



Oregon State
University

Ad Hoc Report

FEBRUARY 17, 2023

PREPARED FOR THE NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

OREGON STATE UNIVERSITY
1500 SW JEFFERSON AVE, CORVALLIS, OR 97331

TABLE OF CONTENTS

OSU Response to Recommendation 1	1
2020 Standard 1.D.3.....	1
Indicators of Student Achievement Widely Published	1
Improvements to Inform Planning, Decision Making and Allocation of Resources	2
Academic Unit Assessment	3
Decision Making and Allocation of Resources	3
2020 Standard 1.D.4.....	4
Undergraduate Program Assessment Revision	4
Mitigate Perceived Gaps in Achievement and Equity – Dashboards and Financial Readiness	6
Integrating and Streamlining Assessment Initiatives	7
OSU Response to Recommendation 2	8
Curriculum Management System (CIM) and Catalog Update Process	8
Learning Outcomes and Benchmarks for Programs Offered at Multiple Locations and Modalities	9
Concluding Statement	10
Appendix	12
Example One: Mathematics Undergraduate Major	12
Example Two: Crop and Soil Science Undergraduate Major	13
Example Three: Master of Athletic Training	14
Example Four: Digital Communication Arts Undergraduate Major	15

INTRODUCTION

In April 2022, the Northwest Commission on Colleges and Universities (NWCCU) conducted a virtual site visit at Oregon State University (OSU), following the university's submission of its Spring 2022 Mid-Cycle Self-Evaluation Report. The NWCCU commission accepted the report and recommended a future evaluation in Spring 2023 to address the following:

- Recommendation 1: *Use the results of student learning outcomes assessment more consistently for improvement by informing planning, decision-making and allocation of resources and capacity. (2020 Standard(s) 1.D.3; 1.D.4)*
- Recommendation 2: *Continue to exercise great care that credit and degrees, wherever offered and however delivered, are based on documented student achievement of the established Oregon State University learning outcomes. (2020 Standard 1.C.2)*

In the Mid-Cycle Evaluation report prepared by the peer evaluators and received by OSU on May 19, 2022, the report identified a number of planned and partially implemented initiatives to carry the institution toward the Evaluation of Institutional Effectiveness (EIE) self-study and site visit in 2026. Several observations and suggestions were identified to prepare for the EIE visit, including continued work to (1) support student success, particularly in the areas of financial aid and diversity, equity and inclusion; (2) evaluate efficacy of programs regardless of location or modality; (3) move forward intentionally with the Baccalaureate Core revision and streamlining and integration of assessment initiatives.

This Ad Hoc Report, Spring 2023, addresses progress toward implementation of these recommendations and continued focus on the consistency of student learning outcomes and assessment of those outcomes across location, modality and instructional representation. We focus this report on Recommendation 1 and 2 and the associated standards.

OSU RESPONSE TO RECOMMENDATION 1

Recommendation 1: *Use the results of student learning outcomes assessment more consistently for improvement by informing planning, decision-making and allocation of resources and capacity.* (2020 Standard(s) 1.D.3; 1.D.4)

2020 Standard 1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making and allocation of resources.

2020 Standard 1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

OSU has dedicated considerable effort and resources to advancing student learning assessment and documenting student achievement of established program learning outcomes. Both Standards 1.D.3 and 1.D.4, which are at the heart of Recommendation 1, focus on indicators of student achievement and their use for improving student learning and closing equity gaps.

2020 STANDARD 1.D.3

INDICATORS OF STUDENT ACHIEVEMENT WIDELY PUBLISHED

Oregon State University analyzes a defined set of university strategic indicators and performance measures, maintains data archives and responds to federal, state of Oregon and other requests for institutional achievement data. OSU provides reports on student retention and graduation, disaggregated by demographic groups and student types. University [Strategic Metrics](#) are published and available online and university leadership regularly notifies the Board of Trustees, Faculty Senate, faculty and staff and other stakeholders of these metrics. While these metrics are indirect measures of student achievement, they do allow us to compare against similar indicators at peer institutions. On the Strategic Metrics page linked above, clicking on, for example, Retention/Graduation Rates under Goal 2 affords a comparison on OSU's rates against those of various groups of comparator institutions.

