

# GENERAL EDUCATION REFORM

Baccalaureate Core Reform Committee

Report and Proposal

Revised | June 2022

Original Version | May 2022

Disturbance and Succession in  
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- Primary production

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Disturbance  
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- Primary

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## COMMITTEE

Faculty Senate leadership invited and appointed the members of the Baccalaureate Core Reform Committee. The committee has expertise relevant to undergraduate education and is represented by faculty and administrative functional areas throughout the university. Each college that awards an undergraduate degree was invited to participate on the committee. Ecampus and Cascades also has committee representation. There are two types of members on the committee - voting members and ex-officio advisors. All members participated in meetings.

\*Current or former Bacc Core Committee members

### Committee Co-Chairs (Voting Members)

John Edwards, Co-Chair, College of Liberal Arts

Lori Kayes\*, Co-Chair, College of Science

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Alix Gitelman\*, Academic Affairs

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Nana Osei-Kofi\*, Difference, Power, and Discrimination Director

Sarah Perrault\*, Writing Intensive Curriculum Director

Selina Heppell, Immediate past Faculty Senate President, College of Agricultural Sciences

Kaplan Yalcin\*, Bacc Core Committee Co-Chair, College of Earth, Ocean, and Atmospheric Sciences

## UPDATED – INTRODUCTION

The first version of this document was shared on May 6, 2022. Since then, there have been two Faculty Senate meetings (May 12 and 20, 2022). Following feedback from the Senate meetings, the Baccalaureate Reform Committee considered multiple proposed changes during a rich and thoughtful discussion. We have revised and added to our proposal and these revisions are highlighted in yellow and seen in the Table of Contents. Some items of note are added budget and support information found in the Implementation section. This is the second version of the report.

This document is submitted on behalf of the Baccalaureate Core Reform Committee (BCRC) to the Oregon State University (OSU) current Faculty Senate members. In it, we propose a new structure for Oregon State University's general education curriculum, known as the Baccalaureate Core. This proposed structure results from more than three years of work by successive Faculty Senate Committees. Extensive feedback has been gathered from the campus community, including students, faculty, staff, College leadership, and external stakeholders. The proposal incorporates high-impact practices recommended by national experts. The BCRC has focused exclusively on student success in developing the curricular structure. The BCRC has had extensive and far-reaching discussions about the essentials of general undergraduate education, specific issues impacting transfer students, equitable educational practices, and the impact that revisions to the Bacc Core will have on OSU's broader educational objectives. This document is punctuated with questions we have encountered to capture a sense of that conversation. As some of these questions concern implementation details, we include a section on issues to be resolved during the implementation phase. We hope to clarify our thinking by including these and allow the campus community to see how we have responded to specific issues and concerns or how we think such issues could be ameliorated.

The proposal is structural in that it proposes a set of general education requirements and describes the aims of the requirements along with details designed to communicate the Committee's intent. Whenever a curriculum is changed, especially when that change is extensive, much work will be done before that curriculum is implemented. In some instances, specific learning outcomes must be written; training may need to be designed and implemented; assessment practices must be determined; courses may need to be designed or revised; and so on. We have outlined and added to this document, following the last two senate meetings, what we believe emerging implementation details entail. Many of the specific operating details of the curriculum will need to be determined by another Faculty Senate ad hoc committee (Bacc Core Reform Implementation Committee), starting next academic year, and likely taking two years. This is typical of how large curricular reform has been approved and implemented at other universities.

## RATIONALE

OSU's current Baccalaureate Core (Bacc Core) structure was approved by Faculty Senate in 1988 and implemented in 1991, approximately 30 years ago. At the time, aspects of the curriculum were considered visionary.<sup>1</sup> Since then, the chief structural change to the Bacc Core since was the addition of the Difference, Power, and Discrimination category in 1994 and an associated reduction in the number of Perspectives courses. While there are still positive elements of our general education curriculum, it has limitations which are increasingly becoming barriers to student retention and achievement. As the profile of our student body has evolved and the university has expanded to offer full undergraduate degrees in Bend and through Ecampus, so has the demand to deliver a general education curriculum that meets the needs of our diverse learners. In addition, much progress has been made since 1988 in delineating best practices for general education. Further, issues related to equity and inclusion have become much more prominent than they were in 1988. Finally, the number of credit hours required for most students to complete the Bacc Core has gradually increased over the years. Reform of OSU's general education curriculum to engage the 21st century learner will lead to improved educational experiences, better post-graduation outcomes, and stronger recruitment and retention of first year and transfer students.

<sup>1</sup>The Chronicle of Higher Education, *Oregon State U. Adopts "Baccalaureate Core" Requirement* <https://www.chronicle.com/article/oregon-state-u-adopts-baccalaureate-core-requirement>



**Faculty Senate leadership and the BCRC believe that reforming the Bacc Core is critical for the following reasons:**

- **We need to account for current best practices in general education**  
Since the Bacc Core was implemented, there has been a great deal of work nationally on delineating best practices in higher education. We need to take account of this work when considering the structure of our Bacc Core.
- **The structure of the Bacc Core is an equity and inclusion issue**  
Work on national best practices in general education have been specific about the practices that enhance outcomes for underserved groups. In particular, elements of this proposal have been shown to increase retention and graduation rates for students of color and first-generation students, among others.<sup>2</sup> It is important that we integrate such practices into the Bacc Core.
- **The recent report of the Anti-Racism Committee made recommendations related to the Bacc Core**  
There is substantial campus support for the recommendations, and they should be implemented.
- **OSU is becoming an increasingly transfer dependent university**  
Over the last 10 years, new freshman enrollment is up 9% but transfer enrollment is up 40%. Approximately a third of all undergraduates are now transfer students. Transfer students have unique needs, especially around course transferability. It is important for OSU to be transfer-friendly so that the university can recruit and retain students.
- **Recent state laws regarding transferability of courses have impacted requirements of our general education**  
The state legislature has passed laws designed to ease student transfer across institutions (e.g., HB2998<sup>3</sup> and SB233<sup>4</sup>). These laws impact aspects of the design of our Bacc Core and the courses we include in it.
- **A large number of credit hours are required for most students to complete the current Bacc Core**  
Since the current structure of the Bacc Core was put into place in 1994, the number of credit hours required for many students to complete the Bacc Core has progressively increased. Many courses that were originally three credits in the core moved to four credits, causing the original credit total of the Bacc Core to creep upwards of 62 credits. This has created problems for many academic units and their students.
- **The Bacc Core was designed in the late 1980s and has not changed significantly since 1994**  
The landscape in which OSU operates has changed in many ways over the last thirty years. Our students are different, the state is different, and the world is different. As an institution dedicated to educational excellence, it is imperative we evolve our core requirements to align with 21st-century contexts and challenges.
- **OSU's budget model is currently under review.<sup>5</sup>**  
The purpose of the budget model is to support OSU's mission, which includes the Bacc Core and the units that teach courses in it. Changes to the Bacc Core can impact the way money flows at the university. The budget model needs to reflect this. Therefore, it makes sense to implement changes to the Bacc Core before making final decisions on the budget model.

