



NWCCU DEMONSTRATION PROJECT

MARCH 15, 2017

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Section 1 – DEMONSTRATION PROJECT

I. Overview of Institutional Context

Founded in 1876, the University of Oregon (UO) is a 4-year public research institution renowned for its research portfolio and its focus on providing a strong liberal arts education to its students. The university consists of nine schools and colleges that collectively offer more than 300 degree and certificate programs. In 1969, the university was admitted into the exclusive membership of the Association of American Universities, an organization of leading research institutions devoted to maintaining a strong system of academic research and education. These goals are supported by over 2,000 research and teaching faculty.

The university serves approximately 20,500 undergraduate students and 3,500 graduate students. Roughly 51% are Oregon residents, 35% are out-of-state and 14% are international. Currently, about 87% of first-time, full-time freshmen are retained to the 2nd year; 80% are retained to the 3rd year; 52% graduate in 4 years; and 72% graduate in 6 years.

The UO experienced significant leadership turnover after the 2009 retirement of long-time President Dave Frohnmayer. Between 2009 and 2015, the university had four presidents: one was terminated by the State Board, one resigned, and two were interim presidents. This period also included four provosts. During this time, the university faculty unionized and negotiated its first contract in 2013, the university formed a new independent Board of Trustees in the summer of 2014, and the Graduate Teaching Fellows Federation union went on strike for eight days in fall of 2014.

In addition, the university has experienced a long, continual decline in funding from the state legislature. Since 2008, state funding for higher education in Oregon has decreased 20%, leaving the state in the bottom five of all states in public contribution per full time student.¹ In an environment of declining state support and resultant tuition increases, the university is faced with the challenge of strategically and responsibly stewarding its resources to fulfill its education, research, and service mission.

In 2015, the Board of Trustees hired Michael H. Schill as its 18th President. Prior to his appointment at the UO, President Schill served as Dean of the Law School at both University of Chicago and UCLA. In alignment with NWCCU Standard 1.B.2, within his first year, President Schill established a clear vision around three strategic priorities:

¹ State Higher Education Officers Association. State Higher Education Finance: FY2015. 2015. http://sheeo.org/sites/default/files/project-files/SHEEO_FY15_Report_051816.pdf

1. Raise our profile as a premier research institution through a bold plan to hire 80-100 net new tenure-related faculty over five years and expand the infrastructure to support their research. To that end, the university recently secured a \$500 million commitment from Phil and Penny Knight to help establish the Knight Campus for Accelerating Scientific Impact. This gift is part of an ambitious \$1 billion initiative to fast-track scientific discoveries into innovations that improve quality of life for people in Oregon, the nation, and the world.
2. Improve access and affordability for our undergraduate students through a focused effort on improving our 4-year graduation rate from 50% to 60% by 2020. This effort is spearheaded by the Dean and Vice Provost for Undergraduate Studies, and two new vice provosts; the Associate Vice Provost for Student Success and the Associate Vice Provost for Academic Excellence. This effort is also supported by investment in the Education Advisory Board's Student Success Collaborative technology and predictive analytics.
3. Enhance the curricular and co-curricular educational experience of our students. This has necessitated a coordinated effort to offer a cohesive and integrated educational experience for UO students.

The University of Oregon has a renewed focus based on these strategic priorities aligned with the core themes in our Mission (see Section II), and is aligning its resources to achieve these priorities.

In the university's Year Three Self-Evaluation Report to NWCCU (2013), the Commission found that the following recommendations are "areas where the University of Oregon is substantially in compliance with Commission criteria for accreditation, but in need of improvement: "

- The evaluation committee recommends that the University of Oregon clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the Year Seven Self-Evaluation Report (Standard 1.B).
- The committee recommends that the University of Oregon intensify and focus its efforts to identify and publish expected course, general education, program and degree learning outcomes (Standard 2.C.1, 2.C.2 and 2.C.10).
- The committee recommends that a high priority be placed on developing and implementing the proposed new assessment strategy, that appropriate leadership and resources be committed to its implementation, and that faculty with teaching responsibilities be integrally involved at every stage (Standard 2.C.5).

These recommendations are addressed throughout this demonstration project report. They are also specifically addressed in Appendix A.

II. Definition of Mission Fulfillment (1.A.1, 1.A.2, 1.B.1, 1.B.2).

As a four-year public research university, our mission is multifaceted and complex with three “core themes”—exceptional discovery, exceptional teaching and education, and exceptional service to the public:

University of Oregon Mission Statement

Serving the state, nation and world since 1876

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

Vision

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

Values

We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here. We value academic freedom, creative expression, and intellectual discourse. We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community. We value the unique geography, history and culture of Oregon that shapes our identity and spirit. We value our shared charge to steward resources sustainably and responsibly.

The annotated Mission Statement below highlights how core themes, learning outcomes and mission fulfillment are expressed in our Mission Statement:

University of Oregon Mission Statement Aligned with Core Themes, Learning Outcomes and Mission Fulfillment	
Core Themes	<p>Serving the state, nation and world since 1876</p> <p>The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.</p>
Learning Objectives	<p>Purpose</p> <p>We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge.</p>
Mission Fulfillment	<p>We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.</p> <p>Vision</p> <p>We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.</p> <p>Values</p> <p>We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here. We value academic freedom, creative expression, and intellectual discourse. We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community. We value the unique geography, history and culture of Oregon that shapes our identity and spirit. We value our shared charge to steward resources sustainably and responsibly.</p>

Each of these core areas are interdependent, and involve coordinated and integrated activity across the institution. At any given point in time, our mission, which is necessarily stated in

terms of broad ideals, is more specifically articulated in strategic priorities set by the board, president and faculty.

In response to the statement that “General Education assessments at the institutional level can provide sufficient data to assess mission fulfillment” (from “Guidelines for the Demonstration Project Evaluation Visit”), we have assessed general education learning outcomes as a proxy measure of student learning. At the same time, as expressed in our mission, we have higher hopes for our students than competency in a limited set of learning outcomes, and are concerned that concentrating on a limited set of outcomes could undermine our efforts. There is a strong belief among our faculty that a comprehensive liberal arts education cannot be reduced to a narrow set of outcomes—the proficiencies and insights we hope to instill are holistic and often don’t emerge until many years after college. The tension between assessment for compliance versus assessment for continual improvement is at the core of our current self-evaluation efforts. In fact, this tension persists across higher education. A recent survey of provosts as reported in *Inside Higher Ed*² found that, “Provosts are more positive about the impact of assessment than are their professors” (Figure 1. Attitudes on assessment (from Inside Higher Education 2017)).

Attitudes on Assessment

Statement	% Private Provosts Agreeing	% Public Provosts Agreeing	% Community College Provosts Agreeing	% Faculty Agreeing
Assessment has improved the quality of teaching and learning at my college.	56%	46%	50%	27%
Assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.	20%	35%	37%	65%

Figure 1. Attitudes on assessment (from Inside Higher Education 2017).

A 2008 report by the Educational Advisory Board, “Assessing Student Learning Outcomes: Best Practices for Engaging the Faculty”³ echoes this survey. In this report, while provosts reported understanding the value of assessing student learning outcomes, they were generally “wary of overinvesting in assessment—of allowing assessment efforts to eclipse rather than support institutional priorities.” The report also highlighted the need for faculty to own assessment and contrasted that with the practical challenge of how to create and sustain a culture where enough faculty believe in the legitimacy of assessment efforts, have sufficient expertise to engage in assessment efforts, and are willing to trade research and teaching time to devote to assessment

² “Provosts in the Middle” (January 25, 2017). Inside Higher Ed. <https://www.insidehighered.com/news/survey/2017-inside-higher-ed-survey-chief-academic-officers>

³ “Assessing Student Learning Outcomes: Best Practices for Engaging the Faculty” (2008). Educational Advisory Board – University Leadership Council National Best Practice Report. Washington, D.C.

efforts. In short, the report states that “institutions must find ways to perform direct assessment without requiring unrealistic amounts of faculty effort.”

We are also aware that even when assessment occurs, it can be a challenge to translate assessment data into meaningful actions for change. This is supported by a report from the National Institute for Learning Outcomes Assessment, “From Gathering to Using Assessment Results.”⁴ In the report, Blaich and Wise observe that most institutions struggle to use the evidence they collect even though “most institutions already had more than enough actionable assessment evidence—not only in terms of national surveys and standardized outcome measures but also from information in institutional databases, student interviews, reports from external reviewers, and many other sources of information about student learning.” They cite several potential reasons for this struggle, such as “the current state of affairs in our departments, curricular structures, and programs is usually a compromise carefully negotiated among numerous parties over the course of years. Unless the findings are truly devastating, assessment data has little impact on this tightly constrained arrangement.” They go on to conclude that, “Assessment data has legs only if the evidence collected rises out of extended conversations across constituencies about (a) what people hunger to know about their teaching and learning environments and (b) how the assessment evidence speaks to those questions.” Finally, the authors state, “For assessment to be successful, it is necessary to put aside the question, “What’s the best possible knowledge?” and instead to ask, “Do we have good enough knowledge to try something different that might benefit our students?”

In *The Undergraduate Experience: Focusing Institutions on What Matters Most*⁵, the authors state, “Unfortunately, assessment in higher education too often operates in a culture of compliance. Within this framework, the primary purpose of assessment is to produce results to satisfy external bodies” and “This assessment-for-others orientation has created a chasm between routine assessment practices at many institutions and the people on campus who are most able to act on the results of those assessments to improve student learning—the faculty, staff, and students.” They suggest an approach that focuses on “improving what matters most,” beginning with “clearly articulated goals linked to the institution’s mission and priorities” and using approaches that are “problem-specific and user-centered.” The authors go on to state that “effective assessment collects and analyzes evidence that reflects authentic performance, not isolated data points.” Finally, the authors suggest that both input and output measures are legitimate indicators of improvement. For example, the authors cite the strong evidence in the literature that STEM students learn more in courses that use active learning pedagogies rather than lectures. They quote Freeman et al’s meta-analysis that “If the experiments analyzed here

⁴ Blaich, C.F. & Wise, K.S. (2011, January). [From Gathering to Using Assessment Results: Lessons from the Wabash National Study](#) (NILOA Occasional Paper No.8). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

⁵ “Wiley: The Undergraduate Experience: Focusing Institutions on What Matters Most - Peter Felten, John N. Gardner, Charles C. Schroeder, et Al.” Accessed February 15, 2017. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-111905074X.html>

had been conducted as randomized controlled trials of medical interventions, they may have been stopped for benefit—meaning that enrolling patients in the control condition might be discontinued because the treatment being tested was clearly more beneficial.”⁶ This is clear evidence that input measures can be valid indicators of student performance.

The well-documented challenge of engaging in meaningful assessment informs, in part, how we “define mission fulfillment in the context of...purpose, characteristics, and expectations” (NWCCU Standard 1.A.2). Our culture and organizational structure demand that we strive to engage in assessment activities that are seen as useful by faculty and administration—to have a commitment to assessment as a value-added activity that helps us get better as an institution rather than reflecting episodic compliance with accreditation standards. For the University of Oregon, and many 4-year public research institutions like ours, this is the real challenge—how do we implement a scalable assessment approach that is embraced by our faculty and perceived as critical to our ongoing efforts to fulfill our mission?

The fact is that our faculty, staff, and administration engage in meaningful evaluation of what we are doing every day and use that information to drive institutional change. These efforts are necessarily distributed across campus, and rely heavily on our ability to hire highly competent faculty, staff, and administrators and coordinate their efforts to achieve our strategic priorities. That said, there are areas in which we need to coordinate and capture the many continuous improvement efforts that are already happening across the institution, and also areas where we need to instill new practices. This is particularly true for assessment of student outcomes. These constraints, our cultural norms, and the literature on assessment inform our key assumptions about assessment of student outcomes:

- Assessment of learning outcomes provides only **one of many lenses** for evaluating fulfillment of a complex mission.
- The best assessment processes are those that **drive meaningful conversations** among faculty about how to improve programs and curriculum. Seeking and analyzing data can be an important component of those processes.
- Assessment is most valuable when **closely aligned with existing practices, and embedded in teaching and learning**.
- Assessment efforts must clearly **derive from our mission and values**, benefit our primary constituents, and represent responsible stewardship of resources.

This report articulates mission fulfillment in terms of strategic priorities, and highlights our continuous improvement efforts, particularly around student success and outcomes. Our strategic priorities—which drive our coordinated efforts across the university—serve as the most

⁶ Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active Learning Increases Student Performance in Science, Engineering, and Mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410– 8415.

immediate source of “meaningful, assessable and verifiable indicators of achievement” (NWCCU Standard 1.B.2).

II.A. Model of Mission Fulfillment

As referenced in our mission statement, in teaching individuals to “question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically, we educate the whole person,” and foster the “next generation of transformational leaders and informed participants in the global community.”

These objectives are accomplished through our common general education requirements, in discipline-specific ways in our programs and through rich co-curricular experiences. Our mission informs strategic priorities related to our core themes of exceptional discovery, exceptional teaching and education, and exceptional service to the public. These strategic priorities drive our institutional activities related to research, teaching and service to the community.

In Figure, we illustrate a model of mission fulfillment, highlighting how our planning processes and governance structures inform continuous improvement toward mission fulfillment. This graphic, for the purposes of the demonstration project, focuses on the core theme of “Education”.

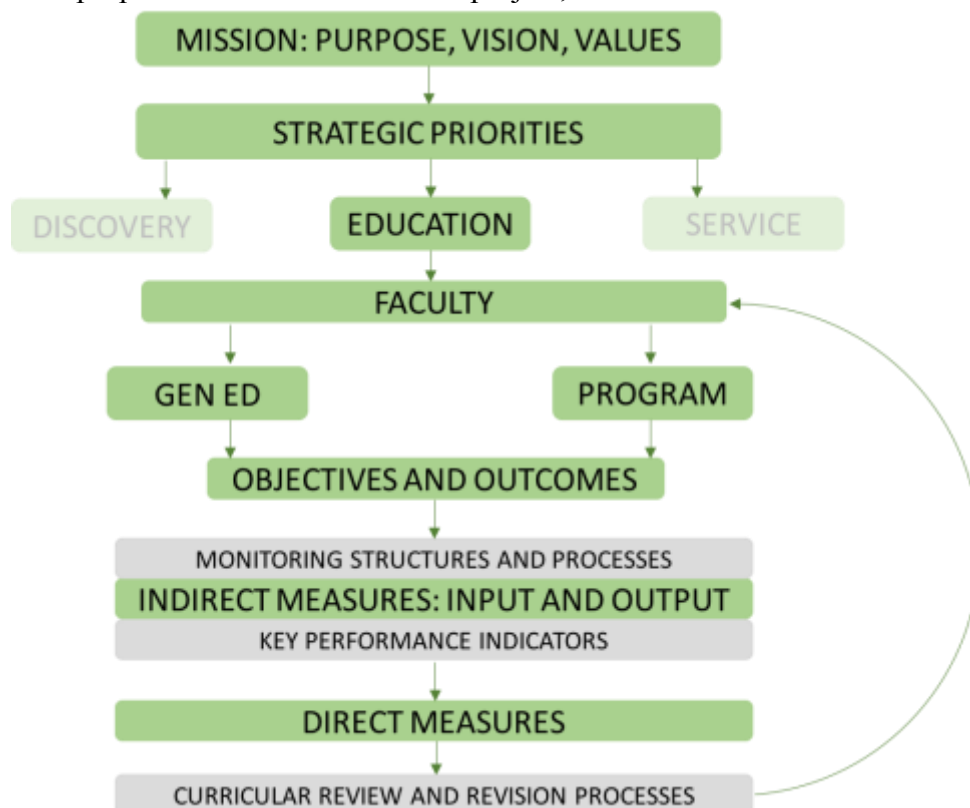


Figure 2. The University of Oregon Mission Fulfillment model.

Informed by strategic priorities, faculty are the key drivers of objectives and outcomes related to our general education program and to discipline-specific programs (NWCCU Standard 2.C.5). Through faculty governance bodies, and in collaboration with administrative units, indirect input and output measures are monitored related to key performance indicators. Example measures are provided in Figure 3.

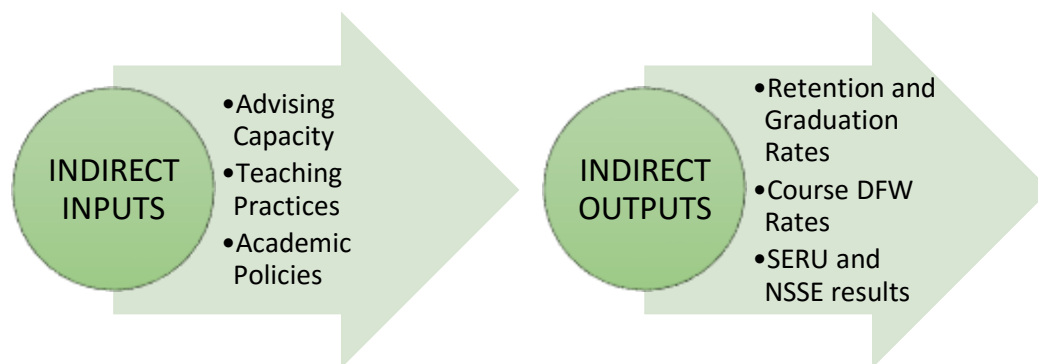


Figure 3. Examples of indirect inputs and outputs related to Mission Fulfillment.

Indirect inputs are developed and implemented according to best practices and the expectation that they will produce desired student outcomes. For instance, the literature on pedagogy informs teaching practices that are shown to produce the best student outcomes. Our Teaching Engagement Program (TEP) has implemented programs to increase the use of these practices. In addition, we hire highly competent faculty, staff and administrators to fulfill our mission.

Some indirect output measures are critical to our mission. For instance, retention and graduation rates are key indicators of success related to our strategic priorities. Other indirect output measures for student outcomes might encourage further inquiry. Because an institution as complex and large as ours cannot measure everything all the time, we use proxies to serve as early warning signals. This report provides example indicators used to make curricular improvements, such as course DFW rates (% of D, F, or W grades in a course, which is a common indicator of bottleneck courses).

Direct measures of student learning are used to gauge general education and discipline-based program effectiveness as defined by program learning objectives. In addition, where indirect measures provide early warning, we use direct measures to assess the effectiveness of applied interventions. Examples of this approach are described in Section V.

II.B. Purpose of General Education (NWCCU Standard 2.C.9 and 2.C.10)

The UO General Education program is a common distribution model. In its current form, general education is structured around a set of principles outlined in “The Purpose of General Education at the University of Oregon” below:

The Purpose of General Education at the University of Oregon

The liberal arts and sciences form the foundation of the General Education curriculum at the University of Oregon. The General Education curriculum prizes a common educational experience for all students, and offers opportunities for mastery of linguistic, analytic and computational skills, as well as the development of aesthetic values. It fosters personal development and an expanded view of self. It offers a breadth of knowledge and a variety of modes of inquiry. It strives for coherence of learning through integration and synthesis. It seeks to impart enthusiasm for learning. It emphasizes critical thinking, logic, and effective reasoning along with a healthy skepticism. It encourages appreciation of heritage and culture and examines values and controversial issues.

The University of Oregon, as a comprehensive research university, offers opportunities through General Education to develop an understanding of and appreciation for:

- The centrality of effective communication and language facility
 - Oral and written communication
 - Group, interpersonal and technological communication
- The moral foundations of human interaction
 - Ethical judgment, personal and social responsibility
 - The increasing interdependence and diversity of world cultures
 - The consequences of current actions and policies
- The nature of the historical past and its relationship to the present
 - The common concerns and diverse responses of societies, past and present
 - Historical approaches to understanding contemporary issues
- The diversity of human experience through the study of various cultures
 - Culture and its tangible achievements
 - Creative expression
 - Critical approaches
 - Aesthetic standards
 - Oral and written histories
- The importance of modern sciences and technology
 - Science as an interrelated body of knowledge, rather than a collection of isolated facts
 - Scientific methods of discovery
 - Scientific perspectives on major problems facing society
 - Quantitative reasoning and computational skills
- The fundamentals and interrelationship of the human mind and body
 - Human behavior
 - Perception and cognition
 - Diverse modes of thought and creativity
 - Self-awareness
 - Health and physical activity

This statement provides a holistic view of the areas of inquiry and the broad competencies we expect our students to achieve in the general education program, and expresses the role of general education in the opening statement.

Despite laudable goals, we have come to realize that our general education curriculum in practice lacks cohesion and focus, and that many of our students struggle to make meaning from their general education experience. We've launched a comprehensive effort to investigate our undergraduate educational experience with an eye toward significant reform of our general education program over the next several years (described in Section II, General Education Assessment). The critical question we are asking in that effort is "How might we create a cohesive, transformative general education program that reflects our identity as a tier one public research university with a strong liberal arts foundation?" To address that central question, we've embarked on an approach to curricular reform rooted in human-centered design, and informed by our interaction with the principle researchers of the Wabash Study.⁷ Because these efforts are central to our evolving design of our general education program, they are discussed next.

II.B.1. Transforming Education by Design (trED)

During the 2014-15 academic year, more than fifty people from across campus served on workgroups contributing to a strategic framework. Each workgroup tackled one of four institutional priorities; they held public sessions, met together, and ultimately developed a vision and related strategies for each priority.

Those four institutional priorities are:

- Enhance the impact of research, scholarship, creative inquiry and graduate education;
- Promote and enhance student access, retention and success;
- Attract and retain high quality, diverse students, faculty and staff; and
- Enhance physical, administrative, and IT infrastructure to ensure academic excellence.

From institutional priority #2, we developed the following concrete objective:

"Provide an integrated, compelling educational experience that allows students to graduate in four years while accommodating the needs of transfer and nontraditional students:

- Engage in a comprehensive review of the structure of the four-year educational experience of undergraduate students—including general education requirements—and identify potential pilot projects or models based on best practices.

⁷ "Wabash National Study 2006–2012." Accessed February 16, 2017. <http://www.liberalarts.wabash.edu/study-overview/>.

- Maximize opportunities for undergraduate students to learn directly from and build relationships with faculty engaged in research and creative discovery.
- Focus on engaged learning that combines service and experiential learning opportunities.”

During the 2015-16 academic year, the Dean and Vice Provost for Undergraduate Studies and the Associate Vice Provost for Academic Excellence, at the urging of the Provost and Senior Vice President, conceived an approach to address the objectives above grounded in the principles of design thinking. The leaders of this effort conducted reviews of general education reform efforts across the country and were less than enthused about the value they seemed to produce given the effort involved. Despite multi-year projects at many public institutions, the results seemed to produce, at their core, a mere rearranging of requirements with little innovation or attention to the needs of often divergent stakeholders. This is best reflected in the following statement about Harvard’s attempts to reform general education, “Despite nearly four years of deliberation, a working group, a committee, and a task force, the very problems that the designers of the Gen Ed program intended to allay are the ones plaguing it today.”⁸ We launched a general education effort based on the principles of human-centered design. The project is called “Transforming Education by Design” (trED), and we began by recruiting a core design team composed of 15 faculty, staff, and administrators from across campus.

The approach we are following is based on the work of IDEO and their “Field Guide to Human Centered Design.”⁹ Their approach is grounded in the belief that intractable, complex problems are solvable, and that the people who face those problems every day are the ones who hold the key to their answers—that problems like these are unlikely to be solved using traditional, logic-based problem solving methods. The approach follows deliberative, action-based phases of “inspiration, ideation and implementation.” The goal for the first two years is to develop design principles by engaging stakeholders across the institution in creative ways and culling from those engagements the key elements of any approach we might take to reforming our undergraduate experience. This approach seems to have broader appeal, as evidenced by the 2017 AAC&U General Education and Assessment conference titled, “Design Thinking for Student Learning.”¹⁰ We are sending four members of the trED group to that conference to further inform our efforts.

In the first year of the project, hundreds of students were involved in an effort designed to elicit their deepest perceptions and emotions about our undergraduate educational experience. The project, “Dear Professor X”, asked students to write letters to a professor or the professoriate at large, saying to them anything they wished. The culmination of this was a verbatim theater project in which students “performed” the letters by reading the statements verbatim. The

⁸ “An Autopsy of General Education | News | The Harvard Crimson.” Accessed February 10, 2017.

<http://www.thecrimson.com/article/2015/5/28/autopsy-of-general-education>.

⁹ “Design Kit.” Accessed March 6, 2017. <http://www.designkit.org/resources/>.

¹⁰ <http://aacu.org/meetings/generaleducation/gened2017>

audience was composed of other students who then engaged in facilitated debriefing of the performance. This kind of qualitative evidence is critical to developing a general education program that is truly stakeholder-driven.

In this, our second year of the project, we have continued to ask students to write letters and have now engaged dozens of faculty writing “Dear Student X” letters. This effort will culminate in another participatory theater experience in April 2017 that will include faculty and students in a performance based on the letters. The audience will include students, faculty and administrators who will participate in facilitated discussions after the performance. The intent of the approach is to deepen stakeholder empathy, under the assumption that resolving shared issues requires a level of understanding that might be missed in a typical task force approach.

From this work to date, we have identified several themes that inform our design principles. These themes represent key challenges and are best expressed in terms of “gaps” (sample quotes are provided below each gap):

- **Communication Gap** – letters from both faculty and students highlight the frustration in getting the other side to hear and understand their viewpoint. This problem is central to understanding and resolving the subsequent gaps described below.

“I wish you could remember what it was like to be a college student. I wish you wouldn’t belittle your students with your elitist language.”

- **Expectations Gap** – students and faculty have very different ideas about what they expect from each other and from the experience of teaching and learning. In some ways, this is not a surprise but the extent of the gap and the serious impacts on learning from the gap cannot be ignored.

“I don’t understand why you think your class is the only one that I’m taking. No, I can’t read 3 chapters of 50-70 pages each by the next class. You don’t know this, but I barely have enough time to breath, let alone sleep.”

- **Value Gap** – students increasingly question the value of everything they are asked to do, from taking particular courses (such as general education courses), to buying expensive textbooks, to how much they are asked to do outside of class. Again, this may not seem surprising but as the cost of attending our university rises, we are under increasing pressure to address this gap in intentional and explicit ways.

“I wish you did not require expensive books over \$100 that we barely used.”

- **Belonging Gap** – students expressed deep frustration at how they connect with the institution and their peers. There was a sense of isolation and feelings of exclusion from many students.

“I wish you would have cared about me as an individual. Too often I feel lost in the sea of people you see as mediocre.”

These select quotes are meant to illustrate gaps in perception between students and faculty. We also received many inspiring and positive quotes, but our aim with this project is to identify and better understand how we might close gaps in the core educational experiences of students and their professors.

These initial insights from our work suggest themes that will be translated into design principles. Those principles will inform efforts over the next year to prototype different approaches to undergraduate education, ultimately resulting in redefined general education learning outcomes and curricular changes that will be forwarded to faculty approval bodies in AY 2018-19. Our interactions with a distinguished group of nationally recognized Wabash Center of Inquiry researchers, described below, have also significantly informed our efforts in general education reform.