Obtaining target levels of these indicators and closing equity gaps are connected to key actions in OSU's [Strategic Plan 4.0: Transformation, Excellence and Impact](#) and, in that regard, we use them to inform planning, decision making and allocation of resources. Furthermore, in the newly launched Academic Unit Assessment (AUA) process described below, we provide dashboards for the academic colleges to examine retention and graduation rates across demographic groups. This is important, because as we identify opportunity and equity gaps, we know that actions must be taken at the college and program level to mitigate those gaps. An important element of OSU's shared responsibility budget model (described below), used to distribute financial resources to the colleges, allocates resources based on student credit hours (clearly tied to retention) and completion (i.e., graduation). While we do not currently make direct comparisons of student achievement across student age groups (mentioned in the Peer Evaluation report), we can segment our data by campus and we know the Ecampus student population to generally be older than the on-campus student population.

Direct indicators of student achievement using course and program learning outcomes are collected, analyzed and reflected upon at various levels of the institution and via several related processes. All transcript-visible OSU courses (excluding thesis/dissertation, research, independent study and research and conference courses) are required to have learning outcomes published on the course syllabus and available to students. For undergraduate programs, those course-level learning outcomes inform program-level learning outcomes. The connections of course- and program-level learning outcomes are somewhat more complicated for research-based graduate programs. We publish all undergraduate program learning outcomes in the [Academic Catalog](#) (Programs, Select Program, Overview-Learning Outcomes-Requirements; Example: [Anthropology Undergraduate Major](#)).

As mentioned in the Mid-Cycle Evaluation as an area of improvement, beginning in Winter 2023, all graduate program learning outcomes are published in the Academic Catalog. Mentioned later in this report (response to Recommendation 2), our implementation of the Curriculum Management System (CIM) and Catalog update process allows a more seamless update of the catalog.

IMPROVEMENTS TO INFORM PLANNING, DECISION MAKING AND ALLOCATION OF RESOURCES

As OSU's current strategic plan states, the university is committed to student success support particularly in the areas of financial aid and diversity, equity and inclusion. The AUA process involves conversations between the Provost's Office and college leadership around data related to enrollment, first year retention, degree completion, time-to-degree for graduate programs, and performance on program-level assessment.

ACADEMIC UNIT ASSESSMENT

Academic Unit Assessment (AUA) was piloted during academic year 2022 and is now being implemented fully. AUA is a data driven, biennial assessment of academic colleges designed to accomplish two goals:

1. Complement existing annual program assessment and informs program improvement while examining disaggregated metrics of student learning (retention and degree completion) at the program level.
2. Provide a high-level, comprehensive and strategic view of program performance in the context of each college's mission and resources, informing the university's efforts to build a strong academic program portfolio.

Findings from AUA may result in college- or institution-level decisions to innovate, expand, restructure, reduce or sunset programs.

The outcomes of AUA address colleges' performance in:

1. Achieving relevant learning outcomes in each of the unit's academic programs and making continuous improvements to achieve them.
2. Producing high-quality, impactful scholarship.
3. Contributing to the university's goals for diversity, equity and inclusion.
4. Using resources (especially education and general resources) efficiently to achieve outcomes 1-3.

A clear benefit from the first round of AUA meetings with college leadership teams in fall 2022 brought program assessment strengths and weaknesses to their attention. The AUA process has provided a consistent university-wide mechanism for the deans to view their academic units' information in a set of data dashboards as well as some qualitative information about program assessment and the academic currency of the program. We are enlisting the deans' support to encourage full-cycle assessment practices among program faculty and particularly in strengthening assessment practices for graduate programs. The final review of each larger unit (typically a college) includes the provost, dean, vice provost for academic affairs, and the vice provost and dean of the Graduate School.

DECISION MAKING AND ALLOCATION OF RESOURCES

Providing a transformative education accessible to all learners is one of OSU's strategic goals. OSU's process for the allocation of the Corvallis Education and General budget has developed over many years through the addition of new kinds of revenues, incentives and distribution

models. The goals of the [Shared Responsibility Budget Model](#) process are to:

- Align the budget allocation process to support and advance the goals of the university's strategic plan.
- Recognize the diverse academic missions of OSU's colleges and centers.
- Promote interdisciplinary and collaborative teaching, research and outreach and further OSU's culture of collaboration and cooperation.
- Make sure the university is financially sound and can make the long-term investments required for success.