<sup>2</sup> Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students (Vol. 2): A third decade of research. San Francisco, CA: Jossey-Bass

<sup>3</sup> Oregon House Bill 2998, 2017, <https://olis.oregonlegislature.gov/liz/2017R1/Downloads/MeasureDocument/HB2998>

<sup>4</sup> Oregon Senate Bill 233, 2021, <https://olis.oregonlegislature.gov/liz/2021R1/Downloads/MeasureDocument/SB0233>

<sup>5</sup> Budget Model Review, 2022, <https://fa.oregonstate.edu/budget/budget-model/budget-model-review-2021-2022>

## PAST REVIEWS OF THE BACCALAUREATE CORE

The Faculty Senate has commissioned multiple different reviews of the Bacc Core. It is of note that some issues have been consistently discussed over the years, and that some recommendations of these past reviews have yet to be implemented.

### 2002 Baccalaureate Core Committee Report

In 2002, approximately ten years after its implementation, there was a review of the Bacc Core by the Baccalaureate Core Committee. This report, *Review/Relevance of the Baccalaureate Core Program*,<sup>6</sup> did not make strong proposals for structural change, but did note, among other things, that some faculty and students questioned the needs for a Fitness requirement, and that others expressed a desire for a “teamwork” component of the Bacc Core. It also suggested an examination of the lab requirements for the Science category.

### 2010 Baccalaureate Core Ad Hoc Review Committee

In 2008, the Faculty Senate commissioned the Baccalaureate Core Ad Hoc Review Committee to engage in a comprehensive review of the Bacc Core, culminating in the 2010 report *Vitalization of General Education at Oregon State University*.<sup>7</sup> The committee made several procedural and staffing recommendations, some of which were implemented. The committee made two structural recommendations. One was to implement a First-Year Experience into the Bacc Core. The other was to integrate experiential learning into the Bacc Core. Although pieces of each were piloted in various ways, neither was put up for a Faculty Senate vote. The Committee identified five issues “for future action” by a proposed reformulated Bacc Core Committee. These issues were the establishment of Core Learning Outcomes, a re-examination (or adjustment) of the Fitness requirement, an examination of overlap between Bacc Core categories, reviews of the Writing and Math programs, and action regarding the increase in the number of credit hours in the Bacc Core that resulted from credit hour increases in several courses. With regards to the latter issue, the committee recommended that future committees focus on dropping or reducing the size of the Fitness requirement, combining categories, and/or expanding foundational skills. The Committee also proposed several topics for longer-term consideration. These were potential new areas of emphasis (e.g., sustainability, information literacy, civic engagement, global competency), thematic pathways, reading goals, abolition of S/U grading in the Bacc Core, and the need for all Science courses to have labs.

### 2018 Baccalaureate Core Implementation and Leadership Workgroup

The current Bacc Core review and revision processes began in April 2018 with the formation of the Baccalaureate Core Implementation and Leadership Workgroup (BCIL) by the Faculty Senate Executive Committee (FSEC). This committee was charged with doing preliminary groundwork for a review and revision of the Bacc Core. This group conducted a Strength, Weakness, Opportunity, and Threat (SWOT) analysis of the Bacc Core and an analysis of general education programs at our peer institutions. This committee’s work culminated in the *Shared Governance Vision for OSU’s Baccalaureate Core*<sup>8</sup> document in late 2018. The committee made several procedural and operational recommendations for the Bacc Core, including changes to the Baccalaureate Core Committee’s standing rules and procedures and the hiring of a Baccalaureate Core Director.

### 2019 Listening Sessions

In Fall 2019, the Faculty Senate Executive Committee and Vice Provost Alix Gitelman convened campus listening sessions<sup>9</sup> focused on the Baccalaureate Core. There were four sessions for Corvallis campus faculty and staff, one for students, and one for Cascades campus, as well as an opportunity for online comments. In addition, a survey about the Bacc Core was sent out to students that was completed by over 1300 students.

<sup>6</sup> Review and Relevance of the Baccalaureate Core Program, <https://oregonstate.app.box.com/s/6v6vthhj1z5o81ui9ful5dqhb3lrtgp>

<sup>7</sup> 2010 Vitalization of General Education at Oregon State University, <https://senate.oregonstate.edu/sites/senate.oregonstate.edu/files/vitalizationofgeneraleducation.pdf>

<sup>8</sup> 2018 Shared Governance Vision for OSU’s Baccalaureate Core, <https://oregonstate.app.box.com/s/1ubjpd7cwbm805zgw467qjriubwtspj>

<sup>9</sup> 2019 Listening Sessions of the Baccalaureate Core, <https://oregonstate.app.box.com/s/snw7kgkc67seyas8xm26dnga7eovpyp>

## 2020 Baccalaureate Core Ad Hoc Review Committee

The results of the listening sessions yielded the creation and charge of the Baccalaureate Core Ad Hoc Review Committee<sup>10</sup> by the FSEC in winter 2020. The committee convened in winter 2020 and met regularly through spring 2021. Its charge was to develop draft templates of Bacc Core/General Education models. The committee reviewed the Fall 2019 listening session comments, Association of American Colleges, and Universities (AAC&U) general education recommendations, the requirements of the Oregon's Core Transfer Map (CTM),<sup>11</sup> and the 2010 Vitalization of General Education report. Additionally, the committee researched general education structure at over 40 institutions nationally and internationally (including large R1, land grant, public, and private institutions). Following review and discussion of the pros, cons, and applicability of general education requirements from other institutions, the committee split into groups to develop alternative templates.

Three considerations guided the development of the templates:

1. Have fewer credits and categories than current model.
2. Become more transfer friendly.
3. Align with Oregon's CTM, AAC&U Essential Learning Outcomes<sup>12</sup> (ELO, formerly LEAP) best practices, and assessment and accreditation requirements.

The general themes from the templates were shared at a Faculty Senate meeting and with the Provost Council of Deans in spring 2021. These presentations also included a summary of themes emerging from the listening sessions and next steps. Following the successful completion of the charge, this committee was retired and the FSEC was ready to move the revision process towards specific structural recommendations for Faculty Senate approval.

## THE CURRENT COMMITTEE

The FSEC developed a comprehensive charge and commissioned the **Baccalaureate Core Reform Committee**<sup>13</sup> (BCRC) at the beginning of Fall 2021. The Committee was given the following charge:

### Charge

1. Review the work of the Baccalaureate Core Ad Hoc Review Committee and codify the requirements for the reform (credit maximum, transfer needs).
2. Review the goals and values of our current Bacc Core and revise to meet the needs of our 21st-century learners and in accordance to our university's mission and signature elements of the OSU experience.
3. Determine how anti-racism should be incorporated into the curriculum, utilizing recommendations of the Provosts' Anti-racism Task Force.
4. Revisit the three templates developed by Bacc Core Revision 2.0 Committee and modify each to achieve the goals and requirements identified above.
5. For each alternative, solicit input from the Office of Finance for potential changes to the budget model to create incentives and avoid large disruptions to the teaching community at OSU. Modify templates as needed for feasibility.

