

2008  
to  
2011



**Tri-State Compass Project:  
Work Plan for  
*Eastern Oregon University***

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## ABSTRACT for beta/pilot campus

Eastern Oregon University (EOU) is the Oregon University System's (OUS') smallest public liberal arts university. Its mission is to serve students in the eastern region of the state, an area approximately the size of Pennsylvania. In addition to providing undergraduate and graduate degrees *on campus*, EOU serves students in rural regions of the state and beyond through two additional program delivery modalities—*on site* degree completion programs at four partner community colleges, and *online* degree completion programs offered through fifteen regional centers and eight community colleges throughout the state.<sup>1</sup>

EOU's *2008-2011 Work Plan* provides a conceptual framework for creating a university assessment plan that advances EOU's goals to 1) align EOU's learning outcomes with LEAP essential learning outcomes; 2) implement and manage the direct assessment of the curriculum and co-curriculum; 3) define milestones at key stages of the curriculum and co-curriculum, and 4) demonstrate the achievement of outcomes that leads to improved student learning, pedagogical practices, and high impact practices associated with both the formal curriculum and the co-curriculum for all students and with special attention to underserved students.

The *Work Plan* builds on the university's previous work (2006-2008) to map or remap learning outcomes in the curriculum and co-curriculum. The *project narrative* outlines institutional needs, articulates institutional goals, details assessment activities, indicates potential contributions to the Tri-State Compass project, and requires cross-functional institutional expertise. Needs and goals are derived from EOU's needs' assessment in four key areas of the student learning environment: Gateway/Pathway, General Education Core (GEC), co-Curriculum (Student Learning Outcomes Assessment Project—SLOAP), and Degree Programs. The work plan matrix presented at the conclusion of the *project narrative* is intended as a planning, monitoring, and coordination tool. While the *Work Plan* does not capture all assessment activities at EOU, it represents a significant effort to identify and coordinate key assessment activities in various sectors of the university (see Figure 1) and across its three modalities of educational delivery (on campus, online, and on site).

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<sup>1</sup> EOU maintains fifteen Regional Centers throughout rural Oregon. On site degree completion programs are maintained through partnerships with Treasure Valley Community College, Blue Mountain Community College, Mount Hood Community College, and the Southwest Oregon University Center.

