc Core assessment is formally encoded in University governance.

B. Category Reviews

1. The BCC will periodically request and review institutional data in order to evaluate Baccalaureate Core categories based on:
 - a. adequate access to courses within the category;
 - b. consistency of category criteria and learning outcomes with institutional goals for undergraduate learning;
 - c. evidence of students achieving satisfactory success relative to category learning outcomes; and
 - d. continued satisfaction of category criteria by individual courses

The focus on evidence of student achievement of learning outcomes marks a fundamental shift away from review practices that focused primarily on course content and faculty inputs. The [final report](#) of the Bacc Core Ad Hoc Review Committee is available on the Faculty Senate website. The consequent actions by the Senate are detailed in the [minutes](#) of the full Senate. All of these steps led to the formulation and implementation of a comprehensive assessment system for the Bacc Core, as we now describe.

[Bacc Core Category Learning Outcomes](#). During 2010-2011, the Bacc Core Committee drafted measurable learning outcomes for each Bacc Core category. These outcomes were refined and vetted through a public process that included faculty members who teach general education courses. The resulting Category Learning Outcomes were approved in final form by the Bacc Core Committee in June 2011 and are now [posted](#) on the Center for Teaching and Learning website.

[Syllabus Requirement](#). Effective Fall Quarter 2011, the syllabus for each Bacc Core course is required to list the approved Category Learning Outcomes verbatim and to distinguish these outcomes from course or discipline-specific outcomes that are shared with the students. These requirements are [posted](#) under Syllabus-Minimum Requirements in the Curricular Policies and Procedures on the APAA website. The new requirement was communicated to all unit heads

through Faculty Senate channels in June 2011 and the Bacc Core Implementation Director reiterates the requirement to all unit heads and to Bacc Core instructors prior to each academic term. In addition, the Bacc Core category review process identifies non-compliant syllabi and informs the unit head of the changes that need to occur.

Bacc Core Assessment Plan/Category Review. At the beginning of the 2011-12 academic year, the Executive Committee of the Faculty Senate charged the Bacc Core Committee to enact the mandate to incorporate evidence of student learning into its Bacc Core oversight functions and collaborate with administration to address the need for comprehensive assessment of student learning in the Bacc Core.

Working with the Bacc Core Implementation Director (in CTL) and the Assistant Director of Assessment (from APAA), the Bacc Core Committee developed an assessment plan that places evidence of student learning, measured relative to Category Learning Outcomes, at the center of its traditional “category review” function. The Bacc Core Assessment Plan combines category review and assessment in a system that engages the academic units, APAA, and the Bacc Core Committee in a full-cycle process depicted in the General Education Assessment Road Map (Appendix 3). The map reflects the process whereby results from the Bacc Core category review not only impact academic units, courses and faculty, but feed into institutional strategic planning and resource allocation.

Category review follows a [seven-year cycle](#) where data are collected for two or three Bacc Core categories out of 14 total categories, with about 50-80 courses per category (or 100-150 courses per review cycle). By the end of the seven-year cycle, every course in the Core will have been reviewed. Based upon the findings of its category review, the Bacc Core Committee conducts conversations with academic units to determine the continuing status of approved Bacc Core courses. These conversations typically lead to course revisions and upgrades. In some cases, units decide that a course is no longer best suited for the Bacc Core.

Bacc Core Category Review Reporting Webform. The implementation of the Bacc Core assessment plan began in Spring 2012 for the courses in the *Synthesis* tier, which is composed of two categories, *Contemporary Global Issues* and *Science, Technology, and Society*.

In this system, each academic unit completes a [webform](#) for each of its Bacc Core courses in the categories under review. (See Appendix 4.) Webform submissions provide course-level information about assessment measures associated with the relevant Category Learning

Outcomes, the conclusions that are drawn regarding achievement of the outcomes, plans for course improvements based upon review of the findings, and unit-level processes used to archive and reflect upon data. Units play an important role in this process as they are the ones who conduct faculty annual reviews, provide oversight for courses with many different sections and instructors, and have an understanding of the number and types of courses in the unit along with any available resources to support those courses.

In this first year, submissions for Synthesis courses were due to APAA on June 29, 2012. Of the 126 webforms submitted, 88 referred to courses that were taught during Winter and Spring Quarters 2012 and were therefore obliged to report fully. Roughly half of these demonstrated clear alignment of course assessments with category learning outcomes and reported on some aspect of student learning relative to the outcomes.

A number of exemplary webform submissions have been identified that feature clear and detailed alignment of course assessments with category learning outcomes, complete explanation of processes, critical examination of student achievement of outcomes with clearly identified evidence to support their findings, and elaboration of plans to improve both course delivery and assessment methods. Webforms that fall short in details or do not address student learning have also been identified and will be brought to the attention of the units.

Currently, APAA is generating submission status reports to share with academic units which includes copies of all of the submitted webforms for the unit and identifying missing webforms, missing syllabi, non-compliant syllabi. The reports also include supplemental course enrollment and demographic data supplied by OSU Institutional Research. All of these data, along with a preliminary analysis of the content of the webforms, will be supplied by the APAA to the Bacc Core Committee in September 2012 and will be made available to the visiting team on request. The committee will then conduct formal category review, including their own in-depth analysis of the content of the forms, for the Synthesis categories during Fall Quarter 2012. Following category review, the Bacc Core Committee will issue any needed recommendations to academic units for individual courses in December 2012. All courses will be expected to provide an assessment update in year 3 of the seven-year cycle. It is anticipated that this system will have significant impact toward the goal of incorporating meaningful student assessment into the planning, improvement and implementation of Bacc Core courses.