This shared responsibility model encourages colleges to invest in student success-centered experiences, research, employment, internships, advising, student success support and experiential learning.

2020 STANDARD 1.D.4

Every undergraduate and graduate program has clearly stated learning outcomes and benchmarks for evaluating attainment of those outcomes and participates in annual assessment reporting. Annual program assessment reports include data and analysis of student learning outcomes and guide program improvements. Assessment and Accreditation staff review the reports and provide recommendations to the programs using Annual Assessment Feedback forms. In the Mid-Cycle Peer Evaluation report resulting from the April 2022 site visit, the reviewers emphasized the importance of evaluating the efficacy of programs to ensure all students are meeting institutionally defined benchmarks, regardless of location or modality. We will now describe our on-going efforts in this area.

UNDERGRADUATE PROGRAM ASSESSMENT REVISION

From September 2021 through December 2022, we undertook the [Undergraduate Program Assessment Revision Project](#). The project's goals were to simplify assessment processes for programs, refocus efforts on reflection and action, and amplify the use of assessment findings as a critical process supporting teaching, pedagogy and student success. The revision project included listening sessions, a survey and meetings with a series of assessment leaders in academic units, academic leaders in colleges and program faculty. As a result of this project, two significant changes began in Winter 2023: (1) undergraduate programs are reporting on all of their learning outcomes on a two-year rather than five-year cycle, and (2) assessment reports for both undergraduate and graduate programs are now due each fall rather than each spring.

To provide additional support for informed decision-making, assessment staff, led by our Director of Assessment, developed a Program Assessment Report Evaluation [Rubric](#) to evaluate the quality and completeness of all undergraduate and graduate Annual Assessment Reports (see the appendix for summaries of four reports). The program assessment rubric allows us to assess programs consistently, provide timely and effective feedback and clarify expectations for assessment reporting for both program faculty and reviewers. Assessment staff evaluate programs on each item in the rubric on a four-point scale, helping to understand the maturity of assessment processes for the programs: Beginning (1), Developing (2), Established (3) and Robust (4).

We consider any rating of three or above to be satisfactory. The rubric items are listed below. Any items with an asterisk (*) are only used for undergraduate programs at this time, though the intent is to use all items for all program in the future.