II.B.2. Wabash Researchers Visit

During the August 2016 Demonstration Project meeting, Charles Blaich, Director, and Kathy Wise, Associate Director, from the Center of Inquiry at Wabash College presented their research on general education and assessment to the participants. The Center of Inquiry is dedicated to using evidence to strengthen liberal arts education for all students at all institutions of higher learning. Blaich and Wise are the principal researchers on the Wabash National Study 2006-2012,¹¹ a large-scale, longitudinal study to investigate critical factors that affect the outcomes of liberal arts education.

Their research was designed to help colleges and universities improve student learning and enhance the educational impact of their programs. To that end, the study had two fundamental goals:

1. Learn what teaching practices, programs, and institutional structures support liberal arts education; and
2. Develop methods of assessing liberal arts education.

¹¹ “Wabash National Study 2006–2012.” Accessed February 16, 2017. <http://www.liberalarts.wabash.edu/study-overview/>

Because their research findings and philosophy on general education and assessment closely align with the University of Oregon's approaches in those areas and our trED project, we invited Blauch and Wise to campus to consult on general education reform and assessment. They visited campus in November of 2016, meeting with dozens of faculty, administrators, and students, culminating in a presentation and discussion with the University Senate.

In their research and work with dozens of institutions across the nation, they have drawn simple but powerful conclusions regarding general education and the effects on student outcomes:

- Most general education programs are distribution systems where students take an array of courses at an array of points in college careers.
- General education systems are not designed with learning in mind. They are built on the assumption that transformational learning will result from a handful of courses, taught by multiple instructors, taken at different times in a student's career.
- Even with a "core" curriculum, sections of these courses differ dramatically depending on who teaches them.
- Many faculty believe that learning is delivered primarily by the structure of the general education curriculum and the content of the courses rather than the quality of teaching in general education courses and programs.
- Most general education curricula do not have the common elements, course availability, nor sequencing necessary to produce consistent learning outcomes.
- There is little to no difference in terms of general education outcomes across institutions—despite differences in quality or perceived quality of institutions and students. There are, however, significant differences within institutions in terms of practices across campus.

Despite these general conclusions, there is good evidence of what constitutes "good practice" in terms of positive effects on students across cognitive and affective domains. The Wabash study looked at what practices had positive effects on the following dimensions:

- Critical thinking;
- Political and social involvement;
- Socially responsible leadership;
- Academic motivation;
- Well-being;
- Interest in reading and writing;
- Openness to diverse ideas and people;
- Moral reasoning;
- Need for cognition; and
- Orientation to diversity.

The results of the Wabash study suggest that the following three practices consistently produce positive outcomes across those dimensions:

1. Good teaching and high-quality interactions with faculty and staff;
2. Academic challenge and high expectations; and
3. Interactional diversity (referring to meaningful interactions between individuals of diverse groups as opposed to just the presence of individuals of diverse groups).

These evidence-based practices are strong examples of input measures that are expected to produce positive outcomes for students. The UO is interested in how these practices might be incorporated into our design principles for general education in the trED project described above. What does it mean to us if we assume that the structure of general education programs seems to make little difference without focused and sustained attention to what happens in the classroom across the program? In addition, we need to interrogate each of the principles above. What constitutes “good teaching?” What does academic challenge and high expectations look like? How is interactional diversity achieved?

We hope to apply these practices across our general education curriculum using input measures as key indicators of achievement. We intend to measure the extent to which these practices can be integrated into our curriculum, with the expectation that higher levels of these practices will result in better student outcomes.

Specific to our institution, Blaich and Wise noted several factors that influence our reform efforts:

- The University of Oregon is an especially decentralized campus—more so than other universities they have visited. In fact, they noted how unusual it was for students to comment on the decentralization and how often it negatively impacted their experience.
- Students generally stated that they did not see the coherence or purpose of our general education requirements.
- Students’ experience in general education courses was based almost entirely on how well the course was taught.
- There appeared to be pockets of high-quality undergraduate educational efforts across campus. They particularly noted our Teaching Engagement Program and the Science Literacy Program as “remarkable examples of faculty development programs” that are “evidence based, but tuned to local context.”
- The University of Oregon engages in more discussion about, and work on, good teaching than is seen at most research universities.
- Department-level assessment is in its infancy but the university is building these efforts in appropriate and effective ways.

These insights point to our strengths and the areas of improvement that further inform the undergraduate curriculum design efforts of the trED project.

II.B.3. Summary of Mission Fulfillment Model

The efforts described above reflect our approach to mission fulfillment through an articulation of strategic priorities, and implementation of an iterative process of continuous improvement. The efforts are faculty-focused and evidence-based from direct measures, indirect measures, and best practices from the research literature on effective teaching and learning.

We can provide additional advising, opportunities, and supports for engagement in these practices by identifying areas in which our students (or certain subpopulations of our students) are under-engaging in practices documented by the Wabash Study as having the greatest positive impacts on learning and success. In this context, it is important to note the parallel roles of this assessment effort and our work with the Student Success Initiative, discussed in Section III of this report. Together, these efforts represent a system of recognition and early intervention that hopefully lead to significantly enhanced opportunities for learning and success for our students. As these efforts are ongoing and have yet to produce final recommendations, we focused our demonstration project on assessment given our existing general education goals and structure. This was done with an understanding that the broader value of this project for us is in building the institutional capacity, models and processes to engage in meaningful ongoing assessment, irrespective of narrow goals and structures.

General Education Learning Outcomes

In support of our efforts to reshape the general education experience, we have extracted from our mission and general education purpose statements a focus on three foundational learning objectives:

- Written Communication;
- Quantitative Literacy; and
- Critical Thinking.

We use both Association of American Colleges and Universities (AAC&U) VALUE¹² rubrics and locally produced rubrics to measure student learning outcomes, and focus on these learning goals as our current best proxies for mission fulfillment in general education. More importantly, we focus on these learning outcomes as a way to develop a process for assessing student accomplishment that is consistent with our institutional purpose and values.

¹² <https://www.aacu.org/value/rubrics>

III. Description of Methodologies for Assessment (3.B.3, 4.A.1, 5.A.1)

Our assumptions about assessment form the underpinnings of an assessment effort that fits our institutional culture and values. The use of common rubrics employed by the Multi-State Collaborative (MSC) discussed below is one example of a national best practice approach that has guided our thinking. In addition, Richman and Ariovich (2013)¹³ describe a related approach using course-embedded rubric assessment with an aggregation of data at the institution level. A primary goal of that approach was to address the fragmentation of assessment efforts that “has made it hard to translate assessment findings into meaningful recommendations for faculty and students.” By using locally-developed rubrics closely aligned with their desired curricular outcomes, such approaches offer a promising way to utilize assessment data that is distributed across academic units in the service of improving teaching and learning.

To those ends, we designed an assessment approach closely linked with teaching and learning, with high probability of being embraced by our faculty. In addition, this approach is sufficiently integrated with current educational practices and processes to not require significant additional resources for implementation. We’ve only begun to pilot that approach, so will report here on the ways in which we might use data from those efforts to drive continuous improvement in student learning at the University of Oregon.

Through our participation in the Multi-State Collaborative (MSC),¹⁴ a joint effort of the State Higher Education Executive Officers Association (SHEEO), the AAC&U, and other constituents, we are exploring a distributed approach to assessing learning outcomes in support of our core assumptions. The MSC project specifically aims to test a model for learning outcomes assessment “rooted in campus/system collaboration, in authentic student work, and in faculty curriculum development and teaching activity.” The MSC embraces guiding principles that also support our core assumptions, namely that “assessment approaches should involve an iterative process and, as such, be viewed as works in progress” and “assessment is most effective when it reflects an understanding of learning as multidimensional, integrated and revealed in performance over time.”

Through participation in the MSC, we’ve engaged faculty in the process of submitting authentic student work to the MSC for review by trained evaluators using the VALUE Rubrics developed through the AAC&U. This part of our project served both to contribute to the larger MSC project, which is seeking to validate an approach to assessment using common rubrics across disciplines, and to engage our faculty in conversations about how we might enact a similar approach locally.

¹³ Richman, W.A., & Ariovich, L. (2013, October). All-in-one: Combining Grading, Course, Program, and General Education Outcomes Assessment. (Occasional Paper No.19). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

¹⁴ <http://www.sheeo.org/projects/msc-multi-state-collaborative-advance-learning-outcomes-assessment>

Our local conversations about how to institutionalize such an approach to general education assessment have focused on both the technical aspects of such an approach and the validity of using common rubrics. We've addressed the technical aspects by using Canvas, our learning management system (LMS), as a platform for embedded, assignment-based assessment (Figure 4). A select group of faculty are engaged in testing this approach so that we can better determine its role in our broader continuous improvement efforts.

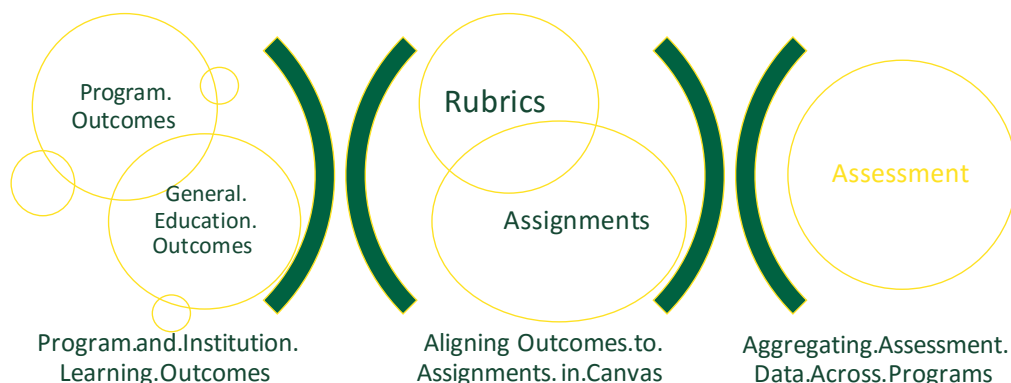


Figure 4. Model of assessment learning outcomes in embedded assignments using Canvas LMS.

The following sections highlight assessment in several areas. Each of these responses contain examples of direct assessments, indirect assessments, and/or curricular assessments.

III.A. General Education Assessment (NWCCU Standard 2.C.10)

As noted above, our mission and general education purpose statements focus on three foundational learning objectives: written communication, critical thinking, and quantitative literacy. Roughly 300 UO student work products were submitted to and scored by the Multistate Collaborative (MSC) for written communication, critical thinking, and/or quantitative reasoning. With this set of scored artifacts in hand, we convened a meeting with the faculty who assisted in the collection of these work products for initial conversations to discuss how we might use data of this type to drive curricular conversations and revisions.

Our faculty were skeptical that scorers from other disciplines could assess their assignments using common rubrics. They simply did not believe that useful assessment, even on very limited and general dimensions of learning, could occur absent a disciplinary context. This concern was at the forefront of the MSC effort from its inception, and indeed the primary goal of the collaborative was the appraisal of whether such a centralized, rubric-based scoring approach could be successful.

Chief among concerns about the MSC is the question of whether a common rubric applied by different faculty in different courses can provide an acceptable measure of learning on one dimension. As one response to these concerns, a report from the AAC&U states that this approach can provide reliable measures of learning. Specifically, the authors state that “faculty can effectively use common rubrics to evaluate student work products—even those produced for courses outside their areas of expertise” and “following training, faculty members can produce reliable results using a rubric-based assessment approach. More than one-third of the student work products were double scored to establish inter-rater reliability evidence.”¹⁵ More recently, the AAC&U released *On Solid Ground*¹⁶ which provides an analysis of the first two years of the MSC. The report provides some initial evidence that agreement among scorers using a common rubric is possible, with inter-rater reliability tests representing “moderate to strong agreement” across the three rubrics used in the project.

Our approach tasked faculty with conducting assessment on their own assignments, so the question of whether evaluators from other disciplines can affectively assess their assignment did not apply to our situation. However, we needed faculty confidence that a common rubric, used across courses and faculty, could provide a useful measure of learning on a given outcome. To that end, we asked participating faculty to use the VALUE rubrics to score their own assignments so that we could gauge their perceptions of the rubrics applicability as an assessment tool. These conversations have helped to further our understanding of the strengths and limitations of using common rubrics across courses and faculty, and have helped us to continue to assess what approach will work best at our institution.

Embedded assignments have been criticized as leading to lower levels of objectivity. However, a report from the National Institute for Learning Outcomes Assessment, “All-in-one: Combining Grading, Course, Program, and General Education Outcomes Assessment”¹⁷ supports the idea that integrating assessment with grading has promise as an emerging practice. In that report, the authors observe that “traditionally, assessment scholars have seen the separation between assessment and grading as a safeguard to ensure objective measurement of student learning. More recently, however, the “firewall” between assessment and grading has been challenged for reasons of efficiency as well as on pedagogical grounds.” They go on to cite evidence that “connecting assessment and grading can save time and resources by avoiding duplicated efforts” and “if grades are based on the achievement of learning outcomes, students will be more likely to

¹⁵ Johnson, Carrie. “Multi-State Collaboration Produces Valuable New Evidence About Writing, Critical Thinking, and Quantitative Literacy Skills of Undergraduate Students Using Rubric-Based Assessment of Students’ Authentic Work.” Text. *Association of American Colleges & Universities*, September 21, 2015. <https://www.aacu.org/press/press-releases/multi-state-collaboration-produces-valuable-new-evidence-about-writing-critical>.

¹⁶ Golden, Rachel. “On Solid Ground.” Text. *Association of American Colleges & Universities*, February 14, 2017. <http://www.aacu.org/OnSolidGroundVALUE>.

¹⁷ Richman, W.A., & Ariovich, L. (2013, October). All-in-one: Combining Grading, Course, Program, and General Education Outcomes Assessment. (Occasional Paper No.19). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

work on mastering those outcomes.” The AAC&U goes even further in a comment on the *On Solid Ground* report, stressing that “By design, the VALUE approach addresses the inherent complexity of the learning process by embracing the multiple moving parts that standardized tests and other assessment approaches try to control or eliminate.”¹⁸

In our initial examination of student work from the MSC, our focus is primarily on understanding and articulating *how* the availability of such data help us assess general education learning outcomes. In other words, we are using this initial set of student work as a proof of concept for rubric-based direct assessments of student learning, as well as an exploration of how to build institutional capacity to engage in this effort. In addition, the effort is already helping to drive further conversations about how best to achieve particular learning outcomes.

The MSC provided the key foundational work for our rubric-based assessment approach. Its adoption by select faculty across the university using student work products to assess learning outcomes is promising. Consistent with our core principles regarding assessment (see Section II), these assessments are carried out on authentic, “embedded” assignments as a regular part of course offerings.

Moving toward this target, we recruited several groups of faculty to continue our pilot project by using a rubric, either a VALUE rubric or one constructed for their department, on an assignment in their course. By using rubrics within Canvas, this course-level data can be captured for central evaluation in the context of general education learning outcomes. A group of 20 faculty from our Writing Composition program and our Science Literacy Program met to discuss this vital next step of the project and to receive training in the use Canvas for this approach. An initial set of scores from locally assessed student work (discussed below) has already been collected from the Composition program, and faculty within the Science Literacy Program are participating in this effort during the 2017-18 academic year. In this effort, our faculty are addressing the quality and relevance of the rubrics and the ease, efficiency, and plausibility of the learning management system-based process.

Given the enthusiasm expressed by some of our faculty and the endorsement of our University Senate, we will expand this effort as we continue our search for a sustainable approach to the assessment of both general education and program-specific learning outcomes.

We also have several ongoing initiatives related to the general undergraduate educational experience that are derived from our model of mission fulfillment, as articulated in strategic

¹⁸ Berry, Ross. “Not the Usual Standardized Test: VALUE Approach Shows It’s Possible to Meaningfully Measure Student Learning for Outcomes That Matter in Work and Life.” Text. *Association of American Colleges & Universities*, February 21, 2017. <http://aacu.org/press/press-releases/not-usual-standardized-test-value-approach-shows-its-possible-meaningfully>.

priorities. Chief among these is our effort related to improving student retention and time-to-degree.

III.B. Student Success Initiative

As noted above, after arriving as the university's new president in July 2015, President Michael Schill established improving student retention and graduation as one of his key priorities. He articulated a goal of improving 4-year graduation rates to 60% by 2020, and began making investments in that effort.

In the summer of 2016, a student success team, comprised of the Dean and Vice Provost of Undergraduate Studies, and two new positions—Associate Vice Provost for Student Success and Associate Vice Provost for Academic Excellence—was formed to begin work on this goal. An undergraduate retention committee previously analyzed student retention and graduation data to help articulate a broad strategy for achieving the goal (Figure 5). The data suggests that approximately 20% of students are lost in the first two years of attendance and approximately 20% of students graduate in just over 4 years. These observations suggest a strategy focused on retention efforts in the first two years and on efforts to remove academic barriers to timely graduation in the remaining years.

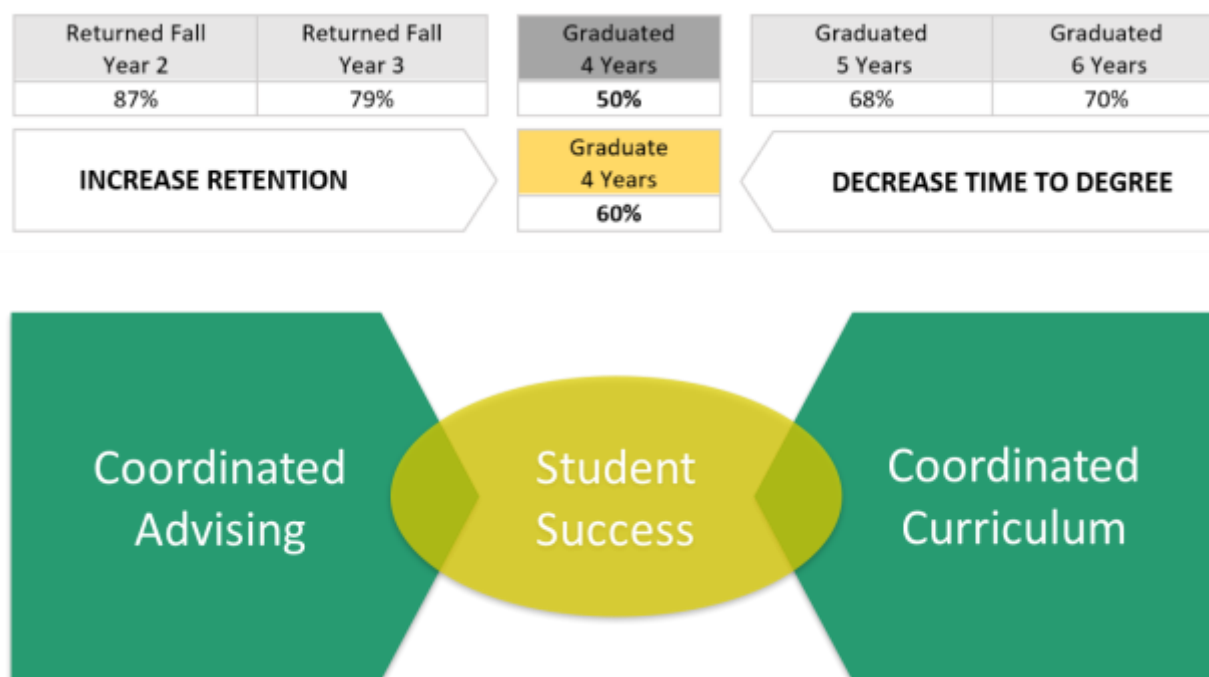


Figure 5. A focused strategy to enhance student retention and timely graduation.

The university invested in an advising and analytics platform, the Student Success Collaborative (SSC) created by the Education Advisory Board (EAB) to provide key data promising real impacts on student retention and success. The platform provides an advising platform, with a

strategic focus on student risk factors. Risk factors are determined by an algorithm that uses 10 years of UO student performance data. From this data, advisors can create outreach campaigns based on particular student factors, such as first-term performance, performance in key gateway courses, or credit-load. In addition, the platform provides data to units that they can use to identify courses that are the strongest predictors of success, bottleneck courses, and other curricular factors that interfere with student time to degree.

Early examination of the evidence from the SSC platform is already informing broad curricular change related to our general education reform efforts and interventions targeted at specific curricular barriers.

An emerging best practice in improving student success related to retention and time to degree is the use of “Guided Pathways to Success”¹⁹ as described by Complete College America. This model uses evidence of student major switching-patterns to construct guided pathways related to broad student interest areas rather than specific majors. The evidence suggests that students who lock into specific majors too early face both psychological and curricular barriers, and fail to see alternative paths as viable in helping them achieve their goals.

We are using the SSC platform to examine the degree paths of our students and how those paths affect retention and time to degree. Many students in our high-demand majors, like business and pre-medicine (e.g. biology, human physiology) are often unable to persist in those majors, and are forced to switch majors late in their college career. When that happens, those students consistently add time to degree completion. We are using this evidence to investigate the curricular barriers, and the ways that degree paths might be redesigned to help those students stay on track and accomplish their educational goals in a timely manner.

To address degree path issues related to degree completion, we’ve convened two working groups focused on business majors and pre-med majors. Those working groups are charting guided pathways to success—what we are calling “Flight Paths”—centered around student interests in careers related to business and health professions. Each Flight Path will be designed such that students will take a common curriculum in the first year, and be able to easily track into one of several majors related to that interest area. In addition, each Flight Path will have specially designed math sequences that align with that Flight Path. Students will also receive early academic and career advising to help them articulate post-graduation goals. Finally, by the end of the first year, we will have a year’s worth of performance data that will help us advise students into the major that best matches their interests and skills.

¹⁹ “Complete College America » The Game Changers.” Accessed February 17, 2017. <http://completecollege.org/the-game-changers/#clickBoxTeal>.

Early efforts targeting specific curricular barriers are already paying dividends. For instance, faculty in our Chemistry department identified a key bottleneck for students pursuing STEM majors in a gateway chemistry course, CH221. This course has DFW (non-complete) rates near 30%. This is the indirect output measure that spurred deeper inquiry (See Section IV for details on this effort).

III.C. Programmatic Assessment ((NWCCU Standard 2.C.2))

Each of our schools/colleges has identified one or more assessment coordinators with the responsibility of ensuring meaningful assessment activity at the academic program level. We've historically left program assessment to the school/college to manage and coordinate, and relied on periodic program review by the Office of Academic Affairs as a mechanism for monitoring program assessment. We are confident that programs across the university, by virtue of committed and expert faculty and curricular review processes, engage in continual discussion, evaluation and adjustment to their programs. What we have not done is ask for more regular central reporting of this activity. This has been a function of our decentralized nature and our confidence in local faculty leadership.

While we retain that confidence in local governance of academic matters, we realize the need to engage in better coordination of our academic strategy across schools and colleges. This requires real-time understanding of what is happening across academic units. As a result of our new reality and with the accreditation project as a driver, we recently established new requirements for program assessment.

Each assessment coordinator ensures that we have learning outcomes and assessment plans for each degree program. Templates and minimal requirements for those plans are provided to ensure that each degree program identifies 3-5 learning outcomes, develops a plan to assess 1-2 of those per year, analyzes results and engages in curricular revision where the data suggests changes are needed. We've specifically instructed departments to focus on improving areas that matter most to them related to their degree programs. We did not mandate particular assessment approaches under the assumption that these plans must be useful and accepted by the faculty to be more than just a compliance activity.

In addition to the assessment plans, each unit provides a brief annual report outlining their activities related to their assessment plans, and any other efforts they've made to adjust their programs as a result of analyzing program information. The plans and annual reports are posted to a central assessment website hosted by the Office of the Provost and Academic Affairs. These annual assessment reports allow us to more carefully monitor assessment activities and assist departments in data analysis and "closing the loop" with assessment data. These annual assessment reports feed into our overall program review coordinated by Academic Affairs. The Office of Academic Affairs is currently reviewing its program review timelines and processes,

with an eye toward more frequent reviews and check-ins, and ways that we can systematically provide program-level data to units more frequently. The goal is to encourage ongoing review of key metrics and adjustments based on those metrics rather than one big push of analysis during a periodic program review.

III.D. Co-curricular Assessment

III.D.1. *UO Advantage, a Meaning-Making and Co-Curricular Interface*

One of our most significant co-curricular assessment efforts is a collaboration between Student Life and Career Services. UO Advantage is a web-based application that allows students to track, organize, strategize, process, endorse and promote out-of-classroom experiences. Students' co-curricular activities are tracked when they card-swipe in particular events. Through attendance and participation, students can receive badges related to co-curricular learning outcomes.

Four years ago the Career Center proposed to the Division of Student Affairs (now Student Life) the collaborative development of an Experiential Learning Interface (ELI) in an effort to further support the experiential learning engagement, organization, meaning-making and translation of our students and alums. As depicted in Figure 6, the model supports students tracking, organizing, connecting, scaffolding, translating and sharing their self-assessment, personal/environmental needs assessment, goal-setting, experiential learning, co-curricular accomplishments and their development, all supported by ongoing reflection, feedback and communication/collaboration.

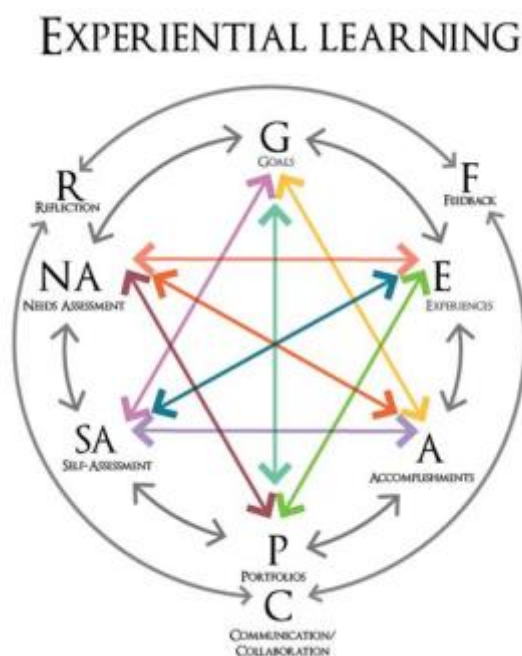


Figure 6. UO model for an Experiential Learning Interface.

This platform was built on the division's nine learning goals (i.e., reflective thinking, connecting ideas, problem solving, social engagement, responsibility to others, intercultural development, leadership and civic engagement, health and wellbeing, and career and professional development) under which the UO Career Center, the Dean of Students Office, the Erb Memorial Union, the Holden Center for Leadership & Community Engagement, Physical Education & Recreation, the University Counseling & Testing Center, the University Health Center and University Housing collectively design, facilitate, and assess the diverse co-curricular experiences they all implement as part of our efforts to promote and scaffold student development.