Indirect Evidence: Student Assessments of Outcome Achievement. In spring 2012, APAA and the Faculty Senate instituted a pilot project that utilizes an indirect assessment approach, in the form of students' perceptions of whether they have successfully attained their Bacc Core class' stated learning outcomes. The project made use of OSU's new Electronic Student Evaluation of Teaching (eSET) system, the online platform for student course evaluations that had been initiated for all courses on campus in fall term 2011. Participation in the pilot was optional for Bacc Core instructors, but a substantial proportion of Synthesis course instructors teaching in the Spring 2012 Quarter agreed to be included. Overall, data were collected from 497 students in 20 distinct Synthesis courses, representing approximately 42% of the Synthesis courses that were offered in that term. The new survey questions, which were appended to the standard course evaluation, asked students to rate their own levels of proficiency in the skills specified for each outcome (each question covered only one outcome).

The data provide a snapshot of how well, in the judgment of students, the Bacc Core courses in the category undergoing review are reaching their objectives. The student evaluation pilot data appears favorable with the median score of 4 out of 6 for all of the outcomes (1 = very poor, 4 = good, 6 = excellent). These findings will be shared with the Bacc Core Committee, Faculty Senate, University Assessment Council, and other relevant faculty and administrative audiences. In addition, the results for each course have been provided to the individual instructors, who can use the information for revising and improving their courses to align with the intended category outcomes.

As the pilot use of eSET for Bacc Core category review is evaluated, one possible course of action will be for this indirect assessment strategy to be incorporated into the review of all Bacc Courses as they come up within the seven-year cycle. It should be noted that some faculty members have expressed misgivings about this application of the eSET to assessment. The concerns have to do with the role of eSET results in promotion and tenure processes, as well as anxieties surrounding how the data will be used by unit supervisors. These issues are due for in-depth exploration by the Faculty Senate during 2012-13.

Bacc Core Review Capacity Building. To support the university's new Bacc Core assessment initiatives, a hands-on faculty workshop was offered during the winter and spring quarters of 2012. Titled "Assessing Outcomes in Your Bacc Core Course: A How-To Workshop for Instructors," the 90-minute session was offered on seven separate occasions (February 21, 28, 29; April 23; May 2, 29; June 1). The presenters were Baccalaureate Core Implementation

Director Vicki Tolar Burton and Assistant Director of Assessment Stefani Dawn. Overall, 54 faculty from 8 of OSU's 11 Colleges attended one of the sessions.

In addition to these in-person training opportunities, numerous resources to build assessment capacity have been [made available](#) on the APAA website. These include archived videos and PowerPoint presentations from the Bacc Core Workshops and 2011 Assessment Academy, and a variety of Bacc Core-specific assessment and guidance documents (Appendix 5) and tools, as well as, assessment-related reports and bibliographic sources.

Fostering Innovation and Data Collection in Bacc Core Assessment. APAA issued a Request for Proposals (RFP) in June 2012, offering funding to academic units or faculty groups for two grants of \$7,500 each, to support the collection and analysis of student learning data for Baccalaureate Core assessment (Appendix 6). The RFP stated that eligible research proposals could target data collection for the purposes of course-level improvements, department- or unit-level improvements, or Bacc Core category levels that span departments. The funding period is the 2012-13 year, and mid-year project reports are to be presented at the Faculty Assessment Academy in January 2013. APAA funded projects in the Department of Speech Communication (Judith Bowker, PI) and the Environmental Geosciences Program (Shireen Hyrapiet, PI). Both projects aim to link the practices used for assessment across multiple Bacc Core courses in their unit. Each will independently develop a scoring rubric to assess student learning around the respective and shared Bacc Core Student Learning Outcomes across participating courses. The identified classes are sizable and it is anticipated that the two projects, over multiple terms, will generate data that represent well over 1,000 students.

Plans are also currently underway for a second round of competitive grants involving up to an additional \$8,000 in funds. The goals of both grant initiatives are to build faculty interest in assessment innovations, to establish prototypes of assessment practice that can be widely shared, to advance the growth of a culture of assessment among the faculty, and to collect data on student attainment of the Bacc Core outcomes. These grant initiatives target category areas within the Bacc Core that align with the review sequence designated in the 7-year Bacc Core assessment cycle.

It is anticipated that information obtained from the grant-funded projects and the category review will result in the generation of a spectrum of high quality data that can contribute to evidence-based decision making with regard to Bacc Core assessment policies and practices.

Assessment of Undergraduate Programs

Assessment of student learning outcomes in undergraduate programs is conducted by individual programs and units in coordination with the APAA. Academic colleges provide summary reports and regular feedback to the departments and schools. Each undergraduate program has established learning outcomes that identify competencies to be achieved by its students, which form the focus of the program's assessment activity. Those program-specific outcomes are informed by the campus-wide Learning Goals for Graduates that were adopted by the Faculty Senate in June 2010 (Appendix 7).

