

**Interim Report of the Oregon University System
As Partner in the Tri-State Compass Project
Association of American Colleges & Universities**

BACKGROUND and CONTEXT for Oregon’s Participation in Compass

During these years of LEAP Initiative, faculties of the seven Oregon University Systems have been engaged in various levels and kinds of curriculum review and reform, and some have participated in meetings and institutes of AAC&U. Moreover, campuses have become increasingly focused on developing their processes for assessment of learning outcomes, often in response to expectations of accreditation agencies. While this work was underway at the campus level, there was no structure for collaboration and mutual consultation amongst campus leaders of teaching, learning and assessment, and the faculties they were serving in this work.

In the fall of 2007, the Oregon University System (OUS) Chancellor called upon the Provosts’ Council (the academic agency of the system) to develop a system-wide student learning outcomes and assessment framework for delivering a high quality 21st century post-secondary education to Oregon students. The Provosts’ Council, in February 2008, appointed an Inter-institutional Learning Outcomes and Assessment (LO&A) Work Group to help each campus and the system as a whole develop, interpret, and wisely use direct evidence of cumulative student learning for these purposes: 1. Student learning, 2. Program improvement and institutional effectiveness, 3. Accountability with valid, reliable, authentic and clear evidence, and 4. Transparency of results that have meaning for prospective students, parents, and others. Among its nine-point charge is the deliverable to *prepare a plan for the work of student learning outcomes statewide—general education and disciplines/professional programs—with a step-by-step process with milestones for implementation of the plan by fall 2010.*

The LO&A is composed of a senior academic officer (AVP or Director of Teaching, Learning and Assessment) from each campus, a representative from the Interinstitutional Faculty Senate, and three Chancellor’s Office administrators. Following an initial outline of the principles and purposes, work began by developing an inventory of general education learning outcomes across the seven campuses, mapping them to the LEAP “Essential Learning Outcomes,” identifying the internal and external constituencies, and surveying campus approaches, plans and challenges in assessment of student learning in general education and majors—the state of assessment work across the system. It also began identifying current and emerging practices for assessment of student learning nationally and in Oregon, developing an understanding about their strengths and weaknesses, and drafting a ‘brochure’ of assessment methods and tools with avenues to learning more about them.

While addressing the general education aspects of the LO&A work in this system-wide context, the Task Group recommended that OUS apply to become a LEAP State with AAC&U in order to provide the Chancellor’s Office and our campuses even closer ties with AAC&U’s resources and the growing network of campuses working to bring curricula, pedagogies and assessment practices into alignment with the needs of all students in the 21st Century, the engagement of non-academic sector leaders in the campaign, and the handful of other state systems advancing collaborative work on a larger scale. OUS became a LEAP state by Provosts’ Council action, Chancellor’s approval, and AAC&U acceptance.

OUS' participation as a LEAP state has broader purposes and opportunities than those associated with the LO&A charge itself, but the quality of LO&A work depends in large measure upon system-wide progress at all levels in the identification of clear and compelling learning outcomes (general education and majors), in advancing curricular/co-curricular and pedagogical practices to help students achieve them, in making excellence inclusive with special attention to underserved students, and in fostering effective *full-cycle* methods for direct and indirect assessments of student learning. Hence, LO&A members continue to participate with campus and system activities via LEAP alongside the more focused work to achieve the specific tasks and charge of the Task Group.

In May 2008, AAC&U held one of its four "Soundings" in Eugene, Oregon. It was co-hosted by OUS and UO, and led by AAC&U. Invited were representative faculty and administrators from selected OUS universities, private colleges/universities and community colleges. All members of LO&A attended. LO&A members and their Provosts identified faculty and LO&A members from each campus to compose a system-wide team for the 2008 General Education Institute (GEI). In July 2008, the GEI-OUS team presented their proposed action plan to the entire LO&A Group in a joint retreat in Salem. It provided useful ideas and guidance for campuses as well as the work of LO&A. Also during this retreat Wende Morgaine reviewed the work of the VALUE project, leading to opportunities for some OUS faculty to participate in the AAC&U VALUE Meta-rubrics pilot, some campuses making preparations to use VALUE rubrics, and for LO&A to further refine its draft resource manual to help educate and equip faculty in the array of contemporary learning outcome assessment methods and tools.