<sup>10</sup> 2020 Baccalaureate Core Ad Hoc Review Committee, <https://apa.oregonstate.edu/bacc-core/bacc-core-reform/revision-phase-i-complete>

<sup>11</sup> Oregon Core Transfer Map, <https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/Core-Transfer-Maps-One-pager.pdf>

<sup>12</sup> American Colleges and University Essential Learning Outcomes (ELOs, formerly known as LEAP outcomes), <https://www.aacu.org/initiatives/value-initiative/essential-learning-outcomes>

<sup>13</sup> Baccalaureate Core Reform Committee Charge, 2021-2022, <https://apa.oregonstate.edu/bacc-core/bacc-core-reform/reform-phase-ii-work-progress>

6. Develop a presentation and questionnaire that can be tailored for stakeholders including: Colleges, departments and programs, students, community colleges, as well as Faculty Senate, to explain the goals, requirements, and templates.
7. Gather, summarize, and utilize feedback from stakeholders and maintain regular communication on the committee's progress through the Bacc Core website, Faculty Senate newsletters, and Senate presentations.
8. Recommend a plan for voting on a preferred template and recommendations to the Provost.
9. Provide advice to the Bacc Core Director and Office of Academic Affairs on the development of a timeline and roadmap for implementation, utilizing faculty feedback.

## Guiding Principles

- **Student focus – the Bacc Core is for students, and their needs should be the focus of any Bacc Core reform. It is easy for faculty and staff to focus on unit budget or faculty desires, but students need to come first.**
- Follow best practices – There has been a great deal of research on best practices in general education since the Bacc Core was created. Bacc Core reform should follow modern best practices (e.g., National Association of College Employers (NACE) Career Competencies,<sup>14</sup> AAC&U ELO Outcomes).
- Transfer student outcomes – The Bacc Core needs to be structured to meet the needs of our transfer students. It also needs to meet our legal obligations in this area, especially alignment with Oregon’s Core Transfer Map.
- Reduction in credits – The Bacc Core has had “credit hour creep” over the years, such that it takes as many as 62 credits to satisfy requirements. This leads many of our students to have to take more than the 180 credits required for graduation. The committee adopted a goal of 45 credits for the Core.
- Incorporate signature elements of Oregon State University.
- Do not let the budget model drive curriculum and pedagogy; the budget should support our mission.
- The goal of the current committee is to propose a structure for the Bacc Core along with descriptions of its elements. Work on the specific details around implementation will be done by a later committee.

The committee met for a half-day retreat in October 2021 and biweekly throughout fall and winter terms. In fall term, the BCRC focused on articulation of the mission and goals of general education at OSU. The voting membership of the committee were joined regularly by advisory members in deliberation. Structuring the conversations were regular exercises in template building in groups which further refined the stasis points for further discussion. As time and attention are scarce resources, the committee formed workgroups to further focus on key points. They created reports and brought them back to the whole committee, which would then be discussed in greater detail and acted upon.

At the end of fall term, the Mission and Goals workgroup was formed. Through thoughtful discussion and strong group collaboration, the BCRC Mission and Goals workgroup developed and proposed a mission statement and a suite of goals for the Bacc Core (see below). The mission and goals were edited and adopted by the full committee in January 2022.

<sup>14</sup> National Association of Career Employers Career Competencies, <https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>



## Workgroups

In January 2022, the committee formed three additional workgroups to research and make recommendations on specific topics. These topics were based on issues identified by the 2020 Revision Committee that needed to be addressed before a full structural revision could take place.

The workgroups were:

- Bookends – This workgroup focused on the possibility of a first-year transition course for students and a synthesis or capstone class. These are considered best practices in general education. The committee also examined the integration of career readiness programming into the Bacc Core.
- Difference, Power, and Discrimination and Anti-Racism – This workgroup considered an update of our Difference, Power, and Discrimination category, with a particular focus on integrating the recommendations of the Anti-Racism Task Force.
- Writing Intensive Curriculum (WIC) and Writing II – This group focused on examining whether our current implementation of intermediate writing (Writing II) and our capstone WIC requirements were meeting the needs of students.

These workgroups met winter term, and each provided a report with recommendations (see the appendices). The full committee then broke into subgroups, each coming up with a draft Bacc Core model.

## Roadshows

The Committee co-chairs and the Bacc Core Director, with the assistance of committee members, conducted virtual Roadshows with students, faculty, staff campus experts, college leadership, and other stakeholders (employers, community colleges, alumni). In total, there were **35 roadshows presented** to various stakeholders. In these roadshows, the draft templates from the workgroups were presented. Roadshow attendees were given the opportunity to discuss these curricular options along with other aspects of the Bacc Core. To allow all attendees the opportunity to provide feedback, participants were put into small breakout rooms in Zoom with a committee moderator who took notes. Participants were also sent a feedback form following the roadshow. A recording of the presentation was made available to stakeholders who were not able to participate in a scheduled roadshow and they could provide online feedback. Overall, around **700 people** participated in the roadshows.

The executive summary from the Roadshows, including specific questions asked of attendees, data collection, analysis, and reflection, can be found in the Appendix C. In addition, based on feedback from the Roadshows, the original three workgroups revised their recommendations.

In late March 2022, based on feedback received during Roadshows, two new workgroups were formed to conduct research and pose recommendations to the committee:

- Health and Well-being – This workgroup was charged with examining the integration of health and well-being into the Bacc Core, including the current Fitness requirement and other methods of integrating these topics into the Core.
- Advanced Communication – This workgroup examined the best ways in which to integrate communication skills into the Bacc Core. Such skills show up in best practices for general education and were mentioned repeatedly in the Roadshows.

These five workgroups each provided a robust report with recommendations for the committee to consider in creating the final model. See Appendix B for their final reports. **Please note that most of the suggestions in the workgroup reports were incorporated into the final model and have since been updated. Workgroup reports have been included for reference.**

## The Final Model

In its final phase, the committee considered the Roadshow feedback, the subgroup draft templates, and the workgroup reports to influence the development of our final model. The committee broke into three new subgroups to develop models based on the results of the process over five months. At points of convergence among the strikingly similar templates, the final model came together easily. In cases where the models diverged, the committee invested considerable time and energy into reaching the best outcome. In April 2022, the reform committee committed to a model. After presentation at the Faculty Senate meetings in May, the committee reconvened to discuss feedback from the meetings. As a result, changes and additions to the report were made to better clarify our recommendations and intentions.

