

OREGON STATE UNIVERSITY Mid-Cycle Self-Evaluation Report

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on Colleges and Universities

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INSTITUTIONAL OVERVIEW

Founded in 1868, [Oregon State University](#) is among the nation's 50 largest and most research-intensive universities. It is one of only three universities in the U.S. with land, sea, space and sun grant designations. It also holds both the Carnegie Classification for Very High Research Activity and the Carnegie Community Engagement Classification.

OSU's more than 8,200 faculty, staff and graduate assistant employees serve more than 34,000 students. The university's annual budget is \$1.45 billion.

OSU's vision is to be a research university that is inclusive by design, grounded on providing affordable access to a high-quality, inquiry-based education to learners from all walks and stages of life. OSU aspires to be a collaborative and entrepreneurial academic community, provide a welcoming and caring environment that enables success for all, and operate with values grounded in justice, civility and respect. The university is fully committed to racial, ethnic, gender and cultural diversity.

At its two physical campuses and online, OSU offers more than 200 undergraduate and more than 130 graduate degree programs through its 11 academic colleges, Honors College and Graduate School. The university's academic colleges are Agricultural Sciences; Business; Earth, Ocean, and Atmospheric Sciences; Education; Engineering; Forestry; Liberal Arts; Pharmacy; Public Health and Human Sciences; Science; and Veterinary Medicine.

Oregon State's talented faculty produce scholarship across many academic disciplines. In line with the university's strategic plan, OSU's shared research agenda seeks to build unique strength in three areas: sustainable Earth ecosystems; human health and wellness; and economic prosperity and social progress. In fiscal year 2021, faculty secured \$383.9 million in contracts and grants, the fifth consecutive year in which research funding exceeded \$380 million. OSU is among the top 85 universities nationally in funded research activity.

Extension and public engagement — and service to Oregonians statewide — are core to OSU's mission. The university's Division of Extension and Engagement provides the primary platform for faculty and students to engage communities in learning, identifying local needs and opportunities, and problem-solving. These efforts serve to share research findings, improve the health and well-being of Oregonians and communities, strengthen the competitiveness of Oregon's industries, encourage economic and community development, and provide for learner success throughout life. They also create experiential learning opportunities for students and a supportive infrastructure for publicly engaged faculty scholarship.

In 2004, the university adopted a practice of systematic strategic planning, with new plans developed every five years. Those plans have guided sustained progress at OSU since. The university's current plan — [Strategic Plan 4.0: Transformation, Excellence and Impact](#) — was launched in 2019. SP4.0's 20 actions under four goals are shaping OSU's response to the rapidly changing economic, social, environmental and technological landscape facing higher education. The four goals are:

- Preeminence in research, scholarship and innovation.
- Transformative education that is accessible to all learners.
- Significant and visible impact in Oregon and beyond.
- A culture of belonging, collaboration and innovation.

OSU has two physical campuses: a main campus in Corvallis and OSU-Cascades in Bend. As of this writing, students at OSU-Cascades have access to 21 OSU undergraduate majors, four graduate degrees and one professional degree through in-person instruction, with programs being added regularly. The university envisions OSU-Cascades as an innovative campus that provides access to a land grant university education in Central Oregon while also serving students who are seeking a small university learning experience. The university's goal is for OSU-Cascades to achieve an enrollment of 3,000 to 5,000 students by 2035.

Oregon State also offers more than 90 undergraduate and graduate degree and certificate programs through its Ecampus online education platform, hybrid in-person/online learning at its Portland Center, a portion of selected academic programs at the Hatfield Marine Science Center on the Oregon Coast in Newport, and several majors and minors through an agriculture and natural resource program offered in partnership with Eastern Oregon University in La Grande. OSU's online bachelor's programs are ranked fifth in the nation in 2022 by *U.S. News & World Report*, and Ecampus has ranked in the top 10 for eight consecutive years.

In 2021, Oregon State had the highest fall enrollment of any university in Oregon for the seventh consecutive year, including increased enrollment among students of color, who now make up 28.3% of the student population. Recent increases in enrollment are being driven primarily by growth in OSU's online programs.

The mission of the university, faculty scholarship, and student access and success are supported by the OSU Foundation, the university's partner in philanthropy and engagement. In fiscal year 2021, the OSU Foundation helped the university raise a record \$177 million and grew OSU's endowment to \$819.5 million. Fiscal year 2021 was also a record year for volunteer engagement.

University Leadership

OSU is governed by a 15-member Board of Trustees, with 14 members appointed by the governor and approved by the Oregon Senate. The OSU president serves *ex officio*. The board includes faculty, staff and student representatives. OSU leaders adhere to a leadership statement that emphasizes making and implementing decisions through collaboration, shared governance, transparency, accountability and effective communication. Representatives of the Faculty Senate and student government serve on OSU's Cabinet.

F. King Alexander replaced Edward Ray as OSU's president in July 2020 and subsequently resigned in April 2021. OSU's current president, Rebecca Johnson, is serving in an interim capacity. A presidential search is underway and expected to conclude by late spring 2022.

MISSION FULFILLMENT

Mission Statement

As a land grant institution committed to teaching, research, outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

The university accomplishes this by:

- Producing skilled graduates who are critical thinkers.
- Searching actively for new knowledge and solutions.
- Developing the next generation of scholars.
- Collaborating with communities in Oregon and around the world.
- Maintaining a rigorous focus on academic excellence, particularly in three signature areas: the science of sustainable Earth ecosystems, health and wellness, and economic prosperity and social progress.

OSU strives to sustain a culture of self-evaluation and continuous improvement by engaging leaders and faculty from across the university in program assessment and by tracking progress on measures of student achievement and other indicators tied to the mission and vision.

Undergraduate and graduate programs are required to work continuously on their assessment of student learning outcomes. Most programs submit their annual assessment report by the required due date. However, some programs learn through the process of submitting their assessment reports and receiving feedback that they need to spend time closely examining and making changes to their assessment process, metrics or benchmarks. In lieu of submitting an outcome report, some programs are actively working with staff in the Office of Assessment and Accreditation or the Graduate School to make changes to their assessment plan. Annual assessment reports are reviewed by assessment professionals, and recommendations are provided back to the programs in *Annual Assessment Feedback Forms*. Following the *Year Seven Self-Evaluation Report*, the university added a requirement for programs to report on substantive changes they make in response to annual assessments. The university has also modified the information that programs submit to better explain the actions taken in response to annual assessment and feedback.

In addition, several academic and student support units are conducting learning assessments, including efforts to engage more student support units in the coming years. For example, the Oregon State University Libraries and Press draws from usage data, gate counts, surveys, web analytics, integrated library system analytics and space utilization surveys to inform and improve learning-support planning that will consequently improve student learning outcomes. An OSU faculty librarian serves on the University Student-Learning Assessment Council and collaborates with program faculty and assessment leads on the evaluation of teaching, learning and the campus experience for students. Additionally, units within the Division of Student Affairs are on a self-set program review cycle; the number of years between reviews is set by the unit, as is the nature of the review (internal or external, areas of focus). While the cycle is determined by and

differs across units, the cycles for each unit in the division are centrally documented, and the Student Affairs Assessment Office corresponds with each unit that is under review to make sure it is on track, check on whether there are any questions about how to engage in the process and prompt end-of-process reporting.

In a new practice being developed by the Office of Academic Affairs, performance measures for all academic departments, schools or units are being assembled and reviewed biannually, including at the academic program level, with a cross-sectional comparison of programs' progress toward meeting university educational, research, and diversity, equity and inclusion goals. Some units and their programs will then be identified for deeper evaluations depending on observed outcomes. For an assessment of student success and support programs, a combination of quantitative and qualitative data will be used to assess needs and identify areas for improvement. The university is refining the comprehensive evaluation process in a pilot project this spring with one college, Public Health and Human Sciences.