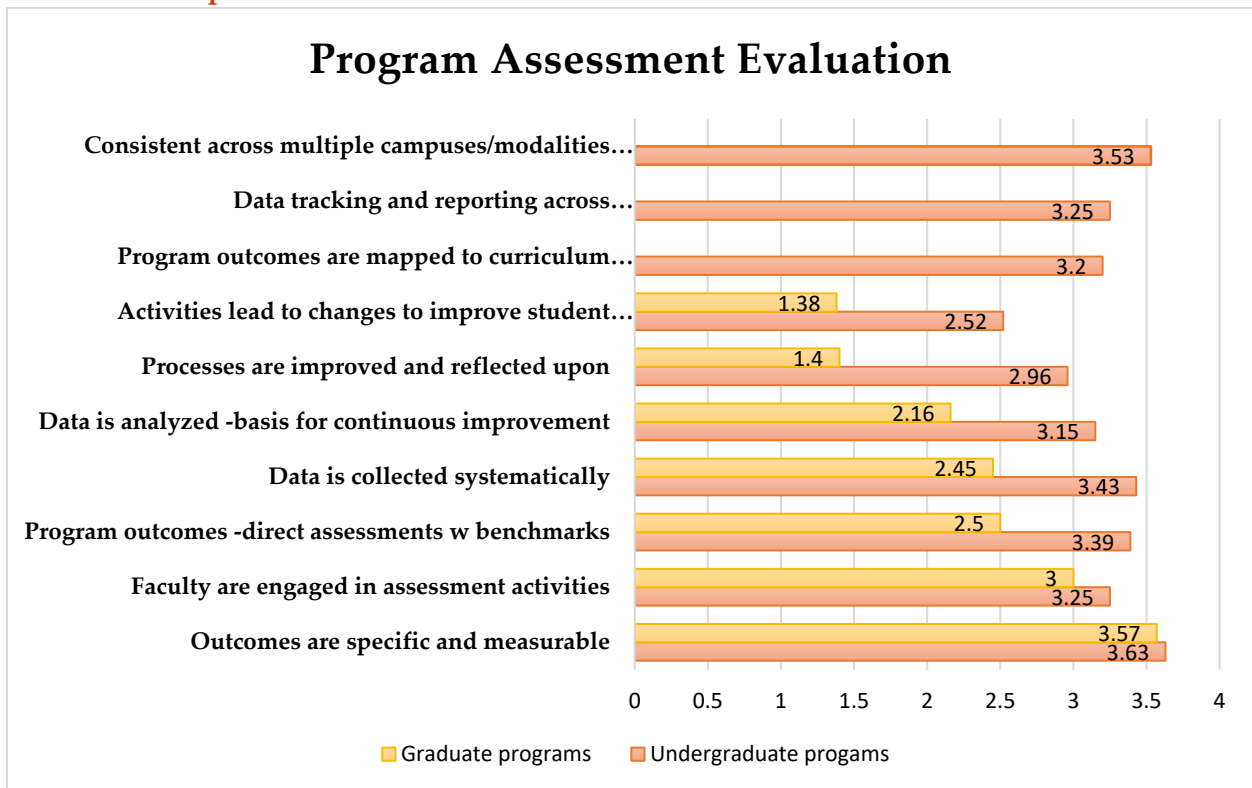
- Assessment outcomes and benchmarks are consistent or equivalent across locations and modalities.*
- Assessment data are tracked and reported across locations and modalities.*
- Program outcomes are mapped to curriculum.*
- Assessment activities lead to changes designed to improve student learning; timeline for implementation is detailed.
- Assessment processes are reflected upon and improved.
- Data are analyzed to provide basis for continuous improvement efforts.
- Data are collected systematically.
- Each program outcome has direct assessments with appropriate benchmarks.
- Faculty are engaged in assessment activities.
- Outcomes are specific and measurable.

Aggregated (college-level) data were shared with undergraduate and graduate assessment leads, associate deans, members of the [University Student-Learning Assessment Council](#) and other assessment staff during Fall 2022. In addition, program-level assessment information is included in the AUA. Program, unit and college leadership can use these data to inform program decision-making, help identify areas to consider implementing student support strategies and guide resource allocation. For assessment staff, the annual assessment report data have helped to identify faculty professional development needs and to tailor content offered during workshops at individual- and unit-specific meetings.

We aggregated the data for these rubrics across all undergraduate and graduate programs. These summaries provide an “assessment report card” from which we can advise colleges, units and programs, and provide targeted training or other resources to improve the utility and efficacy of our assessment practices for improving student learning.

From Figure 1 it is evident that we need to improve on aspects of the full-cycle assessment process involving curricular or pedagogical changes to improve student learning. In comparing programs in Figure 1, it is clear our assessment of graduate programs is not as mature as that of our undergraduate programs. To address the difference, the Graduate School and Assessment and Accreditation staff have held workshops as well as individual program meetings and will continue to focus professional development efforts to bring the graduate programs up to the level of the undergraduate programs.

Figure 1: Averages Across All Graduate and Undergraduate Programs on the New Program - Assessment Report Evaluation Rubric



MITIGATE PERCEIVED GAPS IN ACHIEVEMENT AND EQUITY – DASHBOARDS AND FINANCIAL READINESS

OSU is committed to diversity, equity, inclusion and justice. With the development of the new data dashboards for the AUA process, we have more focused student demographic information available for colleges to identify opportunity and equity gaps. Helping students succeed

includes ensuring their financial readiness because finances are so closely tied to student success. We know that a major reason for students to not continue their studies is the lack of financial resources.