Assessment reports for 2011-12 are due to APAA on September 15, 2012 (the report template is Appendix 8). In previous years, assessment of student learning had been taking place in most undergraduate programs, but information often remained with the local program and reporting was more uniform in some colleges than others. In the past year, annual assessment reports from all undergraduate units have been compiled and archived in a password-protected website called the BEAVERS Learning Outcome Tracking System. Last year APAA received 85% of the assessment reports from units. Some missing units have submitted assessment reports to the APAA in years prior and do have updated assessments reports from their professional accreditation activities, but did not complete the most recent submission to APAA. Alignment of those reporting processes is a current priority for APAA; once that is achieved, 100% response rate is expected.

Figure 1 provides a more detailed overview of the percentage of undergraduate programs that have reported on various stages of the assessment process, including the development of program outcomes, planning for assessment processes, identification of results, and the determination and implementation of needed program changes. These findings showcase the number of programs at the undergraduate level that are involved in full cycle assessment. In a few cases where programs have been undergoing significant reorganization processes, the identification of program outcomes has been understandably delayed, which accounts for the fact that fewer than 100% of programs (i.e., 94%) have reported their program outcomes and assessment processes.

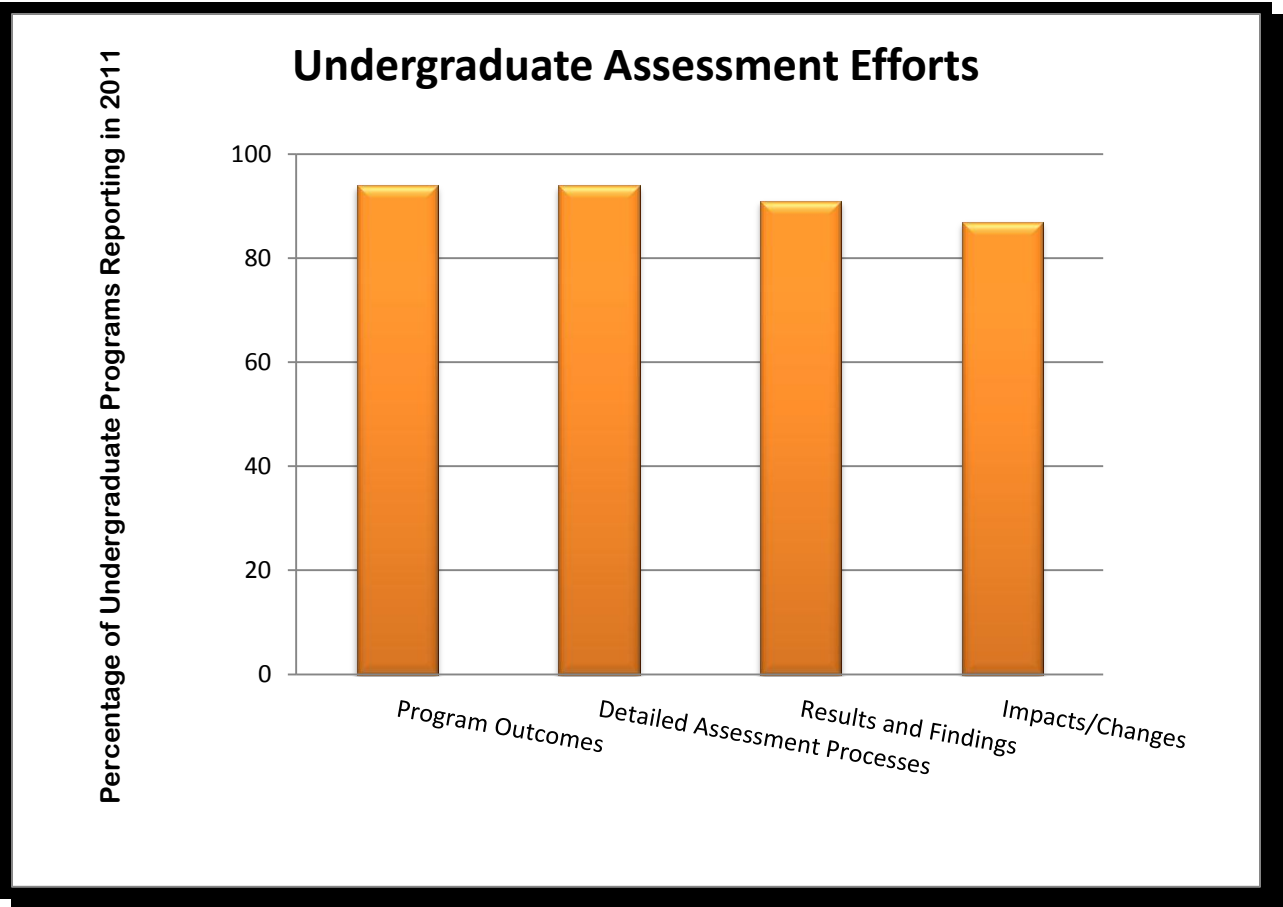


Figure 1: Engagement in Phases of the Assessment Process, as Reported by Undergraduate Programs

The Learning Goals for Graduates (LGGs). The LGGs are generalized goal statements that are intended to serve as a set of organizing concepts for all undergraduate programs, the Baccalaureate Core, and the co-curricular experience. They were formally adopted by the Faculty Senate in June 2010. The seven LGGs are: (a) competency and knowledge in multiple fields; (b) critical thinking; (c) pluralism and cultural legacies; (d) collaboration; (e) social responsibility and sustainability; (f) communication; and (g) self-awareness and life-long learning.