Eastern Oregon University  
Tri-State Compass Project

Outcomes Assessment Model

LEAP

Essential Learning Outcomes

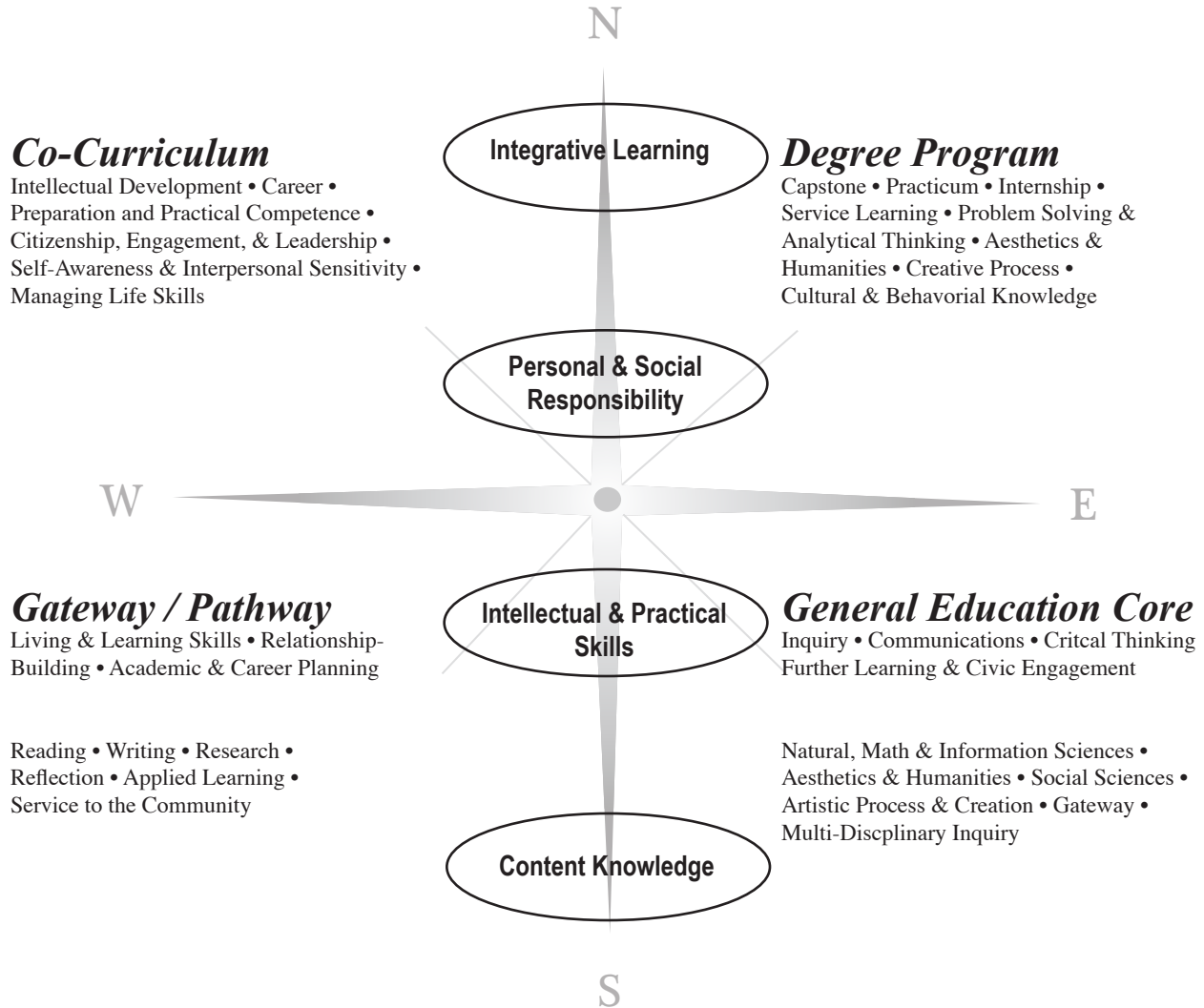


Figure 1

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## Project Narrative (2500 words)

### Objectives

In 2007, Eastern Oregon University audited assessment practices occurring in courses, programs, co-curriculum, and the institution overall. An *ad hoc* University Assessment Committee then adopted AAC&U's *The Art and Science of Assessing General Education Outcomes* and reorganized its practices into various levels of assessment. These acts of inventory and reorganization exposed the strengths and weaknesses of existing assessment practices throughout the institution. Strengths include attention to assessment at all levels and in various quarters of the University, the engagement of faculty and staff in a bottom-up development of goals and outcomes consistent with program and institutional missions, and a focus on direct assessment of student learning whose results inform improvements of learning and pedagogy at the course and program levels. Although weaknesses can be found in the University's lack of technical consistency in assessing programs, and in the transparent embedding of overall goals and outcomes in all learning objectives, the elements of a strong assessment plan are in place. What is most needed is the articulation of a conceptual framework for integrating all of these assessment features and a coherent assessment plan that will arrange, label, and link high impact practices and pedagogies to the overarching goals exemplified by the LEAP essential learning outcomes and increase EOU capacity to improve student success by better understanding the benefits of specific teaching, learning and assessment practices.

By adopting the LEAP essential learning outcomes as an organizer for various educational assessment programs at the University, a viable conceptual framework for assessment has taken shape. Figure 1 provides a visual schematic that shows how learning opportunities and outcomes in EOU's gateway and pathway programs, the General Education Core, the co-curriculum, and degree programs potentially align with LEAP's essential learning outcomes and provide the compass points for a nascent assessment plan to guide students' successful progress through and performance at the University. In essence, the LEAP essential learning outcomes provide 1) a catalyst for joining the various sectors of campus activity and 2) an opportunity for recognizing how the synergistic impacts of the curriculum and traditional co-curriculum result in an integrated curriculum that may be assessed. LEAP helps the University conceptualize how various high impact practices embedded within its curriculum—student activities, general education, service learning, internships, international experiences, the academic major, and the capstone experience—all aim at the same goals of making excellence inclusive<sup>2</sup> and accessible.

Current strategies for re-mapping the University curriculum (academic curriculum and co-curriculum) involve:

- alignment of existing program outcomes with LEAP outcomes. (EOU has different names and slightly different operational definitions for its articulated goals in general education, degree programs, and co-curricular assessments. Specifics will need to be collected and generalized under each major outcome category);
- infusion of high impact practices and pedagogies in each sector of the University curriculum (with special emphasis on First Year Experience, Service Learning/Civic Engagement, and Undergraduate Research) and establishment of direct and assessable learning outcomes for these practices;
- adoption or development of assessment tools (including rubrics) for directly measuring learning outcomes in multiple learning environments (on campus, on site, and online);

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<sup>2</sup> EOU has identified the following demographic categories of underserved students for this study: racial and ethnic minorities, low-income students, first-generation students, and non-traditional students (especially those in on site and online instructional environments).