This academic unit assessment process is designed to accomplish two goals. First, it will complement existing program assessment and inform program improvement at the unit level by unit leadership and disciplinary faculty. Second, it will provide a higher-level, comprehensive and strategic view of program performance in the context of each unit's mission and resources, informing the university's efforts to build a strong academic program portfolio. One important aim is to share findings with the OSU Board of Trustees as context when proposed new programs are brought forward for board approval. Findings from academic unit assessments may also inform college- or institution-level decisions to innovate, expand, restructure, reduce or sunset programs.

Mission Fulfillment Focus and Alignment

In response to a recommendation following OSU's *Year Seven Self-Evaluation Report*, we have reduced the number of yardsticks used to evaluate mission fulfillment, and we have focused on outcomes-based metrics (that combine to form the yardsticks) to indicate progress (see Appendix A). We have also made progress on aligning yardsticks with progress on the actions and tactics in OSU's current strategic plan. The sections that follow highlight changes to mission fulfillment yardsticks and how they are helping track progress on continuous improvement.

Although the goals of SP4.0 have remained unchanged, we have adjusted timelines and priorities in response to changing internal and external trends. This is consistent with the design of SP4.0, which is intended to serve as a guide that evolves as it is implemented. For example, in 2020 and 2021, impacts and implications from the COVID-19 pandemic informed changes in the timing of some actions and underlying projects. Additionally, because COVID-19 mitigation planning and response required a major investment of time and focus for a sustained period, some projects were slowed or paused. At the same time, we have not changed the basic road map laid out in SP4.0. The plan's emphases on improving student success, strengthening research infrastructure and retooling key administrative systems (e.g., enrollment management, information technology, human resource management) have only grown in significance over the last two years.

STUDENT ACHIEVEMENT

With oversight from the provost, vice provost for academic affairs and senior vice provost (who also serves as accreditation liaison officer), and vice provost for faculty affairs, as well as contributions by staff in the Office of Institutional Analytics and Reporting, OSU regularly 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. University [strategic metrics](#) are available online, and the administration regularly notifies the Board of Trustees, Faculty Senate, faculty and staff, and other stakeholders.

Mission Fulfillment Benchmarking

OSU defines mission fulfillment in the context of its role as a land grant university, status as a Carnegie classified *R1: Doctoral University — Very High Research Activity* institution and commitment to inclusive excellence.

In the 2019 *Year Seven Self-Evaluation Report*, we described the use of 17 yardsticks to relate mission fulfillment to progress on strategic goals. As reported in the 2020 *NWCCU Ad Hoc Report*, we modified the yardsticks in response to Recommendation 1 and in anticipation of this mid-cycle self-evaluation. The changes include:

- Focusing on student success outcomes and achievement gaps for undergraduates.
- Adding aggregated and disaggregated student achievement metrics, including one-year retention and six-year graduation rates for undergraduates.
- Reporting indicators of achievement against appropriate peer institutions.

Table 1 summarizes OSU's key student success metrics (one-year retention and six-year graduation rates) across demographic groups relevant to OSU's context and mission. As a major research university, nontraditional age is not a factor in first-year student cohorts, so we do not break out by that demographic. Socioeconomic status is a construct typically generated from parent education and family income. Other than for those filling out the FAFSA, OSU does not collect family income data. Pell and First-Generation College breakouts summarize related factors typically used in a single socioeconomic measure. Thus, we do not provide a breakout for socioeconomic status.

Table 1 — Oregon State University Undergraduate Student Success Metrics

Updated November 2021

	1-Year Retention Rate (%)			6-Year Graduation Rate (%)		
	2011	2016	2021	2011	2016	2021
Overall OSU	81.5	83.4	86.8	60.7	63.3	68.2
Pell	80.1	78.7	83.1	56.3	57.0	59.4
Non-Pell	80.9	82.3	85.6	62.9	67.4	72.5
Pell – Non-Pell Gap	-0.8	-3.6	-2.5	-6.6	-10.4	-13.1
URM	79.0	77.9	84.3	53.9	54.5	59.7
Non – URM	81.7	84.2	87.3	61.4	64.3	69.5
URM – Non-URM Gap	-2.7	-6.3	-3.0	-7.5	-9.8	-9.8
Male	81.5	84.2	86.6	58.5	59.5	64.5
Female	81.5	82.5	86.9	63.0	67.4	72.2
Male – Female Gap	0.0	1.7	-0.3	-4.5	-7.9	-7.7
Nonresident	75.3	80.7	80.5	55.8	60.5	66.0
Oregon Resident	81.7	84.3	87.5	61.3	64.4	68.9
Nonresident – Resident Gap	-6.4	-3.6	-7.0	-5.5	-3.9	-2.9
First-Generation	79.4	79.3	80.7	N/A	57.0	60.7
Not First-Generation	82.3	86.5	88.6	N/A	65.8	71.0
First-Generation Gap	-2.8	-7.2	-7.9	N/A	-8.8	-10.2

Cohorts are for first-time, full-time degree-seeking undergraduates admitted for the designated fall term or preceding summer term. 2011, 2016 and 2021 one-year retention rates are for students entering in 2010, 2015 and 2020, respectively. 2011, 2016 and 2021 six-year graduation rates are for students entering in 2005, 2010 and 2015, respectively. First-generation status was not collected on applications before 2010. Red typeface indicates areas that need improvement.

As shown in Table 1, OSU’s overall one-year retention rate (for the first-time, full-time cohort entering the previous year) has increased from 81.5% in 2011 to 86.8% in 2021. That exceeds the 25th percentile rate among public land grant R1 universities (at 84.7% in 2019, the most recent year for which data are available; see Table 2). The overall public land grant R1 rate is 89.4% in 2019.

OSU’s overall six-year graduation rate has increased from 60.7% in 2011 (for the 2005 entering cohort) to 68.2% in 2021 (for the 2015 entering cohort). OSU’s rate is slightly better than the 25th percentile among public land grant R1s (at 65.6% in 2019, for cohorts entering in 2013).

That OSU’s retention and graduation rates are trending in a positive direction is due to a significant focus on student success in recent years. At the same time, the university has sought to maintain access, part of its inclusive excellence vision. Many universities that have seen significant increases in retention and graduation have also become more selective over time. OSU admits 78.4% of applicants, compared to 66% among public land grant R1 universities overall.

Gaps in first-year retention between underrepresented students and other students, and between Pell and non-Pell students, have been persistent at OSU, though they have narrowed modestly over the last five years. OSU’s institutional goal is to achieve a 90% first-year retention rate and to close achievement gaps by 2025.

OSU’s graduation rates for undergraduates have been improving for both underrepresented and Pell students, but at a slower pace, contributing to widening gaps. Affordability is a factor in explaining these trends. OSU’s financial aid resources have lagged the level of need, especially following the 2008-09 recession when the university’s reliance on tuition as a funding source increased significantly. We have some evidence that student success programs are beginning to improve retention and progress toward degree among underrepresented and Pell students. We are also aware that changes in the racial and ethnic composition of OSU’s underrepresented students are playing a role in rate trends. For example, the number of Hispanic students has been growing at OSU, and Hispanic students graduate at slightly higher rates than other underrepresented students, pulling up the rate for all underrepresented students.

OSU derives thresholds for the yardsticks that relate mission fulfillment to progress on strategic goals either with reference to outcomes for all public land grant R1 universities or to OSU strategic goals. OSU regards the 25th percentile among rates of comparable universities¹ as representing *minimum mission fulfillment*, even though such a bar does not reflect the university’s aspirational goals.

Data for other public land grant R1 universities are sourced from IPEDS, the federal Integrated Postsecondary Education Data System, and thus lag OSU’s most recent data. Table 2 provides OSU’s rates in the context of R1 percentiles.