## MISSION AND GOALS FOR THE REFORMED GENERAL EDUCATION MODEL

Until now, the Baccalaureate Core has not had a formal mission or goals even though these are typical for university General Education programs. The Baccalaureate Core Reform Committee adopted a mission and goals they felt were consistent with OSU's broader mission and values:

### Mission for General Education at Oregon State University

Oregon State University's Baccalaureate Core is a universal educational experience for the 21st-century learner that promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world. The curriculum strives to develop students' intellectual capacities and resiliency to be critical agents who transform knowledge into action. Through deep and integrative experiences, OSU's general education meets students where they are in their educational journey and equips them for meaningful, lifelong learning. Our Baccalaureate Core is designed to foster student potential to innovate and change the world by solving complex problems, adapting to change, and becoming community members in a global society.

### Goals for General Education at Oregon State University

- Foundational Modes of Inquiry and Innovation — students will use multiple modes of inquiry, within and across a variety of disciplines, to develop fundamental skills and breadth of knowledge that promote lifelong learning and creative problem-solving.
- Social and Environmental Justice — students will examine evidence from a variety of perspectives to grow their cultural and environmental awareness and increase their capacity to enact social and environmental justice.
- Navigation of a Complex Global World — students will apply skills necessary for navigating a world with multiple perspectives and global interconnectedness.
- From Here to Career — students will gain professional skills and competencies designed for adaptability, longevity, and integrity in a global workforce.

## UPDATED - ARCHITECTURE OF THE REFORMED BACCALAUREATE CORE

### Overview

The proposed revision of the Baccalaureate Core structure is outlined below. For descriptive purposes, it is presented and organized around five broad thematic areas, although the curriculum was not purposefully designed around themes. The considerations that guided the choice of each category will be outlined below. However, it is important to point out that OSU's legal obligation to transfer in (and out) the elements of the state's Core Transfer Map (CTM) meant that part of the structure needed to adhere closely enough to the CTM to allow for us to meet this obligation. In addition, some categories are similar to existing categories but have been revised.

The CTM requirements are notated with \*. Some category and section titles may be subject to change during the implementation phase, although the goals of the categories will not change. Below is the skeleton of the curriculum. Each category is described in additional detail in the following pages.

Proposed General Education Curricula	
PART I – FROM HERE TO CAREER	
Transitions	2 credits
Beyond OSU Career Integration	0 credits
PART II – FOUNDATIONAL SKILLS	
Quantitative Literacy and Analysis*	4 credits
Writing Foundations* (WR 121)	4 credits
Writing Elevation	3 credits
Communication, Media, and Society*	3 credits
PART III – MODES OF INQUIRY	
Art and Humanities* (2 courses)	6-8 credits
Social Sciences	3-4 credits
Scientific Inquiry and Analysis (Natural Science)* (2 courses)	8 credits
PART IV – SOCIAL JUSTICE	
Difference, Power, and Oppression: Foundations	3-4 credits
Advanced Difference, Power, and Oppression	3-4 credits
PART V – INTEGRATIVE AND APPLIED LEARNING	
Seeking Solutions	3-4 credits
Writing Intensive Curriculum	In major
<b>Total</b>	<b>42–48 credits</b>

**Question:** This doesn't look like a credit hour reduction. The proposed model is 48 credits. What happened to reducing credits? Relatedly, why do we need to reduce the credits in the Bacc Core?

**Long Answer:** Technically, the current Bacc Core is 49 credits. This does not include WIC, which is actually a stipulation governing major requirements rather than a Bacc Core category proper. The Bacc Core originally proposed 51 credits (plus the 3-credit WIC category, which wasn't included as part of the credit hour count). When DPD was added as a Perspectives category in the mid-1990s, two Perspectives courses were cut to make room, leading to a Core of 48 credits (plus WIC). It has remained there since. The chief issue concerning the credit hour count is that over the years many courses have shifted from three to four credits, including courses in the Bacc Core. To be sure, there are often good reasons for such a shift (e.g., alignment with semester versions of the same course, better coverage of topics, reduction of the number of courses in majors, adherence to state requirements around Major Transfer Maps and Common Course Numbering). However, this shift potentially increases the number of credits that a student must take to complete the Bacc Core, something that has been the subject of complaints since at least 2002. As the number of four-credit courses increased it has become increasingly harder for students to complete the Bacc Core in 48 credit hours (plus WIC). It can take as many as 58 credits to complete the Bacc Core now (plus a WIC class, many of which have also shifted to 4 credits), depending on which courses a student takes. The new GE model proposed here is 48 credits **maximum** (not including WIC). It is a reduction in the maximum number of credit hours by 10 credit hours and incorporates many high-impact practices. Note, too, that we anticipate that the current, widespread practice of double-dipping courses between the Bacc Core and major requirements will continue. Double-dipping effectively reduces the number of credits uniquely associated with the Bacc Core, since units would presumably require those courses anyway.

**Question:** Why is WIC not counted against the total number of credits in the Bacc Core?

**Answer:** As originally instantiated in 1991, the Bacc Core did not include WIC in the credit hour count. WIC courses are major-content courses rather than Bacc Core courses per se. That is, they are a stipulation regarding major curricula rather than part of Bacc Core curriculum. This is still true today. The current Bacc Core currently requires a minimum of 48 credits + WIC.

**Question:** Why is the second DPO class included in the credit hour count, given that it is taught in majors/disciplines?

**Answer:** The Advanced DPO course would count in the credit count due to the need for the development of new classes in most majors/disciplines, required faculty training, messaging to the students and transparency.

**Question:** Will team teaching be required in the new curriculum?

**Answer:** There is no requirement for team teaching anywhere in this proposal. If colleges or units would like to team teach in order to draw on specific expertise, they are welcome to do so. An example of where team teaching may be beneficial is in areas of the university where there is not faculty expertise in Difference, Power, and Oppression and it would be in the best interest of students, the course content, and faculty to team teach. We recommend that units who decide to team teach form Memorandums of Understanding (MOU) between the relevant units as in our experience this approach is most successful.

## Description

Each of the five parts of the model is described in the following pages.

### Part I: From Here to Career (2 credits + 0 credit modules)

This section of the proposed GE model is new. These requirements lean into the high-impact practices of new student (“first year”) experiences and development of career competencies early and often. Requirements of this sort are especially useful for advancing the outcomes of underserved student groups, which is a strongly held value at OSU. Properly designed, these requirements can increase retention and assure that all students have access to the knowledge and experiences necessary to succeed at OSU and in their life after college. These requirements tie to Goals 1 and 4.

**Question:** Our unit already has an orientation course and incorporates career development. Do we need to implement additional GE requirements?

**Answer:** Transitions courses and career offerings are already in place within some colleges and majors (e.g., College of Business, College of Engineering). Indeed, the Committee was highly cognizant of these examples as we designed these requirements and believed that all OSU students should have these experiences. It is intended that existent offerings can meet the Bacc Core requirements so long as they incorporate the learning outcomes for the category. We anticipate that this will be straightforward in most cases. The college-level offerings can incorporate more credits than allocated here but not fewer.