- identification of milestones that bridge and integrate achievement of learning outcomes between and within programs. (Here, EOU must carefully look at each component of the overall University curriculum and determine the thoroughness of coverage of all goals and sub-goals, as well as examine the systematic developmental aspects of a scope and sequence-style strategy);
- development of a learning outcomes master matrix to guide advisors and students through the University curriculum; and
- implementation of a mechanism for managing and documenting assessment data collection on campus and through participation in the NSSE data collection and analysis process. The plan will make explicit a means of providing analysis, facilitating a method for overall evaluation of findings, and communicating a feedback loop leading to improvement of the learning environment for students.

### **Inventory of Needs**

EOU's overarching need is to 1) align all program assessments with LEAP essential learning outcomes, 2) identify high impact practices, learning outcomes, and assessment tools for the First Year Experience-Service Learning/Civic Engagement-Undergraduate Research triad of this study, 3) coordinate program outcomes into an integrated plan, 4) design and implement a master matrix to monitor student achievement of learning outcomes from matriculation through degree completion, 5) embed a sound means to identify and improve the success of historically underserved student groups, and 6) plan a method for the examination and evaluation of these assessments in order to truly

- summarize the achievements of our graduates, to
- determine how closely outcomes match aspirations, and to
- monitor NSSE demographic categories of greatest concern to EOU (see fn.1).

The following inventory of needs addresses what each program area needs to do to accomplish these goals.

#### • **Need #1: Gateway Programs**

**Historical Context.** The University has two gateway programs: 1) the High School Summer Institute for underserved students in the region (supported by a Gear Up grant) and 2) the First Year Experience for at-risk, first-generation, and college-ready freshmen from rural regions of Oregon and beyond (supported by Rural Access funding from the state of Oregon). The High School Summer Institute (HSSI) provides incentives for underserved Hispanic, Native American, and rurally situated high school juniors and seniors to take college-level courses and experience university culture in a more relaxed summer-institute setting. First Year Experience programming offers at-risk students an integrated approach to skills development linked with writing courses; for college-ready students, the program focuses on high impact relationship-building, academic and career advising, coordinated scheduling of freshmen courses, academic support for key courses, and service learning opportunities. The goals of the program are to enable student success and to support freshman success and retention through these high impact student services. Currently, programs are indirectly assessed using student course surveys.

**Current Needs.** The University's High School Summer Institute and the First Year Experience programs currently need to set clear goals and learning outcomes for high impact practices and pedagogies that align with institutional mission and with LEAP essential learning outcomes, select or develop appropriate assessment tools for direct assessment of student learning, and implement an assessment plan with a manageable cycle and feedback mechanism for making improvements. Assessment of high impact first year experience activities will provide a special focus for monitoring the progress of racial and ethnic minorities, low-income and first-generation students, and non-traditional students accessing EOU through on campus, on site, and online venues.

- **Need #2: Pathway Programs**

**Historical Context.** The University has been engaged with community colleges to develop clearer pathways to degree completion on campus, on site, and online. Highly defined advising guides create transparency for community college students and allow for ease of movement in transfer. This pathway work has begun in most degree programs, but needs to be completed for all undergraduate and graduate degree programs.

**Current Needs.** Degree programs need to clarify their learning outcomes on degree pathway advising guides developed in collaboration with community college colleagues. As well, they need to define milestones of achievement in both the community college and university environments that align with LEAP essential learning outcomes. This will enable transfer students to demonstrate achievement of general education learning outcomes completed elsewhere even as they enter degree completion programs at EOU.

In addition, the University needs to consider development of more on-site degree completion programs to enhance access for underserved populations through existing partnerships with community colleges throughout the state. These ethnically diverse and/or non-traditional student populations do not have the economic resources to move to an on-campus environment in the eastern region of the state, yet to be successful they require the same high-impact academic, social, and financial support services available in the on-campus environment. On-site degree completion pathways brokered through EOU's community college partnerships throughout the state provide a productive site for resource sharing that would help these underserved rural students realize pathways to degrees where they live.