Table 2 — Oregon State University/Public Land Grant R1 Comparison

Updated November 2021

	1-Year Retention Rate (%)				6 Year Graduation Rate (%)			
	2011	2016	2019	2021	2011	2016	2019	2021
Overall OSU	81.5	83.4	85.4	86.8	60.7	63.3	67.1	68.2
Public Land Grant R1 Universities	87.1	88.3	89.4	N/A	70.9	73.9	76.3	N/A
75th Percentile	92.4	93.2	93.7	N/A	70.9	73.9	76.3	N/A
Median	87.7	91.0	91.2	N/A	68.9	76.7	81.7	N/A
25th Percentile	83.1	82.7	84.7	N/A	61.7	63.5	65.6	N/A

Cohorts are for first-time, full-time degree-seeking undergraduates admitted for the designated fall term or preceding summer term. 2011, 2016, 2019 and 2021 one-year retention rates are for students entering in 2010, 2015, 2018 and 2020, respectively. 2011, 2016, 2019 and 2021 six-year graduation rates are for students entering in 2005, 2010, 2013 and 2015, respectively.

¹ Some of OSU’s comparators are significantly more exclusive in their admissions, making it difficult to make comparisons on some measures.

Actions Taken to Improve Undergraduate Student Achievement

The university is taking steps to improve student achievement and to close equity and opportunity gaps. The following actions address five areas of institutional focus: *curricular excellence, experiential learning, faculty-student engagement, financial aid and scholarships, and the transition experience.*

Curricular Excellence: OSU is working to advance undergraduate student success goals by improving and streamlining curricula and elevating instructional excellence. Actions include:

- Evaluating and improving practices that impact transferability of credits, including developing institutional transfer guides, aligning with the Oregon Transfer Compass and improving transparency on the application of Oregon community college courses to OSU's Baccalaureate Core and degree requirements.
- Hiring a director of the Baccalaureate Core to provide guidance and insight; support reform of the Baccalaureate Core; and support ongoing accountability, consistent communication and advocacy for general education at OSU.

Experiential Learning: OSU is increasing and expanding access to Experiential and Research-Based Learning for students. Completed and planned actions include:

- Creating a framework, set of definitions and rubric clarifying what OSU means by Experiential and Research-Based Learning. This facilitates showcasing the full spectrum of ERL activities.
 - During the 2020-21 academic year, the university is developing an ERL framework, rubric and definitions, which are being released to the broader campus community. This includes values and principles to guide quality assessment.
- Creating a model for overall coordination to help remove roadblocks, increase efficiencies and expand faculty and student participation.
 - During the 2021-22 academic year, the university is implementing a new model to improve the overall coordination of ERL units and activities in coordination with the colleges.
- Developing an institutional solution to track all student and faculty participation in ERL opportunities.
 - The Office of Undergraduate Research, Scholarship and the Arts has developed a dashboard for tracking student participation and outcomes (e.g., retention rates) in the URSA Engage and STEM Leaders programs.

Faculty-Student Interaction: OSU is expanding faculty-student connections outside of class and beyond experiential learning. Actions include:

- Expanding the university's faculty-undergraduate student mentoring program, known as *Beaver Connect*. Beaver Connect was recognized by the NWCCU with the 2019 Beacon Award.

- Advancing efforts that engage faculty and staff in understanding the importance of exposing the hidden curriculum of higher education for first-generation students.
 - Measurement approach includes focus groups and surveys to faculty, staff and students, along with data audits of websites.
 - Launching the Center for Teaching and Learning Fellows program in 2022, including the addition of a coordinator located in the CTL starting in Fall 2021.
- Expanding use of National Survey of Student Engagement data and using the [NSSE Dashboard](#) to promote students' educational experiences and connections with faculty and staff.

Financial Aid and Scholarships: OSU is working to improve the distribution of financial aid and scholarships. Actions include:

- Developing a prioritization framework that will guide targeting of aid. *The Value of a Scholarship* project has been completed. Evidence suggests that scholarships and gift aid that cover 50% or more of the cost of attendance improve the persistence and graduation rates of high-need and first-generation students. Additionally, this type of aid has a larger impact on students when it is received early in a student's career.
- Expanding completion and persistence scholarships. In 2021, the provost authorized an additional \$200,000 for these scholarships, with the plan to continue that funding until it can be replaced through fundraising efforts.
- Implementing financial literacy education for new and continuing students. The College of Business has opened the Center for Advancing Financial Education. CAFE provides financial literacy support, programming, counseling and instruction to the OSU community and beyond.

Transition Experience: OSU is improving the transition experience for students new to OSU, whether from high school, community college or as an older adult, and whether the student is in Corvallis, Bend, Newport, Portland or on Ecampus. The aim is to build a culture that fosters relationships among students and faculty with an emphasis on mentoring. Actions include:

- Increasing awareness and use of social belonging programming.
 - Through the First-Gen Forward program, OSU is building a sense of community belonging for first-generation students by backing projects aimed at increasing knowledge of first-generation status and celebrating this identity during the 2021-22 and 2022-23 academic years.
- Identifying dedicated personnel to assess and coordinate efforts across campus related to OSU Welcome Week before the start of the fall term.
- Considering whether to establish dedicated space for transfer students to receive advising support and make connections.

There are more efforts to come. Additional examples are given in sections that follow.

PROGRAMMATIC ASSESSMENT

OSU's approach to fostering and assessing student learning directly involves faculty in the units that deliver academic programs. Each academic program, including those offered at OSU-Cascades, must submit an annual report describing its full-cycle assessment of student learning outcomes. In addition to these annual program assessments, academic programs will undergo comprehensive reviews as part of the university's biennial assessment of academic units. The academic unit assessments incorporate the annual program assessment data, analysis and reflection.

The following three case studies highlight how programs use student assessment data to inform decision-making and guide improvements to curricula, pedagogy and student support services.

Case Study One: Bachelor of Science in Biology

The Bachelor of Science in Biology degree is designed for students seeking an interdisciplinary background in the life sciences. The department itself is a leader in planning for, executing and using multiyear assessment strategies. The biology program is available in Corvallis as well as at OSU-Cascades.

Program Assessment Description. OSU's Department of Integrative Biology, home of the biology degree, uses a comprehensive curriculum assessment map to track the courses that address program-level student learning outcomes (see Appendix B) and to identify various courses that are appropriate for those assessments (see Appendix C). The map highlights the expected student knowledge level for each course and identifies levels of proficiency for assessment.

The department uses the Biology Major Field Test to assess disciplinary knowledge (i.e., the content of the discipline). Sub-scores for BMFT questions were used to distinguish results for student learning in specific content areas. While the BMFT was a useful tool, due to cost and conditions required by the test, it is only administered at the end of the biology degree as an exit exam.

As the biology programmatic assessment progressed, it became evident that more touch points were necessary to improve student attainment of learning outcomes before they left OSU. To remedy this issue, in addition to the BMFT, a multi-term pre- and post-test called BioMAPS is used in selected introductory, intermediate and advanced level courses. Currently, data from both national tests are gathered and presented by assessment staff to the faculty to determine where improvement and innovation are needed in the curriculum. Coursework is used for the assessment of other learning outcomes, with rubrics developed for specific assignments in designated classes that are aligned with specific student learning outcomes.

In addition to its programmatic assessments, the department plays a major role in OSU's Baccalaureate Core curriculum. More than 30 biology and zoology courses are found within the Bacc Core across multiple categories. Assessment of general education courses is conducted separately from program assessment, and the department is a major participant in the process.

Faculty Involvement with Assessment. The department uses a multilayered approach to the assessment process, which includes extensive faculty involvement. An assessment coordinator facilitates the reflection process, working with faculty committees and conducting department-wide discussions. In the past decade, the department has formed a three-member assessment team to refine outcomes, establish benchmarks and develop rubrics and other course assessment tools. The assessment team works with the department curriculum committee to develop detailed plans that are discussed with all departmental faculty, academic advisors and graduate student representatives.