The LGGs constitute a set of common principles that faculty in undergraduate programs can use as a basis for developing program-specific learning outcomes and objectives, and thus they represent a commitment to cohesiveness and shared vision in OSU’s undergraduate curriculum, including the Bacc Core. Their relationship to campus-wide assessment efforts is explicitly noted in the report approved by the Faculty Senate, which states that the goals are “...an

overarching framework for ongoing curriculum development and assessment of student learning. It is intended that these LGGs will play an integral role in shaping curriculum development and university-wide assessments.”

The LGGs are [posted](#) online for the university community and since summer 2011 they have been communicated directly to incoming undergraduates in a handout that is distributed at OSU’s summer orientation (START) sessions for incoming students (Appendix 7). At START, students register for their fall classes, so turnout is very high and a large majority of new first-year students are reached in this way.

The LGGs are OSU’s adapted version of the AAC&U’s *Essential Learning Outcomes*. As such, the LGGs are intended to encompass all aspects of the undergraduate student experience including the major, the Bacc Core, and the co-curriculum. Efforts to further embed the LGGs into campus processes for strategic planning, assessment, and evaluation are in the early stages.

The LGGs have been mapped to the Bacc Core Category Learning Outcomes (Appendix 9) and the undergraduate program learning outcomes (Appendix 10), providing a picture of the extent to which the LGGs are reflected in those programs’ targeted outcomes. As can be seen, the overlap of program outcomes with the LGGs is generally quite extensive. Nevertheless there are some areas in which there are gaps; this analysis highlights an opportunity for further discussion with program units and sets a direction for further planning.

Program Learning Outcomes. [Undergraduate Program learning outcomes](#) can be viewed on the APAA Assessment website. The NWCCU’s 2011 report stated (pp. 13-14), “A review of the majors assessment reports filed with the Office of Assessment indicate that virtually all undergraduate majors have defined program-specific learning outcomes for degree programs, but it is not apparent that these outcomes are being provided to enrolled students....An examination of both program websites and the OSU Catalog reveals that the learning outcomes are not generally communicated on either program websites or in the catalog. Indeed, the learning outcomes are contained in a restricted-access website.” Since the time of that report, the learning outcomes for all undergraduate and graduate programs have been posted on the Assessment website and are readily accessible to the university community. Other ways in which the communication of program outcomes has expanded include posting of the outcomes on unit websites and having faculty place the learning outcomes on their syllabi.

Overview of Assessment Methods. Figure 2 provides a summary of the assessment practices that have been adopted by undergraduate programs in their assessment activities, based on information that the programs provided in the 2010 assessment reports. As can be seen, the three methods used most frequently (reported by over 90% of programs in each case) are student course evaluations; course work; and final exams, projects, and papers. Other highly utilized strategies (reported by 80% or more of programs) are alumni surveys and capstone course experiences.