The UO Advantage Interface Design Team has now developed a gamified online interface designed to help students record, organize, strategize, process, endorse, translate and promote their experiential learning during their time at UO through the division's coordinated tracking of student's participation in over a thousand diverse co-curricular experiences we facilitate each year. Students can also input co-curricular experiences beyond the ones the division facilitates, which the interface asks them to align with the Student Life learning goals so that they earn badges for them and have them included in their UO Advantage counts and activity.

We believe there is tremendous value in the dashboard information students see in their main page (Figure 7 presents a mock sample). If a student is struggling to declare a major, their UO Advantage dashboard assists them and/or their advisor in exploring majors based on the types and categories of co-curricular experiences in which the student has already chosen to engage. If a student is struggling with their résumé content, their dashboard can assist them and/or their advisor in identifying theme-based and goal-aligned experiences/accomplishments to include. Further, the dashboard assists students and/or their advisor in noticing and pursuing areas of growth and experiential learning development, and the system could notify them about gap areas and upcoming experiences that could help students address or bridge them. Students are guided to write notes about their experiences in a résumé bullet format and their overall co-curricular information outputs in an editable functional résumé they can use as content to share during professional networking or internships, job or graduate school interviews, or as a customized résumé they could submit for opportunities that interest them.

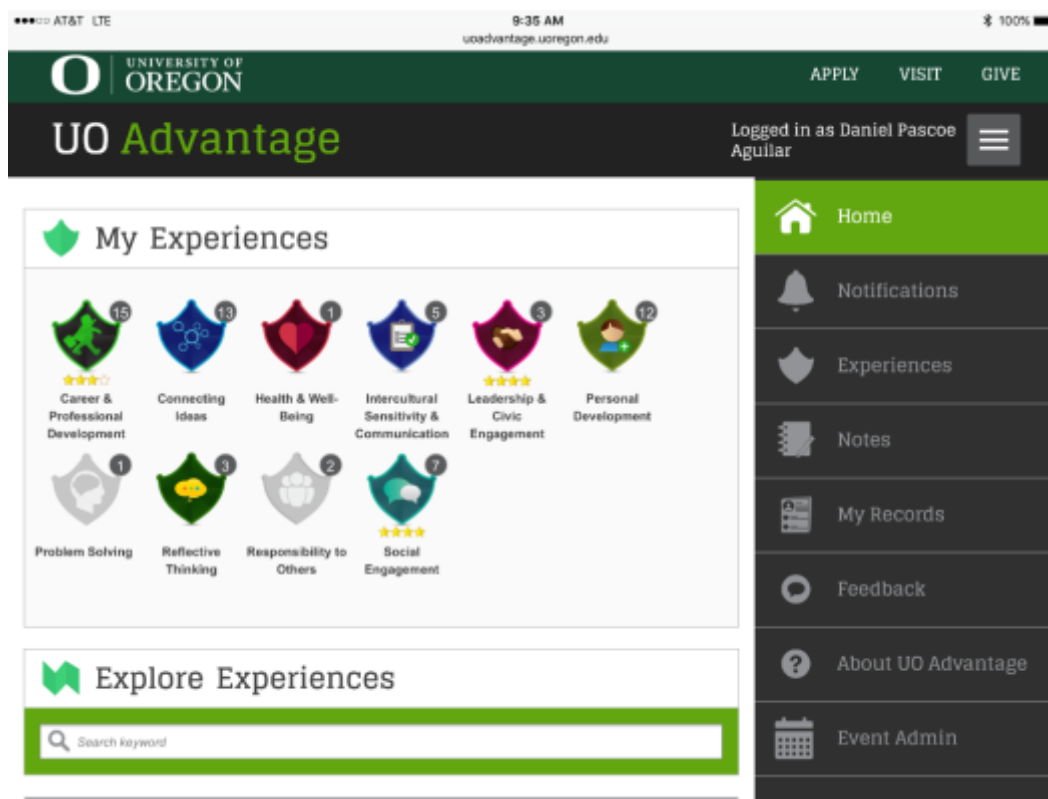


Figure 7. Student dashboard for the UO Advantage experiential learning site.

During its 2015-2016 prototype year, the UO Advantage Interface recorded over 1,600 experiences in the system—from one-on-one appointments to year-long student-employment experiences, and from experiences students simply attend such as workshops or events to immersive experiences like international community service trips—counted over 49,000 student card swipes, had over 12,000 students earning badges, numbers and stars in the system, and allowed us to report on student participation and performance by learning goal of the Co-Curriculum. Division departments are currently making incremental efforts to measure the learning development performance of students at key co-curricular experiences in the nine learning goal areas, which will be reflected in students' UO Advantage pages and their dashboard as learning-development stars.

Simultaneously, the Design Team is currently working on UO Advantage endorsements or collections of selected types of experiences that will earn students an endorsement of knowledge, experience or competency. We are developing and will soon prototype a professional readiness endorsement, which will require students to complete specific types of career development advising, training, professional networking and experiential learning to earn their endorsement badge. A prototype is presented in Figure 8. Through these endorsements we hope to further facilitate students' preparation for the opportunities they pursue and, in turn, we are working with our employer network to ensure that the experiences we require students to complete to earn the endorsement will make them more attractive as potential employees. Other endorsements

planned for development focus on leadership, social justice, sustainability, entrepreneurship and financial literacy.

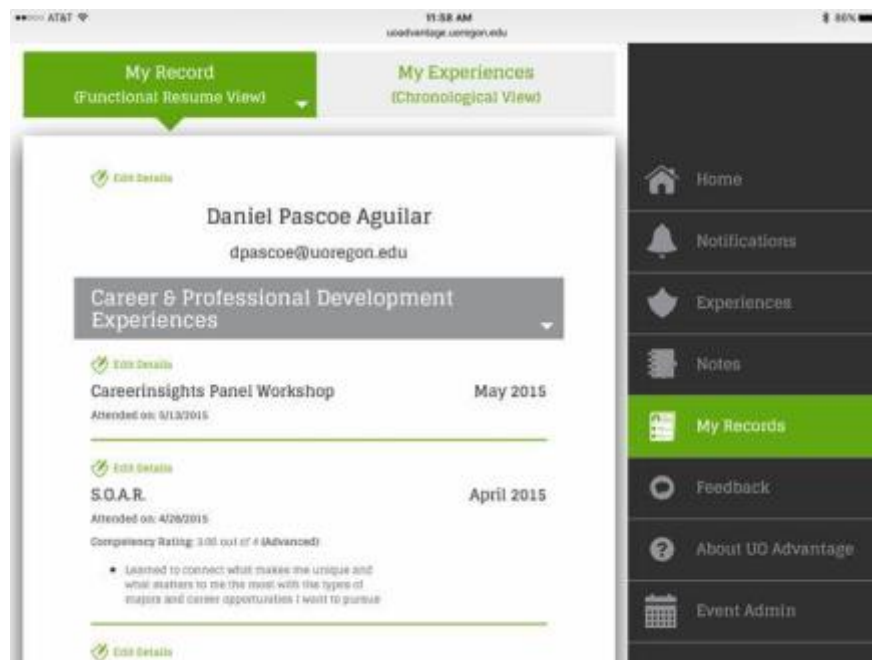


Figure 8. Prototype career and professional development interface.

Additionally, some co-curricular events will contain embedded rubric-based assessments. This provide valuable feedback to students on these key competencies, and allow for the aggregation of data on the back end of the system for institutional analysis. From this system, we will be able to track indirect measures such as attendance at co-curricular events and student interest levels in the areas related to learning outcomes. In addition, we will have direct assessment of student performance on learning objectives.

IV. Analysis of the Evidence (5.A.1)

IV.A. Assessment of General Education Learning Outcomes

The multistate collaborative (MSC) for the assessment of general education learning outcomes is currently engaging public 2- and 4-year institutions of higher education in 13 states, focusing on evaluation of the validity of centralized, rubric-based evaluation of authentic student work products and on the logistics of carrying out such assessments. An initial pilot year in which a small number of student work products were “harvested” from regular university courses and evaluated by a national team of trained scorers was of great value in establishing the infrastructure for this approach. The following year, much larger samples were submitted and scored, allowing the MSC to move beyond creation of the infrastructure for collection of student artifacts, scoring, and reporting to initial evaluations of the quality and utility of the data obtained.

Results from the MSC for 4-year institutions were obtained for the learning outcomes of critical thinking (Figure 9), written communication (Figure 10), and quantitative literacy (Figure 11), and initial demographic analyses of the data have been carried out for race/ethnicity (Figure 14) and Pell eligibility (Figure 15). While University of Oregon student data are available, the current sample sizes are too small to allow a statistical comparison. Nonetheless, for this demonstration project, we were asked to demonstrate how those more detailed analyses will be structured.²⁰

²⁰ It is worth noting that the MSC data analysis depicted below is potentially flawed in that “0” scores are included in the distribution of scores. It’s not clear whether, for any given scorer, “0” scores refer to artifacts that performed below the lowest benchmark level “1” score, or to artifacts that for some reason could not be assigned a score (unscored), in which case they should not be included in the distribution of scores. In the latter case, the percentage of unscored artifacts becomes a separate and potentially useful statistic. This should be considered when viewing the MSC graphs below, all of which may need to be reformulated.

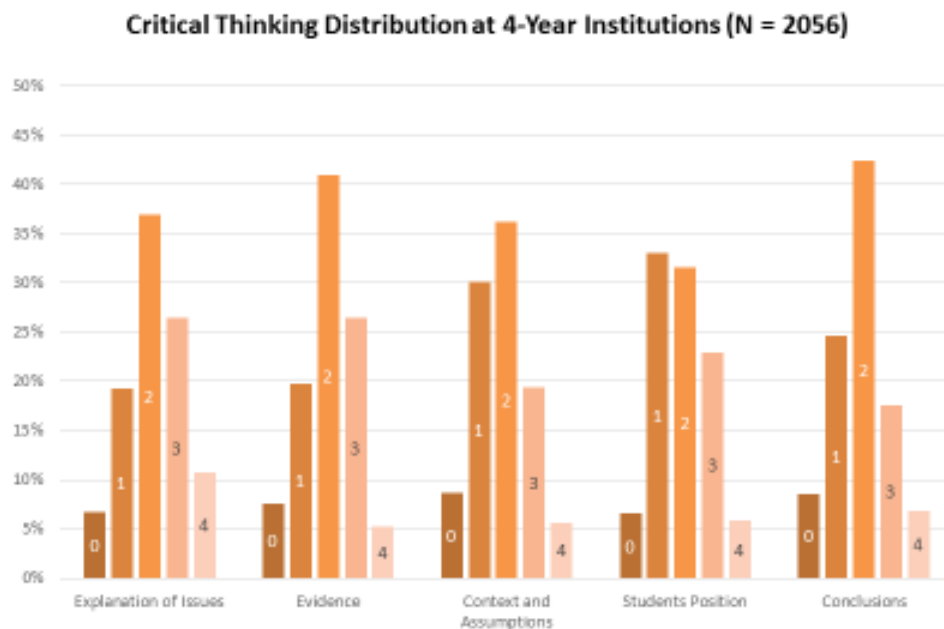


Figure 9. MSC summary for all participating 4-year institutions – Critical Thinking as assessed with the AAC&U VALUE Rubric. Each dimension is scored on a scale of 1-4; a '0' represents an unscored learning dimension.

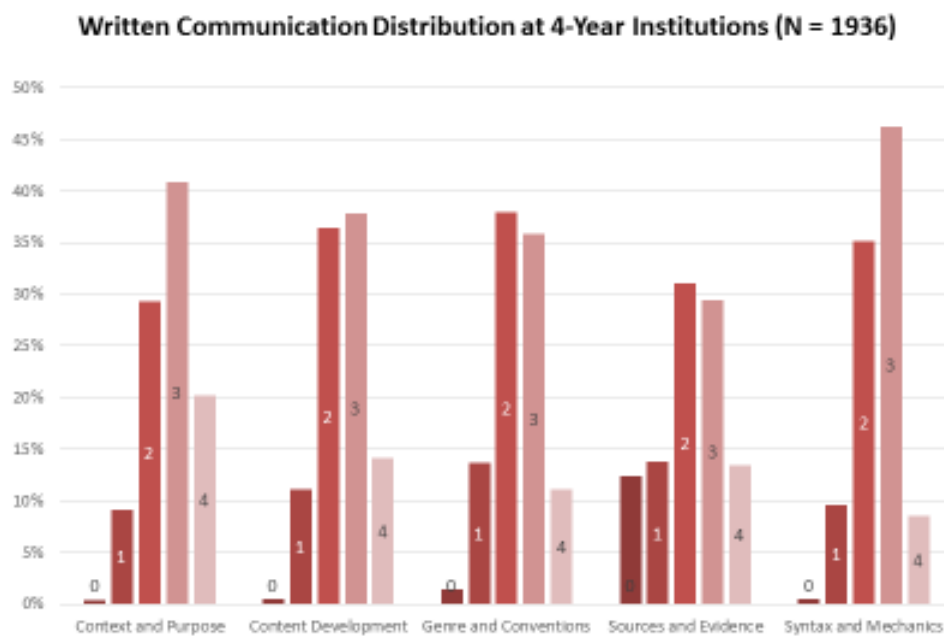


Figure 10. MSC summary for all participating 4-year institutions – Written Communication as assessed with the AAC&U VALUE Rubric. Each dimension is scored on a scale of 1-4; a '0' represents an unscored learning dimension.

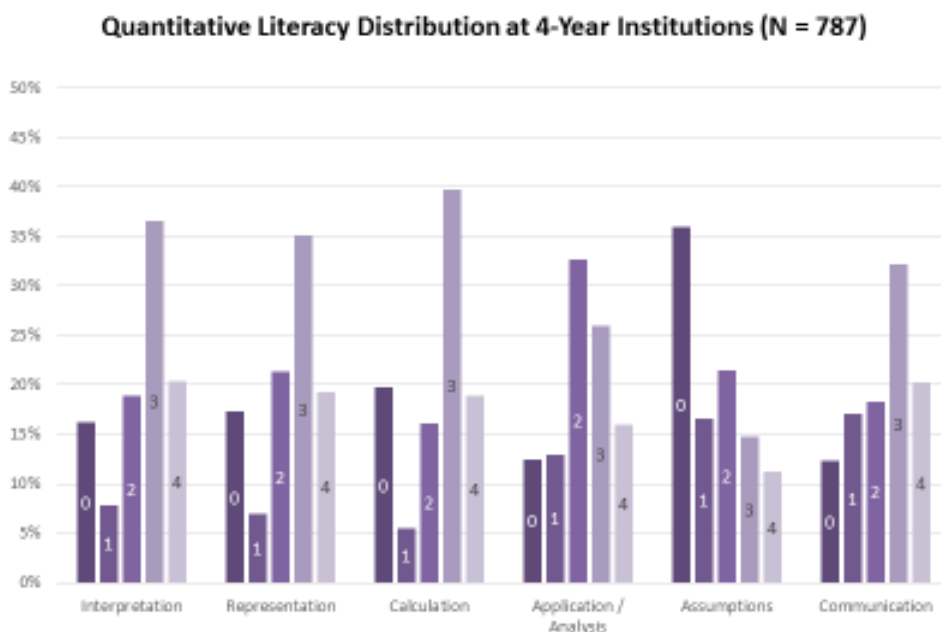


Figure 11. MSC summary for all participating 4-year institutions – Quantitative Literacy as assessed with the AAC&U VALUE Rubric. Each dimension is scored on a scale of 1-4; a '0' represents an unscored learning dimension.

The AAC&U report of preliminary findings of the MSC, *On Solid Ground*²¹, makes several observations with regard to these results:

- **“Written Communication:** The strongest student performance was in written communication. The results support the effect that institutional efforts focused on improving student writing over the last few decades seem to have had on writing proficiency, although the effective use of evidence to support written arguments in various contexts or genres continues to be a challenge.”
- **“Critical Thinking:** Students demonstrate strength in explaining issues and presenting evidence related to the issues. However, students have greater difficulty in drawing conclusions or placing the issue in a meaningful context (i.e. making sense out of or explaining the importance of the issue studied). Again, the curricular focus on developing critical thinking skills in students through their major programs, which faculty claim is a priority, is reflected in the higher levels of performance among students in upper division course work in the majors.”
- **“Quantitative Literacy:** Findings suggest that students demonstrate strengths in calculation and interpretation in quantitative literacy, while showing weaker performance levels in assumptions and application of their knowledge. The results suggest that more emphasis has been placed on the mechanics of quantitative manipulations and less

²¹ Golden, Rachel. “On Solid Ground.” Text. *Association of American Colleges & Universities*, February 14, 2017. <https://www.aacu.org/OnSolidGroundVALUE>.

attention on the “why” of using quantitative approaches or when and where to use various calculations.”

These observations provide a foundation of initial understanding to inform our local experience with this approach. Based on these initial observations, we note that in both written communication and critical thinking students seem to have lower performance in drawing conclusions and making arguments using evidence. This deficiency is echoed in the results from quantitative literacy where students show weaker performance in applying quantitative evidence. Combined, these observations suggest areas we will need to consider as we continue general education reform. They also speak to the difficulty of finding meaning from disaggregated learning outcomes. Taken alone, any one of these observations might suggest an approach limited to written communication, or critical thinking or quantitative literacy. Taken together these observations suggest that a more fundamental underlying skill is lacking—that of evaluating and using evidence to make arguments. We note this here to emphasize the need to ensure that we are considering assessment data in larger contexts.

We also note the percentage of student work products that either fell below the lowest benchmark score of “1” or could not be scored, and thus received a score of “0” by the collaborative for the quantitative literacy outcome. Each participating institution in the MSC experienced unexpected difficulty in identifying student work products that were amenable to scoring using the VALUE rubric for quantitative literacy. This is a matter of ongoing discussion within the MSC and here at the University of Oregon. We do not view it as a fatal limitation of the embedded assessment approach, but rather recognize that we need to consider the ways in which we prompt students in order to encourage them to create work products that will allow meaningful evaluation of these learning dimensions. This difficulty also highlights the challenge, as noted by some of our faculty members, of finding agreement on precise definitions of “quantitative literacy,” which may necessitate the development of local rubrics to measure what we think is important in this area.

Once we have a better understanding of how “0” scores are used in the MSC data, we will have benchmark data for comparison to our local assessment data. Our plan is to continue ramping up infrastructure to collect a sufficient sample of assessment data for the areas of written communication and critical thinking, using the VALUE rubrics. We have elected not to pursue the quantitative literacy measure at this time as the usefulness of that rubric is in question.

In a first step toward establishing our local assessment approach, faculty in our Writing Composition program assessed several dimensions of critical thinking and written communication through the course-embedded, rubric-based evaluation of authentic student work products generated in our (required) composition course (Figure 12). Again, the sample size

here does not allow for a statistical analysis—we present the score frequencies for illustration purposes only. We omit “0” scores in this data.

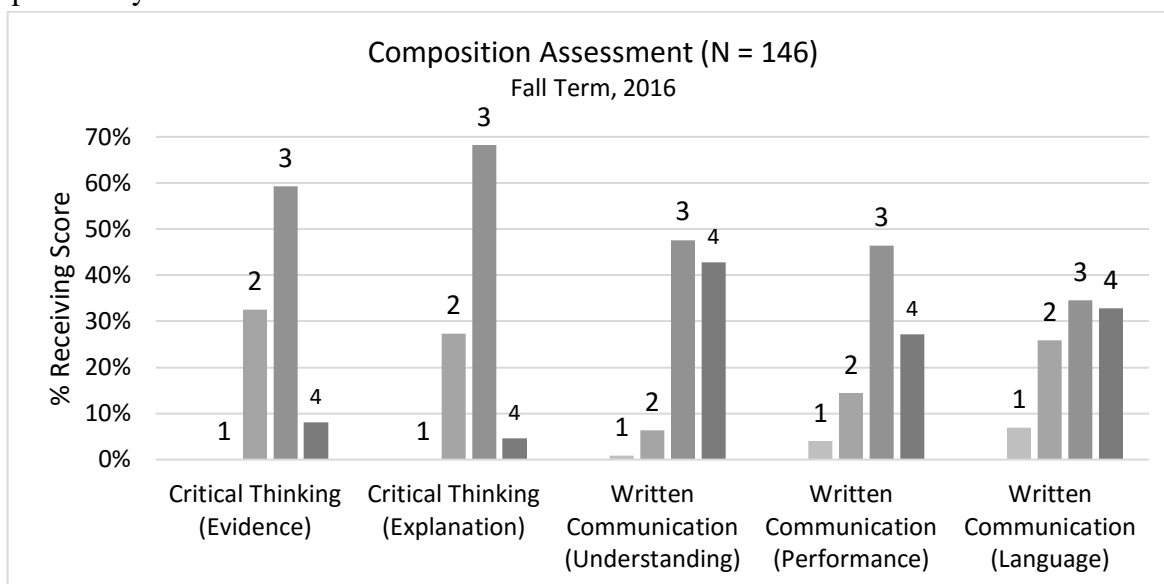


Figure 12. Distribution of scores for student artifacts from mandatory composition courses, using a “local” rubric.

This initial set of scores suggests areas for further discussion that will directly inform our evaluation of student achievement in general education learning outcomes. First, in this set of scores, there is a higher percentage of scores of “3” and “4” than those obtained from the MSC for both critical thinking and written communication. Again, the sample size is too small to test for statistical significance, so any analysis is speculative. However, if this trend is validated with more data, we can identify the potential reasons for observed patterns and refine our assessment efforts. For example, in an embedded assessment approach, we will need to consider if there is potential instructor bias at work and how we should account for that.

Our work with the Writing Composition program has yielded a potentially valuable tool built by our Institutional Research division to help drive useable assessment data to local decision-makers, the faculty. Figure 13 depicts a static screenshot of a dynamic assessment tool that Writing Composition faculty can use to sort and view assessment scores on a variety of dimensions. Using this tool, Writing Composition faculty could sort assessment data for particular learning outcomes on various demographic factors, such as first-generation status depicted in Figure 13. By sorting the data this way, Writing Composition faculty can easily see if differences exist between students who are first-generation and those who are not first-generation. If differences exist, faculty can engage in local conversations about why the differences might exist, and explore potential reasons and solutions from the evidence-based teaching literature. This kind of program level analysis on key learning outcomes is an important step in addressing existing achievement gaps.

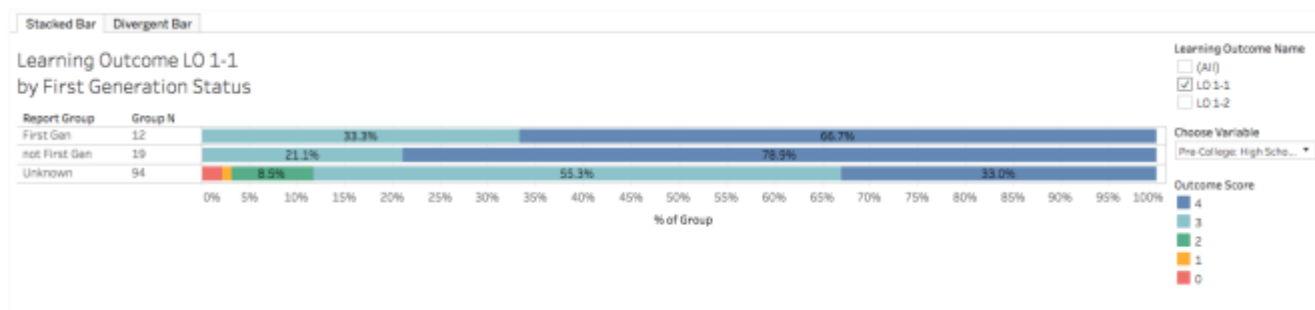


Figure 13. Sample screenshot for Writing Composition assessment tool.

This is an example of how we intend to build our distributed assessment model in which local units are given access to the data they need to make local curricular improvements. This tool, for instance, will allow the Writing Composition faculty to look at writing performance for students with SSC-identified risk factors, offering the opportunity to provide writing support particular to those risk factors. This is precisely the kind of dynamic and meaningful assessment we are driving across the institution.

For both written communication and critical thinking, we are establishing a score of “3” on those rubrics as the benchmark. This is based on the work already done in refining the VALUE rubrics where a “2” is considered on the low end of “milestone,” and a “3” is on the high end of “milestone.” In the case of the VALUE rubrics, a “milestone” score demonstrates a range of acceptable proficiency on the dimensions of each rubric. We’ll seek to drive our students to perform at the higher end of that proficiency range. We will then establish an expected percentage of scores we’d expect to score at “3” or above once we’ve benchmarked our own writing scores with a sufficient sample size. Once that is set, we’ll use that target to trigger a deeper examination into the curriculum to develop strategies to improve performance in those areas we find deficient.

IV.A.1. Demographic Factors in Student Learning

In the aggregate, the full MSC consortium provided data for various demographic factors, including race/ethnicity (Figure 14) and Pell eligibility (Figure 15). While our current UO data set from the MSC is of an inadequate size to permit such analyses, scale-up of our embedded assessment approach will allow us to periodically harvest data to guide possible programmatic and/or advising changes to better serve our students. Again, the ability to assess student learning outcomes along these dimensions is critical to the strategic priority related to student success, especially in addressing achievement gaps we have for underrepresented students.

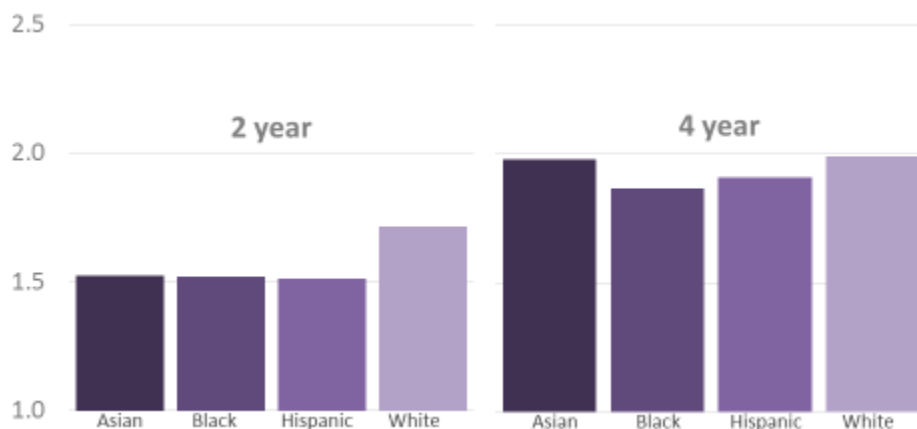


Figure 14. Average Critical Thinking Scores in the MSC by Race for 2-Year and 4-Year Institutions.