As mentioned above, the entire faculty was also involved to revise the student learning outcomes and curriculum map by consensus when it was determined that the current outcomes needed major modification. This will help the department to better understand how to determine if a student is successfully meeting expectations at the beginning, intermediate and advanced stages of their degree programs.

Program Assessment Results. The following assessments were recently reported by the Department of Integrative Biology:

National Exams: For 2018-19, scores on the BMFT exceeded the national average and compared very well to other programs. However, scores were below benchmarks established by the department. As part of the full-cycle assessment due to changes in the curriculum, it became evident that this instrument was not meeting OSU's needs to determine content learning and growth, as it was solely a post-degree test.

BioMaps: The department piloted this new national assessment tool that assesses student content knowledge at the beginning of their degree program, after their first year is completed and in a required upper division course. Designed for programmatic assessment, this test has 60 question sets, and students receive a subset of 15 question sets each time they take the exam. This exam will provide better evidence of student learning and progressive stages of learning if scores increase at each point of assessment. COVID-19 interrupted national testing in 2019-20, but scores of OSU biology majors on the BioMaps assessment demonstrated overall increases, similar to the increase seen in 2018-19.

Coursework Assessments: In 2018-19 and 2019-20, coursework assessment using rubrics showed students were meeting expectations for many student learning outcomes. However, students were consistently just under the benchmark for proficiency in an *intermediate* level assessment for one learning outcome. Developing an assessment for this learning outcome has been challenging, and it was assessed for the first time in 2019-20. As a full-cycle assessment, the results will be discussed with faculty to determine how to increase student attainment of this learning outcome and if the benchmark is appropriate to the expectations. Additionally, a future assessment will determine if students are successful by the time they are evaluated at the advanced level of proficiency for the given learning outcome.

Skills Assessments: Students are individually assessed using a rubric on three different skills related to analyzing data. The students are given a proficient/developing score on the rubric for each skill. The skills are data analysis using Microsoft Excel, graphing using Microsoft Excel and performing a chi-square statistical test. Students are assessed at an early stage in their careers, and assessment reveals that they are demonstrating proficiency at data analysis and graphing, and are developing skills in statistical analysis. The new course map will provide additional opportunities for assessment at later stages of the coursework as well.

Active Learning Assessments: To assess students' ability to communicate scientific information, the department uses the results from rubric-graded posters, oral presentations, group projects and written papers. The scores show that biology majors demonstrate strong presentation skills and the ability to share knowledge effectively. They are meeting the second-year benchmark for this outcome repeatedly, except in Spring 2020, which may be due to the pandemic's impacts on student learning. In addition, the department used a rubric-graded group presentation in an upper division course to assess improvement toward the end of their degree and saw extremely positive results. The faculty has confidently concluded that biology majors are meeting the benchmark of 80% of students achieving *developing* or better on the rubric prior to graduation or at the upper division.

Decision-Making Informed by Assessment. The department has reflected on prior assessment results in several important ways:

Realignment of Learning Outcomes: Overall, the data support the conclusion that biology majors master and retain knowledge in assessed content areas because they score higher than the institutional mean values on national tests. However, changes in performance indicated that the programmatic student learning outcomes were no longer aligned sufficiently, resulting in the department realigning program learning outcomes. Starting in fall 2021, the program instituted new program learning outcomes to more accurately reflect modern biology curricula. The new learning outcomes have arisen from past discussions of the department's assessment results and a need for updating what data is collected about student progress and learning to reflect current departmental values and goals.

Curriculum Delivery: The department recently shifted its early curriculum delivery to a new series of introductory courses and phased out the use of the previous series. These changes were made to better align with the Vision and Change in Undergraduate Biology Education developed by the American Association for the Advancement of Science. Now that the process is complete, the department is gathering information from all core classes to determine where and when to best assess outcomes at higher levels through revision of the curriculum map. A series of three faculty meetings and a half-day retreat with all faculty were used to rewrite and realign the student learning outcomes. At the end of this process, the department has new course maps and will use them to add checkpoints for

skills-based outcomes. The faculty was able to set goals and develop outcomes with three levels of proficiency (*beginning, intermediate and advanced*) for each outcome.

Assessment Map Updating: During recent assessment mapping processes, the faculty had discussions about the alignment of outcomes and curricula. In turn, this led to a new upper division course being created to enhance skills in a specific student learning outcome. It also provides a curriculum-based assessment method in addition to standardized testing throughout the program and not just at the end.

Case Study Two: Theatre Arts Minor/Theatre Arts Option

OSU offers Theatre Arts as a major option for students in the speech communication major. Theatre Arts is also offered as a minor. Both the major option and minor are only available at the Corvallis campus. The program has nearly completed OSU's approval process for creating a stand-alone Bachelor of Arts in Theatre Arts degree. This new program has already passed most review steps, including the approval of the major assessment plan with program learning outcomes (see Appendix D). The program is designed to be flexible so that students can succeed and meet the learning outcomes regardless of which specialty they focus on.

Program Assessment Description. Assessment plans for the theatre arts minor have been developed over many years, predating university requirements for the assessment of minors, and provide the basis for assessment of the forthcoming major. Faculty in theatre arts have developed a detailed curriculum map that plots the important locations for assessment and various levels of learning (see Appendix E). A large portion of the program curriculum and learning outcomes are performance based, which presents unique challenges for assessment. The department has worked over the past four years to create academic rubrics for different types of participation in the various theatre activities that align with degree requirements.

Students achieve the program learning outcomes through several theatre arts courses, offering hands-on experiences as well as academic content. Program outcomes are broadly stated to allow for students with different focus areas, such as acting, scenecraft, costume design, directing and playwriting. Rubrics are critical for specifying success in the broad outcomes (see Appendix F). Collaborative coursework, projects and University Theatre productions are key methods for students to demonstrate outcome attainment. The quality of student work is assessed by measuring student preparedness through the completion of major responsibilities. For assessment purposes, after a student has completed a position of major responsibility, a faculty supervisor will rate their performance against established rubrics. The program also includes several outcomes that are measured through both introductory and advanced level coursework, using rubrics appropriate for each.

Faculty Involvement with Assessment. Given the wide range of courses theatre arts pulls data from, a large percentage of faculty are actively involved in assessment. Faculty meet weekly and contribute to the conversation on outcomes assessment and student success. These conversations include reflection and analysis on what is working for students and what needs to be altered, dropped or added in the future.

Program Assessment Results. A performance-based learning outcome was assessed in the 2019-20 academic year: Students shall illustrate preparation for further professional/academic training through theatre production and scholarship.

To assess this learning outcome, data were drawn from four upper division courses. Each of these courses measured students' performance in positions of major responsibility. Faculty chose representative challenging assignments that measured a student's preparedness to perform entry-level professional work or graduate study in this field. Data were compiled from both majors and minors, and assessments used specially created rubrics. The program found that overall, students are performing well. All students achieved a *satisfactory* rating in at least one area and well over half of the time, students performed at an *exemplary* level. This level of performance has prompted the question as to whether the standards of measurement are rigorous enough. This has sparked a deeper conversation with faculty about realigning benchmarks and rubrics. After much consideration, the program has concluded that the combination of coursework and University Theatre production work does provide students with a foundational education and experiences to prepare them for their next steps into the professional world or graduate study.

Decision-Making Informed by Assessment. Assessment data have been used to determine appropriate coursework and program requirements in the theatre arts minor. The data have also led to conversations around the assessment plan itself and continue to refine the process as it moves forward. The following changes were recently made:

Record-Keeping and Tracking: Work done while assessing the one program learning outcome was used as a template for rubric development and data analysis for a second learning outcome. This influenced how records were kept, and the tracking of student performance indicators across multiple years helped to better identify trends. For instance, the department continues to track performance on this second learning outcome to see how enrollment trends and COVID-19-related restrictions are impacting student involvement.