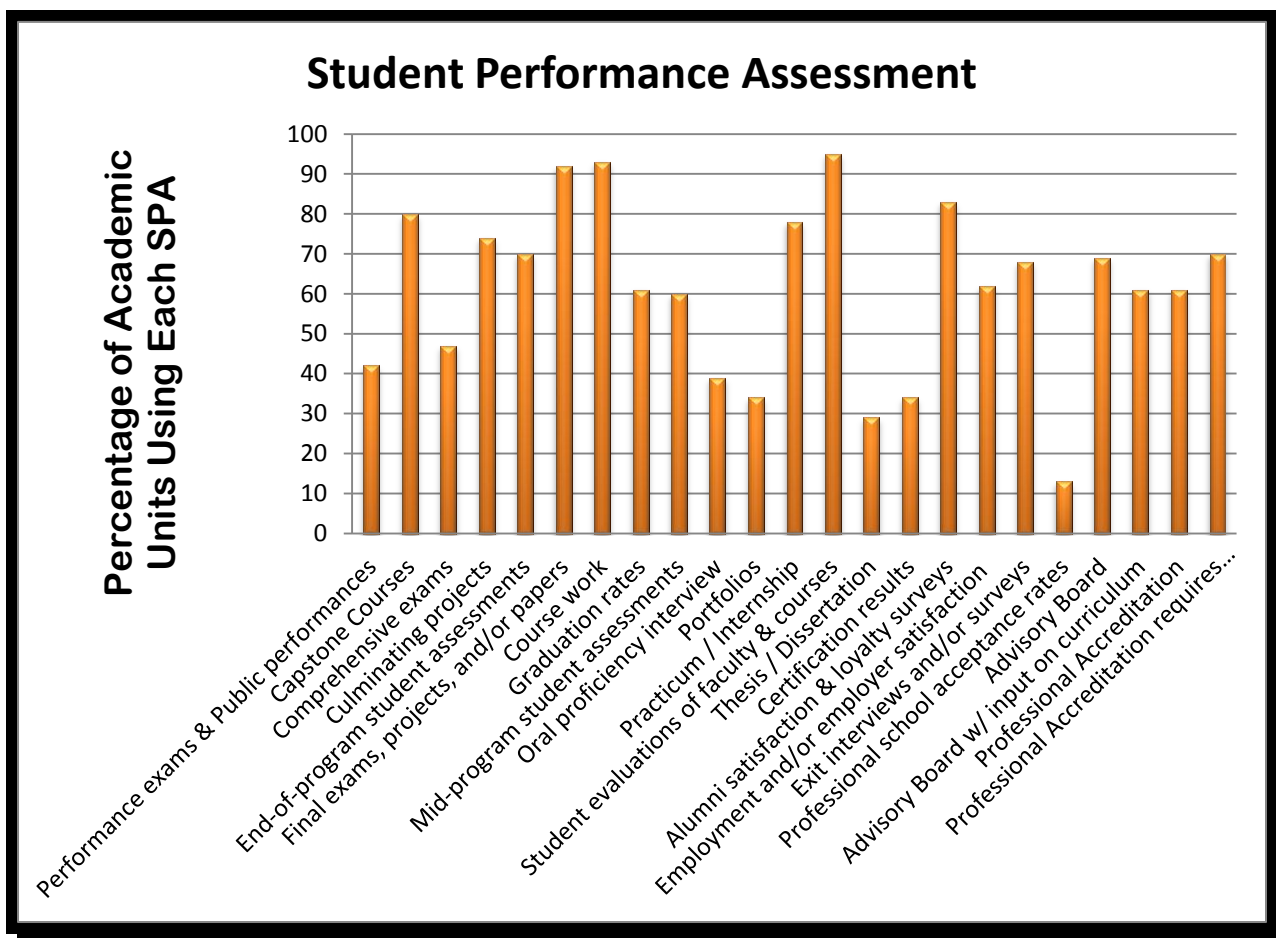


Figure 2. Types of Assessment Methods Used, as Reported by Undergraduate Programs

Examples of Assessment by Undergraduate Programs. Several examples of assessment use within different colleges can provide an indication of how student learning outcome assessment has contributed to program quality at OSU.

- The Sociology undergraduate program, within the College of Liberal Arts, has been conducting assessment of student learning and using the results for program improvement for seven or more years, longer than most undergraduate programs at OSU. The program uses a system that focuses on consistent student assignments within the classes required for the major along with detailed grading rubrics on specific topics. Program faculty were able to identify several areas in which their undergraduate majors, on the whole, were not being sufficiently prepared. As a result of that finding, the faculty redesigned aspects of the program, taking care to standardize certain essential content across the required classes, including how sociology is conceived as a discipline and what kinds of research approaches are most frequently used. The faculty also moved one of the research methods classes from 400 (fourth year) to 300 (third year), so that students would be exposed to the material earlier in the program and, in a few cases, would be able to retake the class if necessary without needing to delay their graduation. In addition, the sociology faculty are now being more systematic in introducing the concepts underlying their identified student learning outcomes, and actively seeking effective ways to measure attainment of those outcomes.
- The faculty in the Economics undergraduate program (College of Liberal Arts) recently undertook an extensive redesign of the major, based on an analysis of their program's learning outcomes, in combination with an examination of the possible reasons for a decline in the number of students in the major. Previously, the major had consisted of a single track, Mathematical Economics. In redesigning the major, the faculty examined some of their previous assumptions, such as whether it was truly necessary for all economics majors to take a course in calculus. The redesigned major, which went into effect in 2011-12, now encompasses three specialized tracks, including Mathematical Economics (the only track requiring calculus), Managerial Economics (which has a focus on business applications), and Law, Economics and Policy. In the last two years, the number of majors has increased by several fold, very likely, at least in part, because of the attractiveness to students of the wider variety of specializations.
- The Department of Chemistry (College of Science) uses standardized examinations available within the discipline (developed by the American Chemical Society) as its primary strategy for assessing student learning outcomes. The program faculty, as a result of their analyses of those assessment data, determined that their undergraduate students were not gaining sufficient mastery of essential concepts within several of the

program's core courses—specifically Organic Chemistry (Chem 336), Inorganic Chemistry ((412), Analytical Chemistry (422), and Physical Chemistry (442)—and revised the course content to better focus on those fundamental concepts.