ENTRY INTO COMPASS AND PROGRESS IN YEAR ONE

By Fall of 2008, OUS was well-positioned to apply to participate in AAC&U's newest LEAP program: The Tri-State Partnership to "Give Students a Compass, Making Excellence Inclusive" ("Compass"). In this way, OUS could join the California State University System and the University of Wisconsin System to promote and study the role of systems as generative catalysts for positive change. Once again, LO&A was the catalyst with approval coming from the Provosts' Council and the Chancellor's Office of Strategic Programs and Planning.

Representatives of all seven campuses and the Chancellor's Office attended AAC&U's Annual Meeting (January 2009-Seattle) and the Compass sessions embedded within it. They returned to share key lessons and ideas on their campuses and in interinstitutional conversations (including LO&A). Travel funding provided by the Tri-State Compass program was crucial in having the right mix and numbers of OUS colleagues there, to supplement funding by some of the universities and the Chancellor's office in spite of the increasingly challenging fiscal circumstances.

Compass funding from the Carnegie Corporation of New York and the Lumina Foundation provided for three universities per system to serve as "Beta" campuses along with some System support for inter-institutional work, as follows: (1) \$10,000 for each beta campus for years one and two and \$5,000 for each beta campus for year three and (2) \$10,000 for years one and two at the system level. All OUS campuses submitted proposals to participate in Compass either as a beta campus or an "engaged sister" campus. During the Spring, all MOUs were signed and accounts at OUS and on each Beta campus were set up for budgeting, transfers, and accounting.

The broad goal for the beta campuses, engaged sister campuses, and Oregon University System as a whole is to develop systemic processes for making excellence inclusive (MEI) for all students by identifying high priority learning outcomes, expanding high impact practices that foster engaged learning and interactive pedagogy, assessing student development and achievement of the outcome expectations, and producing evidence that matters for appropriate and diverse constituencies – prospective students and parents, enrolled students, faculty and other educators, institutions, system board, policy makers, employers, and the public.

Participation in Compass carries benefits not only to the work of LO&A but also to systemwide initiatives of other groups concerned with reform in undergraduate education in Oregon. For example, the work of the State Board of Higher Education’s committee on Student Participation and Completions stands to benefit from this engagement. The SPC committee focuses on “participation, preparation and persistence” while LO&A focuses on “performance” (in reaching specified learning outcomes with evidence useful at all levels from the student to the public). SPC and LO&A have as a central theme of their work the goal to ensure equitable and engaging inclusion of students from all backgrounds as a condition for achieving excellence in student learning and institutional integrity.

GENERAL EDUCATION INSTITUTE AND TRI-STATE COMPASS SESSIONS IN MINNEAPOLIS

The OUS-Compass team for the June 2009 General Education and Assessment Institute (GEI 2009) was composed of beta campus faculty and administrators and two Chancellor’s Office representatives. The Team enjoyed numerous opportunities to learn about best practices in learning outcomes and assessment from Institute faculty, and to share ideas and experiences with faculty and administrators similarly situated in the California State and University of Wisconsin systems, for example the work in Wisconsin with the Equity Score Card.

The Oregon Team selected three goals during the Institute based upon its sense of priorities and opportunities for support. The Team outlined actions needed at the system level (Chancellor’s Office and Inter-institutional collaboration) and those that fall to campuses—beta campuses as part of Compass responsibilities and “engaged sister campuses” by individual choice. Barriers and opportunities for success were identified; a communication plan was sketched; and efforts were made to highlight areas of work most germane to the work of the Interinstitutional LO&A Task Group. Summary below:

Goal One: Shared Learning Outcomes and High Impact Practices for Inclusive Excellence, with Special Emphasis on the First Year Experience. Objectives:

1. To support the work of LOA to identify and clearly articulate common Learning Outcomes intended for all undergraduates across OUS campuses (shared aims for excellent liberal education in the 21st Century), as well as to understand and communicate outcomes unique to campuses.
2. To create a matrix of the *high impact practices* (HIPs) in teaching and learning that are already employed or contemplated across all OUS campuses, their common and distinctive objectives and features, means for ensuring equitable engagement in them by underserved students (MEI), and methods for assessing student success in meeting their learning goals.
3. To commit the three OUS Compass beta campuses to work together on their First Year Experience (FYE) programs (a HIP shared in common)—purposes, program contexts, learning outcomes, student characteristics, pedagogical practices that support high levels of student

progress and capacities for learning, effective means to make excellence inclusive (MEI), and methods of assessment.