OSU's Undergraduate Student Success Initiative (USSI) began in 2017 as a deliberate effort to narrow equity gaps by better serving underrepresented students and students with high financial need. The USSI undertook specific projects and the university created metrics for an internal dashboard that facilitates regular assessment of progress. The dashboard helps compare enrollment, first-year retention rates, and graduation rates against the share of students with high financial need, at both the university and college levels, and displays the breakdown of each metric by student demographic categories (e.g., students of color, Pell-eligible students, by residency, first generation to attend college, and veteran status). The USSI was transitioned from an initiative to a permanent team of leaders who serve on an Undergraduate Student Success Committee that is charged annually to pursue specific student success-related projects in the given year. The dashboard serves as a core measurement and assessment tool after each project is completed.

In a continued effort to broaden previous financial initiatives, OSU is implementing a Financial Readiness and Success plan for all students. Using financial well-being as a foundation, upon entrance to OSU all students will receive access to financial education modules and opportunities for learning more about how to make smart financial choices and limit debt accumulation during their time at OSU (and any other institution they may choose to attend). Coupled with increased payment plan options and securing registration through financial readiness, OSU hopes to prepare students for the future by supporting them in making prudent decisions financially. Ideally, this will disproportionately help students who come to OSU without significant "college knowledge" because they are the first to attend college in their family or they come from a low-income background and lack support resources.

INTEGRATING AND STREAMLINING ASSESSMENT INITIATIVES

As mentioned in the Mid-Cycle Self-Evaluation report, OSU is in the process of implementing a new general education program (formerly called the Baccalaureate Core). The faculty are actively engaged in developing student learning outcomes, criteria, and rationales for each of the categories in the new curriculum. This active faculty engagement is indicative of the extent to which good assessment practices are increasingly viewed by faculty as an essential component of effective curriculum design and pedagogy. Once the learning outcomes for the new general education curriculum are approved, the on-going assessment of those outcomes will fall to faculty teaching the courses and the Faculty Senate Baccalaureate Core Committee, as is currently the case. While we are bringing on new processes (AUA) and curricula,

we are not adding substantially more work for faculty. Rather, we are being more strategic about how we use assessment and integrate it into our evaluations and our efforts on continuous improvement.

OSU RESPONSE TO RECOMMENDATION 2

Continue to exercise great care that credit and degrees, wherever offered and however delivered, are based on documented student achievement of the established Oregon State University learning outcomes. (2020 Standard 1.C.2)

2020 Standard 1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing and synthesis of learning.

CURRICULUM MANAGEMENT SYSTEM (CIM) AND CATALOG UPDATE PROCESS

The Curriculum Management and Assessment and Accreditation staff and OSU faculty use a Curriculum Inventory Management (CIM) system to develop and store course and program information, including learning outcomes.

OSU's previous curriculum tool was primarily used for curriculum proposals and as a repository for new information about courses and programs. Functionality in the new tool allows us to store course and program learning outcomes and provides ways for us to maximize work that supports program assessment to measure appropriate breadth, depth, sequencing and synthesis of learning.

Ensuring high-quality assessment of student learning at all levels, we crafted a new Student Learning Outcome [Policy](#). The policy was reviewed and approved by the Curriculum Council of the Faculty Senate in November 2022. The policy requires all courses and programs to have measurable student learning outcomes with appropriate breadth, depth, sequencing and synthesis of learning. While this has been an unwritten policy for many years, it is now codified.

Utilizing CIM to process changes to student learning outcomes allows for the information to flow directly to the Academic Catalog resulting in transparency for all students and stakeholders. New or modified program learning outcomes for existing programs must be reviewed and approved by assessment staff before any changes appear in the catalog. The

process is now fully online and expedited for faculty, as well as assessment staff. This process allows assessment staff to contact program assessment leads to offer support and to communicate when annual assessment reporting begins for their new program or the addition of a new program location or modality.

In support of this effort, the Curriculum Management staff is also working on a university-wide approach to reviewing course outcomes. While still in an early stage, this project has unified faculty across all physical locations as well as with our Ecampus partner. The university's OSU-Cascades campus has worked hard to ensure it can actively participate in Corvallis-based conversations and vice versa. In addition, the Ecampus team has existing protocols in place to prevent any new course or revision of a course from moving forward unless learning outcomes match those of campus-based courses. This project will have long-term positive impacts on the program learning outcomes efforts via the connection between the undergraduate program learning outcomes and course learning outcomes for specific courses within the programs.