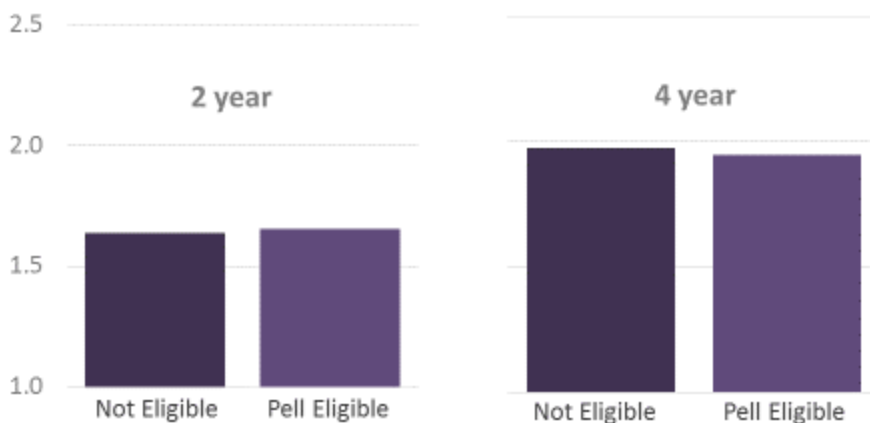


Figure 15. Average Critical Thinking Scores in the MSC by Pell Eligibility for 2-Year and 4-Year Institutions.

The MSC data here are only illustrative of the ways in which learning outcome data along demographic dimensions might inform curricular changes. If, for instance, we see clear differences in scores on any dimension between demographic categories, we'll be in a position to evaluate our curriculum, using the data and the literature on effective teaching practices, to guide improvements in curriculum and student support services.

IV.A.2. General Education Assessment in Mathematics and Science

Our faculty also regularly engage in local direct assessment efforts, as we illustrate here with two examples that are clearly situated in our general education curriculum. While these efforts did not use our approach of embedded assessment using common rubrics, they do highlight our faculty's interest in assessment as a tool for understanding and improving student learning, and the value we place on faculty-driven, realistic, and meaningful assessment efforts. As we work to standardize assessment practices for general education learning outcomes, we hope to help these departments create even more effective and efficient assessment approaches. In fact,

addressing high-enrollment, high DFW gateway courses is a key strategic focus of our student success efforts.

Mathematics

Disappointingly-high ‘DFW’ rates in introductory math gateway courses, Math 111 and Math 112, inspired conversations within the math department about how to improve the outcomes for students. This led to discussions with representatives from other departments with high expectations of mathematical expertise (e.g., biology, human physiology, psychology, business). Faculty discussed the fact that it is particularly difficult for students to evaluate simple mathematical concepts in a non-math context. For example, students could write “ $y = mx + b$ ” as an equation for a line with ease, but as soon as a chemistry professor changed the variables or the parameter names, they were completely unable to recognize the equation as linear, let alone do anything with it based on that recognition. Additional conversations within the department revealed that those courses were using a relatively traditional pre-calculus textbook through the 2010-11 academic year, and that this textbook potentially reinforced the inability to generalize the concepts to new situations.

In spring 2011, the faculty convened a textbook adoption committee to consider possible curricular changes. The committee decided they needed to prioritize conceptual understanding of a core set of mathematics ideas as well as applications to a variety of social, life, and physical sciences. This needed to be done even at the expense of some traditionally-taught topics in those courses, which were deferred until they arise in higher-level mathematics or physics courses. At the recommendation of that committee, the department adopted a so-called “reform” textbook for both MATH 111 and 112 which aligned relatively closely with the priorities stated above.

Subsequently, success rates in the two courses increased as seen in Table 1. Withdrawal rates dropped and pass rates increased. While not statistically conclusive, this is a promising trend. A potentially unintended consequence of this change is that success rates in follow-on courses dropped, with faculty speculating that this is due to the lack of continuity between the initial courses and follow-on courses. Following a new round of curricular discussions to address some of the continuity issues from pre-calculus to calculus, the faculty developed in-house texts for Mathematics 111 and 112. Student success rates in Mathematics 111 and 112 now appear to be holding firm and data collection is currently in progress to assess whether success in follow-on courses has been positively impacted.

Table 1. Pre- and post-curricular reform retention and pass rates in Mathematics 111 and 112.

MATH 111	Start	Withdrew	Final	Pass Rate
2-yr pre	4819	8%	4418	75%
2-yr post	4327	6%	4086	81%
Math 112				
2-yr pre	2411	8%	2219	77%
2-yr post	1911	7%	1778	80%

Additional efforts in mathematics to improve overall student performance follow from the MSC findings in quantitative literacy that more emphasis has been placed on the mechanics of quantitative manipulations and less on generalization and application of quantitative approaches to problems. Several faculty in mathematics, based on their expert observations of student performance, hypothesize that poor performance in mathematics courses and follow-on science courses may be because of this emphasis on the mechanics of quantitative manipulations. As a result, they are experimenting with alternative mathematics sections linked with gateway courses, such as early chemistry courses, that focus on helping students make connections between quantitative manipulations and application of mathematics to real problems. Early results from paired sections of mathematics and chemistry show promising decreases in DFW rates and increases in students proceeding to the subsequent courses.

Science Literacy Program (SLP)

In 2010, the University of Oregon launched the grant-funded Science Literacy Program with the goal of increasing students' science literacy through developing and teaching general-education courses for non-science majors in biology, chemistry, geological sciences, and physics. Courses in the program are taught using evidence-based active learning pedagogy. The program's mission is as follows:

The University of Oregon Science Literacy Program (SLP) makes a real-world difference in the lives of UO students by building science literacy among undergraduate non-science majors, giving science students mentored teaching opportunities to implement active learning, and providing faculty with teaching professional development.

SLP offers General Education courses for non-science students that promote student-centered teaching and communication of science where non-science majors are empowered to consider scientific approaches to societal issues and have the opportunity to learn how to process and critique scientific information. Graduate students and undergraduate students in the sciences have mentored teaching opportunities where they learn the theory and practice of scientific teaching and

effectively communicating ideas to audiences of non-scientists. The program enables and assists faculty in improving teaching techniques using evidence-based pedagogy focusing on science literacy.

In 2013, faculty in the program embarked on a study²² aimed at defining science literacy, and determining how science literacy might be assessed in general education courses. In the initial phase of the study, the faculty developed a measure of eight science literacy behaviors. They then sought to determine if students' perceived science literacy increased across the duration of an academic term in an SLP course. Finally, they examined whether students' science literacy scores were predictive of instructor ratings of students' academic proficiency and science literacy.

The results of the study indicated that students' science literacy increased from the start of the term, and that students' reported gains were positively associated with student-reported gains in correlates for science literacy, such as "creative self-efficacy" and "intellectual risk-taking". In addition, students' self-ratings demonstrated significant, albeit modest, relationship to instructor ratings. While the study was perhaps limited by the use of self-report measures, this was an important first step in evaluating the efficacy of the SLP in improving student outcomes over a more traditional science curriculum. With this initial data in hand, the Science Literacy Faculty are continuing to evaluate the effectiveness of the program and discussing potential curricular improvements.

Chemistry

As mentioned earlier, faculty in our Chemistry department identified a key bottleneck for students pursuing STEM majors in a gateway chemistry course, CH221. This course has DFW (non-complete) rates near 30%. In examining this particular course, several issues emerged:

- A high percentage of students not completing this course were taking the required math course, Math 111 concurrently. Students who had completed Math 111 prior to taking CH221 had better outcomes.
- Instructors reported that students who struggled most had difficulties with the math in the course and with general problem solving strategies, not the chemistry concepts.
- CH211 is the first in a 3-course sequence and was only offered in the Fall term. Consequently, students who did not complete the course were forced to wait an entire year to begin the sequence again with obvious implications for time-to-degree.

Several solutions were implemented to address these issues:

²² R. A. Beghetto, J. S. Eisen, P. M. O'Day, M. G. Raymer, & E. V. H. Vendegrift, Developing an Instrument for Assessing Science Literacy in General Education, manuscript in preparation.

First, a trailing sequence of CH221 was added beginning in the Winter term. This action meant that students who did not complete in the Fall could begin again in the Winter. More importantly though, it allowed students to take Math 111 in the Fall and CH 221 in the Winter.

Second, we implemented a pilot supplemental instruction program named “Learning Chemistry.” This program, led by a faculty member and a team of graduate students, identifies students in CH221 who performed poorly on the first midterm, and offers them an opportunity to participate in a cohort-based supplemental program. The program focuses on problem-solving strategies, normalizes struggle for these students, and gives them an opportunity to achieve a good grade by replacing their midterm score with their score on a comprehensive final exam. Early results from this pilot show that students who participated in the pilot progress to the next courses at much higher rates than those who did not participate. We will measure their performance in the next course to assess how well the supplemental instruction carries over.

Third, we communicated with advisors the importance of ensuring that students take Math 111 prior to taking CH221. The next step will likely be to make this a hard prerequisite. That wasn’t possible without the trailing sequence.

This is one example of how our mission fulfillment model, with a focus on the strategic priority of student retention and graduation rates, was activated to use evidence to drive curricular change. We are now working with our Teaching Engagement Program to develop a supplemental instruction model based on “Learning Chemistry” that can be replicated in other high DFW courses like Biology and Math.

IV.B. Indirect Assessment Using the Student Experience at the Research University Survey

The “embedded” rubric-based approach to direct assessment provides important information about student skill development. Other sources of data also inform program improvement. As stated in our model of mission fulfillment, indirect measures can highlight potential disconnects between program objectives and students’ self-perceived achievements toward those objectives, and serve as early warning signals warranting further investigation.

We are long-standing partners of the Student Experience at the Research University (SERU) survey (Figure 16), similar to the National Survey of Student Engagement (NSSE) but tailored to meet the needs of the AAU institutions comprising the SERU consortium.

Student Experience at the Research University (SERU) Survey Consortium

- “NSSE-esque” but tailored to the research-intensive university
- AAU
 - Rutgers
 - Florida
 - Kansas
 - Michigan
 - Minnesota
 - Oregon
 - Pittsburgh
 - Texas
 - USC
 - UNC
 - Virginia
 - Texas A&M
 - Iowa
 - Purdue
 - Washington
- All UC campuses
 - Berkeley
 - Davis
 - Irvine
 - Los Angeles
 - Merced
 - Riverside
 - San Diego
 - Santa Barbara
 - Santa Cruz
- International
 - China, S. Africa, England, Netherlands, Brazil, Russia, Japan, Sweden

Figure 16. Members of the Student Engagement at the Research University (SERU) Survey Consortium

This survey, administered semi-annually as a full census survey to our entire undergraduate student population, provides a wealth of self-report information about student perceptions of their learning as well as their campus experience.

The SERU survey has been administered every three years (2010, 2013, and 2016), allowing us to look for trends in student learning over this time period. In addition, the 17 public AAU institutions and one private AAU institution within the SERU consortium freely share institutional data, providing an opportunity for inter-institutional collaboration in the assessment and improvement of student learning. For instance, we can reach out to colleagues at other institutions when we see a particularly high-level of self-reported gain on some skill area to see what strategies they are employing that might be producing that gain.

A small sample of data from this survey is presented in graphical form in Figure 17. In the sample screenshot, self-reported proficiency levels in several academic skill areas are reported for both when students started at the institution and at the time of completing the survey. This kind of data can provide insights into students’ beliefs about their own abilities which can then lead to deeper investigation into specific academic skill areas where a perceived lack of proficiency gain is noted. For instance, in the screenshot below, we see what might be only modest self-perceived gains in quantitative (mathematical and statistical) skills. On the one hand, this is not surprising in that our degree programs are structured such that students pursuing a bachelor of arts would have much less exposure to quantitative skills in their curriculum. However, we might then ask if that is desirable, and if we should consider whether our general

education natural science requirement needs to focus more intentionally on developing students' quantitative skills.

SERU Data: Self-Reported Gains in Learning Outcomes



Figure 17. Example of Numerical Depiction of SERU Data for Gains in Essential Learning Outcomes

Figures 18 and 19 present depictions of the SERU data relevant to the three general education learning objectives scored through the MSC project spanning the same time frame. Here, additional information is added, namely the students' self-reported skill levels at the time they began their studies at the University of Oregon. While the sample size does not allow for statistically significant analysis, the information leads to the formulation of questions that can inform where additional direct assessment of student learning outcomes might be warranted.

In the two figures, we demonstrate how we might use student self-report data regarding their proficiency in general education learning outcomes to prompt further inquiry at the department level. Differences or gains below desired benchmarks will generate important questions. Are these differences consistent with the expected learning and skill sets for these varied disciplines? Do they highlight potential gaps in our academic programming? These are the kinds of questions our assessment processes should encourage, and providing departments with evidence

relevant to their disciplines is intended to drive meaningful conversations about continuous improvement.



6-point Likert Scale: Very Poor (1) / Poor (2) / Fair (3) / Good (4) / Very Good (5) / Excellent (6)

w/Starting Point and *Sample Size*

Figure 18. Depiction of SERU Data for Gains in MSC Learning Outcomes (Natural Science Department)



6-point Likert Scale: Very Poor (1) / Poor (2) / Fair (3) / Good (4) / Very Good (5) / Excellent (6)

w/Starting Point and *Sample Size*

Figure 19. Depiction of SERU Data for Gains in MSC Learning Outcomes (Humanities Department)

The following figures (Figures 20-22) depict the change in self-reported essential learning outcomes over the students' careers (note the steady increase within each learning dimension from freshman through senior year). Such data could facilitate the quantitative assessment of these gains across the entire university population as well as between schools and colleges.

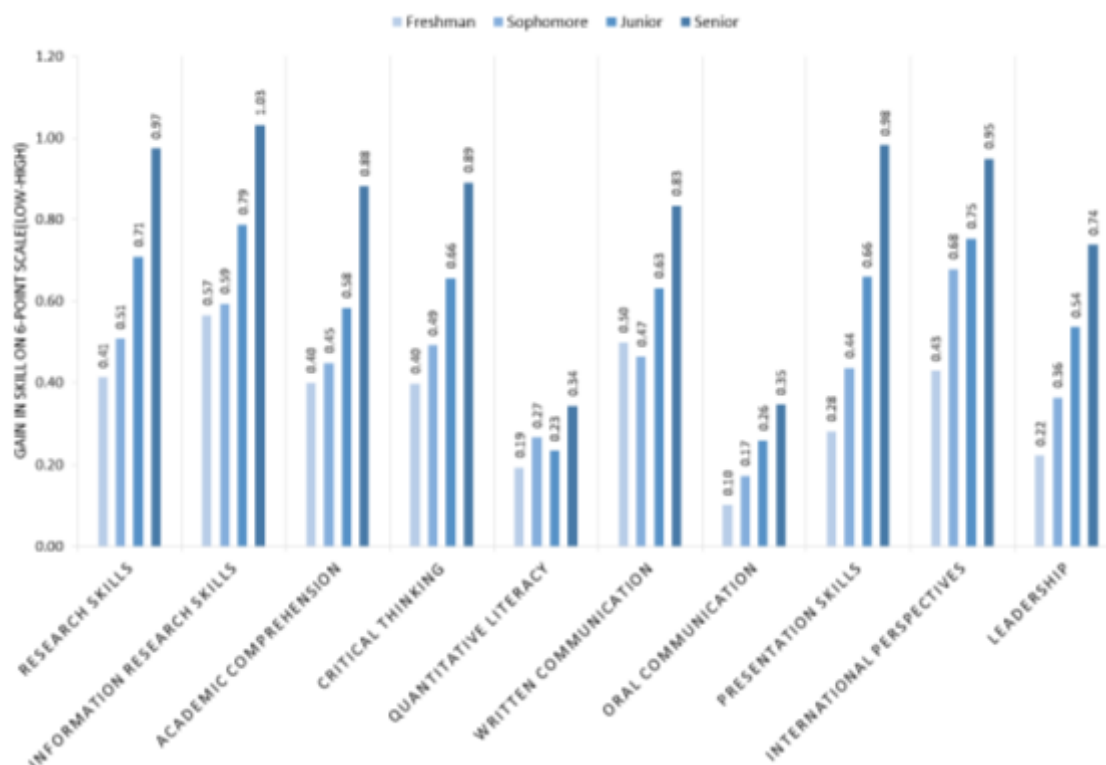


Figure 20. Self-reported gains in ten essential learning outcomes for all students.

In the data above, we see the lowest self-reported gains in proficiency in quantitative literacy and oral communication. As cited earlier in this report, the low self-ratings in quantitative literacy are not surprising given that many of our students pursue a bachelor of arts option which does not require additional courses in quantitative literacy beyond that which a student might take for their natural science requirement. In addition, the oral communication gains are also not surprising in that our current general education program does not require courses specifically designed to develop oral communication. Any gains in this area would likely be specific to particular programs that focus on oral communication, as we discuss below. Again, this is important evidence that will inform our ongoing general education reform efforts.

Figure 21 and Figure 22 display the analogous data for students in the UO College of Arts and Sciences, and UO College of Business to illustrate the ease with which these comparisons may be made. Comparing these charts, we see differences between research skills (on the left) to presentation and leadership skills (on the right) for students in these two colleges. Such observations elicit questions: Does this provide a realistic depiction of the desired skill sets for these different areas of study? Are programmatic changes suggested, either to enhance the

research skills of business students or the leadership skills of our arts and sciences majors? Questions such as these can form the essence of important and consequential assessment efforts, culminating in program improvement and enhanced student learning in general education and in the majors. These are important questions especially as we strive to better articulate the value of a liberal arts education and its application to a rewarding career.

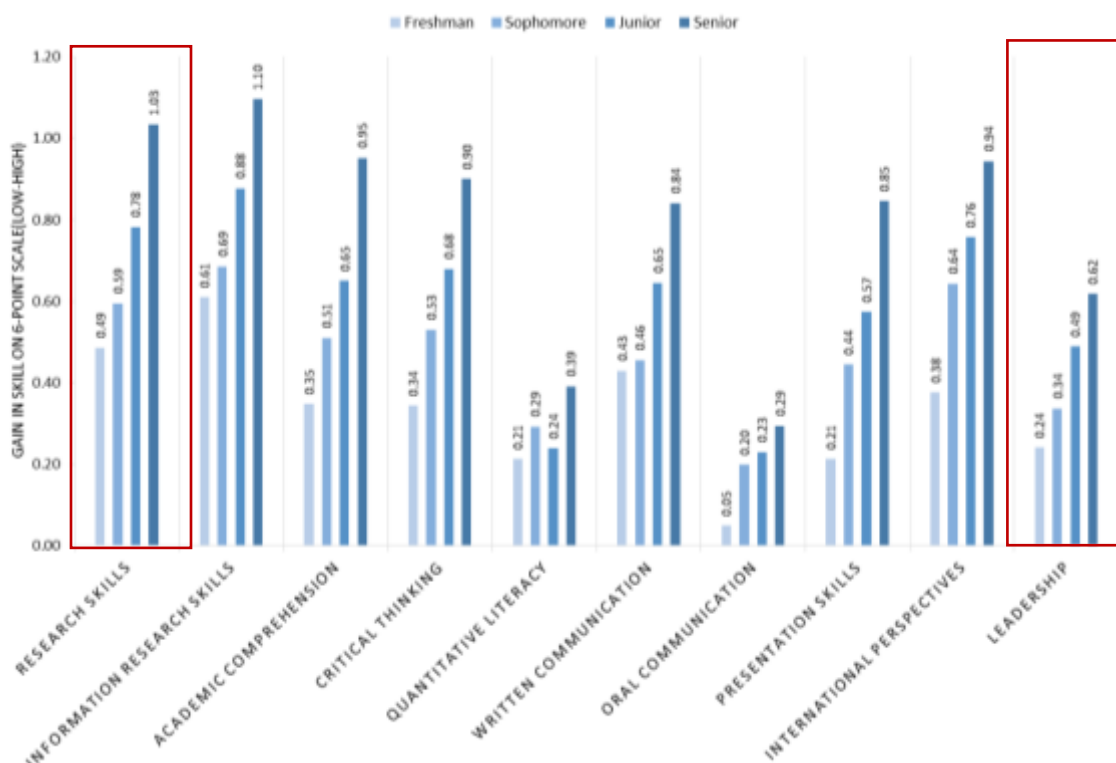


Figure 21. Self-reported gains in ten essential learning outcomes for all majors in UO College of Arts and Sciences.

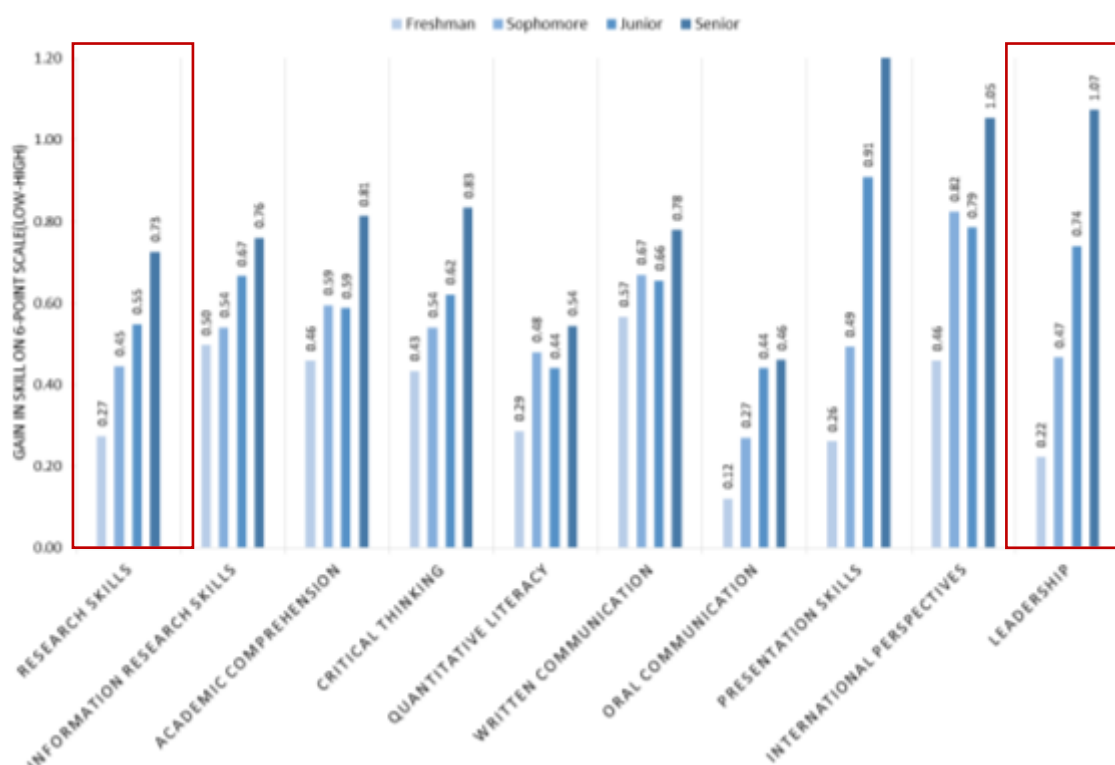


Figure 22. Self-reported gains in ten essential learning outcomes for all majors in UO College of Business.

We can also disaggregate the data to the department level, allowing departments to compare their stated learning outcomes with student perceptions of proficiency in those outcomes, and allowing us to see how proficiency in general education outcomes are perceived by students in different majors. This analysis may lead to curricular changes in the department or general education, or may lead to efforts to help students better understand their proficiency gains. The latter is important as we work to help students articulate their skills to potential employers. It is important to note that disaggregating to the department level may reduce sample sizes to a level too small to draw conclusions from so we will need to do that with care.

In addition, we also have access to this data from other members of the consortium. Where we see particularly high self-reported gains at other institutions, we have an avenue to explore for potential best practices. Cross-institutional conversations may provide additional insights as to how we can improve our curriculum.

IV.B.1. Comparisons between MSC direct assessments and SERU indirect assessments

Going forward, we have an opportunity to compare engagement activities with learning assessments. We can use direct assessments of student learning through our expansion of the MSC approach into our local embedded assessment effort, and compare those findings to a wealth of student engagement data available from the SERU survey. Our current data set of direct measures is too limited to provide valid information, and firm conclusions will only be possible after our first full-scale cycle of embedded assessment.

We intend to carry out our analysis in the context of the high-impact practices and experiences identified through the Wabash National Study of Liberal Arts Education. The Wabash study identified several general areas of engagement, each supported by a number of more specific activities. Each of these activities may be linked to one or more items in the SERU survey, as indicated in Table 2.

Table 2. SERU questions relevant to Wabash Study high-impact practices.

Good Teaching and High-Quality Interactions with Faculty

Faculty interest in teaching and student development

- How often have you had a class in which the professor knew or learned your name
- How often have you had opportunities for active participation in lecture and discussion classes
- Please rate your level of satisfaction-Overall academic experience
- Level of agreement-Knowing what I know now, I would still choose to enroll here
- Level of agreement-Open channels of communication between faculty and students regarding student needs, concerns, and suggestions
- Level of agreement-Students treated equitably and fairly by the faculty
- Level of agreement-School has a strong commitment to undergraduate education

Prompt feedback

- How often do faculty providing prompt and useful feedback on student work

Quality of non-classroom interactions with faculty

- How often have you communicated with the instructor outside of class about issues and concepts derived from a course
- Level of satisfaction with access to faculty outside of class
- Level of satisfaction with opportunities for research experience or to produce creative products
- Level of satisfaction with academic advising by faculty

Teaching clarity and organization

- Level of satisfaction with quality of faculty instruction
- Level of satisfaction with quality of lower-division courses in your major
- Level of satisfaction with quality of upper-division courses in your major

Academic Challenge and high expectations

Academic challenge and effort

- During this year, how often have you contributed to a class discussion
- During this year, how often have you asked an insightful question in class
- During this year, how often have you made a class presentation
- How frequently have you turned in a course assignment late
- How frequently have you gone to class unprepared
- How frequently have you substantially revised a paper before submitting it to be graded
- How many hours -Attending classes, discussion sections, or labs
- How many hours -Studying and other academic activities outside of class

Frequency of higher-order exams and assignments

- Have you completed a writing-intensive/enriched course(s)
- Required in courses?-Explain methods, ideas, or concepts and use them to solve problems
- Required in courses?-Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions

Required in courses?-Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning

Required in courses?-Create or generate new ideas, products, or ways of understanding

Done the following in major?-Used facts and examples to support your viewpoint

Challenging classes and high faculty expectations

How frequently have you chosen challenging courses

How often do faculty maintaining respectful interactions in classes

How often have you had an instructor who increased your enthusiasm for the subject

How often have you raised your standard for acceptable effort due to the high standards of a faculty member

Done the following in major?-Examined how others gathered and interpreted data and assessed the soundness of their conclusions

Done the following in major?-Reconsidered your own position on a topic after assessing the arguments of others

Integrating ideas, information, and experiences

Required in major?-Explain methods, ideas, or concepts and use them to solve problems

Required in major?-Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions

Required in major?-Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning

Required in major?-Create or generate new ideas, products, or ways of understanding

Done the following in major?-Incorporated ideas or concepts from different courses when completing assignments

Diversity Experiences

Meaningful interactions with diverse peers

How often have you engaged with students whose religious beliefs were very different than yours

How often have you engaged with students whose political opinions were very different from yours

How often have you engaged with students who were an immigrant or from an immigrant family

How often have you engaged with students who were of a different nationality than your own

How often have you engaged with students who were of a different race or ethnicity than your own

How often have you engaged with students whose gender was different

How often have you engaged with students whose sexual orientation was different

How often have you engaged with students who were from a different social class

How often have you engaged with students who had physical or other observable disabilities

How often have you engaged with students who had learning, psychological, or other disabilities that are not readily apparent

How often have you engaged with an organization addressing social issues

How frequently have you interacted with students from outside the U.S. in class

How frequently have you interacted with students from outside the U.S. in social settings

How frequently have you developed a friendship with a student from outside the U.S.