4. To invite the four engaged sister campuses to participate in the FYE work under #3 to the extent desired and feasible for them.

Goal Two: Build system-wide Capacity for Supporting and Engaging Faculty and other Educators across Campuses in Continuous Learning and Strategic Progress toward Inclusive Excellence for All Students. Objectives:

1. To examine the possibility of launching an OUS Inter-Institutional **Workshop Series** (Title TBA) to build capacity for sustaining the work of Compass and MEI, engaging campus constituencies in the work of LOA, and providing an on-going framework for faculty/educators to do their best work on complex matters of educational design and improvement.
2. To explore the potential of **virtual communities of practice** to supplement the workshop series and sustain the inter-institutional work by identifying a **common platform** for sharing across the system current information and dialogue about student learning outcomes (SLOs), developing pedagogical practices, making excellence inclusive, assessment methods and tools (e.g. e-Portfolio applications), materials, and educational research.
3. To consider the potential for broadening access to ideas and experiences through inter-system exchanges in workshops and virtual communities, initially with one or more other LEAP states.

Goal Three: Overcome Language Barriers about the Key Aims of 21st Century Undergraduate Education that All Students Need and Deserve. Objectives:

1. To develop a **GE Literacy Campaign** among beta and engaged sister campuses to change the rhetoric of GE from “get it out of the way” early on to “high demand integrative learning” across the curriculum and co-curriculum, leading to an ethos of inclusive opportunities for students to master essential learning outcomes.
2. To frame the new and common language of GE in a way that inspires students and their faculty/educators, resonates with parents and partners, resonates with employers, compels investments from the state as well as federal and private sources, and builds public trust.

The Team identified the following “Next Steps” upon return to Oregon:

- Get ‘soundings’ from campuses and inter-institutional ‘agencies’, especially LO&A;
- Choose among and refine these ideas and identify “agencies” to pursue them;
- Focus on those actions that will advance the work of LO&A and the work of Compass, which intersect around learning outcomes for general education, assessment practices, accountability and transparency, and most especially making excellence inclusive.

Members of the OUS 2009 GEI Team began immediately to provide their provosts and others feedback from the Institute, and inviting discussion. The first interinstitutional report and discussion occurred as a main item in an extended meeting of the LO&A at Bend, Oregon on June 16 and 17. Among the outcomes of this discussion were:

1. A shared interest on the part of all beta and ‘engaged sister campuses’ to create an inventory of their First Year Experience Programs to learn commonalities and differences among them, and ways interinstitutional collaboration could further improve their effectiveness for native and transfer students, with a special focus on participation and success of underserved students.

2. A shared interest on the part of all beta and 'engaged sister campuses' to create a matrix of the High Impact Practices employed in their curricula, using the definitions of HIPs provided by Compass (for consistency), followed by discussion of how interinstitutional dialogue might accelerate best practices in teaching and learning for all students.
3. A commitment to look together at the results of the NSSE study for Compass in order to glean as much insight as possible from the profiles for the system and each campus.

Extensive discussion about feasible and best ways to provide faculty and other educators across the seven campuses interinstitutional in-person workshops and electronic communications in which they can grapple with tough issues and help one another move forward in their general education and their assessment endeavors. The GEI recommendation to explore such interinstitutional communications coincides well with strong feedback from campus faculty during campus visits and discussions held by Assistant to the Chancellor Bob Turner during the spring. Providing such opportunities is one of the key ways the System can be a "generative catalyst" for positive and expeditious change toward the core goals of 21st Century learning. A subcommittee of five members was composed and charged with developing a proposal for such an endeavor.

NSSE STUDY and HIGH IMPACT PRACTICES

The Beta campuses and "engaged sister" campuses that have administered NSSE have submitted authorization to reanalyze the campus data as a starting point for documenting participation in high impact practices by students of varying demographic and enrollment characteristics. The only campus not participating is the Oregon Institute of Technology which will be administering NSSE for the first time this fall. In May, the NSSE analyses for each campus and summary for the System were provided, setting the stage for exploring their meaning and next steps during the summertime in preparation for broader discussions when the new Academic Year gets underway in September.