- **Need #3: General Education Core Program (GEC)**

**Historical Context.** EOU has been engaged in remapping its general education model since 2006. At that time, faculty members in the Oregon University System (OUS) were engaged in system-wide conversations around establishing common breadth outcomes for general education (the Oregon Transfer Module of 45 credits—OTM) and facilitating seamless transfer for students moving from the community college into the university system. At EOU, campus discussions resulted in establishing a new General Education Core (GEC) with two sets of outcomes: 1) program outcomes that map to intellectual and skill traits characteristic of a liberal education, and 2) breadth outcomes that map to content knowledge areas characteristic of categories in the OTM. GEC outcomes easily align with LEAP essential learning outcomes. EOU's GEC assessment plan features rubrics for direct measurement of student learning outcomes in all instructional modalities. GEC has set an assessment cycle already underway, whose pilot phase will be completed by 2011.

**Current Needs.** EOU currently needs to identify high impact practices around service learning/civic engagement and diversity either within the GEC curriculum or in partnership with the co-curriculum. EOU also needs to track and monitor four particular student demographic categories as they engage in these high impact practices (minorities, low income, first generation, and non-traditional). In addition to correlating NSSE data with GEC high impact practices and learning outcomes, the GEC needs to adopt or develop appropriate assessment tools for measuring student learning in these high impact outcome areas in on-campus, online, and on-site environments.

- **Need #4: Co-Curriculum Program**

**Historical Context.** In support of the strategic planning and accreditation efforts of the University, in 2006-2007, the Division of Student Affairs developed the Student Learning Outcomes and Assessment Program (SLOAP) to create transformational learning through co-curricular avenues. Recognizing that student learning outcomes are holistic, each unit of Student Affairs developed learning outcomes. These outcomes encompass dimensions of knowing, being, or doing (knowledge, attitude, and skills). Student learning involves the integration of academic learning and student development.

On campus, 80% of students' time is spent outside the classroom. Ways through which students achieve learning outcomes in the co-curricular setting at EOU include:

- Library/ Study Nights in the Residence Halls
- Conflict Resolution Workshops
- Diversity Programs that include Intergroup Dialogues and Talking Circles
- Student Leadership Programs
- Athletic Events and Programs
  - Sports Camps
  - Three-strike program
  - Academic Game Plan
- Student Government
- Community Service and Civic Engagement

**Current Needs.** While the Division of Student Affairs is effective in developing and implementing student learning outcomes, it needs to work on closing the loop with assessment and identifying the process for assessing the success of each learning outcome. Student Affairs needs to work with the units to better define and align the SLOAP outcomes with the LEAP essential learning outcomes and to partner with the academic curriculum to identify co-curricular high impact opportunities available to underserved students (specifically in the areas of First Year Experience, Service Learning/Civic Engagement, and Undergraduate Research). In addition, the units need to engage students at on-site and online locations through collaboration with community college partners and regional center directors.

- **Need #5: Degree Programs**

**Historical Context.** All degree programs and all instructional modalities (on campus, on site, online) employ high impact pedagogies in the undergraduate and graduate curricula, including capstones, practica and internship requirements and/or opportunities, and undergraduate and graduate research and conference opportunities with faculty. Applied dimensions of student learning occur in most degree programs. Campus-based applied learning is available through tutoring programs, student publications (*The Voice, Oregon East, Eastern Oregon Science Journal*), gallery exhibitions, music recitals, student-directed theater productions, student-organized poetry readings, laboratories and studios, field placements, service learning opportunities linked to the curriculum, and an annual campus-wide Share the Learning Symposium. Degree programs have recently streamlined their learning outcomes and identified key programmatic assessments that need to be installed.

**Current Needs.** Although degree programs have rich and varied articulated goals for their graduates and appropriate assessments keyed to outcomes, alignment of language is required to connect these programs to the LEAP essential learning outcomes. Programs also need to select or adopt and then consistently apply assessment methods and tools to their learning outcomes. The high impact practice of Undergraduate Research needs explicit identification as a milestone in each degree program aligned with LEAP integrative learning outcomes, and direct assessment methods and tools need to reflect the multi-dimensional learning that occurs in undergraduate research and integrative learning activities. In particular, degree programs need to clearly identify how students may satisfy diversity and service learning requirements within the context of each degree program and in on-campus, on-site, and online learning environments.

### **Goals**

To be effective, student learning must be transformational. This requires rethinking how EOU provides equal access to high impact practices and pedagogies and defines, meets, and delivers its educational mission throughout the University curriculum (academic curriculum and co-curriculum). Transformational learning affects not only *what* students know, but *how* they know. It requires a process that embodies the high impact practice of active experiential learning followed by the opportunity to reflect on the experience and to process the experience verbally. It must provide the opportunity for students to better develop their sense of self and express how they relate to the world around them. It is learning through action, contemplation, reflection, and emotional engagement as well as information acquisition. Learning that places students at the center of the process goes beyond information transfer to include identity development in an integrated university curriculum—what students know is inextricably linked to what their values are, what their behavior patterns are, and how they see themselves contributing to and participating in the world in which they live.