## Transitions

2 Credits

Many of our students’ needs (e.g., initial career exploration, gaining skills necessary to succeed in college, health and well-being, knowledge of OSU resources) are best handled in a required New Student course. Transitions is a set of OSU-specific courses that:

- Socialize students and build community
- Educate students in effective academic behaviors, goal setting and resiliency building
- Explain the goals of the Bacc Core and the broader OSU educational mission
- Introduce foundational concepts in health and well-being, health equity, and campus resources that contribute to individual and community health
- Begin student exploration of interests, values, and strengths associated with academic, personal, and professional development
- Introduce students to financial literacy
- Acculturate students into OSU life and other things that make OSU special

Specific sections or courses will be developed and tailored to first year and transfer students and to the specific needs and audiences of Ecampus and Cascades.

*Clarification: After consideration of concerns related to an insufficient focus on health and well-being, the committee engaged in an in-depth discussion of how to resolve these concerns. The committee reaffirmed our commitment to health and well-being and sought to better clarify our original intent in how it is represented in Transitions.*

## Beyond OSU

0 Credits

**Beyond OSU** is a sequence of career-related activities and/or events. Student surveys suggest that nearly all students list career-related purposes as a primary reason they come to college. This requirement is intended to incorporate career development into the curriculum, thereby ensuring that every student has the skills and knowledge needed to find meaningful work in their field after completing their academic journey at OSU. There will be three required "touchpoints" for students. One of these will be in the Transitions course mentioned above. The other two touchpoints will be flexible. These might be online modules, career services events, or other career-relevant activities. We anticipate that these activities will leverage existing programs (e.g., online resources, current career programming).

We recognize the various populations of students we have and their unique goals. For instance, some students, especially on Ecampus, are already situated in a job and are looking for career advancement or a career shift. Some students may be relatively clear about what they want to do whereas others are not. The flexibility of this requirement helps students pursue their own pathway. In addition, it is important to note that we define "career" broadly, to include, for instance, students who wish to pursue work in nonprofits or in social activism (see, e.g., the Social Action Works program).

## Part II: Foundational Skills (14 credits)

As its name indicates, this section of the core is intended to provide students with the foundational competencies they need to succeed in any academic endeavor. These courses are designed to help students move towards fulfilling Goal 1. These three requirements were selected because of broad consensus across Roadshows and their alignment with the NACE Career Competencies and AAC&U Essential Learning Outcomes.

## Writing

7 Credits

- **Writing Foundations** (4 cr) is OSU's current Writing I (WR121). It is required as part of the Core Transfer Map. It serves as an introduction to college-level writing and key rhetorical concepts.
- **Writing Elevation** (3 cr) revises the current Writing II category. There is broad agreement throughout OSU that students need quality writing instruction, practice, and feedback between WR 121 and Writing Intensive Curriculum (WIC). There is also broad appeal for strengthening the connection between intermediate writing and students' majors. The goal of this requirement is to elevate students' ability to write within a range of contexts, while also preparing them for their chosen academic discipline and WIC courses.

## Quantitative Literacy and Analysis

4 Credits

**Quantitative Literacy and Analysis** is an expansion of OSU's current Math Category to include mathematical statistics. Math is part of the CTM. The expansion of this category adds new domains of mathematical analysis to the category. However, it is not intended to include other domains that may be mathematics adjacent (e.g., discipline-based statistics classes). Quantitative literacy and analysis skills are vital in our information-rich world. This new version of the core requirement gives students options among algebra, calculus, and mathematical statistics courses allowing them to develop critical thinking skills with essential mathematical concepts and models.



**Question:** Will this category include mathematics and statistics classes taught outside of those departments?

**Answer:** As envisioned by the Bacc Core Reform Committee, no. However, the broader question of restrictions on whether or not categories will be restricted to only courses being taught in certain units is a question for implementation.

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## Communication, Media, and Society

3 Credits

**Communication, Media, and Society** is a re-envisioning of the current Communication requirement. Communication is integral to best practice in general education, and one of the most sought-after skills by employers. Communication as a discipline is increasingly identified as a social science. This category is designed as a communication course teaching skills related to communication process from a social science perspective. Consistent with this, in discussion with the School of Communication, the Committee is proposing that courses in Communications, Media and Society take a social science orientation. As such, they will count as a Social Science course in the CTM. Therefore, learning outcomes, criteria, and rationale will have to be written in a way that this category meets the CTM Social Science Requirement. Additionally, this category will include courses in the “newer” forms of communication afforded by advances in digital technology. Finally, supervised practice in communication is integral to this category.

### Part III: Modes of Inquiry (17-20 credits)

These three requirements expose students to different modes of inquiry or ways of knowing while allowing them to begin navigation of complex interactions using evidence. These courses are designed to help students move towards fulfilling Goals 1, 2 and 3 with broad disciplinary exposure.

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## Art and Humanities

6-8 Credits

Students will take two Arts and Humanities courses. Two such courses are required by the CTM. These courses will follow the CTM learning outcomes. If taken at OSU, one course must have a global focus.

- **Arts and Humanities: General Focus** (3-4 cr) will promote critical inquiry and the development of intellectual abilities through the study of the arts and humanities. Creative expression is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of history, philosophical traditions, major religions, diverse cultural legacies, literature, film, and music.
- **Arts and Humanities: Global Perspectives** (3-4 cr) is an arts and humanities course, as described above, that encourages critical engagement with social, political, and cultural issues in a global context.

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## UPDATED title - Social Sciences

3-4 Credits

**Social Sciences (3-4 cr)** includes courses that concern people and how they relate with one another, including studies of individuals, families, communities, markets, movements, and political structures from the perspective of contemporary social science. This category is analogous to our current Social Process and Institutions category but more overtly inclusive of social science courses focused on the individual level. This will count towards one social science course in the CTM.

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## Scientific Inquiry and Analysis

8 Credits

**Scientific Inquiry and Analysis** (8 cr) includes two natural science courses, each with a lab. These courses will engage students in the high-impact practice of scientific inquiry and explore generation and uses for scientific evidence. These courses involve developing knowledge of basic scientific concepts, how science works, and collaborative group problem solving. Labs accompanying these courses will engage students in the process of science from observation

and hypothesis testing through data collection and analysis culminating in science communication to a general audience. If possible, courses should address how scientific issues impact social and environmental justice.

This category includes both Biological and Physical Science courses and counts as Natural Sciences with a lab in CTM. Consistent with the CTM, students will no longer be required to take both a Biological and a Physical Science course; they can take both Natural Science courses in one area if they prefer. Each course is worth 4 credits but if majors or programs have 5 credit lab science courses already embedded in their curriculum, they may use those 5 credit courses to fulfill the lab science requirement in the GE.

#### Part IV: Social Justice (6-8 credits)

These courses are unique to OSU and represent our commitment and values to our students. Grounded in social justice, anti-racism and high-impact practices, these courses are designed to launch our students from OSU into society. This category address goals 2, 3 and 4 but with specific focus on Goal 2.

#### Difference, Power, and Oppression (DPO)

6- 8 Credits

The Difference, Power, and Oppression categories represent a revision and expansion of the existing Difference Power and Discrimination Category. These course requirements will provide students the opportunity to develop in-depth knowledge about how systems of power function, both broadly and specifically within their disciplines, through active learning and engaged learning. These courses are designed to help ensure that students receive an anti-racist undergraduate educational experience. The original DPO workgroup proposal document is in Appendix B. For questions about budget and support for DPO, see the Logistics section of this report.