How frequently have you followed news about global politics and diplomacy

How frequently have you followed news about International business and economics

How frequently have you followed news about global health issues

How frequently have you followed news about international conflicts and peace issues

How strongly do you agree that diversity is important at this campus

How often have you completed an academic experience with a diversity focus

As noted earlier, by identifying areas in which our students, or certain populations of our students, are under-engaging in practices documented by the Wabash Study as having the greatest positive impacts on learning and success, we can provide additional advising, opportunities, and supports for engagement in these practices. In this context, it is important to note the parallel roles of this assessment effort and our work with the Student Success initiative, discussed elsewhere in this report. Together, these efforts represent a powerful system of recognition and early intervention that will lead to significantly enhanced opportunities for learning and success for our students. The team working on student success and the team working on general education reform will both be identifying these areas of focus based on the evidence.

V. Applying Evidence for Continuous Improvement (5.A.2)

V.A. Action Steps from Analysis

We continue to explore ways in which various assessments, both direct and indirect, may be blended to facilitate the discovery of factors that promise significant impacts on student learning and are achievable through discrete, intentional changes to programming and advising.

Given that our student success initiative, with the goal of raising our 4-year graduation rates to 60% by 2020, is a key strategic priority, we will be focusing in the coming few years on those areas of our curriculum that show up as the most significant barriers to progress for our students. Based on current data, it's clear that high-enrollment, high DFW gateway courses are the right place to start. These courses are most prevalent in math, science, economics and business. At the same time, we have embarked on a multi-year effort to redefine our general education program. Parallel to that effort, we will continue to scale-up assessment of general education courses.

V.A.1. General Education Assessment Scale-Up

Our first steps are to capitalize on embedded assessment of general education learning outcomes at the same time that we are working on general education reform.

Our composition faculty have already taken the next step in this direction, considerably expanding on the initial data collection reported in Figure 23 and using Canvas to collect, score, and report results from the assessment of two dimensions of written communication for 125 students. As discussed earlier, Figure 23 presents writing composition's current interface for visualization and evaluation of data. These data remain preliminary, but show how Canvas, coupled with student data from Institutional Research, may be used for artifact collection and rubric-based scoring in support of our broader assessment effort.

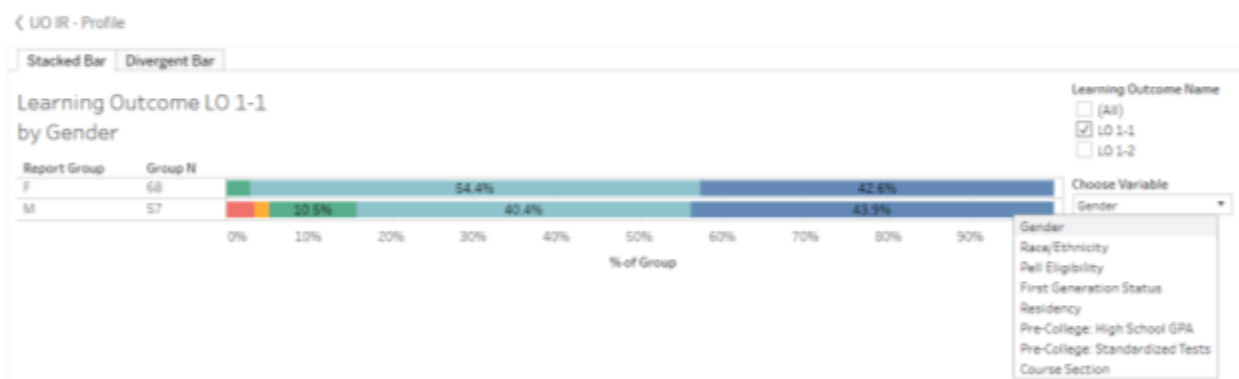


Figure 23. Embedded assessment of written communication skills using the Canvas LMS. Data may be stratified according to any of the variables listed in the pull-down menu (here, Gender has been selected).

Assuming we make progress on validating measures, we could expand this effort into the Science Literacy Program and assess quantitative literacy and scientific literacy. Faculty are already committed to pilot course-embedded assessment using Canvas.

Finally, we are forwarding a proposal to the University Senate to form a “Core Education” committee that will take on the task of examining our general, or core as we will refer to it, education program, working closely with our trED initiative and our Teaching Engagement Program initiatives to make recommendations for change. This committee will also be charged with development of learning outcomes and general oversight of our core education.

V.A.2. Mathematics

As discussed in the body of this report, our mathematics faculty used the observation of disappointingly-high ‘DFW’ rates in introductory gateway courses to identify key disconnects between the curriculum and its application in other settings. Prioritizing understanding of a core set of mathematics concepts and applying them to a variety of social, life, and physical sciences resulted in increased success rates in the mathematics courses. Further curricular revisions and in-house creation of texts also provide better support for student success and ongoing assessments will provide additional opportunities for informed improvement of these gateway offerings.

In addition, we are planning additional mathematics courses focused on an applied approach supported by supplemental instruction sections and computer-aided skill-building. These prototype courses will be implemented in 2017-18.

V.A.3. Chemistry

Our chemistry faculty also implemented several significant program modifications after recognizing that high ‘DFW’ rates in introductory chemistry courses were impeding student success in several other majors. Adding a “trailing” general chemistry sequence offered the immediate opportunity to place students back on track for timely degree completion. Better communication about essential mathematics skills requirements and implementation of a pilot supplemental instruction program yielded encouraging initial results in the form of much higher success rates in follow-on courses. As a follow-up, the chemistry department has begun to measure student performance in subsequent courses to assess how well the supplemental instruction carries over. We are also developing a supplemental instruction model based on “Learning Chemistry” that is being replicated in Biology courses with high DFW rates.

V.A.4. Science Literacy Program

The Wabash consultants gave special attention to our Teaching Engagement Program (TEP) and our Science Literacy Program (SLP), which were lauded as “remarkable examples of faculty development programs” that are “evidence based, but tuned to local context.” Following initial

curricular design and the first cycles of student engagement in the SLP, participating faculty members developed an 8-item scale of science literacy and applied it to an analysis of student self-assessments of their academic proficiency and science literacy proficiency relative to faculty assessments of these abilities.²³ Lessons from this first round of programmatic assessment included the important realization of a significant disconnect between student and faculty perceptions of scientific proficiency in Astronomy and Earth Sciences, but general agreement in Biology. Such insights are stimulating important conversations about conceptions of science literacy and new strategies to help students increase their science literacy. In keeping with our belief that the most important assessment data are those which stimulates questions, the answers to which offer discrete positive steps for program improvement, these SLP discussions have framed important questions about the curriculum.

1. How can instructors close the gap between their conceptions of science literacy and their students' conceptions?
2. In what ways does science literacy vary by course content?
3. How can instructors best target, teach, and assess science literacy in their particular courses and subject areas?
4. How might we (and other instructors) refine and improve upon our efforts to clarify and monitor students' science literacy?
5. How can a learning environment focused on science literacy support student learning particularly among students from groups underrepresented in the sciences?
6. What are the long-term results of supporting undergraduate student development of science literacy behaviors and attitudes?

V.A.5. Teaching Academy

In Fall 2016, partially because of conversations in trED and in response to the Wabash findings that good teaching is one of the strongest contributors to positive outcomes for students across cognitive and affective domains, several offices on campus collaborated to form the “Teaching Engagement Program Teaching Academy” (Figure 24). The purpose of the Teaching Academy is to promulgate evidenced-based teaching practices across the institution. This is done by engaging faculty who have participated in other teaching-related programs or who have received one of our many teaching awards, in a series of teaching programs.

²³ R. A. Beghetto, J. S. Eisen, P. M. O'Day, M. G. Raymer, & E. V. H. Vendegrift, Developing an Instrument for Assessing Science Literacy in General Education, manuscript in preparation.



Figure 24. The UO Teaching Academy.

As the Academy evolves, we will actively develop participating faculty into “teaching ambassadors” to their home departments. In addition, we will begin efforts to conduct an evaluation of student course evaluations and peer teaching evaluations, both of which are considered in promotion and tenure files, to better align with ways to improve teaching practices. Our first Teaching Academy meeting was held in Fall 2016 on a Friday at 4:00 pm. Nearly 100 faculty attended, and were enthusiastic about their inclusion and participation that day. Two more academy meetings will be held in 2017 in which we will collaboratively design the structure and focus of the Teaching Academy.

Finally, we will engage the Academy in curricular reform efforts based on evidenced-based teaching. We are proposing the launch of faculty communities of practice to address particular issues or problems in our undergraduate curriculum. These groups will consist of 10-15 faculty who apply and are selected to participate, supported by their department head. The communities of practice will ground their work in evidence-based teaching practices, facilitated by our Teaching Engagement Program, and work over the course of a year to redesign their own courses to address specific issues. In AY 2017-18, we are proposing communities to focus on engaged learning, high DFW gateway courses, online education, connected curriculum and a multicultural requirement. The expectation is that each community will not just redesign their own courses, they will also use their experience to inform institutional change in general education. The work of these groups will help define new criteria for general education courses based on content areas, learning outcomes or teaching practices.

V.A.6. Student Success Initiative

We are working toward our goal of raising 4-year graduation rates to 60% by focusing on coordinated advising, improving the student experience and streamlining curriculum, degree paths and academic policies.

We are developing a coordinated advising approach, and training advisors across campus to use the predictive analytics in SSC to create and implement advising campaigns targeting particularly high risk students.

We are working on creating and publishing clear 4-year degree plans for all of our majors so that students can easily see how they can finish in 4 years. At the same time, we are addressing specific curricular roadblocks, such as key gateway courses, through sequencing and course redesigns. Finally, we are modifying academic policies that impede degree progress.

V.B. Communication of results to appropriate constituents

Communication of results and plans are a normal part of our planning processes. Faculty, staff, administrators, and board members, through our normal governance processes, regularly discuss institutional goals, related data, and plans for improvement.

Regular program reviews provide another avenue for communicating relevant data on metrics relevant to the department. That information informs program reviews and drives program improvement.

In support of the demonstration project, we've engaged faculty, staff and administration in a variety of ways.

In the early months of the project (Spring 2015) we had several discussions with our Undergraduate Council, a senate committee focused on undergraduate education, about the ways in which our newly revised mission statement articulated our broad goals and aligned with general education.

We then met several times with a group of about 30 faculty who participated in the MSC. These conversations focused broadly on questions of assessment in general education and more specifically around rubric-based approaches to embedded assessment. These meetings helped us begin to define our approach in the project.

In Fall of 2016, we had two significant gatherings of faculty, staff and administrators. First, we hosted project director Nathan Lindsay, Associate Provost for Dynamic Learning at University of Montana, for a day of discussions with key faculty groups (see Appendix B for schedule), University Senate leadership, the Teaching Engagement Program, and senior leadership. The day consisted of thoughtful discussions about assessment in different contexts. Second, we hosted Charles Blaich and Kathy Wise (see Appendix C for schedule) for 3 days of discussions focused on undergraduate education with dozens of faculty, students, staff and administrators. These meetings helped to solidify our assumptions about assessment and our approach to general education reform.

VI. Evaluation of Mission Fulfillment (5.B.1, 5.B.2, 5.B.3)

VI.A. Resources and Capacity to Deliver Mission (5.B.1)

This report began by articulating the institutional context and our current strategic priorities. As stated, meeting our mission is accomplished by aligning resources with strategic priorities. As strategic priorities are accomplished or change over time, institutional resources shift accordingly. As with most public universities in the current funding environment, we must be especially prudent in deploying those resources.

The question of “mission fulfillment” is complex and not easily reduced to simple measures. Over the last 10 years or so, we can point to indicators of success, despite significant organizational and economic challenges. We’ve grown our undergraduate student body and increased 4-year graduation rates to just above the national average and highest in our state. We’ve increased the number of graduate students. We’ve managed to attract significant gifts to further our aspirations in research excellence, including a \$500,000,000 lead gift from Phil and Penny Knight to start a new initiative in the acceleration of scientific impacts, an initiative that will eventually transform much of our curriculum. We’ve attracted strong academic leaders as president, provost and deans of schools and colleges. The latter two are both strong indicators that there is confidence in our current direction.

In short, we have continued to deliver on our mission over that time and we are growing our strategic capacity and resources to continue to do so with investments in infrastructure, faculty, and strong leadership.

Mission fulfillment cannot be demonstrated by measuring general education student learning outcomes alone, although we have benefitted from engaging with various ways to assess them during this demonstration project. Lifelong learning and societal well-being are also part of our vision of mission fulfillment and should be considered in addition to specific learning outcomes. Because our faculty were generally skeptical that a robust liberal arts education could be disaggregated into a few learning outcomes, we have engaged in a wide array of efforts to better assess student performance, effective instructional techniques and overall student success.

Unlike some other institutions, we have not created centrally managed assessment of student learning outcomes. That goal simply has not risen to the level of a top strategic priority for the university. Instead, we have relied on a distributed model of assessment based on our confidence in local leadership to set goals related to strategic priorities, execute on those goals, and engage in continuous improvement efforts. In that distributed model, faculty, through our strong faculty governance structure, are tasked with oversight of the general education curriculum, academic requirements and academic policies. That model of assessment has undoubtedly led to curricular

changes based on faculty-driven, local assessment in service of our mission. As examples, we cited the work in mathematics, chemistry, writing composition, the Science Literacy Program, the Teaching Engagement Program and the Student Success initiative.

In addition, this project is one of many initiatives around campus that have led to some important developments related to improving undergraduate education. These initiatives are framed as a focus on improvement rather than assessment. This is more than a semantic distinction for us that is described well in a recent essay from AAC&U, *Toward an Improvement Paradigm for Academic Quality*²⁴ by Douglas D. Roscoe professor of political science, director of general education, and faculty senate president at the University of Massachusetts Dartmouth. In that essay, Roscoe states an “improvement paradigm” is “about institutionalizing regular, serious faculty conversations about curricula and instruction”, and “would emphasize front-end intentionality over back-end assessment.” He goes on to say, “This is not to say that student assessment data are irrelevant. We can learn important things about how to improve by looking at our students’ performance. But...intentional improvements can be driven just as successfully by professional research about teaching and learning. An improvement paradigm would ask faculty to rely on this research just as much as student learning data.” We are encouraged by the agreement between the thesis of this essay and our approach, demonstrated in our summary of mission fulfillment activities below.

First, we have engaged our faculty in robust conversations about assessment of learning outcomes. This is a significant achievement even though our efforts have not eliminated all skepticism. Our questioning, novel information collection strategies and data driven assessments have resulted in thoughtful conversations about what faculty hope students learn and how we might evaluate how well they are doing. Through these conversations, many skeptical faculty have been brought into initiatives related to assessment, bolstering those efforts and improving future data collection and analyses.

Second, we have identified how we might standardize a distributed approach to assessment driven by faculty in local units. Creating an infrastructure for meaningful assessment activity will allow us to continue to grow our assessment efforts where it makes sense to do so because it relates to strategic priorities, and it will aid our continuous improvement efforts.

Third, we’ve embarked on serious discussions about revising our general education curriculum for the first time in over 20 years. And much of that discussion is focused less on what the requirements should be, and more on what kind of educational experience we’d like our students to have.

²⁴ Roscoe, Douglas D.. “Toward an Improvement Paradigm for Academic Quality.” Text. *Association of American Colleges & Universities*, March 3, 2017. <http://www.aacu.org/liberaleducation/2017/winter/roscoe>.

Fourth, we created the Teaching Academy and engaged over a hundred faculty in events related to effective teaching. In terms of improving student outcomes, we are most excited about this effort as having the most potential for broad impact.

Finally, we've reinvigorated program assessment as an activity for improvement rather than compliance. Asking faculty to identify specific aspects of their programs that are not working well has allowed us to develop new ways to measure and improve those areas. In the past few years as part of this demonstration project, we have seen more meaningful assessment than with previous efforts. Focusing on the strategic priorities of student retention and time to degree, we are connecting these assessment efforts to a larger vision. This is important for faculty buy-in and sustained effort.

Taken together, these efforts demonstrate a strong commitment to continuous improvement in service of our mission—a commitment driven by strategic priorities articulated by leadership, and implemented through strong faculty governance structures and local assessment efforts.

VI.B. Interpretation of Data in Context of Mission Fulfillment (5.B.2)

Due to the compressed nature of this project and the significant ramp-up needed to engage in campus-wide assessment, our data for general education learning outcomes were not sufficient for statistical analysis. Nevertheless, we are well-positioned to continue investigating a distributed model of meaningful assessment and have some early observations from our experience:

- Student work products “harvested” from courses across the curriculum, beyond grades and standard assignments, might provide direct measures of student achievement of general education learning outcomes. There is some support for this approach in the literature and we've prototyped the technical way to achieve this through our LMS. To recap, our Writing Composition program assessed several dimensions of critical thinking and written communication through the course-embedded, rubric-based evaluation of authentic student work products generated in our required composition course. Over two-thirds of these work products were judged to adequately demonstrate critical thinking (scoring 3 or 4) and over 80% of work products were judged to adequately demonstrate understanding through written communication (scoring 3 or 4, see Figure 7).
- Indirect measures alone can provide indicators of potential disconnects between programmatic learning intentions and student learning (or their perception of learning). We collected qualitative evaluations from hundreds of UO students and their instructors by asking them to write “Dear Professor X” or “Dear Student X” letters. These letters helped us to identify gaps between student and instructor perceptions about the meaning and goals of the educational experience.

- Assessments, both direct and indirect, are most effective when presented in ways that lead naturally to expressions of interest and questions. This is what engaged our faculty the most. By relying on measures of retention and graduation rates, course DFW rates, self-reported student experience data, and other indicators we are able to focus efforts on the things that matter most for student success, and are of speak to faculty concerns.
- The high impact practices identified by the Wabash National Study provide a valuable framework in which to analyze our students' engagement and performance, in essence providing a model that allows us to identify those factors that when optimized will contribute to our students' success. Our efforts with the Teaching Academy to increase the use of evidence-based teaching practices is a direct response to the Wabash study's findings that what happens in the classroom matters a great deal to student success.

VI.C. Future Directions Based On Evaluation of Mission Fulfillment (5.B.3)

The future directions expressed here are echoed in our action steps in Section V. As they are top strategic priorities, our efforts to improve students' time to degree and the student experience will continue. In that context, revising our general education program, expanding our focus on increasing evidence-based teaching practices through the Teaching Academy, and addressing curricular barriers to student success will continue to be important objectives. In support of those objectives, we will continue to develop efficient and effective means of collecting evidence to inform continuous improvement by:

- scaling up assessment of student learning outcomes in key areas;
- strengthening program and co-curricular assessment;
- using indirect measures, such as the SERU data and the trED project, and the research on teaching and learning to inform curricular improvement; and
- focusing on the areas of our curriculum, such as high DFW gateway courses, that are the most significant barriers to student success

VII. Lessons Learned and Best Practices from Project

VII.A. Strengths and Weaknesses of Analyzing Mission Fulfillment Through General Education Assessment

As stated above, we are reluctant to claim that mission fulfillment can be demonstrated by a measurement of general education student learning outcomes. Reframing that idea in terms of strategic priorities allows us to think more clearly about how general education learning outcomes, or any outcomes, fit into our strategic activities, and what assessment measures and methods make the most sense in that strategic context. This project has also driven discussions across campus around how our mission relates to specific programs and activities.

Furthermore, we've discovered a promising approach to assessing general education and program learning outcomes. This approach thus far seems to fit our basic assumptions about assessment, and can be deployed in our general education program. What follows are some lessons learned and best practice suggestions from our experience.

VII.A.1. Lessons Learned

1. Assessment for compliance provides little to no value to the institution. If assessment of learning outcomes is to continue as an accreditation standard, we have to find ways to do it efficiently and effectively.
2. The most significant challenges for an institution of our size have to do with scaling efforts and faculty buy-in.
3. There is no need to measure everything all the time—indirect measures can be used as alerts to investigate specific questions and use direct assessment strategically to test program changes.
4. Input measures, when supported by the literature on teaching and learning, can be just as valuable as output measures.

VII.A.2. Best Practices

1. Start with what faculty and administrators already do—find ways to capture and tie together the ongoing conversations and evaluations of programs and courses that already happen.
2. To scale in a large, complex institution, use a distributed model, where assessment activities are designed and implemented locally and aggregated centrally, using the LMS or other technology already in the daily practice of faculty. This is the most efficient approach, and provides sufficient “data” to drive the important conversations about curricular change.
3. By starting with what faculty already do, and using an embedded approach designed to make things better on the ground, a commitment to assessment will be easier to build and institutions can avoid a high-resource, low-value compliance approach.

4. Focus on the processes of conversation and improvement, not just specific data points.
5. Focus on the collection and evaluation of assessments that drive meaningful conversations among faculty about how to improve programs and curriculum.
6. Ensure that assessment efforts clearly derive from your mission and values, provide value to your primary constituents, and represent responsible stewardship of resources.
7. Find ways to align assessments with existing practices and embed them in teaching and learning. To the extent that assessment can be done without adding to faculty workload, or even to ease faculty workload, they might be embraced for the valuable information they provide.

VII.B. Recommendations to the Commission for Supporting Institutions in these Efforts

We recommend a focus on improvement rather than assessment as highlighted in Roscoe's essay. This has a better chance of encouraging assessment-oriented activities that are meaningful and action-oriented, and that represent a commitment to understanding strengths and limitations of programs. This is more likely to lead to activity that will provide a better learning experience and better outcomes for students. Genuine support for such efforts, as we have felt supported in this demonstration project, will foster a genuine commitment to improvement, rather than grudging activities to demonstrate mere compliance.

A "one size fits all" expectation for assessment cannot work with such a complex and diverse group of institutions as are accredited by NWCCU. The "mission fulfillment" approach, if it can be focused on strategic priorities, represents a step forward, as it is in our individual missions that the unique intentions and aspirations of each institution is most clearly evinced. However, like other institutions, we've found the concept of "core themes" to be challenging to define and not very helpful in terms of articulating mission fulfillment. As we've expressed in this report, missions are necessarily stated in broad, aspirational terms and don't lend themselves to meaningful measurement easily. Core themes suffer a similar fate in that they seem to be a restatement of broad areas of focus from the mission.

We've found it more useful to focus on strategic priorities which will change over time as internal and external contexts change but which are nonetheless specific expressions of the mission. Strategic priorities more naturally fit an accreditation cycle in that a 5-7 year time horizon is a realistic window in which to set, implement and assess strategic institutional activities. They also serve to provide better on the ground direction in terms of activities and outcomes, such that local units can more easily determine how to contribute to strategic priorities, and assess their performance. Finally, "strategic priorities" is a concept more commonly used in organizational theory than "core themes", and more likely to provide useful direction to institutions in an accreditation context.

Section 2 – COMPLIANCE WITH STANDARD 2

VIII. Standard 2.A Governance

2.A.1: The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

On August 14, 2013, Oregon Governor John Kitzhaber signed into law Senate Bill 270, establishing independent governing boards for the University of Oregon (UO) and Portland State University while creating pathways for Oregon's five other public universities to establish independent governing boards. Since its adoption, all Oregon public universities have established institutional governing boards and the former Oregon State Board of Higher Education and Oregon University System, Office of the Chancellor were dissolved.

The Board of Trustees of the University of Oregon (the Board) assumed governing authority from the Oregon State Board of Higher Education on July 1, 2014. The Board is granted authority to govern all aspects of the institution by state law. Oregon Revised Statute (ORS) 352.039 (2) states, "a university with a governing board is an independent public body with statewide purposes and missions and without territorial boundaries. A university with a governing board shall exercise and carry out all the powers, rights and privileges, within and outside this state, that are expressly conferred upon the university with a governing board, or that are implied by law or are incident to such powers, rights and duties."

The "powers and duties of a governing board and university with a governing board" are further enumerated in ORS 352.087:

1. A university with a governing board may:

- a) Acquire, receive, hold, keep, pledge, control, convey, manage, use, lend, expend and invest all moneys, appropriations, gifts, bequests, stock and revenue from any source.*
- b) Borrow money for the needs of the university in such amounts and for such time and upon such terms as may be determined by the university or the governing board.*
- c) Make any and all contracts and agreements, enter into any partnership, joint venture or other business arrangement and create and participate fully in the operation of any business structure, including but not limited to the development of business structures and networks with any public or private government, nonprofit or for-profit person or entity, that in the judgment of the university or the governing board is necessary or appropriate.*

- d) *Establish, collect and use charges, fines and fees for services, facilities, operations and programs.*
- e) *Purchase, receive, subscribe for or otherwise acquire, own, hold, vote, use, sell, mortgage, lend, pledge, invest in or otherwise dispose of and deal in or with the shares, stock or other equity or interests in or obligations of any other entity. The State of Oregon may not have any proprietary or other interest in investments or funds referenced in this paragraph.*
- f) *Acquire, purchase, purchase on a contractual basis, borrow, receive, own, hold, control, convey, sell, manage, operate, lease, lease-purchase, license, lend, invest in, issue, improve, develop, use, expend and dispose of personal property, including intellectual property, of any nature, tangible or intangible.*
- g) *Establish employee benefit plans of any type, subject to ORS 352.237.*
- h) *Take, hold, grant, pledge or dispose of mortgages, liens and other security interests on real and personal property.*
- i) *Spend all available moneys without appropriation or expenditure limitation approval from the Legislative Assembly, except for moneys received by a university with a governing board pursuant to a funding request submitted under ORS 352.089 (3) and the proceeds of state bonds issued for the benefit of a university with a governing board. The proceeds of state bonds issued for the benefit of a university with a governing board must be held pursuant to an agreement entered into by the State Treasurer and a university with a governing board under ORS 352.135 (2).*
- j) *Acquire, purchase, purchase on a contractual basis, borrow, receive, own, hold, control, convey, mortgage, pledge or otherwise encumber, sell, manage, operate, lease, lease-purchase, license, lend, invest in, improve, develop, use, expend and dispose of real property.*
- k) *Erect, construct, improve, remodel, develop, repair, maintain, equip, furnish, lease, lend, convey, sell, manage, operate, use and dispose of any building, structure, land or project.*
- l) *Acquire, by condemnation or otherwise, private property that is necessary or convenient. The right to acquire property by condemnation shall be exercised as provided by ORS chapter 35.*
- m) *Establish policies for the organization, administration and development of the university which, to the extent set forth in those policies, shall have the force of law and may be enforced through university procedures that include an opportunity for appeal and in any court of competent jurisdiction.*
- n) *Sue in its own name, be sued in its own name and issue and enforce subpoenas in its own name.*
- o) *Hire or retain attorneys for the provision of all legal services. A university with a governing board shall reimburse the State Treasurer for legal fees incurred in*

connection with state bonds issued at the request of the Higher Education Coordinating Commission on behalf of the university.