- The undergraduate degree in the College of Business is externally accredited by the Association to Advance Collegiate Schools of Business (AACSB). The College uses several assessment strategies including the application of grading rubrics in its core classes, senior-year capstone courses, exit surveys of graduating students, and surveys of alumni several years following graduation. To achieve accreditation, evaluation is required for the undergraduate programs in Accounting and in Business (which encompasses all of the College's undergraduate majors apart from Accounting). However, the College is going beyond the minimum assessment requirements for external accreditation by initiating, as of the 2012-13 academic year, separate assessment systems for each of its undergraduate majors including Accounting, Business Information Systems, Entrepreneurship, Finance, International Business, Management, and Marketing.
- The undergraduate programs in the College of Engineering are accredited externally by ABET. In conducting internal assessment and evaluation of its programs, the College goes beyond the minimum requirements established by ABET in several ways. One of these is the use of advisory boards that include industry partners. Within the College, the School of Mechanical, Industrial, and Manufacturing Engineering (MIME) has used these boards, among several other strategies, to obtain feedback on how it is preparing its undergraduate students with necessary competencies for post-graduation professional employment. The boards generally meet twice per academic year. One concrete result of this process is that MIME has strengthened its capstone design courses, which comprise two terms in students' senior year. On the advisory board's recommendation, these capstone courses have evolved from a somewhat artificial student exercise to a more robust professional experience for the students. In one case, a team of students was able to design a robot bomb detector on behalf of the Salem Police Department, which eventually led to the students' starting a company after their graduation. In a different instance, a team of mechanical engineering students built a small-scale malter, to toast barley in the beer brewing process, that has been successfully used by a fermentation science group in the College of Agricultural Sciences.

Assessment of Graduate Programs

Student outcome assessment in graduate programs is incorporated into annual planning and reporting. Responsibility for graduate-level assessment is shared by the individual graduate programs, the [Graduate School](#), the [Graduate Council](#) of the Faculty Senate, and APAA. The Office of Institutional Research and other campus administrative units assist in the collection of certain forms of data.

All individual graduate programs develop and implement assessment plans, and are responsible for teaching and assessing the campus-wide [Graduate Learning Outcomes](#) (described below) as well as their own program-specific outcomes. The Graduate School leads strategic planning efforts, implements policies, conducts workshops and trainings, collects and disseminates centralized data, and organizes the decadal program reviews. The Graduate Council establishes policies related to curricula and collaborates on decadal reviews. Within the Graduate School, the individuals primarily responsible for assessment leadership are Dean Brenda McComb and Associate Dean Anita Azarenko. Dr. Azarenko represents the Graduate School on the University Assessment Council.

Major administrative initiatives in the past year relating to student assessment in graduate education include the new comprehensive planning and reporting system, incorporation of the university's Graduate Learning Outcomes into program planning, and incorporation of assessment into the plan for decadal program reviews, as well as OSU's new graduate education strategic plan.

Institution of a Planning and Reporting System for Assessment in all OSU Graduate Programs.

In the 2011-12 academic year, a new oversight system was introduced that requires all graduate programs to submit annual plans and reports, describing their procedures and findings with regard to assessment of student learning outcomes. In the plans (see Appendix 11 for format), programs must identify their specific targeted outcomes, the measurement methods to be used, and other assessment-related activities that will be used to inform decision-making. In this initial cycle, the plans were submitted to the Office of Assessment on or before December 11, 2011.

Graduate assessment reports are due on September 15, 2012. In the annual report form (see Appendix 11), the graduate programs must describe the measurement methods and tools that they used, the assessment results that were found, the conclusions drawn from the review of

data, and any resulting decisions that will be used for improving the program. Following these submissions, APAA and the Graduate School will coordinate meetings with units to provide feedback on Graduate Assessment Plans and Program Reports.

To facilitate program planning and improvement, the Graduate School compiles [exit surveys](#) from graduating students, and is working with the Office of Institutional Research to generate a set of standardized metrics distributed annually to each program. This information will be shared with the respective programs, to be used in their program evaluation activities and decision-making.

Incorporation of the Graduate Learning Outcomes (GLOs) and Program-Specific Outcomes into Assessment Activities. GLOs for all graduate programs were established through an inclusive process and approved in early 2011 by the Faculty Senate. The doctoral-level outcomes (approved in January 2011) are as follows:

As a result of successfully completing the requirements toward the Ph.D., students shall: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly activities in an ethical manner.

The masters-level outcomes (approved in April 2011) are:

(a) Conduct research or produce some other form of creative work; (b) Demonstrate mastery of subject material, and (c) Be able to conduct scholarly or professional activities in an ethical manner.

These GLOs are [available](#) on the Graduate Assessment page of the APAA website. The Commission's 2011 report took note of the outcomes and stated (p. 14): "At the time of the visit the general learning outcomes had not been used to define specific learning outcomes for either masters or doctoral programs. In light of this, the committee finds that there has been minimal progress to assess learning outcomes at the graduate level."

At the time of the Commission's site visit and report (April 2011), the GLOs were newly established and there had been little time to integrate them into program planning processes. In the ensuing 16 months, significant progress has been made in this area. A review of the 2012 program plans (see above for web link) demonstrates how each graduate program has

developed program-specific outcomes and designed assessment processes to evaluate the achievement of those outcomes.

For example, administrators and faculty in the College of Science developed a template for graduate outcome assessment planning that includes (a) the identification of several assessment strategies (specifically: meeting predetermined standards in graduate coursework, written comprehensive exams, oral preliminary exams, written thesis, public presentation of research, and oral defense), (b) mapping those strategies against the learning outcomes identified for both doctoral and masters programs; and (c) a scoring rubric for assessing various competencies in written and oral examinations. The [College of Science template](#) has been applied, with some program-level variations, by programs within the College to their specific outcome configurations. See, for example, assessment plans by the departments and programs within the College of Science. The template has been widely shared, and has also been adapted by several programs outside of the College of Science.