EOU is very close to putting the parts of its academic curriculum and co-curriculum together in an organized, coherent, and well-articulated whole. Outcomes are in place, but require alignment with LEAP outcomes and integration into a conceptual whole. A good plan for program assessment is in place. Every major has made substantial progress since 2005 by making initial “closing the loop” evaluations. Faculty must go the next step in this process now that they understand and own the assessment cycle. They must now start to examine the kinds of goals they have set and link/modify their goals to align with the LEAP essential learning outcomes. They must further explicitly identify high impact practices and pedagogies, refine assessment tasks, and carefully plan assessment cycles. GEC assessment is in the same era of development. Enormous progress has been made to implement an elegant, embedded assessment system. What is needed is to identify service learning/civic engagement opportunities within the program, to align language, to provide matrices of coverage of goals, and to calibrate assessment cycles with degree program and co-curricular cycles. Similarly, the co-curriculum has adopted a sophisticated assessment plan. The work there will be to index the learning outcomes in these plans with LEAP essential learning outcomes and to partner with faculty to integrate University curriculum outcomes.

Each component of EOU’s University curriculum, then, needs to contribute to an overarching plan and matrix that graphically demonstrates where and how each goal is being met. EOU’s cross-functional Tri-State Compass Team recognizes that for each major goal, students will have multiple opportunities to be introduced to, to practice, and to demonstrate competency. The University curriculum—Degree Programs, General Education Core, Gateway and Pathway learning opportunities, and Co-Curriculum (the traditional co-curriculum)—will form an integrated learning outcome matrix within which are embedded clearly marked high impact practices. Such a matrix will enable tracking and monitoring of goal and outcome achievement for underserved student populations EOU intends to track--minorities, low-income, first-

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generation, and non-traditional students in on-site and online learning environments. For example, in tracking the goal of effective oral communication throughout the university curriculum, the integrated learning outcome matrix will provide students a map and compass to where it is introduced in the GEC courses, practiced throughout the traditional co-curriculum and degree program curriculum, and ultimately evaluated through the capstone presentation in the major. An integrated learning outcome matrix will help advisors track student access to high impact practices that guide learning outcomes and that logically progress from skills and knowledge to integrative learning necessary to demonstrate the cumulative outcomes.

Finally, and most importantly, if EOU accomplishes the first major tasks in honing and aligning each of its compass points of assessment (Figure 1) and then fitting them together in a conceptual whole without having a plan for an overall method or institutional reflection on all of the component parts of the University curriculum, then the aims of the LEAP initiative will not be achieved. The final piece will be a plan to lay-out all the matrices, the assessments, the data, the analyses, and to look upon all of these elements as a holistic body of information that informs the University about student performance. EOU team members understand how to develop an integrated learning outcomes matrix that indexes outcome achievement and levels of proficiency; they understand how to implement assessment of each element. How to translate the results of each program element into an aggregated summary that answers the basic question, “How well are our students meeting the goals?” remains a mystery that is at the heart of EOU’s motive to participate in the Tri-State Compass Project. Certainly the stimulus of this project will help focus the University’s attention on assessment of learning outcomes in general and assessment of its underserved student populations through high impact practices and pedagogies in particular.

- **Goal #1:** EOU will align learning outcomes with LEAP essential learning outcomes in each program noted above.
- **Goal #2:** EOU will establish a manageable and integrated university assessment plan and cycle, and then implement and manage direct assessments of the curriculum and co-curriculum at the unit level on an annual basis.
- **Goal #3:** EOU’s university assessment plan will clearly identify and define milestones at key stages of the curriculum and co-curriculum. In this way, all students—regardless of modality of instruction—will have clearly marked opportunities to demonstrate knowledge synthesis and integrated learning against established traits and proficiency criteria. To achieve this goal, EOU’s cross-functional Tri-State Compass Team will develop a student learning outcome matrix to serve as an advising tool and graduation guide for students.
- **Goal #4:** The learning outcome matrix will clearly mark milestones as well as teaching and learning experiences deemed “high impact” (EOU will especially emphasize First Year Experience, Service Learning/Civic Engagement, and Undergraduate Research opportunities).
- **Goal #5:** The matrix, refinement of high impact practices, and assessment methods will embed a sound means to identify and improve the success of historically underserved students.
- **Goal #6:** EOU will install a manageable feedback mechanism that enables the collection and analysis of data and leads to the improvement of students’ learning experiences and faculty’s pedagogical practices.