LEARNING OUTCOMES AND BENCHMARKS FOR PROGRAMS OFFERED AT MULTIPLE LOCATIONS AND MODALITIES

All undergraduate and graduate programs have the same learning outcomes and benchmarks, regardless of location and modality. To ensure academic standards are maintained, new or modified program benchmarks are tracked for all programs through Annual Assessment Reports and reviewed by assessment staff. The new program assessment rubric includes specific review elements for programs offered at multiple locations and modalities. These elements track the consistency of learning outcomes and benchmarks across multiple locations and allow assessment staff to provide feedback.

The Academic Catalog has included all undergraduate program learning outcomes since 2019 and before. All graduate program learning outcomes are listed on individual program pages, and in Winter 2023 these will also appear in the Catalog. In addition, to make it clear for students and stakeholders, language about learning outcomes was added to both the [Assessment - Program Learning Outcomes webpage](#) and [Graduate School - Graduate Learning Outcomes Assessment webpage](#). College leaders, program directors, assessment leads and the faculty were made aware of these changes during meetings in Fall 2022.

Gathering learning outcome data from programs offered in multiple locations and modalities has also been enhanced. Multiple locations and modalities fields are now integrated into the main reporting page in both the Undergraduate Annual Program Assessment Report [template](#) and the Graduate Learning Outcome Report [template](#). Feedback from stakeholders about these changes is positive, informing us the changes have improved stakeholders' ability to provide information. Nearly all the undergraduate programs offering degrees at or through multiple

locations or modalities reported assessment data from the various campuses/modalities. We are following up on those that still need to report disaggregated data. Example: [Multiple Locations and Modalities spreadsheet](#).

The assessment staff emphasize the importance of reporting student achievement of learning outcomes regardless of course location or modality in quarterly meetings with members of the University Student-Learning Assessment Council as well as in workshops and meetings with faculty and assessment leads. The staff also meet one-on-one with program directors, assessment leads and faculty to better align their assessment work across locations and modalities. Starting with academic year 2020-21, discussions were held with faculty at OSU-Cascades to provide support and guidance for collaborating with faculty and assessment leads in Corvallis. The assessment and accreditation staff have a visit scheduled to OSU-Cascades for Spring 2023 to continue these conversations.

The assessment staff offered additional professional development opportunities around assessment via workshops held each quarter for both undergraduate and graduate faculty. Moving forward, Winter 2023 workshops focus on continuing full cycle assessment and best practices for working across multiple locations and modalities. Furthermore, we continue to provide resources available on the [Assessment Resources](#) section of the Assessment and Accreditation website to support assessment leads and faculty.

CONCLUDING STATEMENT

We believe that compliance with the Northwest Commission on Colleges and University Standards and Eligibility Requirements is an outcome of our dedication to student success and closing equity gaps. Oregon State University is dedicated to being an example of proactive advancement of student learning in all programs, modalities and populations served.

Over the last twelve months, the university has focused on numerous projects addressing Recommendations 1 and 2, including:

- Publishing all undergraduate and graduate program learning outcomes in the Academic Catalog.
- Conducting Academic Unit Assessment (AUA): Data-driven review of units.
- Revising Annual Program Assessment Report templates; developing and instituting a Multiple Locations and Modalities Tracking spreadsheet.
- Developing and instituting a program assessment rubric to better evaluate quality and completeness of program assessment.

- Better utilization of the Curriculum Management System for updating new and revised course and program learning outcomes, and seamless updating of the Academic Catalog.

OSU values recommendations to better serve our students, faculty, community and university. With clear communication, transparency, student and faculty involvement, and clear strategic goals we will continue striving to be a leader as an institution of higher learning.

APPENDIX

The following examples highlight three undergraduate programs' and one graduate program's use of student assessment data to inform decision-making and guide improvements to curricula, pedagogy and student support services.