The Graduate School has also used the GLOs in its annual planning for training and professional development activities. For example, the third outcome for both doctoral and masters programs concerns ethics in research and scholarship. To ensure that this learning outcome is evaluated formatively, programs of study have been revised to ensure that ethics training is discussed at an early stage in a student's education. See, for example, item 13 on page 2 of the doctoral level Program of Study [form](#), available on the Graduate School website. Each student will be assessed on this metric during his or her final defense, and the result will be recorded on the form used to indicate success or failure of the defense. In addition, in an effort to accentuate education about ethics, the Graduate School teaches a course in research ethics. Finally, the Graduate School is currently scheduling workshops for faculty in 2012-13 that focus on how to be an effective advisor and mentor, which will include ethics as well.

The new Graduate Learning Outcomes, the program-specific learning outcomes, and the assessment plans are now required of all proposed new graduate degree programs. For example, when the School of Chemical, Biological and Environmental Engineering shared an early draft of a proposed set of graduate degrees in environmental engineering, representatives from the Graduate Council and the Graduate School notified the proposal developers that an assessment plan must be part of the proposal. A fully detailed assessment plan was incorporated into the proposal, which was approved by the Faculty Senate. The full proposal is linked from the June 14, 2012 [minutes](#) of the Faculty Senate; the assessment plan is described

on pages 10-15 of the approved proposal. In future reviews of this degree program, the implementation of the assessment activities will be an important criterion for review.

The 5-Year Strategic Plan for Graduate Education at OSU. The Graduate School began a comprehensive strategic planning process in fall term 2011 to develop a [five-year agenda](#) for graduate education, which was released in June 2012. Action Items 2.2.1-2.2.4 in this plan highlight the central role of assessment in graduate program operation.

- Work with APAA, the University Assessment Council, the Graduate Council, and the Office of Institutional Research to develop a set of metrics for determining program quality, and for tracking of quality over time and in comparison with peer institutions. Notably, the plan states that these metrics will be central for both university accreditation and the ten-year review of each graduate program.
- Help graduate programs engage in full-cycle assessment that aligns with processes for both accreditation and graduate program review.
- Provide annual training for graduate program directors to promote assessment.
- Provide annual orientation for new program directors.

Incorporation of Student Learning Assessment into the Decadal Graduate Program Reviews.

The Graduate School and Graduate Council conduct approximately 8-10 decadal reviews of graduate programs each year. With the introduction in 2011-12 of the annual assessment planning and reporting process for graduate programs, described above, the decadal review process will incorporate assessment information more explicitly than in years past. For example, the review process will include the annual assessment plans and reports that have been compiled for each of the years in the ten-year review period.

Summary, Self-Critique, and Future Directions

A comprehensive and multi-faceted set of assessment policies has been put into place at Oregon State University. In our judgment, the University is well on its way toward establishing a mature system of full-cycle assessment of student learning outcomes. Our assessment activities focus on responding to the information needs of our instructional activities, generating data, and using the information for instructional decision making and improvement, ultimately resulting in a superior educational experience for all of our students, both undergraduate and graduate. As this report has demonstrated, there is a great deal of activity, much of it having been initiated or broadened since the Commission's April 2011 visit and report.

A number of the major initiatives that have been described in this report have been in place for several years, and they have been evolving over time as they become more established. Examples include the investment in assessment at the administrative level through the Office of APAA, the adoption of the Learning Goals for Graduates, the reporting of undergraduate program assessment, and the functioning of the University Assessment Council. For these and other efforts already in operation at the time of the April 2011 site visit, OSU could perhaps have done a better job of conveying the full scale of ongoing activity to the site visit team. In addition, there have been numerous new undertakings in the period since the 2011 visit, including the introduction of the assessment system for the Baccalaureate Core, the launch of the graduate program planning and reporting system, the internal campus grants program, and the annual Faculty Assessment Academy, among others. Taken together, we believe that the University's progress in integrating assessment into the fundamental fabric of instruction at all levels has been strong, widespread, and sustainable into the future.

The Commission's report (e.g., p. 14) noted that OSU needs to make progress in establishing a culture of assessment on campus. We believe that the developments we have described provide evidence of a deepening culture of assessment, consistent with the Commission's analysis. Our view is that the process of developing an institutional culture of assessment is a complex process that will require several years. There are multiple audiences and viewpoints in the campus community that need to be heard, and multiple purposes to be served. Our assessment efforts must strike a balance between administrative directives and decision-making by local units. There will be continuing adjustment and adaptation at the instructional level as assessment activities are developed and shaped to be optimally productive.