### **Cross-Functional Team**

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In order to build a LEAP-oriented EOU assessment plan—with clearly mapped high impact practices—that ensures and documents student achievement of essential learning outcomes, it is vital that various programs engaged in curricular and co-curricular outcomes assessment share an understanding of the University's goals in this project. To this end, a cross-functional campus team with varied assessment expertise and responsibilities has been assembled to identify and confirm common assessment needs and goals. The cross-functional team will oversee and coordinate development of the University's assessment plan. Their recent work to remap the learning outcomes of EOU's General Education Core, to install a co-curricular Student Learning Outcomes Assessment Project (SLOAP), and to streamline learning outcomes in degree programs has created an environment where alignment with LEAP essential learning outcomes and mapping of high impact practices is a logical next step towards generating a feedback loop that truly improves student performance. This will enable programs to continue refinement and implementation of their assessment plans with greater focus, shared purpose, coordination of time lines, and recognition of data warehousing needs.

In addition, the Gateway and Pathway programs are sites of intense interest at EOU, since these programs are portals for engaging students in inclusive and high impact practices that lead to education of the whole student.

**Team Characteristics.** The following cross-functional team members represent ongoing work on outcomes assessment in various programs and instructional modalities. Each is uniquely qualified and positioned to provide expert advice on direct assessment methods and tools and best practices in assessment, and to make realistic recommendations for data collection, warehousing, analysis, and reporting.

Institutional research and instructional technology capability are available to assist the Team in its work on data collection and analysis. In addition to establishing databases for collecting direct assessment information, IT/IR will help to correlate tracking and monitoring of designated student populations with high impact practices and NSSE and CIRP data. EOU needs guidance in developing a standard template for reporting that will be used by the OUS and Tri-State Compass project. EOU has identified the Director of Student Relations and Assessment as the liaison for MEI, but will need assistance in data analysis.

- **Gateway:** Dean of Student Affairs; Director of Student Relations and SLOAP assessment coordinator; Director of the Learning Center, Associate Vice President for Academic Affairs and EOU LEAP Team member
- **Pathway:** Provost and Vice President for Academic Affairs; Associate Dean of the College of Education and EOU LEAP Team member; Associate Dean of the College of Business; Faculty EOU LEAP Team member
- **General Education Core:** Chair of the Educational Policy and Curriculum Committee; Division Chair Arts & Letters; Faculty and Division Chair Science, Math, Technology; Faculty and Division Chair of Social Sciences and Modern Languages
- **Co-Curriculum:** Dean of Student Affairs; Director of Student Relations and SLOAP assessment coordinator
- **Degree Program:** Associate Dean/Education; Faculty/Business; Division Chair/Arts and Letters; Division Chair/Science, Math, Technology; Division Chair/Social Sciences and Modern Languages; Provost and Vice President for Academic Affairs

**Contributions**

Although outcome assessment has been a high priority for higher education for almost two decades, many universities have made little progress in making substantive changes in practice. EOU has struggled over the years to understand how best to inculcate a culture of assessment within its entire curriculum. Perhaps the most helpful contribution EOU brings to this work are the processes that have been successful in helping all constituents “own” the idea of assessment in contrast to being compliant with the regulations requiring assessment. What EOU has discovered in the work of assessing its students is that the work of planning, tasking, evaluating, and modifying the curriculum and installing high impact pedagogical practice less about following mandates and more about caring about students. The story EOU faculty and staff can tell is how direct assessment informs, confronts, and transforms practice and how transformed practice better serves student learning. EOU faculty, staff, and administrators have learned what works well, what does not work so well, and what might help others to move from an attitude of compliance to one of professional responsibility and right to provide the highest quality education possible, regardless of the modality of instruction.

Through development of a university assessment plan and an integrated learning outcomes matrix, EOU’s summary contributions to the Tri-State Compass Project will be to provide educators involved in the student learning environment at small regionally situated universities (with multiple learning sites) some streamlined models for conducting quality assessment. In addition, EOU aims to provide a scaled model for improving student access to, success in, and progress through a learning-outcomes based curriculum and co-curriculum designed to support and enhance student success in multiple learning environments (on campus, on site, and online), and unique issues and sound approaches to helping underserved students participate and succeed in excellent educational practices.