EXAMPLE ONE: MATHEMATICS UNDERGRADUATE MAJOR

Score on Assessment Rubric: 4 (Robust)

Description: The Bachelor of Science in Mathematics within the College of Science encompasses both theory and applications of mathematics giving students the opportunity to study in a broad spectrum of fields ranging from areas in traditionally pure mathematics to applied mathematics. [Link](#) to academic catalog.

Modality/Location: The program is available to students in one modality: in person, Corvallis.

Decision-Making Informed by Assessment: OSU's Mathematics Department has an annual faculty meeting on assessment where the department's assessment committee presents the data collected during the previous calendar year. Faculty use the data to discuss how well students are attaining program learning outcomes. They also determine whether the specific courses used to evaluate each learning outcome are appropriate and if an adequate amount of data is being collected annually to provide sufficient information about student learning. In response to assessment results, faculty discuss any needed curricular and pedagogical changes to the program. Finally, the faculty have specific discourse about the goals and wording of the learning outcomes. Discussions at faculty meetings have led to several adjustments in both the mathematics curriculum map and in the courses used to assess the learning outcomes themselves.

Assessment in the most recent cycle focused on program learning outcome #1: Demonstrate mathematical reasoning skills by reading, writing and explaining formal definitions and theorems and proofs. Based on assessment results of learning outcome #1 in 2017-2018, the Department began using the fourth hour of each of MTH 311, MTH 312 and MTH 342 as a recitation (as opposed to another hour of lecture). This change has allowed students more opportunity to write, understand and explain definitions, theorems and proofs through active learning. Current assessment outcomes show that these changes resulted in students becoming more comfortable with abstract mathematics before beginning the challenging 400-level

curriculum. Also, in response to the assessment results, the Department added MTH 311 as a prerequisite for MTH 430. MTH 430 has become an opportunity for students to strengthen the skills they learned in MTH 311 and apply them to a more advanced and specialized topic.

EXAMPLE TWO: CROP AND SOIL SCIENCE UNDERGRADUATE MAJOR

Score on Assessment Rubric: 3.5 (Established/Robust)

Description: This small undergraduate major within the College of Agricultural Sciences solves problems related to field crop agriculture natural systems, rural and urban economies and natural resource management. [Link](#) to academic catalog.

Modality/Location: The major is offered in two modalities: in person, Corvallis and online through Ecampus.

Decision-Making Informed by Assessment: The faculty of Crop and Soil Science have been working to create more authentic and detailed descriptions of their learning outcomes used for assessment. Re-focusing on what students are learning in courses and engaging the faculty in these efforts have been at the center of the assessment work. Along with additional numerical and percentage data, these descriptions of learning outcomes have provided deeper explanations of benchmark results and a clearer picture of how well the students are learning the material. The curriculum map has been re-visited by faculty to ensure their courses have up-to-date tracking of where the course falls on students' academic journeys. As part of this approach, all faculty who teach program courses reflect on where their courses occur on the student journey timeline. The faculty evaluate whether their assignments and assessments pave the way for the student to make a seamless transition to the next level of courses.

In addition, the faculty review and analyze whether the benchmarks are useful and make sense in terms when enrollment is low to see if more meaningful benchmarks are warranted. Currently, a benchmark such as ">=90 % of students achieving scores of >=85%" may not adequately capture the learning, as 90% of a course with ten students can mean that one student is the difference between making/not making the benchmark. Even lower course enrollment numbers then translate to fractions of students, which is not reasonable. It is also a disservice to those students who are achieving benchmark scores. During academic year 2022-23, the Crop and Soil Science Undergraduate Curriculum Committee will convene to discuss whether a different methodology and benchmarks would be more beneficial. It may be that a different benchmark is applied when course enrollment numbers fall below a threshold.

Due primarily to assessment data, many of the courses associated with specific student learning outcomes have been changed, modified or strengthened. The descriptions below show actions

taken by the program and reported in the Annual Assessment Report submitted in 2022.

- In SOIL 316, the instructor added additional homework assignments and presented a Nitrogen Budget to use as a model for a later assignment. The Nitrogen Budget presented is similar to the one students are expected to produce in their project (which is their learning outcome assignment).
- SOIL 466 revisions to the scoring rubric communicated clearer and more concise expectations to the students.
- CROP 300 now has a streamlined grading checklist and earlier work with case studies with increasingly elevated benchmarks of student achievement.
- In SUS 325, the instructor has built in more practice with citations including graphs, tables and figures as well as more check points and scaffolding leading up to the culminating paper.