Each of the Beta campuses is beginning its analysis to identify in their curriculum and co-curriculum the participation of underserved students in their high impact practices and evidence through NSSE and local data concerning participation rates in them and the correlation of such participation with student achievement, with special emphasis on their First Year Experience. Each of these campuses is discovering the best ways within their contexts to track and monitor underserved student populations in preparation for improving equitable participation, effectiveness of the practices, and means for assessing the benefits on student retention, GPA and other measures of student success. With the infrastructure identified, these objectives can be addressed during Year Two of Compass.

HIGHLIGHTS OF BETA CAMPUS REPORTS See attached landscape document.

ADMINISTRATION

Upon the retirement of Elisabeth Zinser August 1, 2009, the new Compass leadership will be assumed by Shawn Smallman (PSU Vice Provost for Instruction and Dean of Undergraduate Studies) and Ruth Keele (OUS Director for Performance Measurement and Outcomes). This will be a seamless transition because Shawn and Ruth and Elisabeth have been working very closely together on Compass, and with LO&A. Shawn and Ruth will also co-lead the LO&A Task Group. The continuity in leadership and the close association between LO&A and Compass work bode well for the further development of the System's role as a 'generative catalyst' for reform in undergraduate education, inclusive excellence, and assessment of student learning for the benefit of students, faculty, campuses, system and the public.

FISCAL

1. The Chancellor's Office Travel Grant fund from Compass (LEAP1) was used in full (\$10,000) for attendance of eight (8) OUS colleagues attending the AAC&U Annual Meeting and embedded Compass meetings in January 2009—one representative from each of the seven universities and one from the Chancellor's Office (plus a small amount as partial coverage for the OUS Compass Liaison). These funds were matched by a Chancellor's Office travel grant for an additional seven campus representatives. The Chancellor and three other CO administrators attended on their own office budgets. Campuses funded additional participants: six from OSU, one each from EOU and SOU.
2. Carnegie Funding for Year one (LEAP2) was used as follows, per grant expectations: In May, \$5,000 was transferred to each Beta Campus, for a total of \$15,000, once the accounts were fully established. Second, the Chancellor's Office spent \$1,500 from its \$10,000 allotment, carrying over to Year two \$8,500 to be combined with the additional \$10,000 anticipated for high priority project goals as the project is in full swing for a full year, especially anticipating the resources needed for the Summer/Fall 2010 Statewide Institute.
3. Lumina Funding for Year one (LEAP3A) was transferred in May to the three Beta Campuses, \$5,000 each for a total of \$15,000.
4. Fiscal support through Compass funding at AAC&U for the OUS GEI '09 Team members to attend the General Education and Assessment Institute at Minneapolis in May-June was essential in enabling OUS participation, and the resulting actions plans are being well received.

TESTIMONY FROM COMPASS LEADER INTERIM REPORTS ABOUT ALIGNMENT WITH LO&A:

“During the economic turmoil of 2008-09, the lifeline for beta campus leaders...has been the Interinstitutional Learning Outcomes and Assessment Task Force. Despite the tight agendas ..., members of this unique job-alike, cross-institutional task force forged close working relationships and engaged in frank conversation about institutional and System challenges to conducting systematic and formalized assessment of students' academic progress... This is truly a unique structure for a system that has for so many years been characterized by competitiveness.” “Communication with interinstitutional colleagues through the OUS Learning Outcomes and Assessment work group has been sustaining and consistent. Ideas that emerge are extremely helpful as we variously engage our campuses in the culture of assessment. Colleagues are generous with one another.”

FUTURE

The LO&A Task Group is an ad hoc committee that presumably will dissolve after its assigned task has been completed. The final deliverable is a Plan for the Provosts' Council, Chancellor and Board by Fall of 2010. While the group may be retained for a period of time thereafter to guide implementation strategies, it was not conceived as a standing group. Having the opportunity to participate in Compass, overlapping with part of the life and work of LO&A, provides the System an opportunity to create its future as a 'generative catalyst' for advances in Oregon's public undergraduate education that continuously and thoughtfully change to ensure that all students have what their generation needs in higher learning and that institutions can produce meaningful and compelling evidence of student learning outcomes.