## Work Plan—Eastern Oregon University

Needs Area	Year	Goals/Objectives	Activities	Outcomes	Contributions
<b>Gateway:</b>  First Year Experience & High School Summer Institute	1	Develop FYE and HSSI learning outcomes and align with LEAP essential learning outcomes	<ul style="list-style-type: none"> <li>Map learning outcomes to course activities that engage underserved students in self-reflection, collaborative work, or problem-solving related to degree and career planning</li> <li>Bring online <i>Degree Planning Workshop</i> and <i>Keys to College Success</i> under First Year Experience umbrella</li> <li>Develop or select appropriate direct and indirect assessment tools for on campus and online modalities of instruction to track the success of students through FYE</li> <li>Set assessment cycle</li> </ul>	<ul style="list-style-type: none"> <li>Increase access through HSSI bridge programs and retention by facilitating student acclimation to university culture through degree and career planning activities in FYE</li> <li>participation in high impact practice of a First Year Experience across modalities of instruction</li> <li>Identify those learning outcomes where there is mastery and deficiency</li> <li>Utilize results to improve student mastery of skills-outcomes</li> </ul>	<p><i>To EOU:</i> enhanced attention to bridge programs that serve diverse and at risk student populations</p> <p><i>To OUS:</i> Regional University model for OSBHE Participation and Success Work Group</p> <p><i>To Tri-State:</i> Sustainable model to increase access and enhance student success for diverse demographics in rural university settings</p>
<b>Pathway:</b>  Community College Articulation	1	Complete degree pathways to support community college transfer students who have completed General Education (OTM or AAOT <sup>3</sup> )	<ul style="list-style-type: none"> <li>EOU and community college faculty collaborate to identify a milestone high impact learning activity and outcome that bridges general education and the degree program outcomes</li> <li>Develop or select appropriate direct assessment tool for milestone learning activity and track MEI cohorts</li> <li>Set and monitor assessment cycle and make refinements with each cycle</li> </ul>	<ul style="list-style-type: none"> <li>Seamless articulation of learning outcomes aligned with LEAP between CC and university</li> <li>Results of direct assessment used to improve student performance and success in moving to four-year degree programs</li> <li>Identification of high impact milestone activity that can be monitored in multiple modalities of instruction and yields data regarding positive impact on underserved populations EOU is tracking</li> <li>Results used to improve seamless articulation</li> </ul>	<p><i>To EOU:</i> Strengthened outcomes-based degree-completion pathways from CCs</p> <p><i>To OUS:</i> Outcomes model for Regional Universities to improve access for students with applied Associates degrees</p> <p><i>To Tri-State:</i> Outcomes model for applied Bachelor's degrees</p>
<b>Associates Degree Articulation</b>	2 & 3	Develop pathways to support transfer students who have completed technical Associates degrees at community colleges	EOU and community college faculty collaborate to identify a milestone learning outcome that bridges technical degree, general education, and degree program outcomes	Seamless articulation of learning outcomes aligned with LEAP between CC technical degrees and university	

<sup>3</sup> OTM is the Oregon Transfer Module that enables students to transfer within the Oregon University System with 45 general education credits. The AAOT is a 90-credit Community College general education requirement that is portable to all universities in the Oregon University System.

Needs Area	Year	Goals/Objectives	Activities	Outcomes	Contributions
Co-Curriculum	1	Close the loop on the assessment process	Identify process/design template for closing the loop through outcome evaluation and learning intervention based on assessment results; set assessment cycle and begin monitoring MEI student populations.	Systematic analysis of co-curriculum leading to improved opportunities for students to engage in transformational learning. Analyze results with a particular focus on MEI populations EOU is tracking.	<i>To EOU:</i> Enhanced student learning and collaboration between Academic Affairs faculty and Student Affairs staff tracking.
	1	Align SLOAP with LEAP essential learning outcome	Develop co-curricular map for learning outcomes	Transparent roadmap for accomplishing learning outcomes	<i>To OUS:</i> Regional University model for enhanced student learning through coordinated collaborative work between administrative units
	2	Educate campus on the role of co-curricular programming in student learning	Develop communication plan for educating academic units and committees about transformational learning and informing them about NSSE results	Enhance the culture of collaboration between Student Affairs and Academic Affairs and use NSSE results to track performance of designated students	<i>To Tri-State:</i> Co-curricular / curricular outcomes model for multi-model learning environments (on campus, on site, online)
	2	Partner with academic divisions to identify transformational learning opportunities in diversity, engagement, and leadership across the curriculum	Participate in university colloquia series to present best practices in transformational learning	Align transformational learning opportunities in co-curriculum with high impact practices in the classroom— identify where partnerships can occur in the areas of FYE, Service Learning/Civic Engagement, and Undergraduate Research	
	3	Work with EOU and CC faculty and regional center directors to develop student learning outcomes matrix	Partner with EOU and CC faculty, advisors, and regional center advisors to develop outcomes matrix w/ milestones that clearly map high impact practices in FYE, Service Learning/Civic Engagement, Undergraduate Research	Enhanced access to transformational and high impact learning opportunities for on site and online student populations	
	3	Provide workshop opportunities to train faculty in use of the student learning outcomes matrix	Survey faculty and students participating in the high impact learning opportunities	Ability for EOU to track and analyze performance of underserved MEI populations participating in high impact learning opportunities at point of transfer  Utilize results to improve high impact practices in FYE, Service Learning/Civic Engagement, and Undergraduate Research	