- p) Purchase any and all insurance, operate a self-insurance program or otherwise arrange for the equivalent of insurance coverage of any nature and the indemnity and defense of its officers, agents and employees or other persons designated by the university.*
 - q) Subject to the procedures set forth in ORS 352.089, establish, supervise and control academic and other programs, units of operation and standards, qualifications, policies and practices relating to university matters such as admissions, curriculum, grading, student conduct, credits, scholarships and the granting of academic degrees, certificates and other forms of recognition.*
 - r) Enforce and recover any fees, charges and fines, including but not limited to tuition and mandatory enrollment fees.*
 - s) Make available and perform any and all services on such terms as the governing board considers appropriate.*
 - t) Delegate and provide for the further delegation of any and all powers and duties, subject to the limitations expressly set forth in law.*
- 2. The budget for a university with a governing board shall be prepared in accordance with generally accepted accounting principles and adopted by the governing board in accordance with ORS 192.610 to 192.690.*
 - 3. A governing board or university with a governing board may perform any other acts that in the judgment of the governing board or university are required, necessary or appropriate to accomplish the rights and responsibilities granted to the governing board or university by law.*

In accordance with the governance transition, the Board adopted a series of “Foundational Documents” including: [Statement of Governance and Trustee Responsibilities](#); [University of Oregon Bylaws](#); [Policy on Board Committees](#); and the [Retention and Delegation of Authority](#) (RDA), articulating authorities of the Board, University President, and Faculty.

University constituents have regular opportunities to express their views with the Board through scheduled “roundtable” small group discussions, public comment periods at Board meetings, direct communication with the Board’s Office, or through existing internal governance structures. The [University of Oregon Constitution](#) (2011) provides a long-standing framework for shared governance at the university and ensures the provision of the view of faculty, staff, administrators and students on all matters in which they have a direct and reasonable interest.

2.A.2: In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

In 2014, three of Oregon's public universities transitioned from governance under a multi-unit governance system to independent governing boards for each institution. On July 1, 2015, the remaining four public universities followed, effectively ending multi-unit governance in the State of Oregon. As a natural part of this statewide governance shift, select statewide operations and coordination functions transitioned to the Oregon Higher Education Coordinating Commission (HECC). The responsibilities of the HECC are enumerated in ORS 350.075 and in relation to public universities include:

- Adopt a strategic plan for achieving state post-secondary education goals;
- Receive funding requests from the state's public universities and recommend to the Governor a consolidated higher education budget request;
- Adopt rules governing the distribution of appropriations from the Legislative Assembly;
- Approve of significant change to academic programs;
- Approve the mission statement adopted by a governing board of a public university;
- Approve and authorize degrees; and
- Review and determine whether an annual increase of resident undergraduate tuition and fees of greater than five percent is appropriate.

In compliance with Oregon's new postsecondary education structure, the UO has submitted all legislative budget requests, new degree program proposals, and a revised mission statement to the HECC for consideration. On November 5, 2014, the Board of Trustees of the University of Oregon approved a revised university mission statement and submitted it to the HECC for approval. The Commission approved the revised mission statement on June 11, 2015.

The UO works closely with the HECC and other Oregon postsecondary institutions on various statewide initiatives and collaborations. These activities are wide ranging and include initiatives in areas of administrative shared services, government affairs, higher education finance, and inter-institutional leadership councils.

2.A.3: The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The UO Accreditation Liaison Officer (ALO) monitors and informs the NWCCU on any updates or changes that affect the institution's accreditation standing. After serving in the ALO position from 1991 to 2016, Dr. David Hubin retired from the University of Oregon, transferring responsibilities of ALO to Charles Triplett, Assistant Vice President for University Initiatives and Collaborations. Triplett reports jointly to the Office of the President and Office of the Provost and Academic Affairs.

Compliance with the NWCCU standards for accreditation is paramount in all negotiations with bargaining units and in policy discussions with the legislature and other external policy makers. In 2012, the Oregon Employment Relations Board (April 27, 2012) certified the United Academics of the University of Oregon (UAUO) as the bargaining unit representing “all full-time and part-time research and instructional faculty employed by the University of Oregon” including: tenure-related faculty, non-tenure-track faculty, adjunct faculty, post-retired or emeritus faculty, library faculty, and officers of research. Law School faculty, confidential employees, and supervisors are excluded from the bargaining unit.

Establishment of the new UAUO bargaining unit was reported in the UO Year Three self-evaluation but terms of the first contract were under development at that time. In October 2013, UAUO ratified the first two-year Collective Bargaining Agreement. A second three-year agreement was completed in August 2015.

2.A.4: The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The Board of Trustees of the University of Oregon is the sole governing board of the university with clear authorities described in Oregon law. Board members are appointed by the Governor and confirmed by the Oregon Senate. The makeup of the Board is described in ORS 352.076 (2) as “11 to 15 members” including “one person who is a student enrolled at the university,” “one person who is a member of the faculty of the university” and “one person who is a member of the nonfaculty staff of the university.” The president of the university serves as an “ex officio nonvoting member.”

Although the student position is defined as a “voting member of the board” in statute, the voting status of the faculty and non-faculty staff positions is determined by the Governor at the time of appointment. Currently both faculty and non-faculty staff positions are voting members of the Board. ORS 352.076(5) stipulates that these member “may not participate in any discussions or action by the board...involving collective bargaining issues that affect faculty or nonfaculty staff at the university.”

The term of office for at-large Board members is four years and the term of office for student, faculty and non-faculty positions is two years. Trustees may renew terms to serve up to two full consecutive terms. There are currently fifteen members of the Board of Trustees listed below. Bios for Board members are available at: <https://trustees.uoregon.edu/trustees>.

Chuck Lillis, Chair	(Term expires 2017)
Ginevra Ralph, Vice Chair '83 MA '85	(Term expires 2019)
Connie Ballmer '84	(Term expires 2019)
Peter Bragdon	(Term expires 2017)
Rodolfo (Rudy) Chapa '81	(Term expires 2017)
Andrew Colas '04	(Term expires 2017)
Ann Curry '78	(Term expires 2019)
Allyn Ford	(Term expires 2017)
Joseph Gonyea III	(Term expires 2017)
Ross Kari '80 MBA '83	(Term expires 2019)
Mary Wilcox '76 JD '80	(Term expires 2019)

University President: Michael Schill	(Ex-officio)
Faculty: Susan Gary (Law)	(Term expires 2017)
Student: William Paustian	(Term expires 2017)
Non-Faculty Staff: Kurt Willcox	(Term expires 2017)

2.A.5: The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The [Bylaws of the University of Oregon](#) clearly state that: “Notwithstanding the appointment of a Chair and Vice Chair, authority is vested in the Board collectively and not in any individual Trustee. Individual trustees do not speak on behalf of the University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the University, unless otherwise determined by the Board.” (Section 5.d)

The [Policy on Board Committees](#), approved by the Board of Trustees, establishes an Executive and Audit Committee (EAC) made up of the Chair of the Board, the Vice Chair of the Board, Chairs of the Academic and Student Affairs Committee and the Finance and Facilities Committee in addition to a fifth voting member selected by the Chair of the Board. The policy grants that “when sitting as the Executive Committee, the EAC shall represent and may act for the Board except as prohibited by applicable law or policy.” It goes on to state that “the committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate.” All actions of the EAC are reported to the Board.

2.A.6: The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board of Trustees has established a series of governing documents including [University of Oregon Bylaws](#) and the [Retention and Delegation of Authority](#) that articulate its broad governance oversight and fiduciary responsibilities for the university. In addition the Board has established clear procedures for its organization and operations including the [Statement of Governance and Trustee Responsibilities](#) and [Policy on Board Committees](#). The Board regularly reviews its organization and operations, revising as necessary. The Board recognizes that this review is particularly important in the nascent years of the institutional board to ensure established practices and procedures work as intended.

On March 5, 2015, the Board ratified a university-adopted [Policy on University Policies](#) recognizing its authority as provided in ORS 352.107(m) to establish policies for the organization, administration, and development of the University. The policy directs the University President to establish a “policy-making process” for the institution and directs the University President to “convene and maintain a Policy Advisory Council to “advise and assist the President in the prioritization and organization of University Policies that are to be developed, adopted, revised, or repealed pursuant to the Policy-Making Process.” (Section 4.2) Pursuant to the RDA, the University President may take action on a policy proposal or forward the policy to the Board for consideration.

2.A.7: The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

ORS 352.096(1)(a) states the “In consultation with the Governor, or the Governor’s designee, the governing board shall appoint and employ a president of the university. The [Retention and Delegation of Authority](#) establishes the President of the University as the “executive and governing officer of the University and the President of the faculty” and states that “the President reports exclusively to the Board, and the Board supervises the President.” (Section 1.2)

On September 11, 2014, the Board adopted a [Presidential Review and Evaluation Policy](#), establishing a “Presidential Factors Committee” to manage and execute the evaluation process. The original policy was [amended on March 4, 2016](#), to assign responsibility of the policy to the Executive and Audit Committee and sunset the Presidential Factors Committee. The policy recognizes the Board’s “non-delegable responsibility” for presidential evaluation, creates a series of guiding principles, and establishes timelines for both an annual review and a “comprehensive review” to be undertaken “at least every five years.” The Board appointed President Michael H. Schill, in April 2015 and conducted his first annual evaluation in 2016. The annual evaluation process is managed by a member of the EAC and a report is shared at a public meeting of the Board.

2.A.8: The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board—now in its third year of existence—recognizes the importance of routine self-evaluation, both formally and informally, for continuous improvements to processes, operations, and general work. There are three primary mechanism through which routine evaluation occurs:

1. Internal self-evaluation facilitated by the Office of the Secretary. These annual evaluations cover items such as, but not limited to: meeting schedules, efficacy of presentations, relationship(s) with university leadership, relationship(s) with campus constituencies (e.g., students, faculty, staff), logistical arrangements, meeting materials (scope, quality and usefulness), and staffing.
2. Ongoing and targeted conversations between the Secretary, trustees, and Board leadership about core areas of interest, topics for discussion at future meetings, short- and long-term planning, and general sentiments about the Board's work and operations.
3. In coordination with the cycle of officer elections, a designated trustee and the University Secretary meet with each Board member to assess the performance of the chair and vice chair.

2.A.9: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The University of Oregon is led by effective team of academic and administrative leaders with clearly defined levels of responsibility and accountability. Senior leadership at the University of Oregon has enjoyed significant transition since our last NWCCU accreditation evaluation in 2013. Organizational charts for the Office of the President and Office of the Provost and Academic Affairs are appended.

University President

On August 6, 2014, President Michael Gottfredson resigned from the university, resulting in the appointment of Provost and Senior Vice President Dr. Scott Coltrane as Interim President and the initiation of the Board's presidential search process. On April 14, 2015, the Board completed that search process with the unanimous appointment of Michael H. Schill, J.D. as the 18th President of the University of Oregon. Dr. Coltrane served as Interim President until July 2015 when President Schill began his tenure.

Provost and Senior Vice President

Dr. Jim Bean, Provost 2008-2013, returned to the faculty on June 30, 2013. In response, President Gottfredson appointed College of Arts and Sciences Dean, Dr. Scott Coltrane to the interim position and initiated a national recruitment effort. Following a comprehensive search,

Dr. Coltrane was appointed to the permanent position effective February 2014.

In August 2014, Provost Coltrane accepted the role of interim-president and UO Architecture and Allied Arts Dean France Bronet was appointed Acting Provost. Ms. Bronet served in that capacity until Dr. Coltrane returned to the position on July 1, 2015.

Provost Coltrane announced his retirement—effective July 1, 2017—on June 8, 2016, prompting President Schill to initiate a national search. On February 13, 2017, President Schill announced that Jayanth R. Banavar will join the university as the next provost and senior vice president. Dr. Banavar currently serves as the Dean of the College of Computer, Mathematical, and Natural Sciences at the University of Maryland. Prior to that appointment, he led the Department of Physics at Pennsylvania State University.

Administrative Leadership Team

Following his arrival, President Schill enacted a series of organizational changes in the university's senior leadership team, creating two new vice president positions: Vice President and General Counsel and Vice President for University Communications. These two new positions joined an executive leadership team of seven vice presidents, five of whom enjoyed tenures of five or more years in their respective roles.

Vice President and General Counsel

Under the former governance system, the university's office of general counsel drew their operational authority from the State Board and Oregon University System Chancellor. Now directly responsible to the Board of Trustees of the University of Oregon and the university president, President Schill elevated the former position to Vice President and General Counsel with expanded responsibilities in records retention and management, public records requests, and purchasing and contracting services.

Following a national search, President Schill appointed Kevin Reed to the new position. Reed served as Vice Chancellor for Legal Affairs and Associate General Counsel for UCLA at the time of his appointment. He holds a law degree from Harvard Law School and a bachelor's degree from the University of Virginia.

Vice President for University Communications

Between 2013 and 2015, University Communications operated as a part of University Advancement led by Vice President for Advancement Michael Andreasen. President Schill created an independent University Communications office to strengthen capabilities to promote the academics and research of the university, helping to attract more extraordinary students, support fundraising goals, and bolster efforts in faculty hiring. University Communications includes both public affairs and traditional communications (e.g., media relationships, and storytelling) as well as marketing and brand management.

In September 2015, Kyle Henley accepted the position of Vice President for Communications. Henley transitioned to the university from Colorado State University where he served as Assistant Vice President for Strategic Communications.

Vice President for Research and Innovation

Dr. David Conover was appointed as UO Vice President for Research and Innovation in August 2016. Prior to his service at the university, Conover served as Vice President for Research at Stony Brook University and as the Director of the Division of Ocean Sciences at the National Science Foundation.

Vice President for Student Life

In October 2016, Dr. Kevin Marbury assumed the role of Interim Vice President for Student Life following Dr. Robin Holmes' transition to Vice President for Student Affairs with the University of California system. Prior to the interim vice president role, Dr. Marbury served as the Director of Physical Education and Recreation at the UO.

2.A.10: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

On April 14, 2015, the Board unanimously appointed Michael H. Schill, J.D. as the 18th President of the University of Oregon. He began his tenure on June 30, 2015 and was formally invested into office on June 1, 2016. President Schill graduated with an AB in public policy from Princeton University and a J.D. from the Yale Law School. Prior to joining the University of Oregon, Schill served as the dean and Harry N. Wyatt Professor of Law at the University of Chicago Law School and dean of the UCLA School of Law.

Per ORS 352.076 (3), President Schill serves as an “ex officio nonvoting member” of the Board of Trustees.

2.A.11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

In addition to the changes in administrative leadership described in Standard 2.A.9, the transition of governance to the Board of Trustees of the University of Oregon resulted in the creation or expansion of several important management functions.

Office of Internal Audit

In September 2014, the Board of Trustees approved the [Internal Audit Charter](#) establishing a mission and scope of work for the Office of Internal Audit. Prior to the governance transition, the former OUS managed audits for the collection of seven universities. These audits primarily focused on the needs of the system as a whole, rather than an individual university. The UO Office of Internal Audit is accountable to the Board and functions as a part of the university. The Office adds value by working closely with management, but objectively evaluates the effectiveness of risk management processes, internal control, and governance. The goal is to ensure the University adequately identifies and addresses any risks that could prevent the achievement of its mission and objectives.

Trisha Burnett serves as the university's Chief Auditor. She has 15 years professional experience earned in roles with the North Carolina Office of the State Auditor, the North Carolina community college system, and as the Director of Internal Audit for UNC Asheville.

Treasury Operations

In separating from the former Oregon University System (OUS), the university assumed management of its treasury operations and created a new unit within the Business Affairs Office. On June 12, 2014, the Board of Trustees approved the [Treasury Management Policy](#) articulating the functions of the Treasury Operations unit, which include:

- Managing the short-term cash position so the university can meet its obligations;
- Managing long-term investments and long-term debt;
- Providing funding to capital projects that need to borrow funds and raise capital; and
- Managing banking relationships.

The creation of a “Central Bank” allows the university to pool cash funds for efficiency and to provide internal loans that can be used to provide funding for capital projects on their individual timelines.

Karen Levear serves as Director of Treasury Operations for the university. Prior to her appointment at the UO, she was the Director of Treasury Operations for the OUS.

Enterprise Risk Management

In service to the Board, university leadership, and broader campus community, the university established the Strategic Enterprise Risk Management and Compliance Committee in 2013. The presidential charge to the committee is as follows:

1. Develop tools and processes to identify, evaluate, and manage university risks.
2. Ensure that systems and processes are in place to provide accountability for compliance with the university's legal and policy obligations.
3. Encourage communication, problem-solving, and collaboration across divisions, units, and departments.

The committee is supported by the Safety and Risk Services Unit.

In 2014, the Safety and Risk Services Unit facilitated a comprehensive risk assessment, establishing an UO risk profile and presenting key findings to the President and Board. The assessment, now conducted annually, breaks down various risks into ten thematic areas which include: Academic Affairs, Compliance, External Relations; Equity and Inclusion, Facilities/Infrastructure, Financial, Human Resources; Information Technology; Research, and Student Affairs. Using baseline data established in 2014 and 2015, the institution is better able to monitor changes to the university's risk profile, track the impact of risk reduction activities, and summarize the results for consideration by the president and Board. Risk data are presented in the form of a quadrant risk map that assists decision makers to develop priorities, improve risk awareness and direct risk assessments.

Andre Le Duc leads the Safety and Risk Services Unit, in his position as the Chief Resilience Officer and Associate Vice President for Safety and Risk Services and manages the annual risk assessment.

Policies and Procedures – Standards 2.A.12-30

The transition in governance from the State Board of Higher Education to the Board of Trustees of the University of Oregon resulted in the transfer of responsibility for all former OUS administrative rules, Board of Higher Education policies, Internal Management Directives and

fiscal policies in effect at the time of the governance transition. The enabling legislation, Senate Bill 270, Section 170 (8), (2013) states:

Notwithstanding any other provision of this section, the lawfully adopted rules and policies of the State Board of Higher Education pertaining to a university with a governing board that are in effect on the effective date of this 2013 Act continue in effect until lawfully superseded or repealed by the standards or policies of the governing board or the university. References in rules or policies of the State Board of Higher Education to the state board or an officer or employee of the state board are considered to be references to the governing board or an officer or employee of a university with a governing board.

It is important to note that the University of Oregon was subject to these policies prior to the governance transition and they remain in effect until “lawfully superseded or repealed.” The unique opportunity available to the institution post-transition is an ability to reconsider and redraft policies formerly managed by the State Board and Chancellor’s Office into a cohesive body that best serves the university today.

In 2015, the University adopted the [Policy on University Policies](#), creating the [Policy Advisory Council \(PAC\)](#) and establishing the university’s new policy-making process. The PAC is responsible for advising and assisting the president in the prioritization and organization of university policies. Pursuant to the policy on [Retention and Delegation of Authority](#), the president and Board have exclusive authority to establish university-wide policies.

All university-wide policies, currently in effect are published to the [Policy Library](#). Each policy is assigned a “responsible office” to ensure that the policies are reviewed, maintained, and implemented effectively.

As noted, a majority of the policies in effect at the time of the governance transition remain in effect and are substantially similar to the policies in place at our last accreditation in 2013. Two significantly changed policies have already been described in this update and include the [Retention and Delegation of Authority](#) and [Policy on University Policies](#). The following describes other significant policy changes since 2013 in the areas of Human Resources and Finance.

2.A.18: The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

A significant benefit of the governance transition is that all university human resource policies are now under the management of the institution, are posted on the university website, and can

be reviewed regularly and amended as necessary to serve the unique needs of our university community. Under the former OUS, many employment-related policies were managed at the system level and lacked the specificity to serve our distinct employee groups well. At the direction of the Board and university president, the university is now actively engaged in a comprehensive review of human resources policies and procedures.

One important example of this work relates to Officers of Administration (OAs). OAs at the university consist of over 1,400 employees serving a diverse range of positions: supervisors, managers, administrators, confidential office workers, advisors, counselors, and professionals providing academic support. Under the former OUS policy framework, human resource policies and procedures governing OAs, spanned both system-level and university-specific policies, aligning more closely to faculty members than administrative employees. Beginning in 2015, Human Resources initiated the development and implementation of a suite of policies specific to OA employment, drawing on the expertise of a newly assembled [OA Policy Advisory Team](#). The resulting suite of policies and procedures benefited from a comprehensive, university-wide development and review process. They were presented to the president's Policy Advisory Council in February 2017 and following a final public comment period, were approved by President Schill on February 23, 2017.

2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Following the unionization of university faculty in 2012, approximately 80% of the university's employees (excluding hourly student workers) fall under a collective bargaining agreement. The terms of those agreements, including: "conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination" are readily available on the university's human resources and academic affairs websites.

There are currently five bargaining units at the University of Oregon. Descriptions of each and links to their respective collective bargaining agreements are available on the UO Human Resources website at: <https://hr.uoregon.edu/employee-labor-relations/uo-bargaining-units-cbas>.

- 1) Graduate Teaching Fellows Federation (GTFF) - The GTFF is an affiliate of the American Federation of Teachers and represents graduate students performing instructional, research, and administrative assignments. This bargaining unit has more fluctuations than the others, as graduate students move in and out of the unit frequently depending on the nature of their appointment. The unit normally varies between 1300 and 1500 members.
- 2) Service Employee International Union (SEIU) - SEIU represents two bargaining units on campus.

- a) The largest unit is made up of approximately 1,500 staff members on campus, often referred to as “classified staff,” who perform a wide range of important functions in areas such as health care, facilities, administrative support, dining services, and information technology.
- b) The second unit is the UO police department unit comprised of sworn police officers and dispatchers.
- 3) Teamsters - Teamsters Local 206 represents a small group of trade professionals in the university’s printing and mailing services unit.
- 4) United Academics - UA represents approximately 1,900 faculty on campus including tenure-track and non-tenure-track instructional faculty, adjuncts, librarians, research faculty, and postdoctoral scholars. Law school faculty, EC Cares faculty, and faculty in a supervisory role (mostly department heads and primary investigators) are excluded from the bargaining unit.

Employees not represented by a bargaining unit include, Officers of Administration, unrepresented faculty, and hourly student workers. “Conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination” for these groups of employees are available in the [University of Oregon Policy Library](#), on the Human Resources “[employment policies](#)” webpage, or on the [Academic Affairs](#) website. Employees are apprised of these policies through regular orientation programs or various employment-related workshops.

2.A.30: The institution has clearly defined policies, approved by its governing board, regarding the oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowing between funds.

On July 1, 2014, the University of Oregon assumed management of the institution’s treasury operations from the former Oregon University System (OUS). In withdrawing from the OUS Central Bank, the new Board of Trustees established a comprehensive [Treasury Management Policy](#) governing the three critical functions of the new treasury operations: 1) Central Bank, 2) Cash and Investment Management, and 3) Liability Management. The policy allows the institution to manage assets and liabilities in concert to further the mission of the university. Risks are analyzed and managed within the context of the assets and liability portfolios using the central bank framework and the treasurer is required to provide quarterly updates and a substantive annual report to the Board or designated subcommittee.

Detailed operational guidelines for managing treasury management responsibilities were adopted by the Board and are memorialized in three procedural documents: Central Bank Procedures,

Cash and Investment Operational Procedures, and Liability Management Procedures. These cover issues such as management of the central bank, roles and responsibilities, liquidity management, treasury risk management, central bank loans, selection of brokers and dealers, selection of investment managers, and depository banks, custody and trust and administration, permitted investments by tier, portfolio risk management, portfolio benchmarks, portfolio diversification, prohibited investments and investment practices, investment income distributions, and post-issuance compliance for tax-advantaged bonds.

Each year the Board approves projected operating and capital expenditure budgets for the institution. The Board also reviews operating and capital financial reports on a quarterly basis.

IX. Standard 2.F Financial Resources

2.F.7: For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and governing board.

The University of Oregon was a member of the Oregon University System (OUS) during the fiscal year that ended June 30, 2014, but in preparation for independent governance, the university received stand-alone audits of UO financial information for fiscal years 2013 and 2014.

Beginning with the fiscal year ending on June 30, 2015, the university has received two annual external financial audits from Moss Adams LLP. Both resulted in unmodified audit opinions. All audit results, including findings and management letter recommendations, are considered by the administration and governing board. The external audit firm—which is selected only upon approval of the governing board—conducts telephone meetings with senior leaders, internal audit staff, and certain governing board members to ensure appropriate information flow and understanding of the external audit reports.

Reports are available on the Business Affairs website at: <http://ba.uoregon.edu/content/financial-reports>

X. Standard 2.G Physical and Technological Infrastructure

2.G.6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The university provides a wide variety of technology training opportunities for faculty, staff, students, and administrators, committing in the [Computing Priorities: Research and Instructional](#) policy, to “regular training opportunities pertaining to both research-related and teaching-related computing.” One recent enhancement to these training opportunities is in Integrated Data Reporting (IDR). UO Information Services provides training and support for IDR, which uses Cognos, as the university’s data warehouse and business intelligence service. The use of Tableau on campus has expanded to provide management dashboards and data visualization.

2.G.7: Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The UO is in the process of implementing an Information Technology (IT) [Strategic Plan](#) to transform IT at the university. One goal of the IT Strategic Plan is to streamline fragmented IT services to optimize the organizational support structure and expenditures by changing current services to better balance hardware, software, service and IT staff to align with the university’s strategic goals through a program called Transform IT. This process requires prioritizing university needs and shifting away from fragmented, underfunded and over-promised services and capital solutions to a balanced, centralized, strategic IT model.

The strategic planning began in June 2015 with the formation of a steering committee tasked with setting the stage for the IT Strategic Plan. The committee contracted with Moran Technology Consulting (MTC) to facilitate the process which began on September 1, 2015. MTC met with campus representatives and developed a set of [recommendations](#) for the steering committee to consider. Additionally, UO’s internal audit team engaged a separate organization, Baker Tilly, to conduct an IT risk assessment. [This report](#) was presented to the Board of Trustees in December 2015. In addition to highlighting the extent to which IT functions, responsibilities, and investments are dispersed across campus, the report provided an IT risk map depicting potential areas of risk, such as information security/privacy and governance.