- **Difference Power, and Oppression Foundations** (3-4 cr) is a lower division course. It is intended that entering first-year students take this course within the first two years at OSU. In addition to changing the name, language will be added to DPO (formerly DPD) learning outcomes to specifically require that these courses take up race, racism, and racialization, and grapple with anti-racism as it relates to course content.
- **Advanced Difference, Power, and Oppression** (3-4 cr) is an upper-division course designed to embed DPO topics into majors and disciplines. As such, it is intended that these courses be part of major curricula. The courses ask students to contemplate the real-world impacts of their field of study in relation to difference, power, and oppression. Courses are intended to be relatively small .

**Question:** *Is DPO Foundations a pre-requisite for Advanced DPO?*

**Answer:** *Whether or not the DPO Foundations course will be a pre-req for Advance DPO courses will be a question for the Implementation Committee and the DPO program to resolve.*

**Question:** *Who will teach Advanced DPO?*

**Answer:** *Advanced DPO is designed to be within the discipline and, as such, may be taught by disciplinary faculty or co-taught by disciplinary faculty and faculty with more expertise in DPO. The goal is to embed DPO topics and principles deeply across our university. Specifically, advanced DPO will embed topics and principles within a disciplinary context. For units who elect to co-teach DPO, we recommend Memorandums of Understanding are developed.*

**Question:** *What training will be required for faculty who teach in DPO?*

**Answer:** *Any faculty member who plans to teach an advanced DPO course will be required to participate in DPO programming focused on DPO course design and delivery. Faculty who possess content expertise related to DPO, as determined by the DPO Program Office, may be exempt from this requirement.*

## Part V: Integrative and Applied Learning (4 credits + WIC)

Integrative and applied learning courses, positioned late in a student's time at a university, are considered a high-impact educational practice. Teamwork is one of the core competencies desired by employers. The need for teamwork to be embedded in an overt way into the Bacc Core has been noted by some in the campus community for many years, yet it is not represented in the current Bacc Core, unlike other competencies. These two categories address Goals 2, 3, and 4.

### UPDATED section and title- **Seeking Solutions**

**3-4 Credits**

**Seeking Solutions** (3-4 cr) is a collaborative course focused on having students work in teams to solve complex, multifaceted problems. The problems that are the focus of this category are those that are sometimes termed “Wicked Problems”. Such problems are extremely difficult to solve because they can be framed in multiple ways, have multiple complex causes, are often symptomatic of other problems, and do not have an exhaustive set of potential solutions. Such problems tend to require transdisciplinary thinking and involve a wide range of stakeholders. They typically have a social component. Such problems typically have both a local and global dimension. Solutions to these sorts of problems have multiple consequences, not all of which are desirable. Examples of relevant problems could include climate change, environmental degradation, emerging pandemics, war, health inequality, racial inequality, and poverty. One of Oregon State’s strengths is that it focuses on such problems and works to identify solutions. This category is designed to highlight this signature element of OSU.

A central goal of this course is to have students wrestle with complex, multifaceted problems, and work to solve them. Students tell us that they want to do this. They come to OSU wanting to make an impact on the world and solve real problems. In fact, the notion that OSU students will be equipped to tackle the world’s pressing problems is a central focus of OSU’s messaging to prospective students. There have been successful versions of similar courses both here (e.g., FES 485, Consensus and Natural Resources) and elsewhere (e.g., North Carolina State’s “Wicked Problems, Wolfpack Solutions” courses). Overall, this is a course that is designed to deepen how students think about problem-solving.

The courses will include interdisciplinary student teamwork as a core component. This is in response to longstanding campus interest in implementing a teamwork component into the Bacc Core. Teamwork is a prominent component of best practices in general education. In addition, stakeholder groups, notably our industry partners, consistently emphasize that working in groups with disparate others (people with different backgrounds, goals, and priorities) is an area in which students need experience and practice.

Implementation of the courses should adhere to certain parameters. Incorporating teamwork into the courses will require them to be designed in such a way as to make this manageable. The issues and problems that are the focus of this category should consider the global dimension of the problem, in accord with our goals for the Bacc Core. Courses are to be upper division and limited to students with at least junior standing. One of the goals of this category is for students to engage in team problem solving with people whose experiences and point of view differ from their own. Therefore, these courses are intended to be taken outside of a student’s major.

*Name update: This category was originally referred to as “Wicked Problems.” The committee has opted to change the title of this category as students may not have an understanding of its meaning. The committee recommends that stakeholder input be given to the name of this category. For instance, students might weigh in on a name. For the purposes of the curricular proposal, we will refer to this category as “Seeking Solutions.” Other names the campus community has suggested for this category include “Dam Challenges” and “Grand Challenges”, among others.*

**Writing Intensive Curriculum** (WIC: 3-4 cr in major) is OSU's current WIC requirement. Its stated purpose is to teach students the standards of writing in their discipline and to use writing as a mechanism for learning. As is currently the case, WIC will be implemented in courses required within majors and focused on major content. WIC courses will continue to be assessed by the Bacc Core Committee evaluating the writing dimensions of the course but not the disciplinary content.

## POTENTIAL FUTURE ADDITIONS

There were a few additions the committee discussed but did not ultimately put into the proposal. However, it may be that these could be honed into something that could eventually be made part of the Bacc Core. We recommend that these concepts be examined by a future committee with the potential for a later faculty senate vote. None of these additions would add additional structural categories or credit requirements to the Bacc Core if implemented.

### Integrations – Badges, Themes, Embedded Literacies

The BCRC discussed several curricular concepts that were not ultimately part of the current proposal, but that the BCRC believes should be explored by a future committee. Other institutions who have recently undergone general education reform have implemented versions of these ideas. There was support on the Committee for these ideas, but consensus had not yet formed around certain key aspects of the concepts, and they remain either loosely conceptualized or had controversial details.

#### **Flags/Badges/Branches**

Some universities, such as University of Alabama at Birmingham,<sup>15</sup> have identified a meaningful way to help students recognize specific domains of knowledge that they have been exposed to in their coursework or co-curricular activities. Often referred to as Flags, these are a set of courses in a common thematic area that cuts across the general education categories. That is, a student might fulfill different Bacc Core categories with courses that share a common theme. Examples of such flags include Social Justice, Health and Wellness, Sustainability, Information Literacy, and Civic Engagement.

#### **Themes**

Some institutions, such as Ohio State University,<sup>16</sup> focus their capstone synthesis classes around a specific set of themes. Such themes might include topics such as health and wellness, sustainability, poverty, or education policy. For us, this approach would require that the “Wicked Problem” that is the focus of those class fall into that thematic area. Conceivably, this approach could be linked to the Flags described above.