Needs Area	Year	Goals/Objectives	Activities	Outcomes	Contributions
<b>General Education Core</b>	1 & 2	Align GEC outcomes with LEAP essential learning outcomes and apply GEC outcome criteria in curriculum approval process	<ul style="list-style-type: none"> <li>Revisit GEC mission and rationale, and make explicit the LEAP principles inherent in existing language</li> <li>Delineate process for applying GEC criteria to GEC curriculum</li> <li>Articulate GEC with CCs</li> </ul>	<ul style="list-style-type: none"> <li>Completed pilot assessment of GEC will inform improvements in learning, pedagogy, and the assessment process itself</li> <li>Reshape and pare existing curriculum to align with outcomes</li> </ul>	<p><i>To EOU:</i> GEC Assessment Plan that focuses on/ demonstrates improved student performance</p> <p><i>To OUS:</i> Contributes to inter-institutional LEAP initiative by extending Assessment Plan to on-site and online learning environments</p> <p><i>To Tri-State:</i> Contributes model for demonstrating parity in student performance across modalities of instruction</p>
	2	Partner with Student Affairs to identify high impact diversity, service learning/civic engagement, and leadership opportunities in GEC curriculum and co-curriculum	In partnership with Student Affairs, develop GEC curriculum map for diversity, SL/civic engagement, and leadership learning outcomes that is interactive with co-curricular map	Transparent roadmap for accomplishing GEC outcomes in co-curricular and curricular modalities and through articulation w/ CCs	
	2 & 3	Partner with student affairs to identify lower-division GEC milestones that utilize high impact practices in on campus, on site, and online environments	Partner with EOU and CC faculty, advisors, and regional center advisors to develop learning outcomes matrix w/ GEC milestones and high impact practices clearly marked; Survey performance of students participating in high impact practices	Outcomes matrix with clearly marked milestones will help students, faculty, and advisors at multiple sites monitor seamless progress between modalities of instruction, and help transfer student bridge CC and University outcomes requirements; Compare performance of all students participating in GEC HIPs with designated students being tracked	
<b>Degree Program</b>	1	Align degree program outcomes with LEAP essential learning outcomes, and establish assessment cycle and implementation process	Charge all programs to update program portfolios by aligning outcomes with LEAP essential learning outcomes, and developing a manageable assessment cycle and implementation process (develop rubrics or adopt benchmark exams)	Close the loop toward improved student learning and faculty pedagogy	<i>To EOU:</i> Increased focus on assessing, documenting, monitoring, and closing the loop on integrative student learning utilizing high impact practices
	2	Identify high impact practices in degree programs (capstone, practica, internships, research, applied learning, service learning, international experience) that have learning outcome components in diversity, SL/civic engagement, or leadership that may be achieved through the co-curriculum or real-world settings	Develop degree program map for higher order learning outcomes (LEAP Personal and Social Responsibility, and Integrative Learning)	Transparent roadmap for achieving complex degree program outcomes through the academic curriculum, the co-curriculum, and/or real-world settings	<p><i>To OUS:</i> Model for student achievement of integrative learning outcomes through the co-curriculum and high-impact practices</p> <p><i>To Tri-State:</i> Model for student achievement of integrative learning outcomes in multi-site and online degree programs</p>
	3	Identify milestone courses or activities for on-campus, on site, online, and transfer student populations	Create learning outcomes matrix w/ clearly marked milestones for degree programs available in on-campus, on-site, and online modalities	Outcomes matrix will help students, faculty, and advisors at multiple sites monitor student progress in learning outcomes achievement in the degree completion process	