After receiving [MTC](#) and [Baker Tilly’s](#) reports, work groups were established to delve deeper into three areas and make recommendations to the steering committee and ultimately the provost and president to consider. One of the most intensive initial strategic plan efforts came in the form of an August 2016 report from consultant Harvey Blustain. Mr. Blustain’s report provided an assessment of IT assets and organizational structures distributed across campus and recommendations for the university. Mr. Blustain’s overall recommendation was to centralize the IT organizational structure primarily into two units, Information Services (IS) and the UO Libraries. IS and the Libraries were recognized as the central units leading, managing, and providing major components of the UO’s IT infrastructure and services. In February 2017

Interim CIO Chris Krabiel and Dean of Libraries Adriene Lim presented to the campus community a proposed outline allocating service and support for the campus by each of these units in the form of a charter. This IT Charter is currently in the final review process and will be presented to the provost in March 2017.

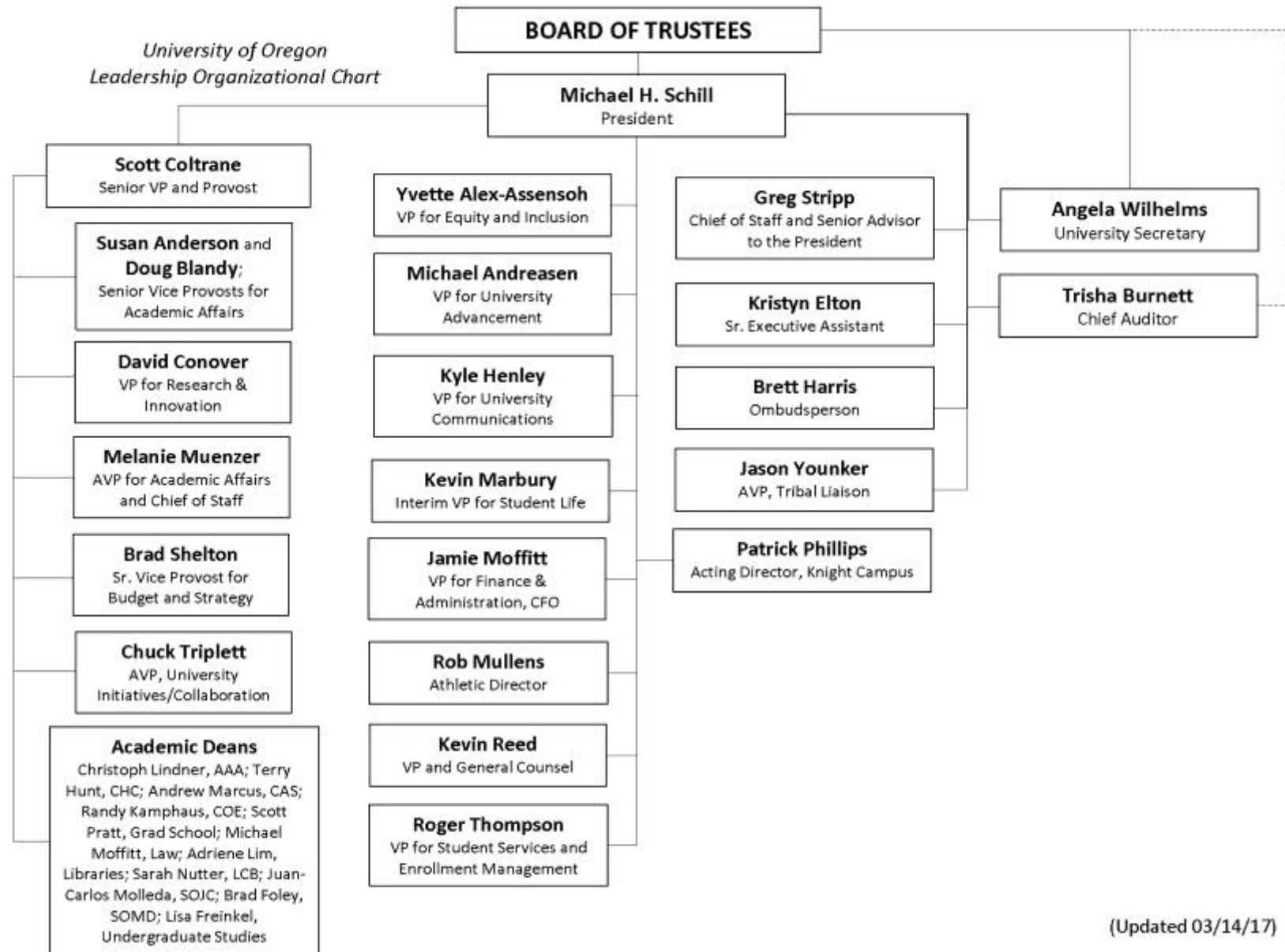
Concurrent with Mr. Blustain's report and the development of the IT Charter was the implementation of major elements of the IT Strategic Plan process related to governance, policies, and several strategic objectives including investment projects and the opening of the Allen Hall Data Center. A reorganized [IT Governance Committee](#), representing faculty, administrative units, and end users advises the provosts on all matters relating to IT including:

- Prioritizing the use of available resources;
- Creating, revising, maintaining, and implementing IT policies; and
- Overseeing campus technology work groups.

The final piece of the initial IT Strategic Plan was hiring a new CIO to continue the transformational IT process and guiding UO IT strategically into the future. The university announced that Jessie Minton will become the new chief information officer on May 1, 2017. She joins UO from Oregon Health and Science University, where she has served since 2011.

2.G.8: The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

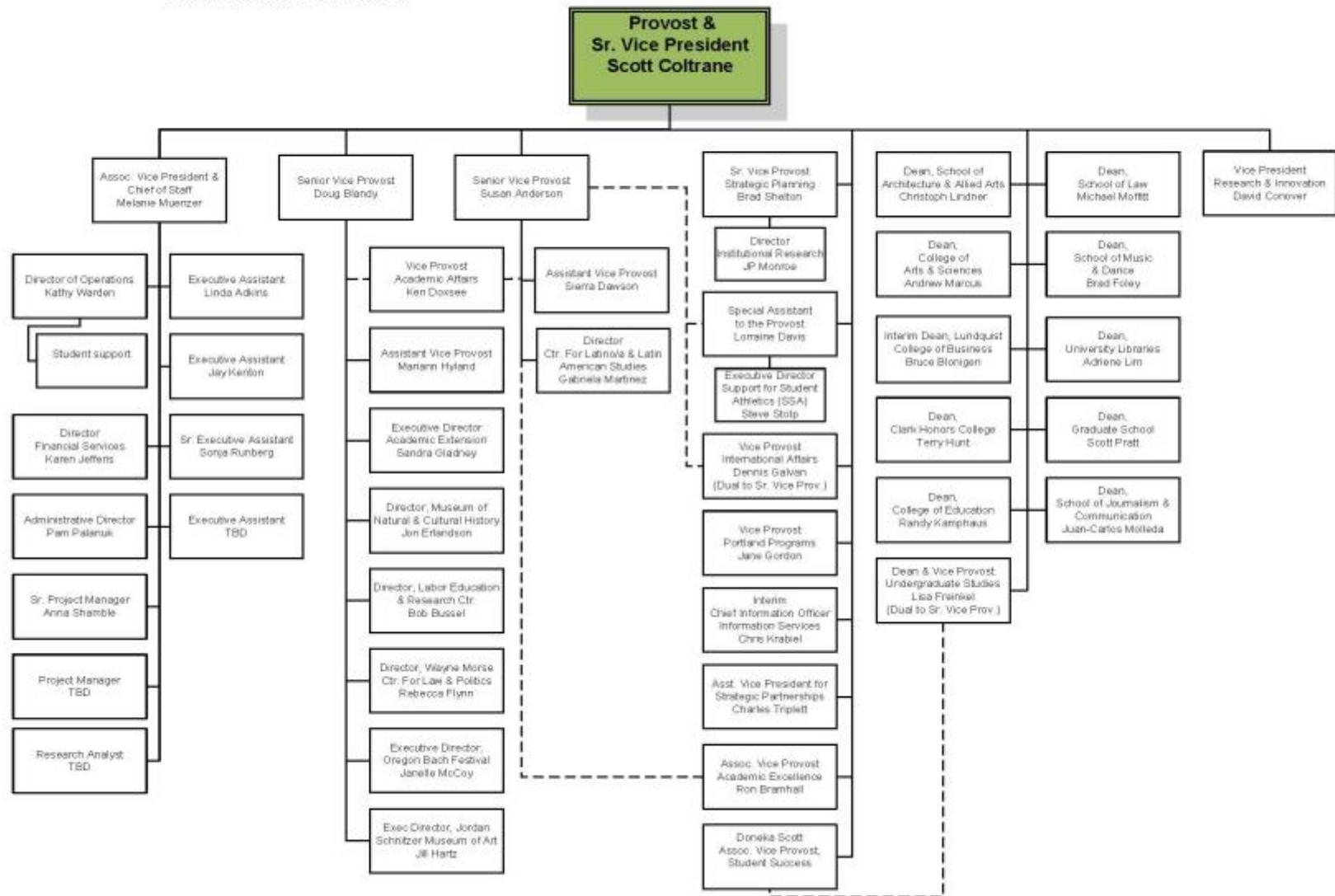
Updating and refreshing the university's technological infrastructure is an important part of the IT Strategic Plan investments (<https://provost.uoregon.edu/content/it-strategic-plan-investments>). The provost and president have prioritized a \$3 million recurring investment in IT, tackling several key areas including infrastructure, security, and coordination of IT across campus. A strategic planning steering committee made recommendations directly to the provost and president on how to spend the majority of these designated funds to their highest and best use.

Leadership and Management – Standards 2.A.9-11 (Organizational Charts)

University of Oregon
Office of Provost and Academic Affairs
Administrative Structure



UNIVERSITY OF OREGON



August 24, 2016

SECTION 3 - APPENDICES

XI. APPENDIX A – 2013 YEAR 3 RECOMMENDATIONS

In the university's 2013 Year Three Resources and Capacity Evaluation, the Commission found that the following recommendations are "areas where the University of Oregon is substantially in compliance with Commission criteria for accreditation, but in need of improvement":

- The evaluation committee recommends that the University of Oregon clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the Year Seven Self-Evaluation Report (Standard 1.B).

As articulated in our demonstration project report, we are aligning our resources to focus on strategic priorities (see [strategic priorities](#)) to accomplish our mission. In two of these, there are clear indicators of achievement – hiring 80-100 net new tenure track faculty by 2020, and raise 4-year graduation rates to 60% by 2020. The third priority to improve the undergraduate curricular and co-curricular experience does not have a single indicator of achievement but rather is composed of many indicators discussed in this report related to student success and student perceptions of their experience, as captured in tools like the SERU.

- The committee recommends that the University of Oregon intensify and focus its efforts to identify and publish expected course, general education, program and degree learning outcomes (Standard 2.C.1, 2.C.2 and 2.C.10).

Courses are approved through an online system, Courseleaf, which asks for learning outcomes for each course. Prior to implementation of this system, the UO Committee on Courses required learning outcomes in new course applications but the new system provides a way to capture and store these digitally. In addition, faculty are instructed to include learning outcomes on their syllabi and this is checked for in the review and approval process.

As described in this report, general education learning outcomes have not been revisited in over 20 years. Currently, outcomes are described in the "Purpose of General Education" document but we have recognized the need to revisit and clarify learning outcomes, including where in the curriculum the outcomes will be addressed and how they will be assessed. We are in the early stages of a multiyear general education reform effort so new outcomes will not appear until that is complete. In the meantime, we are focusing on the outcomes expressed in this report and, more importantly at this point, working to develop an approach to meaningful assessment.

Program and degree outcomes and assessment plans are currently being revisited and published for every degree program on campus. We anticipate the completion of those by June 2017.

- The committee recommends that a high priority be placed on developing and implementing the proposed new assessment strategy, that appropriate leadership and resources be committed to its implementation, and that faculty with teaching responsibilities be integrally involved at every stage (Standard 2.C.5).

This report describes our continuous efforts to develop our assessment strategy and how that strategy will be implemented. As described in this report, faculty are heavily involved in that effort, as described in our model of mission fulfillment (see [Section II.A.](#)).

XII. APPENDIX B – DEMONSTRATION PROJECT MEETING**Schedule for Nathan Lindsay & Sandra Elman on Monday October 17, 2016**

Time and Location	Session	Attendees	Objectives
8:15 – 9:00 EMU – Diamond Lake Rm	Arrival and breakfast	<ul style="list-style-type: none"> ▪ Ron Bramhall – Associate Vice Provost for Acad. Excellence ▪ Ken Doxsee – Vice Provost, Academic Affairs ▪ Chuck Triplett - AVP for Strategic Initiatives and NWCCU ALO ▪ Doug Blandy – Senior Vice Provost, Academic Affairs ▪ Susan Anderson - Senior Vice Provost, Academic Affairs ▪ Lisa Freinkel – Dean and Vice Provost of Undergraduate Studies 	<ul style="list-style-type: none"> ▪ Welcome and introductions ▪ Review schedule and objectives
9:00 – 9:45 EMU – Diamond Lake Rm	Senate and Curriculum Committee Leadership	<ul style="list-style-type: none"> ▪ Bill Harbaugh – Senate President ▪ Chris Sinclair – Senate Vice President ▪ Alison Schmitke – Chair, Undergraduate Council ▪ Frances White – Chair, Committee on Courses and Academic Council 	<ul style="list-style-type: none"> • Overview of shared governance structures and processes relating to curricular approval and review
10:00 – 10:50 EMU – Diamond Lake Rm	Assessment at department and program level	<ul style="list-style-type: none"> ▪ Carolyn Bergquist – Director Writing Composition ▪ Robin Clement – Associate Dean, Business ▪ Pat Curtin – Chair in Public Relations and Assessment Coordinator, Journalism ▪ Daniel Pascoe Aguilar – Director of Career Center ▪ Julie Wren – Director of Institutional Assessment, Education ▪ Susan Anderson – Senior Vice Provost, Acad. Affairs 	<ul style="list-style-type: none"> ▪ Departmental approach to assessment ▪ Assessment in co-curricular programs ▪ Program Review

		<ul style="list-style-type: none"> ▪ Sierra Dawson – Assistant Vice Provost, Acad. Affairs 	
11:00 – 11:50 EMU – Diamond Lake Rm	Transforming Education by Design (trED)	<ul style="list-style-type: none"> ▪ Michael Najjar – Assistant Professor, Theater Arts ▪ Sierra Dawson – Assistant Vice Provost ▪ Daniel Pascoe Aguilar – Director, Career Center ▪ Julie Sykes – Associate Professor, Linguistics ▪ Chris Chavez – Assistant Professor, Advertising ▪ Mike Urbancic – Instructor, Economics ▪ Laura Smithers – PhD student in Critical and Socio-cultural Studies 	<ul style="list-style-type: none"> • Overview of Human Centered Design project focused on the undergraduate educational experience.
12:00 – 1:15 EMU – Diamond Lake Rm	Working Lunch – In search of a useful and efficient approach to Gen Ed Assessment	<ul style="list-style-type: none"> ▪ Sierra Dawson – Senior Lecturer II, Human Physiology ▪ Julie Wren – Director of Institutional Assessment, Education ▪ Collette Niland – Assistant Dean, Undergraduate Programs, Business ▪ Elly Vandegrift – Associate Director, Science Literacy Program ▪ Mike Urbancic - Instructor, Economics ▪ Avinnash Tiwari – Instructor, English ▪ Rick Colby – Associate Professor, Religious Studies ▪ Dev Sinha – Associate Professor, Mathematics ▪ Brian Gazaille – Instructor, English ▪ Emily Simnit – Instructor, English 	<ul style="list-style-type: none"> • Explore perspectives about our pilot approach of using common rubrics to assess general education outcomes.
1:30 – 2:15 EMU – Diamond Lake Rm	Teaching Engagement initiatives	<ul style="list-style-type: none"> ▪ Lee Rumbarger – Director, Teaching Engagement Program ▪ Michael Najjar – Assistant Professor, Theater Arts; participant in Working Group on Active Teaching and Learning ▪ Sierra Dawson - Senior Lecturer II, Human Physiology; participant and facilitator in Working Group on Active Teaching and Learning 	<ul style="list-style-type: none"> • Overview of teaching initiatives and their important role in student success.

2:30 – 3:50 Location TBD	“Envisioning, Attaining and Institutionalizing Diversity in STEM Education and Research” – Dr. Kelly Mack	UO Faculty and Administration	<ul style="list-style-type: none"> • Prescheduled forum on diversity and STEM education . Dr. Mack is VP for Undergraduate STEM Education at AAC&U.
4:00 – 5:00 President’s Conference Room	Senior Leadership	<ul style="list-style-type: none"> ▪ Mike Schill - President ▪ Scott Coltrane - Vice President and Provost ▪ Melanie Muenzer – Provost’s Chief of Staff ▪ Chuck Triplett - AVP for Strategic Initiatives and NWCCU ALO ▪ Ron Bramhall - AVP for Academic Excellence ▪ Ken Doxsee - Vice Provost for Academic Affairs 	<ul style="list-style-type: none"> • Debrief visit and discuss next steps

XIII. APPENDIX C – WABASH VISIT**QUESTIONS TO CONSIDER**

1. What would a compelling, cohesive undergraduate educational experience at UO contain/deliver/look like? What practices, structures, processes, attitudes, would need to be in place?
2. How do we avoid the magical thinking of just rearranging the parts of the curriculum?
3. What are the most compelling findings from your research (think “Mythbusters”) that would be important for our campus stakeholders to really get?
4. What lines of inquiry would be most useful for our trED group to pursue in their design approach?
5. How could we compel a commitment to assessment rather than just a compliance response? What, where and how should be approach assessment?

Schedule for Charles Blaich & Kathy Wise on Monday November 28, 2016

Time and Location	Session	Attendees	
8:00 – 9:00	Arrival and breakfast	<ul style="list-style-type: none"> ▪ Ron Bramhall ▪ Doneka Scott ▪ Maeve Anderson ▪ Laura Smithers ▪ Sierra Dawson ▪ Josh Snodgrass 	
9:00 – 10:30	Students	<ul style="list-style-type: none"> ▪ Lillia Younker 	
10:30 – 11:00	Break	<ul style="list-style-type: none"> • • 	
11:00 – 12:00	STEM faculty	<ul style="list-style-type: none"> ▪ Scott Fisher ▪ Phil Lotshaw ▪ Dev Sinha ▪ Deborah Exton ▪ Robin Hopkins ▪ Raghuveer Parthasarathy 	<ul style="list-style-type: none"> ▪ Nicola Barber ▪ Edward Davis ▪ Elly Vandegrift ▪ Sierra Dawson ▪ Laura Smithers ▪ Josh Snodgrass
12:00 – 1:00	Transforming Education by Design (trED) (Lunch)	<ul style="list-style-type: none"> ▪ Laura Smithers ▪ Mike Urbancic ▪ Craig Parsons ▪ Julie Sykes 	<ul style="list-style-type: none"> ▪ Lee Rumbarger ▪ Abigail Leeder ▪ Sierra Dawson ▪ Daniel Pascoe Aguilar
1:00 – 2:00	Academic Leadership (FAC, Academic Council, OPAA)	<ul style="list-style-type: none"> ▪ Doug Blandy ▪ Spike Gildea ▪ Judith Eisen ▪ Scott Coltrane ▪ Melanie Muenzer ▪ Andrew Karduna ▪ Chris Sinclair 	<ul style="list-style-type: none"> ▪ Jeff Staiger ▪ Melanie Williams ▪ Gordon Sayre ▪ Bill Harbaugh ▪ Susan Anderson ▪ Stacy Williams-Wright ▪ Lee Rumbarger

		<ul style="list-style-type: none"> ▪ Sierra Dawson ▪ Sari Pascoe
2:00 – 3:00	Break	•
3:00 – 4:00	Students	<ul style="list-style-type: none"> ▪ Kaheawai Kaonohi ▪ Josh Pearman

Schedule for Charles Blach & Kathy Wise on Tuesday November 29, 2016

Time and Location	Session	Attendees
9:00 – 10:00	Undergraduate Program Leaders	<ul style="list-style-type: none"> ▪ Ron Bramhall – Associate Vice Provost for Academic Excellence ▪ Lisa Freinkel – Dean and Vice Provost of Undergraduate Studies ▪ Lee Rumbarger – Director, Teaching Engagement Program ▪ Elly Vandegrift – Director, Science Literacy Program ▪ Josh Snodgrass – Associate Vice Provost, Undergraduate Research
10:00 – 11:00	Break	•
11:00 – 12:00	Assessment Coordinators; Undergraduate Council; CAS Assoc. Deans	<ul style="list-style-type: none"> ▪ Monique Balbuena ▪ Pat Curtin ▪ Roxi Thoren ▪ Bruce Blonigen ▪ Julie Wren ▪ Larry Sugiyama ▪ Kelli Matthews ▪ Katy Lenn ▪ Sierra Dawson ▪ Kassia Dellabough ▪ David Levin ▪ Alison Schmitke ▪ Karen Ford
12:00 – 1:30	Students (Lunch)	<ul style="list-style-type: none"> ▪ Taylor Eldridge ▪ Timmy Thomas ▪ Kaitlynn Newcomb ▪ Lillian Jones ▪ Jacob Armas ▪ Kent Slocum ▪ Arianna Shapiro
1:30 – 2:00	Break	•
2:00 – 3:00	Undergraduate Campus Partners	<ul style="list-style-type: none"> ▪ Laura Smithers ▪ Grant Schoonover ▪ Doneka Scott ▪ Lee Rumbarger ▪ Jane Irungu ▪ Daniel Pascoe Aguilar ▪ Lisa Fienkel ▪ Jessica Best
3:00 – 3:30	Check-in	<ul style="list-style-type: none"> ▪ Ron Bramhall ▪ Lisa Freinkel

Schedule for Charles Blaich & Kathy Wise on Wednesday November 30, 2016

Time and Location	Session	Attendees
11:00 – 12:00	Student Success Advisory Council – Academic working group	•
12:00 – 1:00	Student Success Advisory Council – Student Experience working group	•
2:00 – 3:00	Writing Composition Program and trED members	<ul style="list-style-type: none"> ▪ Carolyn Bergquist ▪ Alison Lau Stephens ▪ Emily Simnitt ▪ Kara Clevinger ▪ Bill Fogarty ▪ Abigail Leeder ▪ Lynn Stepen ▪ Michael Najjar
4:00 – 5:00 PM	Senate Meeting	• Senate members and guests

XIV. APPENDIX D – INSTITUTIONAL DATA FORM

Northwest Commission On Colleges and Universities

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Oregon**Address: 1585 E. 13th Avenue****City, State, ZIP: Eugene, OR 97403**Degree Levels Offered: ☒ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☒ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
College of Business	B.S., B.A. in Accounting	The Association to Advance Collegiate Schools of Business	2016
College of Business	M.A. in Accounting	The Association to Advance Collegiate Schools of Business	2016
College of Business	Ph.D. in Accounting	The Association to Advance Collegiate Schools of Business	2016

UNIVERSITY OF OREGON

NWCCU DEMONSTRATION PROJECT

College of Business	B.S., B.A. in Business Administration	The Association to Advance Collegiate Schools of Business	2016
College of Business	M.B.A.	The Association to Advance Collegiate Schools of Business	2016
College of Business	Oregon Executive M.B.A.	The Association to Advance Collegiate Schools of Business	2016
College of Business	Ph.D. in Business Administration	The Association to Advance Collegiate Schools of Business	2016
Department of Art	B.A., B.S., B.F.A., M.F.A.	National Association of Schools of Art and Design	2010
Master of Public Administration	M.P.A.	National Association for Schools of Public Affairs and Administration	2006
Planning, Public Policy and Management	B.A., B.S., M.C.R.P.	Planning Accreditation Board	2009
Department of Architecture	B.Arch., M.Arch., Ph.D.	National Architectural Accrediting Board	2012
Department of Landscape Architecture	B.L.A., M.L.A., Ph.D.	American Society of Landscape Architects: Landscape Architecture Accreditation Board	2011
Department of Interior Architecture	B.I.Arch., M.I.Arch.	Council for Interior Design Accreditation	2016
Department of the History of Art & Architecture	B.A., M.A., Ph.D.	National Association of Schools of Art and Design	2010
Product Design Program	B.F.A.	National Association of Schools of Art and Design	2010
Arts and Administration Program	M.A., M.S.	National Association of Schools of Art and Design	2010
School of Journalism and Communication	B.A., B.S., M.A. M.S., Ph.D.	Accrediting Council on Education in Journalism and Mass Communication	2012
School of Music and Dance	B.A., B.S., M.A., M.Mus., D.M.A., Ph.D.	National Association of Schools of Music	2010
School of Law	J.D., L.L.M., M.A., M.S.	American Bar Association	2014
Clinical Psychology	Ph.D.	American Psychological Association	2011
Counseling Psychology	Ph.D.	American Psychological Association	2011
School Psychology	Ph.D.	American Psychological Association	2014
School Psychology	Ph.D.	National Association of School Psychologists	2014
Communication Disorders & Sciences	M.A., M.S.	American Speech-Language-Hearing Association	2012
Couples and Family Therapy	M.A.	Commission on Accreditation for Marriage and Family Therapy Education	2014
Planning, Public Policy and Management	M.A.	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	2009
Department of Chemistry	B.A., B.S., M.A. M.S., Ph.D.	American Chemical Society	2016

Department of Human Physiology	B.A., B.S., M.A. M.S., Ph.D.	National Athletic Trainers Association	2016
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Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Undergraduate FTE = credit hours/15; Masters FTE = credit hours/12; PhD FTE = credit hours/9; Law FTE = credit hours/14.)