Student Requirements: After assessing students on contributions in University Theatre productions, the department noticed discrepancies between participation levels of major and minor students. As a result, the department is considering a participation requirement for minor students.

Curriculum: Many students who scored low on assessments were doing so because they were taking a foundational course, TA 344, either too late or too early in their program of study. This was attributed to the course being offered only every other year, which significantly impacted transfer students. Increased emphasis was made to encourage students and their advisors to plan a course of study.

While addressing issues with TA 344, the department changed another upper division course to better meet program requirements. The addition of critical thinking skills involved in the new course provides students with another chance to explore and grow in the analysis and application of accumulated skills.

Student Support and Mentoring: Assessment data have revealed that many students participate in multiple performances and serve in multiple roles. However, students evaluated at a *satisfactory* level are holding this rating across most of their roles, while students evaluated at an *exemplary* level are retaining this rating and contributing more to production leadership. This has led the program to start mentoring relationships earlier and to make students fully aware of their opportunities within the program. These changes provide students a better chance to discover a strength or interest within the discipline that they may not have considered before.

Case Study Three: Food Science and Technology Graduate Program

OSU's Department of Food Science and Technology strives to be where food meets science and where students receive an education that emphasizes experiential learning. FST faculty's diverse research interests facilitate collaborations with Oregon's agricultural, food and beverage industries. Through successful participation in and completion of a graduate degree in food science and technology, students gain an advanced understanding of food science and its relationship to other biological, chemical and engineering disciplines. The FST program is available at the Corvallis campus.

Program Assessment Description. The FST program uses graduate learning outcomes (see Appendix G) to assess student achievement. Different assessment methods are used, including faculty questions during students' thesis defense. Thesis committee members ask knowledge-based questions in the student's area of expertise and some in general breadth areas. Assessment data are captured during the thesis defense by the main advisor and collated by the graduate program coordinator. The department's graduate committee reviews this data.

Rubrics have been developed to establish benchmarks and evaluate responses (see Appendix H).

Program Assessment Results

Master's Graduate Learning Outcome: Across the 11 master's students who defended their theses, the average benchmark score for learning outcome "demonstrate mastery of subject material" was 2.1 (scale: 1 = *not sufficient*; 2 = *sufficient*; and 3 = *exceptional*), indicating that most students were able to demonstrate mastery of their subject material. However, according to benchmarks, two students failed to achieve this learning outcome to a satisfactory level.

Ph.D. Graduate Learning Outcome: In 2018-19, four Ph.D. students defended their theses. All passed their defense with a unanimous vote. The additional benchmark related to submitted publications at the time of defense separate the students into two groups. Two of the students attained the *exceptional* benchmark of three or more submitted/accepted publications; the other two achieved the *sufficient* benchmark of one submitted/accepted publication. Overall, the average rating across the four students was 2.75.

Decision-Making Informed by Assessment

Graduate seminar class: While all Ph.D. students were able to demonstrate sufficient subject-matter mastery according to the new benchmarks, the program expected some to attain the *exceptional* benchmark. In response, the program is evaluating the role of a graduate seminar class in helping students prepare for their thesis defense in terms of their ability to answer subject-matter and broader food science context questions.

Revise course learning outcomes: The department is considering a revision of course learning outcomes during 2021-22.

New benchmarks: In 2019, the program committed to developing a strong assessment plan. One component was the development of new benchmarks, which could provide meaningful feedback to the program regarding student success. As these are new benchmarks, trends cannot be identified when compared to previous years.

MOVING FORWARD

OSU is scheduled for an Evaluation of Institutional Effectiveness review in spring 2026. Moving forward, the university has several specific goals to be met between this mid-cycle self-evaluation and the EIE review. The pandemic has introduced uncertainty and challenges, but we are confident our goals can be met. This section describes several ongoing projects and planned projects during the next several years.

Diversity, Equity and Inclusion

OSU's student success goals and intentional work on diversity, equity and inclusion are deeply connected. By addressing equity gaps, OSU is striving to ensure the success of all students. OSU has recently undertaken several projects designed to advance student success, particularly for students from disadvantaged backgrounds, first-generation students and students of color. Specifically:

- *Beaver Connect*, a faculty-undergraduate student mentoring program, has measurably increased the first-year retention of students who participate. The 2020 cohort showed a 2.1% increase in retention over the OSU overall rate. It also showed a 4.6% and 5.8% increase over the rates of URM and Pell-eligible students, respectively, of which the Beaver Connect population is over-representative.
- Over the last three years, the university has distributed at least \$1,400,000 in *completion and retention grants*. These grants, usually between \$500 and \$3,000, have helped undergraduate students overcome financial barriers to their academic success. The Graduate School has distributed 148 thesis and dissertation completion awards in the past three years, for a total of approximately \$400,000.
- OSU developed the *Career Champions* program, which provides faculty with tools to help students from underrepresented backgrounds make college-to-career connections within their courses.

- As a component of Black Student Success programming, the Center for Teaching and Learning is offering workshops on inclusive pedagogy during the 2021-22 academic year.

OSU is also a founding member of the University Innovation Alliance, a consortium of 11 leading public universities that have committed themselves to work together to increase the number and diversity of college graduates in the U.S. The UIA itself is a diverse organization — including large predominantly white and historically Black land grant universities, as well as large urban universities — and it provides a platform for sharing experiences and findings around student success initiatives. OSU’s completion and retention grants and the Career Champions program began in collaborations with UIA.

OSU established a Racism and Anti-Racism Curriculum Task Force in the 2020-21 academic year in response to direct actions from concerned students, faculty and staff. The task force issued a report calling for ongoing work involving the university’s existing Difference, Power and Discrimination program and reform of OSU’s general education program, the Baccalaureate Core. The Bacc Core reform effort will further OSU’s DEI goals, as a simplified Bacc Core will streamline transfer into OSU from Oregon’s community colleges. Added to that, with an intentional effort to strengthen the DPD program within the Bacc Core, we are confident that students will have clear opportunities to engage with the issues of systemic racism and oppression in society.

The university’s President and Provost’s Leadership Council for Equity, Inclusion and Social Justice is charged with guiding implementation of the university’s DEI initiatives and diversity strategic plan. Among those initiatives:

- A new [President’s Commission on the Status of Black Faculty and Staff Affairs](#) was launched in winter 2021 and is charged with advocating for the well-being and success of Oregon State faculty and staff who identify as Black or of African heritage or descent.
- OSU has hired two coordinators of Black and African American student mental health and wellness to support the success of students through clinical services, consultation, outreach, programming and advocacy. A search for a coordinator of Indigenous mental health and wellness is ongoing.
- OSU-Cascades continues to make significant progress in advancing equity and inclusion initiatives, having launched a [Diversity, Equity and Inclusion Lab](#) and appointed an executive director of strategic diversity initiatives. A multicultural center opened in fall 2021 at the OSU-Cascades Graduate and Research Center, and the Student Success Center that will open in the 2023-24 academic year will include multicultural programs in its design.
- [OSU Assist](#), a multidisciplinary support team and collaboration among OSU’s Department of Public Safety, the Division of Student Affairs, leaders from the city of Corvallis and Benton County, and other community organizations, is designed to provide compassionate mobile crisis response and wraparound services for students facing mental health challenges or experiencing other forms of distress.

- An initiative led by the Dreaming Beyond Borders Resource Center and the Here to Stay student group catalyzed significant expansion of [ASOSU Student Legal Services](#) to include comprehensive immigration screenings for all students, along with assistance with applications or renewals for students eligible for the federal Deferred Action for Childhood Arrivals program.
- The first cohort of a new [Pre-Doctoral Scholars Program](#) — an initiative to develop a career pipeline to the academy and to OSU for prospective faculty members committed to advancing equity — was piloted in summer 2021. It paired doctoral scholars from institutions around the country with faculty mentors from the colleges of Agricultural Sciences and Liberal Arts. This effort complements OSU’s ongoing relationships with the Southern Regional Education Board and Hispanic Association of Colleges and Universities to support post-graduate success for OSU graduate students.
- In response to direct actions from concerned students, faculty and staff, OSU continues to advance a series of initiatives known collectively as [Moving Forward Together](#). For progress on Moving Forward Together actions, see the [Progress Matrix Report](#).