#### **Embedded Literacies**

Embedded Literacies are competencies students gain within their major. These are often skills that specific courses are teaching already, but that are not explicitly called out. These would be skills that we would like all graduates to have, but that are best taught within the major. OSU does a form of this already in its WIC requirement. In the Roadshows, it became clear that there is support for at least two more Embedded Literacies – Advanced Communication and Information Literacy. There could be others.

There are two goals behind this concept. The first is to make explicit to students and, potentially, employers, that the OSU graduates have the competency. The second is to ensure that majors which do not currently embed the competencies develop them within existing courses. However, we anticipate that most majors are already teaching

<sup>15</sup> University of Alabama, Birmingham – Blazer Core Curriculum, <https://www.uab.edu/core-curriculum/curriculum>

<sup>16</sup> Ohio State University, General education Program, <https://oaa.osu.edu/ohio-state-ge-program>

these skills, in much the same way that prior to the WIC requirement, majors were teaching discipline-based writing and using writing as a learning tool.

Because this requirement would be based in the major, it would not add credits to the Bacc Core itself. It might require revisions of existing courses and learning outcomes in some majors.

## LOGISTICS

### Implementation

Implementation of the new curriculum will be at least a two-year endeavor. It will require widespread participation by and collaboration between faculty, colleges, and administrative support units such as Office of the Registrar, Office of Admissions, Office of Academic Affairs, Center for Teaching and Learning, and the Office of Budgets and Finance. Implementation of the new curriculum will not happen in a silo and will be a shared effort and responsibility. The Faculty Senate will remain intimately involved in this process and faculty will be invited to be part of the efforts all along the way. Implementation of the new model, including development of learning outcomes and steps for modifying existing courses, review and approval processes, and training needs for faculty will require appointment of new committees with appropriate expertise. The Faculty Senate Executive Committee will work with the Office of Academic Affairs, the Bacc Core Director, and the Faculty Senate to form these committees and their charges in Fall 2022. [See Appendix A for an example of the proposed Implementation Timeline.](#)

Here is a running list of the implementational issues the university will need to address:

- **Development of Learning Outcomes, Criteria, and Rationale (LOCR), [category description for the Catalog, and category name verification for each category:](#)** Each category will need to have LOCR developed. Faculty and units with expertise in certain categories will be invited to participate in creating assessable learning outcomes with support from Assessment and Accreditation staff.
- **Course development, revisions, and faculty support:** Current courses that could be adjusted to meet the established LOCR or the development of new courses will require faculty investment and involvement. There will be support resources available to make these significant changes in support of the new curriculum ([see new section on these plans on the following pages](#)). To support faculty, we will partner with the Assessment and Accreditation and the Center for Teaching and Learning, in addition to the Directors of Difference, Power, and Discrimination and Writing Intensive Curriculum.
- **Processes, procedures, policies:** Academic regulations and systems need to be updated. A course review process and policies will need to be developed. There will need to be a transition period to accommodate students whose catalog year obliges them to complete the current Bacc Core and those who fall under this new model.
- **[Communication and Marketing:](#)** Enrollment Management and Admissions will need to be part of the implementational marketing team to communicate the curriculum changes externally to prospective students and community colleges. We will also need to promote the changes to the OSU Academic Advising community and provide training on how to clearly communicate the value and purpose of the new core to students.
- **Name Change:** The BCRC recommends the university consider changing the current name of our general education program from the Baccalaureate Core to something that resonates with students and other stakeholders. The term baccalaureate refers to an undergraduate academic degree awarded by a college or university. General education is a component of the baccalaureate degree but does not represent the entirety



of the baccalaureate degree. We recommend a future name align with the goals and mission of the core and the university.

## **NEW – Budget**

Delivering effective and meaningful general education for OSU's students requires dedicated support and ongoing effort. The university already devotes substantial resources to the Bacc Core. Funded University positions supporting the Baccalaureate Core currently include the Baccalaureate Core Director (BCD), the Director of the DPD program, the Director of the Writing Intensive Curriculum Program, and the Assessment Coordinator. In addition, the Baccalaureate Core Committee is a standing Faculty Senate Committee. The Baccalaureate Core Reform Committee has been an ad hoc Faculty Senate committee. The BCD is a new position added in August 2021 with the goal of supporting the Baccalaureate Core Committee and the Reform Committee.

Reforming, implementing, and sustaining the proposed new curriculum will require an investment. The BCD and co-chairs of the committee developed a series of budget investment scenarios and discussed those with university administration. While the details and costs associated with training, transition efforts, and coordination are still being refined, Provost Feser stated at the May 20<sup>th</sup> Faculty Senate meeting that he is currently anticipating OSU investing on the order of \$4.0 million dollars over the next five years to support implementation. The funds are intended to support additional capacity in resource units like DPD, support staff to assist with implementation of the curricular changes, course development, and coordinator roles to develop and lead new categories within the proposed program. The specific needs for support will be shaped by the work of an implementation committee(s). It should be noted while the new Core will increase administrative support spending initially, the potential for improved student retention and increases in transfer students should help offset costs in the longer run.

## **NEW – Additional Support**

Comprehensive change to a university's core requirements that necessitate the delivery and creation of new courses needs to be supported. The staff of the Center for Teaching and Learning (CTL) have committed to the training and support necessary to design and deliver new General Education courses, especially the new Transitions and Seeking Solutions categories.

As with other universities who have reformed their General Education programs, we anticipate providing workshops, mentoring opportunities, and trainings to develop new courses or revise existing courses. Working with partners in the CTL to develop or revise courses will smooth the review and approval process and aid in a quicker path through implementation. The Bacc Core Committee will be pausing category assessment for at least one academic year.

## **Assessment**

Current Northwest Commission on College and Universities (NWCCU) standards require that the university establish institutional learning outcomes and/or core competencies, which are assessed through an effective system of assessment. This requirement can be accomplished through the assessment of program outcomes or within a general education curriculum, such as the Bacc Core. This NWCCU standard necessitates the creation of distinct, faculty developed student learning outcomes, which are consistent with its mission and aligned with broader institutional goals.

While a definitive assessment process will need to be developed during the implementation stage, we should be able to modify our existing Bacc Core assessment process as the basis for the new system. The current system requires all

courses in a selected category to submit a self-assessment that not only demonstrates alignment with the category, but also describes the established system for course level assessment of the category student learning outcomes. Additionally, OSU will thoughtfully and intentionally integrate assessment into the redesign and begin data collection and analysis to demonstrate attainment of new Bacc Core goals for the 2026 reaccreditation self-evaluation report and site visit.