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
Overarching Goals	To enable all students to demonstrate achievement of university-wide learning outcomes. To align learning outcomes with LEAP outcomes in a matrix to serve as an advising tool and graduation guide. To track participation and performance of low income and minority students in First Year Experience (FYE). To compare achievement or parallel learning outcomes in 3 types of FYE seminars – on campus and on line.	To study the high impact practices of the established first year seminar and the new residence hall version of the FY seminar. To better understand first generation students in terms of income levels and racial/ethnic backgrounds and what contributes to their success. To expand and study the use of e-Portfolios with native students and use the findings to promote effective use with transfer students.	To communicate SOU’s <i>LEAP</i> outcome proficiency levels to students and faculty To analyze student achievement levels and publish exemplary student work that demonstrates specific High Impact Practices. To identify via descriptive statistics and focus group interviews the underserved populations and what contributes to their retention, engagement and performance.
Underserved Populations	Low Income students Minority students	First Generation students Hispanic/Latino-Latina students	First Generation students Transfers
High Impact Practice/s	First Year Experience Seminar If feasible in Year 3, Civic Engagement and Undergraduate Research	First Year Seminar, including new version introduced into Residence Halls The e-Portfolio	First Year Writing Seminar Capstone Courses
Team Composition	Cross-functional with Provost; AVPAA; Deans of Students and Enrollment Services; Directors of Student Relations, Learning Center, Academic and Career Advising; IR Analyst; Faculty Director of Professional Development; Deans of Colleges (A&S, Education, Business); Division Chairs; Educational Policy & Curriculum Committee Chair.	Vice Provost for Instruction; Assoc. VP Teaching, Learning, Assessment; Director of University Studies; Two Faculty of University Studies; Instructional designer. Core leadership rests in University Studies; also engaging faculty and student affairs, and residence life professionals. In process of inviting other key people into the group.	Faculty Director of Academic Assessment; Assoc. Provost of Curriculum and Instruction; Vice Pres. Student Affairs; Directors of University Studies, Dean of Students; Community-based Learning, Masters in Management Program; Assoc. Dean, College of A&S; 14 Faculty of A&S, Education, Business, Library, and Univ. Studies. Inviting others. Will create formal cross-campus steering group in the Fall.

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
<p>Activities Accomplishments in Year One</p>	<p>Established a historical baseline for low income and minority students' GPA and retention rates from 2006, for study of benefits of new FYE seminar implemented in Fall 2008. Preliminary finding: GPA for first term low-income and minority students was higher in 2008 with first FYE vs. 2007. Expanded High School Summer Institute (HSSI) from one to two 3-week sessions serving 60 low income and minority students with up to 13 college credits. New connection with middle-school minority students, guidance to HSSI. Visits to very rural, small high schools. Formed FYE Advisory Committee and completed pilot for on-campus FYE. Piloted FYE for on-line students—14 in Winter and 22 in Spring. Several additional articulation agreements with community colleges. Developed template for development of CC pathways to all degree programs by February 2010. Student affairs set goal to align co-curricular learning outcomes with General Education learning outcomes—LEAP—customized for on-line students. Completed a cycle of pilot General Education assessments and set criteria for GEC in review at 400-level. Inventoried GEC outcomes and HIPs in upper-division degree programs.</p>	<p>Faculty and residence life collaborating to analyze and use data on freshmen in housing. During summer, analysis developed for discussion of preliminary findings with faculty upon return in the Fall. New committee on e-Portfolios with University Studies, academic department faculty, and student affairs developed questions for end-of-year survey of freshmen. Beginning to share e-Portfolio expertise with colleagues of Portland Community College and others.</p>	<p>Clarifying what institutional data exists and in what way it can be mined. Used first year writing seminar data to set entrance and exit proficiencies for writing logical arguments. Disaggregated diagnostic essays of traditionally underserved students — to compare proficiencies of underserved students and the “norm.” Identified underserved populations via a study (survey and focus groups) of first generation students, how they differ from non-first generation students, and institutional factors that aid or inhibit their retention. Questions were aligned with NSSE findings. Collected syllabi of all capstone courses for analysis on 6 parameters, to identify criteria for a “high impact” capstone. Worked with Provost to align Compass goals with other institutional goals.</p>