Student Success and Closing Achievement Gaps

Reform of the Baccalaureate Core. As mentioned above, the reform of OSU’s general education program will ease transfer pathways from Oregon community college partners. The Bacc Core has not been substantively reformed in many years. In summer 2021, OSU appointed a Baccalaureate Core director to help steward the reform process and to maintain and support the program. We are confident that a revised Bacc Core will be more meaningful to students, will help students to see connections between coursework and career opportunities, and will push them to become engaged and thoughtful citizens of Oregon, the U.S. and the world.

Supporting Transfer Students. The university is actively participating in statewide transfer efforts, contributing to work on the Major Transfer Map and participating in the newly established Transfer Council, which was formed to move Oregon to a common course number system for high-volume transfer courses.

First-Gen Forward Recognition, Reducing Educational Equity Gaps. OSU has been named part of the 2021-22 First-Gen Forward cohort by the Center for First-Generation Student Success, an initiative of NASPA – Student Affairs Administrators in Higher Education and the Suder Foundation. The First-Gen Forward designation recognizes institutions of higher education that have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students. Selected institutions receive professional development, community-building experiences and a first look at the center’s research and resources. In fall 2021, 23% of OSU’s undergraduate students were first-generation. The universities selected for First-Gen Forward have demonstrated that they are taking steps to serve first-generation students and are employing strategies that foster an environment of success for them. First-Gen Forward supports more than 200 institutions across three cohorts.

With OSU being a First-Gen Forward institution, interested faculty and staff can engage with peer institutions that are also creating environments that improve the experiences and outcomes of first-generation students. Selected institutions send representatives to the First-Gen Forward Workshop in early June and participate in monthly phone calls, virtual professional development, goal setting, blog development and annual reporting. After two successful years in the program, institutions are eligible to apply for the advisory leadership designation, which places them in a position to guide newly designated institutions in further developing their first-generation support goals.

Enhancing Assessment of Student Learning Outcomes

Course Learning Outcome Project. OSU is in the early stages of a multiyear project to improve the quality of its course learning outcomes so that every course has learning outcomes that are measurable, precise, aligned with program outcomes and assessment, and appropriate to the course level. In addition, we will ensure learning outcomes are identical across all sections of a course, regardless of location or modality. Groundwork already laid for this project includes implementation of a curriculum proposal system that stores the learning outcomes in a database available to all faculty, along with an increased effort to remove courses from OSU's catalog that have not been taught in three or more years. Planning is underway to work with units to improve their learning outcomes and reporting processes.

Revision to Program Assessment Processes. Building on OSU's already strong assessment culture, we are further refining processes for gathering, reviewing and reporting undergraduate and graduate student learning outcomes assessment. Assessment reports — including Baccalaureate Core category reviews, periodic academic unit reviews and annual program-level assessment reports — are maintained centrally in the Office of Assessment and Accreditation. Starting in 2022, the writing of graduate learning outcome reports will be shared by staff in the Graduate School and assessment and accreditation.

Staff in assessment and accreditation are exploring new ways to support faculty and department assessment leads as they gather student learning outcome data and reflect on how findings can be used to inform programmatic decision-making, maximize student learning and support continual improvement and accountability. A director of assessment was hired to help develop new strategies to measure student success and close achievement gaps. Also, in conjunction with assessment staff from across the university, assessment and accreditation staff are working to report student success outcomes in non-academic units.

The University Student-Learning Assessment Council provides leadership and fosters a culture of continuous improvement through the ongoing assessment of learning outcomes for all academic programs and instructional delivery modalities. The council is composed of leaders from each of the 11 academic colleges, the Graduate School, OSU-Cascades, Ecampus, the Division of Student Affairs and student support units, including the Valley Library and Career Development Center. USLAC members have been involved in the ongoing updating of assessment procedures and provide valuable input as new procedures are developed to report results of student learning outcomes assessments. In addition, USLAC members are key to

reporting how the results of assessments are consistently used for improvement by informing planning and decision-making.

Influence of Current Issues

OSU has taken a comprehensive, university-wide approach to COVID-19 planning and response within the academic and student domains. Since the beginning of the pandemic, the objective has been to maintain the quality of curricula, ensure timely completion of coursework and progress to degree completion for OSU students, and care for students, faculty and staff during difficult times. Measures taken in response to the pandemic have brought renewed emphasis to the important role of public health and safety on our campuses and across the world. In addition, events influenced by the killing of George Floyd and the Black Lives Matter movement have produced expectations to address racial discrepancies and injustices at all levels of American government and society.

These issues have a deep impact on the lives of individual students and the university community. Student success can only happen in an environment where students, faculty and staff feel safe, valued and accepted. Assessment review provides an opportunity to focus on each academic program and its efforts to promote student success. As OSU moves forward, efforts to improve diversity, equity and inclusion, as well as closing achievement gaps, will have a strong influence on student success outcomes.

ADDENDA

ADDENDUM I

Response to Recommendation for Standard 2.C.3

Recommendation 2

“As Oregon State University expands its Ecampus, OSU-Cascades and other extended sites, the evaluator committee recommends that the university 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 (2.C.3).”

Crosswalk Between 2010 Accreditation Standard and 2020 Accreditation Standard

2020 Standards, 1.C.1: The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates or credentials, and include designators consistent with program content in recognized fields of study.

Response

Standard 2.C.3 required institutions to be able to demonstrate that learning outcomes are met for programs “wherever offered and however delivered.” The corresponding 2020 Standard, 1.C.1, is more global and requires institutions to offer programs with appropriate content and rigor consistent with their mission and that culminate in the achievement of clearly identified student learning outcomes that lead to degrees, certificates or credentials, and include designators consistent with program content in recognized fields of study.

Currently, every undergraduate and graduate academic program at OSU has clearly stated student learning outcomes. Program requirements and learning outcomes are listed in the Academic Catalog, and many programs also post student learning outcomes and/or program goals on their websites.

Each undergraduate and graduate program submits an annual assessment report that includes data and analysis of student learning outcome objectives. Staff in the Office of Assessment and Accreditation and the Graduate School work with academic program directors, assessment coordinators and program faculty to more fully develop and document how assessment of student learning is used to inform program improvements, specifically the advancement of student achievement.

In addition, for academic programs offered at more than one location (OSU-Cascades, the Portland Center, LaGrande) or offered both online through Ecampus and in-person, we gather student learning outcome data that can be analyzed by location and/or mode of delivery. Revisions were made to the undergraduate assessment reports during the 2019-20 academic year and used for the first time in spring 2021. Further refinement of the undergraduate program assessment process is taking place during the 2021-22 academic year. Faculty and assessment

coordinators from across campuses, including members of the University Student-Learning Assessment Council, are collaborating with the assistant vice provost for assessment and accreditation and assessment and accreditation staff to update program assessment practices. We look forward to discussing the changes with members of the peer evaluation team.

Summary

Moving forward, OSU will continue efforts to foster a strong assessment culture and expand efforts to efficiently report student learning outcomes wherever offered and however delivered. We are doing this by making certain that all undergraduate and graduate academic programs report student achievement for established university learning outcomes. The new academic unit assessment process specifically engages deans in conversation about the strength of each of their academic programs. Leadership training for program directors, assessment coordinators and faculty will continue, as will collaborations with staff from the Center for Teaching and Learning to support faculty in effective full-cycle assessment. In addition, we continue to explore strategies to increase efficiencies with assessment reporting and have started the task of revising undergraduate annual assessment report feedback forms that have been used for nearly a decade. Finally, in the aftermath of offering all courses remotely during COVID-19, we are dedicated to expanding technology in our classrooms, thereby increasing access to remote and hybrid learning in the future. This requires ongoing investments in technology and infrastructure, which the university is making.