Strengths. We see the following characteristics as representing the strengths of the OSU assessment process at the current time:

- Expected student learning outcomes have been established for all of OSU's courses, undergraduate and graduate programs, and for all of the categories of the Bacc Core. The graduate learning outcomes include overarching outcomes applicable to all masters and doctoral programs, as well as program-specific outcomes identified by program faculty. All of these learning outcomes are posted on the OSU Assessment website.
- The comprehensive planning and reporting system is now in place, extending to all of the areas identified by the Commission in its 2011 recommendation: Baccalaureate Core, undergraduate programs, and graduate programs. Data about campuswide assessment activity are being generated and data analysis and interpretation by APAA are already underway, e.g., involving student responses through the online eSET system described earlier in the Bacc Core section.
- The University's leadership structure is in place. The personnel of APAA, including Director Bogley and Assistant Director Dawn, communicate on a regular basis with the Provost's office, the college deans, associate deans, and other administrators.
- As exemplified by the faculty-administration collaboration to develop general education assessment, the university's commitment to shared governance promotes faculty engagement in assessment practices that support institutional accountability.
- The University Assessment Council is a functioning body that enables communication between Provost's Office and APAA administrators and critical University partners. These meetings provide a forum for invaluable, and sometimes frank, discussions about how assessment is planned, conducted, and used on campus. An example involves the pilot year (2012-13) roll-out of the Bacc Core review process, which generated considerable UAC discussion in spring 2012 concerning feasibility issues. These occasional disagreements are a positive feature because they provide the basis for competing viewpoints to be expressed, discussed, and resolved. APAA strives to ensure that the membership of the UAC includes broad participation from all sectors of the University including, for example, Faculty Senate committees, Bacc Core leadership, and student support services, as well as the academic colleges. In line with the

University's commitment to promoting transparency, the minutes of UAC meetings going back to September 2010 are posted online on the APAA Assessment website.

- Direct communication between academic units about assessment is growing, and colleges are sharing resources. For example, the planning rubric that was developed by the College of Science for its planning of graduate assessment has been adopted and revised, as needed, by other colleges (e.g., Engineering).
- The campus has established a number of ongoing mechanisms to promote and advance assessment activity. These include, for example, the annual Faculty Assessment Academy, which recognizes and spotlights effective assessment practice, and the internal grants programs, which seek to stimulate new approaches to assessment in the colleges and collect substantive evidence.

Current Challenges. As the culture of assessment on campus continues to evolve, we view the following items to be the primary challenges that we need to address at present, and to which we are turning our attention:

- Many programs and faculty at OSU have embraced the growing emphasis on assessment practice, but the commitment to assessment is not uniformly high across campus. We view the need to deal with disparate views and value systems as a natural part of the development of a culture of assessment. Regardless of individual viewpoints, the subject of assessment is now squarely on the table for every instructional program, and the newly instituted systems require all programs to engage in assessment planning and reporting. OSU leadership has been focusing in large part on the benefits of assessment and the positive side of organizational change. But one of the policy issues needing attention in the coming year is to determine how the new requirements will be enforced.
- Examination of the initial cycles of assessment plans and reports reveals that there is variation in the extent to which the plans and reports reflect sound assessment concepts and practices. APAA is developing a process of feedback and consultation to ensure a consistent level of quality in the planning, assessment, and reporting processes.

Specific NWCCU Criteria. As part of this summary review, we address the criteria from the NWCCU standards that were specifically cited in Recommendation 1. There were four, as follows (quoted from the 2010 “Standards for Accreditation” document):

2.C.2: *“The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.”*

2.C.3: *“Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.”*

2.C.10: *“The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.”*

4.A.3: *“The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.”*

The present state of student learning outcome assessment at Oregon State University addresses at least the first three of these criteria. In particular:

- 2.C.2: Learning outcomes have been established and published for courses, programs, and degrees. Course-level outcomes are universally included on course syllabi provided to students.
- 2.C.3: Student achievement is evaluated and documented in accord with clear instructional policies at OSU, which form the basis for awarding credit and degrees. Furthermore, with the development of the Learning Goals for Graduates (at the

undergraduate level), Baccalaureate Core Category Learning Outcomes, and the Graduate Learning Outcomes, OSU has explicitly identified sets of normative guidelines that can inform the planning of courses and programs across the University.

- 2.C.10: The Baccalaureate Core Category Learning Outcomes provide a set of “identifiable and assessable” outcomes that were developed in explicit relation to OSU’s general education mission and are consistent with the LGGs. Full-cycle reporting and assessment of student achievement of these outcomes has now begun.

Finally, we would assess our status on the fourth criterion, 4.A.3—relating to the documentation of students’ achievement of the outcomes that have been identified for programs and degrees—as reflecting significant and steady improvement. APAA is still in the process of identifying the regularity with which all programs and units formally assess students’ achievement of targeted outcomes, and the office is encouraging, promoting, and assisting these efforts. This goal is consistent with OSU’s continuing efforts to develop a culture of assessment.

Future Steps. The timeline for the 2012-13 academic year includes the following:

- Fall 2012: APAA will release additional requests for applications for assessment-related grant funding.
- Fall 2012, Winter and Spring 2013: Faculty Senate and APAA will work to incorporate the Learning Goals for Graduates into undergraduate program review.
- Fall 2012, Winter and Spring 2013: APAA and CTL will conduct Bacc Core workshops for units entering their review year and encourage units to begin data collection for the 2013 category review.
- Fall 2012, Winter and Spring 2013: APAA will meet with units to provide feedback on Assessment Plans and Program Reports.
- Spring 2013: The category review cycle begins for speech, mathematics, fitness and certain WIC courses involving continued collaboration of APAA, IR, and the Bacc Core Committee.
- January 2013: APAA hosts second annual Faculty Assessment Academy.