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
<p>Plans for Year Two</p>	<p>Complete documentation of retention comparisons between all students and underserved students.</p> <p>Compare achievement of parallel learning outcomes against benchmarks in three types of TYE seminars that serve different student populations: Core101 and HUM101 on campus, and HUM101 on line.</p> <p>Begin comparing GPA, retention, achievement of benchmarked learning outcomes of minority and low income students in the 3 FYE seminar types.</p> <p>Spotlight professional development series around GEC outcomes for teaching and administrative faculty, beginning with Fall focus on the Inquiry outcome. Winter opens on Civic Engagement as a HIP; Spring opens on introduction of Civic Engagement. After each workshop opening, follow-up mini series over the term to reinforce and extend work. Identify means for on-line students to have access to Civic Engagement.</p> <p>Align Curriculum and Co-curriculum essential learning outcomes.</p> <p>Post Pathway degree program alignments on web for transferability.</p>	<p>E-Portfolio group will use the data analysis to identify key pedagogies that support student learning and reflective practice in freshman year.</p> <p>Give attention to practices that enhance participation and success of first-generation and Hispanic/Latino students.</p> <p>Disseminate best practices in e-Portfolio pedagogy for freshmen.</p> <p>Suggest strategies for e-Portfolio use in other levels of the Program.</p> <p>Use similar process to identify best practices for underrepresented students in residence halls.</p>	<p>Communicate writing proficiency levels throughout campus community.</p> <p>Continue to analyze writing samples from traditionally underserved students defined as minority or first generation students to determine entrance, exit proficiencies and value-added growth.</p> <p>Discuss findings and discover implications of study of first generation students—those transferring in or remaining beyond first year.</p> <p>Communicate criteria for a “high impact” capstone in Fall; provide a monetary reward to students who excel in meeting them; publish exemplary work of graduating seniors.</p>

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
<p>Organization for Events, Activities</p>	<p>AVPAA, Faculty Director for Professional Development, Provost’s Office support provide overall management. The extensive team works in sub-groups.</p> <p>Two directors are liaisons for MEI— Student Relations & Learning Center.</p> <p>In Winter and Spring, several events to focus upon first year students, results of initial FYE results, changing student demographics, minority, low income.</p> <p>Launched “best practices in pedagogy” series during Spring, with new plan for a workshop series tied to outcomes assessment and HIPs each quarter.</p>	<p>Managed by and through University Studies, the unit responsible for general education.</p>	<p>Two project leaders – Faculty Director of Academic Assessment for Compass Associate professor of Education for MEI.</p>
<p>Communication Processes</p>	<p>Provost provides regular infoline updates on progress of FYE-Compass.</p> <p>Face-to-face discussions with individuals, departments, small committee groups.</p> <p>Inter-departmental ad hoc conversation within divisions and inter-division.</p> <p>Inter-institutional system level communication through LO&A has been sustaining and consistent, with generous ideas and help for engaging campuses in the culture of assessment.</p>	<p>Just now establishing a communication plan to extend beyond project participants within PSU and also with sister campus colleagues.</p>	<p>Faculty knowledge about Compass is limited to a few senate committees, but will expand in the Fall when the team presents the findings of the survey revealing what contributes to persistence of first generation students and results of capstone syllabi review.</p> <p>The “lifeline” for inter-institutional collaboration in Compass is the Learning Outcomes and Assessment Task Group—collegial, frank discussion and collaborative problem solving and systemic planning.</p>