ADDENDUM II

Response to Recommendation for Standards 4.B.1 and 4.B.2

Recommendation 3

“The Evaluator Committee recommends that results of core theme assessments, particularly student learning outcomes assessment, are more consistently used for improvement by informing planning, decision-making and allocation of resources and capacity. The committee further recommends that student learning outcomes assessment results are made available to constituencies outside Oregon State University in a timely manner (4.B.1 and 4.B.2).”

Crosswalk Between 2010 Accreditation Standards and 2020 Accreditation Standards

2020 Standards, 1.D.3: The institution’s disaggregated indicators of student achievement should be widely 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.

Response

OSU’s Strategic Metrics are published on the Office of the Provost website and are widely available to constituencies both inside and outside the institution. This site provides annual updates of the metrics used to monitor OSU’s progress toward achieving the goals specified in SP4.0, five of which are part of the Yardsticks of Mission Fulfillment. Faculty and staff are generally aware of these indicators and the strategic planning process, but more outreach about how the data can be used would be helpful.

OSU has established indicators of student achievement and benchmarked these against regional and national peers to inform planning, decision-making and allocation of resources. The indicators are publicly posted and shared with individual units.

In the last three years, OSU has dedicated resources to support and ensure that undergraduate and graduate academic programs participate in a comprehensive assessment process. To increase the effectiveness of our efforts, we pursued a formative, supportive, developmental approach instead of a punitive approach. This has taken more time but has contributed to what is now a well-established culture of assessment. The next important step is to revise the annual undergraduate assessment reports and annual assessment report feedback forms, as well as update the data programs report each year. This step will require faculty and assessment coordinators to evaluate current practices and consider adopting a more efficient and useful process. Staff in the Office of Assessment and Accreditation and the Graduate School are working with faculty and assessment

coordinators to also gather how student achievement data are being reflected upon and used to inform curricular and pedagogical improvements, and student success.

Summary

Moving forward, the director of assessment, which is a recently established position, will network across the university and guide the revision of the undergraduate program assessment process, with the goal to elicit more concise and actionable responses. Leadership of the initial redesign is the responsibility of the vice provost for academic affairs and senior vice provost — who also serves as OSU’s accreditation liaison officer — and the assistant vice provost for academic programs and accreditation, with input from faculty and a data team. We recognize this process will take time, but we are energized about the outcomes.

APPENDICES

Appendix A

Mission Fulfillment Yardsticks

Mission Fulfillment Area	Yardstick	SP4.0 Goals, Actions and Tactics
We retain our students.	The retention rate to the second year for first-time, full-time degree-seeking students.	Goal 2: Transformative education that is accessible to all learners. Action 11: Increase our retention and graduation of students.
We graduate our students.	The six-year graduation rate for first-time, full-time degree-seeking students.	Goal 2: Transformative education that is accessible to all learners. Action 10: Integrate inclusive excellence principles and practices into all aspects of the university. Tactic 10.2: Provide innovative and transformative learning experiences, enabling all students and employees to advance inclusive excellence. Action 11: Increase our retention and graduation of students.
Students from all backgrounds succeed.	Gaps in the six-year graduation rate for first-time, full-time degree-seeking students from diverse backgrounds.	Goal 2: Transformative education that is accessible to all learners. Goal 4: A culture of belonging, collaboration and innovation. Action 2. Provide distinctive curricula and support innovative pedagogy suited to our mission and vision. Tactic 2.1 Reform the Baccalaureate Core. Action 8: Expand pathways to an OSU credential. Tactic 8.3: Better facilitate credit transfer and degree progression of transfer students. Tactic 8.4: Continue strategic development of online and hybrid offerings. Action 10: Integrate inclusive excellence principles and practices into all aspects of the university. Tactic: 10.2: Provide innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence. Action 11: Increase our retention and graduation of students. Tactic: 11.1 Redesign and implement changes to support systems for students' transition from admission to the end of the first year.

<p>We maintain quality and assess learning outcomes.</p>	<p>Percent of academic program reviews and student learning outcome assessments completed.</p>	<p>Tactic 2.2.3: Retool and invest in academic programs and assessment administrative systems/platforms. Tactic 2.8: Redesign the academic program review process. Tactic 4.5: Develop relevant curriculum that centers learning, research and service that prepares students to solve complex problems. Tactic 20.3: Build a robust and unified university data/information ecosystem that delivers data as a strategic working asset.</p>
<p>Our campus environments support student success.</p>	<p>Scores on NSSE regarding supportive campus environment.</p>	<p>Goal 4: A culture of belonging, collaboration and innovation.</p>
<p>We integrate research and discovery in the learning experience.</p>	<p>Engagement of students in faculty research and discovery.</p>	<p>Action 7: Increase experiential learning opportunities and ensure access. Tactic 7.3: Build endowment and scholarship support to expand experiential learning and research opportunities for students. Tactic 12.1: Develop and launch an international strategy that blends teaching, research and engagement.</p>

Appendix B

Integrative Biology Program Learning Outcomes

- Students will be able to explain and apply the fundamental concepts of the biological sciences, including inquiry in these areas:
 - A. Students will be able to explain and apply fundamental concepts in cell biology and biochemistry.
 - B. Students will be able to explain and apply the fundamental concepts in molecular biology and genetics.
 - C. Students will be able to explain and apply fundamental concepts in organismal biology.
 - D. Students will be able to explain and apply fundamental concepts in population genetics, evolution and ecology
- Students will be able to apply the process of science through three different aspects:
 - Accessing primary literature, identifying relevant works for a particular topic and evaluating the scientific content of these works.
 - Formulating testable hypotheses based on observation, gathering data to address these hypotheses and analyzing those data to assess the degree to which their hypothesis is supported.
 - Employing fundamental quantitative and statistical principles to present and critique scientific findings.
- Students will be able to communicate scientific information through effective formal and informal writing and speaking in a format used by practicing scientists.
- Students will be able to integrate and analyze information across levels of organization ranging from biochemistry and molecular biology to ecosystems within the biological sciences to formulate arguments and critically evaluate scientific claims.
- Students will be able to conduct background research and apply fundamental biological science principles to make informed decisions on socio-scientific issues.

Appendix C

Integrated Biology Curriculum Assessment Map

Outcomes		1. Explain and apply fundamental concepts			Sub-outcome	2. Apply the process of science			3. Communicate scientific information			4. Integrate and analyze information			5. Make informed decisions		
Course Prefix	Course ID	1.1	1.2	1.3		2.1	2.2	2.3	3.1	3.2	3.2	4.1	4.2	4.3	5.1	5.2	5.3
BI	197/198								I	I							
									Reflection, other assignments								
BI	298								I	I							
									Reflection, other assignments								
BI	211	I	I		A, B, C	I	I					I	I				
		Exams				Phyla project, species spotlight			Species spotlight								
BI	212	I	I		A	I	I		I	I		I	I				
		Exams				Lab report			Lab report, presentations								
BI	213	I	I		A, B, D	I	I		I	I		I	I		I	I	
		Exams				Lab report			Lab report, presentations						Press release		
BI	370	2	E		D	2	R		2	R					2	R	
		Participation, homework, exams				Homework, exams, discussions, online activities			Participation, BioBlitz						Participation, discussions, local ecological assessment		
BI	311	2	E			2	R		2	R							
		Homework, exams				Exams			Genetics blog/discussion board								
BI	314	2	E		A, B	2	R		2	R		2	R				
		Exams, recitation questions				Homework, group problems			Discussions, group problems			Exams, quizzes					
MB	302	2	E			2	R										
BI	445	3	E		A, B, C, D	3	E		3	E		3	E				
		Exams, quizzes				Discussions, group problems			Discussions, group problems			Exams, quizzes, group problems					
BB	450/451	3	E			3	E		3	E		3	E				
		Project, paper, presentation				Project, paper, presentation			Project, paper, presentation			Project, paper, presentation					
BI	319					3	R		3	E		3	E		3	E	
						Grant proposal, annotated bibliographies			Grant proposal, presentations, OpEd, outreach			Grant proposal, presentations, OpEd, outreach			Grant proposal, OpEd, outreach		