Official Fall 2016 (most recent year) FTE Student Enrollments

<u>Classification</u>	<u>Current Year Dates: Fall 2016</u>	<u>One Year Prior Dates: Fall 2015</u>	<u>Two Years Prior Dates: Fall 2014</u>
<u>Undergraduate</u>	18,631.47	18,610.27	18,800.13
<u>Graduate</u>	3,378.42	3,305.31	3,365.17
<u>Professional</u>	355.07	390.36	383.00
<u>Unclassified</u>	204.65	227.18	220.37
<u>Total all levels</u>	22,569.60	22,533.11	22,768.67

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall (most recent year) Student Headcount Enrollments

<u>Classification</u>	<u>Current Year Dates: Fall 2016</u>	<u>One Year Prior Dates: Fall 2015</u>	<u>Two Years Prior Dates: Fall 2014</u>
<u>Undergraduate</u>	19,779	20,221	20,254
<u>Graduate</u>	2,919	2,877	2,896
<u>Professional</u>	346	381	380
<u>Unclassified</u>	590	646	651
<u>Total all levels</u>	23,634	24,125	24,181

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

<u>Rank</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Less than Associate</u>	<u>Associate</u>	<u>Bachelor</u>	<u>Masters</u>	<u>Specialist</u>	<u>Doctorate</u>
<u>Professor</u>	298	50	_____	_____	2	25		270
<u>Associate Professor</u>	286	16	_____	_____		46		240
<u>Assistant Professor</u>	273	11	_____	_____	10	79	1	173
<u>Instructor</u>	352	308	_____	_____	22	202		106
<u>Lecturer and Teaching Assistant</u>	27	8	_____	_____		1		26
<u>Research Staff and Research Assistant</u>	380	71	_____	_____	86	85	2	150
<u>Undesignated Rank</u>	1	0	_____	_____	_____	_____	_____	_____

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<u>Rank</u>	<u>Mean Salary</u>	<u>Mean Years of Service</u>
<u>Professor</u>	\$129,860	21.37
<u>Associate Professor</u>	\$93,705	12.27
<u>Assistant Professor</u>	\$77,854	4.42

<u>Instructor</u>	\$54,195	6.62
<u>Lecturer and Teaching Assistant</u>	\$75,385	11.13
<u>Research Staff and Research Assistant</u>	\$58,896	7.15
<u>Undesignated Rank</u>	\$103,511	12.12

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

<u>Fiscal year of the institution:</u>	<u>July-June</u>			
<u>Reporting of income:</u>	<u>Accrual Basis</u>	<u>Accrual Basis</u>	<u>Accrual Basis</u>	<u>X</u>
<u>Reporting of expenses:</u>	<u>Accrual Basis</u>	<u>Accrual Basis</u>	<u>Accrual Basis</u>	<u>X</u>

BALANCE SHEET DATA

<u>ASSETS</u>	<u>Last Completed FY Dates: 2016</u>	<u>One Year Prior to Last Completed FY Dates: 2015</u>	<u>Two Years Prior to Last Completed FY Dates: 2014</u>
<u>CURRENT FUNDS</u>			
<u>Unrestricted</u>			
<u>Cash</u>	242,498,956	201,272,555	144,353,173
<u>Investments</u>	28,382,089	55,079,229	67,114,079
<u>Accounts receivable gross</u>	44,213,881	47,867,170	49,651,196
<u>Less allowance for bad debts</u>	-10,193,773	-10,980,264	-13,312,719
<u>Inventories</u>	4,007,954	3,863,303	3,705,977
<u>Prepaid expenses and deferred charges</u>	31,057,980	19,466,542	13,713,540
<u>Other (identify)</u>	909,941,992 [a]	853,302,595 [a]	770,254,235 [a]
<u>Due from</u>	0	0	1,395,346
<u>Total Unrestricted</u>	1,249,909,079	1,169,871,130	1,036,874,827
<u>Restricted</u>			
<u>Cash</u>	50,637,532	62,782,059	23,081,105
<u>Investments</u>	0	0	61,852
<u>Other (identify)</u>	42,200,472 [b]	45,167,297 [b]	46,388,395 [b]
<u>Due from</u>	0	0	0
<u>Total Restricted</u>	92,838,004	107,949,356	69,531,352
<u>TOTAL CURRENT FUNDS</u>	1,342,747,083	1,277,820,486	1,106,406,179
<u>ENDOWMENT AND SIMILAR FUNDS</u>			
<u>Cash</u>	0	0	0
<u>Investments</u>	0	0	31,991,822
<u>Other (identify)</u>	0	0	0
<u>Due from</u>	0	0	0
<u>TOTAL ENDOWMENT AND SIMILAR FUNDS</u>	0	0	31,991,822
<u>PLANT FUND</u>			
<u>Unexpended</u>			
<u>Cash</u>	49,875,026	65,306,136	101,142,273
<u>Investments</u>	0	0	7,448,997
<u>Other (identify)</u>	8,387,332 [c]	7,787,337 [c]	9,100,066 [c]
<u>Total unexpended</u>	58,262,358	73,093,473	117,691,336
<u>Investment in Plant</u>			
<u>Land</u>	49,311,570	49,311,570	49,311,570
<u>Land improvements</u>	25,792,415	25,487,998	24,791,938
<u>Buildings</u>	592,244,359	558,281,092	541,530,591
<u>Equipment</u>	109,229,976	103,197,667	97,861,031
<u>Library resources</u>	171,572,967	168,258,851	165,349,835
<u>Other (identify)</u>	-438,324,395 [d]	-412,502,727 [d]	-388,536,042 [d]

<u>Total investments in plant</u>	<u>509,826,892</u>	<u>492,034,451</u>	<u>490,308,923</u>
<u>Due from</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Other plant funds (identify)</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>TOTAL PLANT FUNDS</u>	<u>568,089,250</u>	<u>565,127,924</u>	<u>608,000,259</u>
<u>OTHER ASSETS (IDENTIFY)</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>TOTAL OTHER ASSETS</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>TOTAL ASSETS</u>	<u>1,910,836,333</u>	<u>1,842,948,410</u>	<u>1,746,398,260</u>

BALANCE SHEET DATA (continued)

<u>LIABILITIES</u>	<u>Last Completed FY Dates: 2016</u>	<u>One Year Prior to Last Completed FY Dates: 2015</u>	<u>Two Years Prior to Last Completed FY Dates: 2014</u>
<u>CURRENT FUNDS</u>			
<u>Unrestricted</u>			
Accounts payable	12,511,906	24,908,047	30,549,749
Accrued liabilities	11,879,452	10,668,245	0
Students' deposits	1,792,160	1,839,077	609,745
Deferred credits	23,122,145	73,750,091	0
Other liabilities (identifv)	891,659,500 [e]	715,669,805 [e]	685,038,387 [e]
Due to	0	0	0
Fund balance	308,943,916	343,035,865	320,676,946
Total Unrestricted	1,249,909,079	1,169,871,130	1,036,874,827
<u>Restricted</u>			
Accounts payable	4,038,910	2,998,807	-6,331,196
Other (identifv)	58,550,639 [f]	63,441,581 [f]	40,174,154 [f]
Due to	0	0	0
Fund balance	30,248,455	41,508,968	35,688,394
Total Restricted	92,838,004	107,949,356	69,531,352
TOTAL CURRENT FUNDS	1,342,747,083	1,277,820,486	1,106,406,179
<u>ENDOWMENT AND SIMILAR FUNDS</u>			
<u>Restricted</u>	0	0	7,421,885
<u>Quasi-endowed</u>	0	0	0
<u>Due to</u>	0	0	0
<u>Fund balance</u>	0	0	24,569,937
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	31,991,822
<u>PLANT FUND</u>			
<u>Unexpended</u>			
Accounts payable	18,886,876	17,680,138	15,803,612
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identifv)	0	0	0
Due to	0	0	0
Fund balance	501,213,376	504,117,426	387,074,449
Total unexpended	520,100,252	521,797,564	402,878,061
<u>Investment in Plant</u>			
Notes payable	10,716,525	11,095,802	11,433,446
Bonds payable	37,272,473	32,234,558	193,688,752
Mortgage payable	0	0	0
Other liabilities (identifv)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identifv)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	568,089,250	565,127,924	608,000,259
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	1,070,430,586	954,286,151	978,388,534
FUND BALANCE	840,405,747	888,662,259	768,009,726

Balance Sheet Data – Identification of other line items

[a] Current and long term portion of unrestricted notes receivable (institutional and federal student loans) net of allowance for doubtful accounts, net capital assets, collateral from securities lending, and net pension asset.

[b] Current and long-term portion of restricted notes receivable (institutional and federal student loans) net of allowance for doubtful accounts; restricted accounts receivable net of allowance for doubtful accounts; and restricted prepaid expenses.

[c] Current and long-term portion of plant fund accounts receivable net of allowance for doubtful accounts and plant fund prepaid expenses.

[d] Accumulated depreciation.

[e] Current and long-term portion of unrestricted debt and long-term liabilities, obligations under securities lending, net pension liability and unearned revenues.

[f] Unearned revenue, current and long-term portion of restricted debt and long term liabilities, accrued payroll liabilities, and student deposits.

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

<u>REVENUES</u>	<u>Last Completed FY Dates: 2016</u>	<u>One Year Prior to Last Completed FY Dates: 2015</u>	<u>Two Years Prior to Last Completed FY Dates: 2014</u>
<u>Tuition and fees</u>	<u>388,109,955</u>	<u>368,096,326</u>	<u>360,950,784</u>
<u>Federal appropriations</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>State appropriations</u>	<u>66,562,067</u>	<u>57,858,918</u>	<u>61,794,001</u>
<u>Local appropriations</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Grants and contracts</u>	<u>173,113,697</u>	<u>165,674,257</u>	<u>242,517,776</u>
<u>Endowment income</u>	<u>15,988,925</u>	<u>14,095,628</u>	<u>20,500,626</u>
<u>Auxiliary enterprises</u>	<u>175,231,773</u>	<u>172,184,128</u>	<u>155,512,386</u>
<u>Other (identify)</u>	<u>85,159,828 [g]</u>	<u>93,620,386 [g]</u>	<u>92,523,511 [g]</u>
<u>EXPENDITURE & MANDATORY TRANSFERS</u>			
<u>Educational and General</u>			
<u>Instruction</u>	<u>319,128,909</u>	<u>270,545,789</u>	<u>268,898,887</u>
<u>Research</u>	<u>73,440,399</u>	<u>68,883,619</u>	<u>74,871,397</u>
<u>Public services</u>	<u>48,757,802</u>	<u>41,925,776</u>	<u>40,183,760</u>
<u>Academic support</u>	<u>66,935,788</u>	<u>53,000,454</u>	<u>54,522,901</u>
<u>Student services</u>	<u>47,552,751</u>	<u>35,235,242</u>	<u>37,742,838</u>
<u>Institutional support</u>	<u>77,124,092</u>	<u>59,828,392</u>	<u>56,133,886</u>
<u>Operation and maintenance of plant</u>	<u>57,575,976</u>	<u>50,573,402</u>	<u>49,659,503</u>
<u>Scholarships and fellowships</u>	<u>29,189,531</u>	<u>26,729,831</u>	<u>16,486,129</u>
<u>Other (identify)</u>	<u>8,945,309 [h]</u>	<u>14,299,263 [h]</u>	<u>-3,173,783 [h]</u>
<u>Mandatory transfers for:</u>			
<u>Principal and interest</u>	<u>3,938,313</u>	<u>9,380,312</u>	<u>24,749,422</u>
<u>Renewal and replacements</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Loan fund matching grants</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Other (identify)</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Total Educational and General</u>	<u>732,588,870</u>	<u>630,402,078</u>	<u>620,074,940</u>
<u>Auxiliary Enterprises</u>			
<u>Expenditures</u>	<u>194,979,110</u>	<u>199,380,266</u>	<u>197,914,537</u>
<u>Mandatory transfers for:</u>			
<u>Principal and interest</u>	<u>24,854,777</u>	<u>24,810,113</u>	<u>10,221,349</u>
<u>Renewals and replacements</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Total Auxiliary Enterprises</u>	<u>219,833,887</u>	<u>224,190,379</u>	<u>208,135,886</u>

<u>TOTAL EXPENDITURE & MANDATORY TRANSFERS</u>	<u>952,422,757</u>	<u>854,592,457</u>	<u>828,210,826</u>
<u>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</u>	<u>0</u>	<u>96,293,463[i]</u>	<u>0</u>
<u>EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</u>	<u>-48,256,512</u>	<u>113,230,649</u>	<u>105,588,258</u>

Current Funds, Revenues, Expenditures, and Other Changes – Identification of other line items

[g] Educational department sales and services, other operating revenues and other non-operating items.

[h] Wages, employee fringe benefits, and depreciation as reported on line 14, part C on IPEDS

[i] Net change to beginning fund balance, 164,699,269 separation from OUS less 68,405,806 due to GASB 68.

INSTITUTIONAL INDEBTEDNESS

<u>TOTAL DEBT TO OUTSIDE PARTIES</u>	<u>Last Completed FY Dates: 2016</u>	<u>One Year Prior to Last Completed FY Dates: 2015</u>	<u>Two Years Prior to Last Completed FY Dates: 2014</u>
<u>For Capital Outlay</u>	<u>728,489,775</u>	<u>643,658,130</u>	<u>764,986,103</u>
<u>For Operations</u>	<u>0</u>	<u>0</u>	<u>0</u>

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

<u>Location of Site</u> <u>Name</u> <u>City, State, ZIP</u>	<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
<u>Bend area (not Cascade Campus) -</u> <u>520 NW Wall Street, Bend, OR</u> <u>97701</u>	<u>Business Administration</u>	9	40	8
	<u>Ed Leadership</u>	4	33	3
	<u>Folklore</u>	<u>1</u>	<u>11</u>	<u>1</u>
<u>CA/ID/WA-Contiguous States - No</u> <u>permanent location</u>	<u>Historic Preservation</u>	<u>6</u>	<u>13</u>	<u>1</u>
<u>Corvallis area - No permanent</u> <u>location</u>	<u>Graduate School</u>	1	4	1
<u>Eugene area - No permanent</u> <u>location</u>	<u>Architecture</u>	4	81	2
	<u>Architecture & Allied Arts</u>	<u>1</u>	<u>5</u>	<u>1</u>
	<u>Arts & Administration</u>	<u>1</u>	<u>1</u>	<u>1</u>
	<u>Business Administration</u>	<u>1</u>	<u>2</u>	<u>1</u>
	<u>Chemistry</u>	4	4	2
	<u>Cinema Studies</u>	<u>1</u>	<u>4</u>	<u>1</u>
	<u>Coun Psy & Human Serv</u>	<u>4</u>	<u>41</u>	<u>3</u>
	<u>Ed Leadership</u>	4	10	2
	<u>Education Studies</u>	1	48	1
	<u>English</u>	<u>1</u>	<u>14</u>	<u>1</u>
	<u>Human Physiology</u>	<u>1</u>	<u>17</u>	<u>1</u>
	<u>Mathematics</u>	<u>1</u>	<u>4</u>	<u>1</u>
	<u>Physical Educ & Recreation</u>	<u>6</u>	<u>99</u>	<u>1</u>
	<u>Physics</u>	<u>4</u>	<u>68</u>	<u>1</u>
	<u>Special Ed & Clinical Sciences</u>	<u>1</u>	<u>2</u>	<u>1</u>
<u>NE Oregon area - No permanent</u> <u>location</u>	<u>Military Science</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>North Central Oregon area - 1027</u> <u>NW Trenton, Bend, OR 97701</u>	<u>Geological Sciences</u>	<u>1</u>	<u>17</u>	<u>1</u>
<u>NW Oregon Coast area - No</u> <u>permanent location</u>	<u>Ed Leadership</u>	<u>3</u>	<u>12</u>	<u>1</u>
<u>Other U.S. state or territory - No</u> <u>permanent location</u>	<u>Art</u>	<u>1</u>	<u>16</u>	<u>1</u>
	<u>Geological Sciences</u>	<u>3</u>	<u>51</u>	<u>3</u>

	<u>Journalism</u>	<u>1</u>	<u>8</u>	<u>1</u>
	<u>Landscape Architecture</u>	<u>2</u>	<u>6</u>	<u>1</u>
	<u>Special Ed & Clinical Sciences</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Portland Metro area - UO Portland Center 70 NW Couch St. Portland, OR 97209</u>	<u>Accounting</u>	<u>2</u>	<u>74</u>	<u>2</u>
	<u>Architecture</u>	30	261	14
	<u>Architecture & Allied Arts</u>	3	21	1
	<u>Art</u>	3	34	2
	<u>Business Administration</u>	9	367	8
	<u>Ed Leadership</u>	3	23	2
	<u>Graduate School</u>	<u>1</u>	<u>4</u>	<u>1</u>
	<u>History of Art & Architecture</u>	<u>1</u>	<u>25</u>	<u>1</u>
	<u>Human Physiology</u>	<u>1</u>	<u>37</u>	<u>1</u>
	<u>Journalism</u>	12	110	8
	<u>Law</u>	9	86	6
	<u>Management</u>	2	74	2
	<u>Marketing</u>	2	74	2
	<u>Operations and Business</u>	<u>1</u>	<u>37</u>	<u>1</u>
	<u>Analytics</u>			
	<u>Physics</u>	<u>1</u>	<u>11</u>	<u>1</u>
	<u>Special Ed & Clinical Sciences</u>	<u>2</u>	<u>24</u>	<u>1</u>
	<u>Sports Business</u>	1	37	1
<u>Salem area - No permanent location</u>	<u>Coun Psy & Human Serv</u>	<u>3</u>	<u>28</u>	<u>1</u>
	<u>Ed Leadership</u>	6	26	1
	<u>Geography</u>	<u>2</u>	<u>23</u>	<u>1</u>
	<u>Honors College</u>	<u>6</u>	<u>71</u>	<u>2</u>
	<u>Humanities</u>	<u>1</u>	<u>1</u>	<u>1</u>
	<u>Law</u>	<u>1</u>	<u>12</u>	<u>1</u>
	<u>Planning, Public Policy & Mgmt</u>	<u>1</u>	<u>5</u>	<u>1</u>
<u>SE Oregon area - No permanent location</u>	<u>Anthropology</u>	<u>2</u>	<u>13</u>	<u>1</u>
<u>SW Oregon Coast area - Oregon Institute of Marine Biology 63466 Boat Basin Road Charleston, OR 97420</u>	<u>Anthropology</u>	<u>1</u>	<u>4</u>	<u>1</u>
	<u>Biology</u>	19	108	6

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
Advancing Your Academic Success: Pre-Freshman Studies in London	3	16	1
French Immersion and Culture in Angers	6	3	0
International Business and Marketing in Angers	10	3	0
Arabic Language and Moroccan Culture in Fes	3	4	0
Archaeology in Curacao	1	7	1
Architecture in Rome	6	11	2
Architecture in Vancouver	4	18	1
Architecture in Vicenza	4	16	2
Arctic Scientific Studies in Svalbard	6	1	0
Art and Artifact: Intermedia Art in Athens	1	13	1
Humanities in Athens	4	2	0
Australian National University Exchange	4	1	0
Chinese Flagship Program in Nanjing	9	2	0
CIEE: Advanced Liberal Arts in Seville	10	2	0
CIEE: Arts and Sciences in Cape Town	4	1	0
CIEE: Arts and Sciences in Dublin	5	1	0
CIEE: Arts and Sciences in Tokyo	4	1	0
CIEE: Business and Culture in Amsterdam	5	1	0
CIEE: Business and Culture in Sao Paulo	15	1	0
CIEE: Business and Society in Seville	22	5	0
CIEE: Business, Communications and Culture in Brussels	13	3	0
CIEE: Central European Studies in Prague	5	1	0
CIEE: Communications, New Media and Journalism in Prague	10	2	0
CIEE: Communications, New Media, and Journalism in Seville	8	2	0
CIEE: Diplomacy & Policy Studies in Amman	4	1	0
CIEE: Intensive Chinese Language and Culture in Nanjing	3	1	0
CIEE: Intensive Chinese Language and Culture in Taipei	5	1	0
CIEE: International Business and Culture in Seville	25	14	0
CIEE: Language and Culture in Amman	9	2	0
CIEE: Language and Society in Seville	20	8	0
CIEE: Liberal Arts in Buenos Aires	6	1	0

<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
CIEE: Liberal Arts in Santiago, Chile	8	2	0
CIEE: Liberal Arts in Seville	32	9	0
CIEE: Liberal Arts in Valparaíso	9	2	0
CIEE: Russian Language Program in St. Petersburg	6	2	0
CIEE: Social Sciences in Amsterdam	8	2	0
CIEE: Summer Accelerated Chinese Studies in Shanghai	4	2	0
CIEE: Summer Arabic Language Program in Amman	2	1	0
CIEE: Summer Business and Culture in Shanghai	2	1	0
CIEE: Summer Central European Studies in Prague	6	5	0
CIEE: Summer Communications, New Media, and Journalism in Prague	3	7	0
CIEE: Summer Contemporary Netherlands Studies Program in Amsterdam	4	6	0
CIEE: Summer Intensive Research in Coral Reef Ecology in Kralendijk	4	1	0
CIEE: Summer Irish Studies in Dublin	2	2	0
CIEE: Summer Japanese Studies Program in Tokyo	2	1	0
CIEE: Summer Language and Culture in Seville	4	6	0
CIEE: Summer Middle East Studies in Amman	2	1	0
CIEE: Summer Moroccan Studies in Rabat	2	1	0
CIEE: Summer Psychology Program in Prague	2	2	0
CIEE: Summer Russian Language Program in St. Petersburg	5	1	0
CIEE: Summer Sports and Society: Baseball in Context in Santo Domingo	3	2	0
CIEE: Teaching Development in Seville	8	2	0
CIEE: Tropical Ecology and Conservation in Monteverde	5	1	0
Cinema Studies in Dublin	2	17	1
Clark Honors College at Oxford	19	11	0
Copenhagen Business School Exchange	26	27	0
Cross-Border Interviewing and Story Development in Rosario	4	9	1
Danish Institute for Study Abroad (DIS)	41	33	0
Dankook International Summer School and Internships in South Korea	7	4	0
Fibers in Florence	1	5	1
Field-based Development and Research Work in Uganda	1	2	1
French Immersion in Angers	3	7	0
German Language & Culture in Berlin	7	4	0
Global Health, Development, and Service Learning in Accra	3	9	1
GlobalWorks Internship in China	2	5	0
GlobalWorks Internship in Japan	2	11	0
Hanyang University Exchange	18	1	0
Hokkaido University Exchange	29	2	0
Hong Kong University Exchange	14	4	0
Human Rights and Transitional Justice in Rosario	8	12	1

<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
IE3 Global Internships in Argentina	2	2	0
IE3 Global Internships in Australia	2	4	0
IE3 Global Internships in Bolivia	1	1	0
IE3 Global Internships in Cambodia	2	2	0
IE3 Global Internships in China	1	2	0
IE3 Global Internships in Cook Islands	1	1	0
IE3 Global Internships in Ecuador	1	1	0
IE3 Global Internships in Ethiopia	1	1	0
IE3 Global Internships in Guatemala	2	1	0
IE3 Global Internships in India	4	6	0
IE3 Global Internships in Mexico	2	2	0
IE3 Global Internships in Philippines	2	2	0
IE3 Global Internships in Scotland	2	3	0
IE3 Global Internships in Senegal	1	1	0
IE3 Global Internships in South Africa	10	15	0
IE3 Global Internships in Spain	1	1	0
IE3 Global Internships in Thailand	1	1	0
IE3 Global Internships in Uganda	2	2	0
IE3 Global Internships in Vietnam	3	3	0
IE3: Akita International University Exchange	15	2	0
IE3: Baden-Wurttemberg Exchange Program	43	6	0
IE3: Ewha Womans University Exchange Program	9	1	0
IE3: James Cook University Program	6	1	0
IE3: Lyon Business, International Studies, & Political Science	23	5	0
IE3: Lyon Exchange	27	3	0
IE3: Lyon French Language Institute	16	1	0
IE3: Mexican Studies and Intensive Spanish	12	6	0
IE3: Spring Intensive Program in Tübingen	6	1	0
IE3: Tübingen Summer Program	2	2	0
IE3: Universidad San Francisco de Quito (USFQ) Exchange	14	3	0
IE3: University College Cork Exchange	10	1	0
IE3: Waseda University Exchange	68	12	0
IE3: Yonsei University Exchange	34	9	0
Intensive German Language in Berlin	7	3	0
Intensive Italian Language in Lecce	3	9	1
Irish Cultural Studies in Galway	8	10	0
Japan Women's University Exchange	27	5	0
Journalism in London	5	48	0
La Trobe University Exchange	16	4	0
Landscape Architecture in Kyoto	6	16	1
Liberal Arts and Science in Cambridge	3	1	0

<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
Liberal Arts in London	11	7	1
Liberal Arts with Internship in London	9	4	0
Mapping Hong Kong	2	12	1
Marketing in Vienna	2	25	1
Maya Communities and Social Justice in Chiapas	2	12	1
Media in Ghana	6	15	1
Meiji University Exchange	21	2	0
Mexican Studies and Spanish Immersion in Queretaro	12	29	1
National Taiwan University Exchange	4	1	0
National University of Singapore Exchange	12	3	0
Neotropical Ecology in Ecuador	2	18	1
Nongovernmental Organizations of South East Asia	2	12	1
Oslo International Summer School	1	1	0
Spanish Immersion in Oviedo	16	9	0
Research in Rapa Nui	1	6	1
Spanish Language, Culture, and Business in Rosario	10	6	0
Semester at Sea	49	17	0
Senshu University Exchange	4	9	0
Food and Culture in Siena	11	12	1
General Education and Pre-Business in Siena	11	4	0
Italian Language and Culture in Siena	15	14	1
Singapore Management University Exchange	12	2	0
SIT: Community Health and Social Policy in Durban	5	1	0
SIT: Field Studies in Journalism and New Media in Rabat	4	1	0
SIT: Indigenous Peoples and Globalization in Cuzco	6	1	0
SIT: Migration and Transnational Identity in Rabat	5	2	0
SIT: Multiculturalism and Human Rights in Rabat	4	1	0
SIT: Social and Political Transformation in Durban	5	1	0
SIT: Summer Geoscience in the Himalayas	3	3	0
SIT: Summer Innovation Lab on Water in Amman	1	1	0
SIT: Summer Intensive Arabic Language in Amman	1	1	0
SIT: Summer International Studies and Multilateral Diplomacy in Geneva	3	1	0
SIT: Summer Renewable Energy, Technology, and Resource Economics in Reykjavik	3	1	0
SIT: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation in Panama City	5	1	0
SIT: Urbanization and Rural Development in Antananarivo	5	1	0
SIT: Wildlife Conservation and Political Ecology in Arusha	4	1	0
Social Media and Marketing in Siena	4	87	3
Spanish Language and Culture in Segovia	13	19	0
Spanish Language in Oviedo	5	18	0

<u>Degree Programs</u>	<u>Academic Credit Courses</u>	<u>Student Headcount</u>	<u>Faculty Headcount</u>
Spanish Language in Rosario	9	8	0
Special Education in Mexico	2	6	1
Sports Business Global Studies in Germany and the Netherlands	2	22	1
The Genius of Study Abroad: Revolutionary Imagination	2	10	1
Universidad Nacional Autonoma de Mexico (UNAM) Exchange	12	3	0
University of Aberdeen Exchange	2	1	0
University of Bristol Exchange	12	4	0
University of East Anglia Exchange	11	2	0
University of East Anglia Summer School	1	1	0
University of Edinburgh Exchange	6	1	0
University of Leicester Exchange	9	3	0
University of Otago Exchange	14	5	0
University of Pavia Exchange	6	1	0
Uppsala University Exchange	18	5	0
Urban Design in Barcelona	6	9	1
Musical and Cultural Immersion in Vienna	12	15	1
WHU Otto Beisheim School of Management Exchange	16	1	0