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
Key Differences from what was anticipated	Following helpful visit by Susan A. and Jack Meacham, the overambitious initial goals were scaled back and scope of underserved populations narrowed.	Activities thus far reflect work planned for the first year, although plan was finalized in early May.	Were planning to “roll out” study findings as AY opens through standard all-campus event, but economic downturn and furloughs may cause shift to doing this in departmental retreats during Fall term.
Key factors/conditions that have changed	<p>Impacted by severe state budget conditions and concerns about economic forecasts, leading to voluntary reductions in administrative FTE and potential for salary reductions. Collective bargaining is stressful and unresolved in the climate.</p> <p>However, the close alignment between goals of Compass and those of institution have spared impact on the project. Soaring unemployment heightens incentive to improve service to low- and no-income populations seeking college education.</p>	No staffing or funding changes that affect Compass work.	<p>Economic challenges have led to cuts and reorganizations in administration.</p> <p>Discontinuation of Center for Teaching, Learning and Assessment; Re-assignment of its director & Compass leader to a new position as “Faculty Director of Assessment,” and to continue as PI for Compass.</p>
Programmatic or administrative problems	Leadership buy-in is strong and consistent, boding well for progress. IR dimension took time to develop, but consultation from Jack Meacham and consultation with PSU IR staff helped define the strategy for analyses pertaining to low-income and minority students in FYE, illuminating the necessity of Compass work for EOU.	No problems; in fact Vice Provost was able to establish a new assignment as Associate Vice Provost for Assessment which improves capacity for leadership in this work.	Changes in leadership and structure for teaching, learning and assessment; Six months of uncertainty and transition in job of the Compass “PI”, now resolved. Visits by Susan A., Alma C-P, and Jack Meacham helped the administration greatly. Need .25 FTE release time for MEI coordinator. This summer will include dialogue with Provost to more closely align goals of Compass and institution.

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
Requiring more time	<p>Slowdown on Pathway program work and Degree Program outcomes alignment owing to time-intensive nature of work; new completion date is February 1, 2010.</p> <p>Alignment of Co-Curriculum and Degree Program outcomes with LEAP ELOs expected between June 15 and September 30.</p>	<p>Need summer to analyze data and frame findings for presentation and discussion in Fall '09</p>	<p>Need summer to prepare information and approach for communicating LEAP proficiency levels throughout campus community and analysis of data from student survey/focus groups and from inquiry of capstone syllabi.</p>
Lessons learned to date Reflections	<p>E-mail cannot be sole form of communication for transformative change. Leadership, collaboration, and consistent and persistent face-to-face conversation lead to ownership and progress among faculty and staff.</p> <p>Balance pressures to meet deadlines with time for joy in the work.</p> <p>Well-designed and focused interactive workshops and more relaxed venues around outcomes, HIPs and underserved students will be key to progress in Year 2.</p> <p>Engaging faculty in Compass work is helping to 'close the loop' for improvements based on sound data. Inquiry into HIPs is raising awareness and problem solving around "making excellence inclusive.</p>	<p>Using the grant to highlight and move forward on existing, but newly formed initiatives (ePortfolio working group and FYE/FRINQ partnership) has proved both successful and challenging.</p> <p>Using the grant to focus on this work lends weight to the work and helps communicate an increased level of institutional commitment.</p> <p>Working with existing groups, however, is challenging because they already have agendas and momentum.</p> <p>The work of the grant must be resurfaced to emphasize the focus on underserved groups, a piece that has not necessarily been central to the existing groups' work.</p>	<p>Increased state and national collaboration through Compass has fueled the work and progress in the face of local challenges—by tapping wider resources and expertise and by raising the profile of the endeavor to help faculty implement the new general education curriculum, aligned to LEAP outcomes, and intentionally focus on first generation students.</p> <p>The key to progress has been framing the conversation around what matters most to us – meeting students' needs and teaching our disciplines.</p> <p>Framing discussions about general education around <i>giving students a compass</i> and <i>making excellence inclusive</i> has deepened the discourse about student growth and progress.</p>

COMPASS Interim Report of the Oregon University System – Continued – Beta Campus Report Highlights

Parameter	EOU	PSU	SOU
Design Principles identified thus far	EOU’s General Education (GEC) design is effectively a nested hybrid with distribution requirements embedded within LEAP essential learning outcomes across the curriculum; representing a guided evolution from 20 th to 21 st Century undergraduate learning for all students.	When one program/unit of campus takes the leadership role, take extra care to engage other areas of campus and create awareness of the project and its goals.	<p>Be clear about the outcomes</p> <p>Communicate outcomes clearly and consistently to all</p> <p>Create venues for healthy and collegial discourse</p> <p>Provide flexibility in process, but consistency in reporting</p> <p>Collaborate with colleagues frequently</p> <p>Create opportunities for faculty to share ideas and questions</p>