Column 1 (Level of Student Outcome Learning at Conclusion of Course):

- 1 = Emerging
- 2 = Developing
- 3 = Proficient

Column 2 (Level of Student Outcome Learning upon Course Entry):

- I = Introduce
- R = Reinforce
- E = Emphasize

Column 3 (Intentional Correlation with Cocurricular Activities):

- C = Co-curriculum

Appendix D

Theatre Arts Program Learning Outcomes

- Implement and coordinate collaboration, critical thinking, creativity and organizational skills in the theatrical process in theory and practice.
- Contribute artistically as a participant in departmental productions.
- Evaluate the multifaceted nature of the production process and demonstrate comprehension of the variety of artistry and skills that contribute to a finished theatrical production.
- Analyze and critique the social significance and cultural resonances of theatrical endeavor as reflected in theatre history and dramatic literature.
- Illustrate preparation for further professional/academic training through theatre production and scholarship.

Appendix E

Theatre Arts Curriculum Assessment Map

Outcomes			1. Implement and coordinate skills	2. Contribute artistically to departmental productions	3. Evaluate the multifaceted nature of the production process	4. Analyze and critique	5. Illustrate preparation for further professional/academic training
Course Prefix/ID							
TA	121	Oral Interpretation	E				
TA	144	Playreading			E	E	
TA	147	Introduction to Theatre Arts			E	E	
TA	242	Visual Principles of Theatre	E		E		
TA	243	Principles of Costuming	E		E		E
TA	244	Scene Crafts	E		E		E
TA	245	Stage Lighting	E	E	E		E
TA	247	Stage Make-Up			E		
TA	248	Fundamentals of Acting I	E		E		E
TA	249	Fundamentals of Acting II					
TA	250	Workshop	E	E	E		E
TA	321	Advanced Oral Interpretation	I				
TA	330	History of the Theatre I			I	I	I
TA	331	History of the Theatre II			I	I	I
TA	332	History of the Theatre III			A	A	A
TA	344	Playscript Analysis	A		A	A	A
TA	346	Stage and Scene Design	A		A		A
TA	348	Advanced Acting: Realism	A				A
TA	349	Advanced Acting: Styles	A				A
TA	351	Fundamentals of Playwriting	I				I
TA	352	Playwriting Workshop	A				A
TA	354	Fundamentals of Play Direction	I				I
TA	360	Multicultural American Drama			A	A	
TA	406	Projects	A	A			A

TA	407	Seminar			A	A	A
TA	410	Internship	A				A
TA	416	Topics	A	A			A
TA	443	Costume Design	A	A			A
TA	450	Into to Arts Entrepreneurship					I

Key to Skill/Knowledge Levels

E = Early

I = Intermediate

A = Advanced

Appendix F

Sample of Theatre Arts Rubrics

Map for Student Designers						
AREA	Early	Intermediate			Advanced	
	<i>Costume Run-Crew</i>	<i>Wardrobe Head</i>	<i>Spring One-Act Costume Designer</i>	<i>Winter Lab Show Costume Designer</i>	<i>Main Stage Assistant Costume Designer</i>	<i>Main Stage Costume Designer</i>
Costume Design	Stated interest in position. Demonstration of responsibility and accountability through course work and/or shop hours.	Satisfactory completion of costume run-crew for Lab or Main Stage Production. Completion of TA 243 (Principles of Costuming). Completion of TA 247 (Stage Make-Up).	Above Satisfactory completion of wardrobe head for Main Stage production. Completion of TA 443 (Costume Design) and TA 344 (Playscript Analysis), with a demonstrated interest in further experiences.	Exemplary design work as costume designer for Spring One-Act play.	Exemplary work in costume design for Winter Term Lab Theatre production.	Exemplary work as assistant costume designer for faculty-designed Main Stage production.
Lighting Design	<i>Light Board Operator</i>	<i>Assistant to Lighting Designer</i>	<i>Spring One-Act Lighting Designer</i>	<i>Winter Lab Show Lighting Designer</i>	<i>Main Stage Assistant Lighting Designer</i>	<i>Main Stage Lighting Designer</i>
	Stated interest in position. Demonstration of responsibility and accountability through course work and/or shop hours.	Satisfactory completion of light board operator position for Main Stage production. Completion of TA 245 (Lighting Design).	Completion of TA 244 (Scene Crafts). Demonstration of competency and interest through coursework.	Exemplary design work as lighting designer for Spring One-Act play. Satisfactory completion of TA 344 (Playscript Analysis).	Exemplary work in lighting design for Winter Term Lab Theatre production.	Exemplary work as assistant lighting designer for faculty-designed Main Stage production.

Appendix G

Food Science and Technology Graduate Learning Outcomes

M.S. Graduate Student Learning Outcomes

- Conduct research or produce some other form of creative work.
- Demonstrate mastery of subject material through defense of a written thesis.
- Conduct scholarly or professional activities in an ethical manner.
- Present research findings to the public, peers or scientific society meetings.

Ph.D. Graduate Student Learning Outcomes

- Produce and defend an original significant contribution to knowledge.
- Demonstrate mastery of subject material through a thesis defense and preparation of one or more manuscripts for peer review in a scientific journal(s).
- Conduct scholarly or professional activities in an ethical manner.
- Present research findings to the public, peers or scientific society meetings.

Appendix H

Food Science and Technology Rubrics

Benchmark for evaluating satisfactory achievement of learning outcomes				
<p><i>Benchmark:</i> What benchmark or milestone — related to the specific measure or instrument — is used to determine whether the outcome has been satisfactorily met by the students?</p>	<p>Students defend their thesis:</p> <ol style="list-style-type: none"> 1. <i>Not sufficient:</i> Fail to pass the defense. 2. <i>Sufficient:</i> Pass the defense with a dissenting vote. 3. <i>Exceptional:</i> Pass the defense with a unanimous vote. <p>Additional criteria for Ph.D.:</p> <p>Students publish their thesis work.</p> <ol style="list-style-type: none"> 4. <i>Not sufficient:</i> No manuscript submitted by defense. 5. <i>Sufficient:</i> 1-2 papers submitted or accepted. 6. <i>Exceptional:</i> >3 papers submitted or accepted. 	<p>Students need to be able to answer questions related to subject materials:</p> <ol style="list-style-type: none"> 1. <i>Not sufficient:</i> Unable to answer several knowledge-based questions in area of expertise and some in general breath area. 2. <i>Sufficient:</i> Answers most knowledge-based questions in area of expertise and some in general breath area. 3. <i>Exceptional:</i> Answers almost all knowledge-based questions in area of expertise and some in general breath area. 	<p>Students complete one of a set of different ethics training modules:</p> <ol style="list-style-type: none"> 1. <i>Not sufficient:</i> Have not taken any ethics training. 2. <i>Sufficient:</i> Have taken at least one training module. 3. <i>Exceptional:</i> Have taken more than one training module. 	<p>Students present their research project to the public, peers or colleagues in scientific societies:</p> <ol style="list-style-type: none"> 1. <i>Not sufficient:</i> Have not presented their research findings in a public environment. 2. <i>Sufficient:</i> Have presented their research findings at least once. 3. <i>Exceptional:</i> Have presented their research findings at national and international conferences.