The Crop and Soil faculty have made these course level adjustments because of student learning data and have adjusted their student learning outcome benchmarks accordingly.

EXAMPLE THREE: MASTER OF ATHLETIC TRAINING

Score on Assessment Rubric: 3 (Established)

Description: This graduate program in the College of Public Health and Human Sciences is a two-year program preparing the students to become an athletic trainer. Upon completion, the student is eligible to sit for the Board of Certification examination. From 1974 to 2017, OSU had an accredited undergraduate athletic training program which was replaced with a new master's program, receiving accreditation by the Commission on Accreditation of Athletic Training Education in 2017. [Link](#) to academic catalog.

Modality/Location The program is available to students in person: Corvallis campus.

Decision-Making Informed by Assessment. The Athletic Training faculty have a long history of using assessment findings to inform program decision-making. For the three new graduate learning outcomes developed by the Athletic Training master's program, the course instructor assesses competency and describes actions that will be taken to address the results of the assessment. Recent actions are listed here:

- KIN520: added clinical reasoning worksheets and PBL as review, along with concept maps.
- KIN521: continued to incorporate case studies for students and added a demonstration O/P.

- KIN568: created successive shorter assignments that allowed more drafts/iterations of the assignment for students to better refine their work.
- KIN569: increased midterm study preparation, specifically for stats definitions which are lacking in foundational knowledge.
- KIN584: will encourage students to link identified patient deficits to the specific physiological response(s) that they wish to use to address the deficit and then choose interventions that can create these responses; will build more formative assessments into the course earlier in the term to provide students with more practice making these types of clinical decisions.
- KIN586: will provide even more simplified instructions with smaller assignment to break down the process; create benchmarks still is a difficult concept and task; still searching for ways to better describe the development of a complete rehabilitation project.

EXAMPLE FOUR: DIGITAL COMMUNICATION ARTS UNDERGRADUATE MAJOR

Score on Assessment Rubric: 1.5 (Beginning/Developing)

Description: The Digital Communications Arts undergraduate program's interdisciplinary curriculum highlights the intersection of media and social life. This program is housed in the College of Liberal Arts. [Link](#) to academic catalog.

Modality/Location: The major is offered in two modalities: in person in Corvallis and online through Ecampus.

Decision-Making Informed by Assessment. In the last three years, the program has gone through several personnel and staffing changes which affected both curriculum and assessment. Most notably, in 2021 the program adopted a process where the annual assessment report would be prepared by the program lead. At that time, the program started developing a new assessment process, disrupted during the COVID pandemic. While assessment planning is still in the initial stages of development, faculty are dedicated to the assessment process, utilizing the data developed and adjusting benefit student success.

Assessment in 2022 focused on student learning outcome #3: Evaluate and recommend public policy regarding media. Program faculty concluded this is measurable in several courses focusing on intellectual property, national security, surveillance and other domains. The courses mapped to this outcome are electives. Faculty have concerns about the nearly one quarter of students who do not take one of these courses are therefore not assessed on outcome #3. Also, not all the courses have a final assignment that directly assesses the outcome. Given the other

five learning outcomes can be easily assessed for all students, the faculty determined a larger curricular change was needed and decided to make policy analysis a major component in a new required course. Moving forward, there will be ample data from this course to measure students' attainment of outcome #3. The findings will be included in the annual assessment report by 2026. The program's assessment lead and faculty are in regular communication with assessment staff and seek appropriate assistance in developing an effective assessment program.

The program is using the work page in the annual assessment report template to track differences across multiple locations and modalities. In the 2022 report, the program assessed term-to-term performance of student learning outcome #3 in an Ecampus course. The results showed significant differences between terms, as performance was superior pre-COVID, with substantially higher outcomes from the same assessment method. The assessment lead noted in the annual assessment report the program will need to make curricular changes which will drive development of a comprehensive plan for assessment and a new curriculum map.