## TRANSFER STUDENTS AND OREGON CORE TRANSFER MAP

Per Oregon law, all public postsecondary institutions must accept the Core Transfer Map and Associates of Arts Oregon Transfer (AAOT) as satisfying specific elements of general education. The Core Transfer Map satisfies at least 30 credits of general education in eight categories, whereas the AAOT and the Associates of Science Oregon Transfer (ASOT) satisfies all lower division general education requirements for a bachelor's degree. Students who transfer a completed CTM will be required to complete the remaining Bacc Core categories not specifically noted by OSU as completed by the CTM, regardless of whether they are lower or upper division requirements. Students with an AAOT/ASOT will only be required to complete remaining upper division requirements. Students transferring from out of state or without a completed CTM or AAOT will have their transcripts articulated on a course-by-course basis, as is currently the practice.<sup>17</sup>

Proposed General Education Curricula		CTM	AAOT/ASOT
FROM HERE TO CAREER			
Transitions	2 credits		
Beyond OSU Career Integration	0 credits		
FOUNDATIONAL SKILLS			
Quantitative Literacy and Analysis*	4 credits	✓	✓
Writing Foundations* (WR 121)	4 credits	✓	✓
Writing Elevation	3 credits		✓
Communication, Media, and Society* (Social Science)	3 credits	✓	✓
MODES OF INQUIRY			
Art and Humanities* (2 courses)	6-8 credits	✓✓	✓✓
Social Sciences*	3-4 credits	✓	✓
Scientific Inquiry and Analysis (Natural Science)*(2 courses)	8 credits	✓✓	✓✓
SOCIAL JUSTICE			
Difference, Power, and Oppression: Foundations	3-4 credits		✓
Advanced Difference, Power, and Oppression	3-4 credits		
INTEGRATIVE AND APPLIED LEARNING			
Seeking Solutions	3-4 credits		
Writing Intensive Curriculum	In major		

Students completing the Core Transfer Map at OSU must satisfy the following requirements: complete at least 8 courses (at least 30 credits) in categories outlined in the chart above with a minimum grade of "C-" and minimum cumulative GPA of 2.0. At least one required course must also meet the Cultural Literacy outcomes.<sup>18</sup>

<sup>17</sup> Baccalaureate Core Transfer Credit, 2021, <https://apa.oregonstate.edu/bacc-core/advising-and-scheduling/transfer-credit>

<sup>18</sup> Oregon Transfer Compass: Core Transfer Map Cultural Literacy Requirement, <https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/Core-Transfer-Maps-One-pager.pdf>

Part of implementing this core will involve the following:

- Communicating with community college partners early and often to discuss articulation alignment issues with new Bacc Core.
- Working with OSU advisors, articulations, and transfer admissions to make sure that updated articulation information is accessible for prospective students.
- Establishing a centralized exceptions request form for students and advisors. This form exists but is currently undergoing necessary updates to reduce the number of cases that fall through the cracks.
- Resolving problems generously in favor of the students. While focus was placed on aligning the new Bacc Core to Oregon transfer programs, there are many students transferring from out-of-state institutions that will still need considerable support.

## APPENDICES

### NEW Appendix A | Proposed Implementation Timeline



Below is a proposed timeline and some details involved in implementation. Please note, this is a tentative timeline, and all elements are subject to change and development.

**Spring 2022:** Curriculum structure passes Faculty Senate vote; approval of curriculum allows Faculty Senate (FS) Committees and the administrative support units to move to the implementation phase.

**Summer 2022:** Implementation timeline and roadmap is established, implementation committee and sub-committee structure decided upon within Faculty Senate Executive Committee (FSEC); FSEC develops plan for transitioning courses to new General Education (GE) model.

**Fall 2022:** Concurrently – FSEC recruits full implementation committee and delivers charge; FSEC recruits experts in subject matter related to categories through a nomination process to develop Learning Outcomes, Criteria, and Rationale (LOCR). Workgroups are established and are partnered with and supported by Academic Assessment, Curriculum Management, and the Bacc Core Director. These teams will also evaluate the names of the categories and help to form the catalog descriptions; CTL and Assessment and Accreditation develop faculty workshops and model for support.

**Winter 2023:** LOCR workgroups meets and finalizes proposals, presents to FS; Implementation committee begins meeting.

**Spring – Summer 2023:** First terms of faculty seminars/workshops for course development and course revisions to meet new LOCRs.

**Fall 2023 - Spring 2024:** Course revisions and new courses submitted for expedited review if they went through CTL workshops. New requirements and courses added to course catalog, advisor training, and student registration, etc.

**Summer 2024:** New GE model launches for new students.

**Ongoing:** The current Bacc Core will continue to be offered for a set period determined by the Office of the Registrar to honor catalog agreements with existing students. There will be a span of time when we run the current model concurrently with the new model, thus providing a transition period for faculty and academic units. Students may opt to switch to the new curriculum under advisement from their academic units. New and revised courses will continue to be reviewed for the new General Education curriculum on a rolling basis.

## Appendix B | Committee Workgroup Reports

Bookends Workgroup Initial Report

Bookends Final Report

Bookends I

Beyond OSU

Bookends II

Difference, Power, and Oppression Initial Report

Difference, Power, and Oppression Final Report

Writing Initial Report

Writing Final Report

Health and Well-Being Report

Communication Report

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# Bookends | Initial Report | January 31, 2022

## Bacc Core Reform Committee

Workgroup membership: John Edwards (chair)

Pat Ball, Erin Bird, Sherm Bloomer, JoAnne Bunnage, Mary Chuinard, Dan Faltesek, Brandi Fuhrman, Laura Hampton, Todd Palmer

### Summary

One of the Bacc Core Reform project goals is to ensure the Bacc Core is consistent with best practices in general education. By this standard, Oregon State's current Bacc Core requirements are deficient in several ways (despite some notable strengths). The Bookends Workgroup proposal is designed to address four of these deficiencies. Specifically, these deficiencies are in the areas of new student ("first-year") experience, capstone synthesis, team problem-solving, and career preparation. To address this, the Bookends Workgroup recommends that the Bacc Core include a New Student Transition course, requirements related to career preparation, and a Capstone Synthesis class.

### Brief Background

The Bookends proposal is consistent with a great deal of research on best practices in general education. The American Association of Colleges and Universities has put together a comprehensive overview of essential learning outcomes<sup>1</sup>, and high-impact practices<sup>2</sup> that research suggests should be instantiated in undergraduate curriculum. Among these practices are teamwork and problem solving, and synthesis and advanced accomplishment across general and specialized study. In addition, they highlight the status of First-Year Seminar, and Experiences and Capstone Courses and Projects as high-impact practices. The National Association of Colleges and Employers (NACE) has likewise identified a set of seven core competencies<sup>3</sup> that prepare college students for success in the workplace and lifelong career management. Among the competencies are career and self-development (i.e., career-related development), teamwork, and critical thinking (including gathering and integrating information from diverse sources and information).

The last two Bacc Core reviews have also emphasized some of these goals. In 2002<sup>4</sup>, the review indicated that faculty wanted a "teamwork" or collaborative problem-solving requirement in the Bacc Core. The 2010 review committee<sup>5</sup> recommended that collaboration be one of OSU's Learning Goals for Graduates. The 2010 report also recommended the adoption of a Core First-Year Experience.

In addition, students continually remind us that they expect employment to be an outcome of a college degree. UCLA's annual survey<sup>6</sup> of freshmen entering four-year colleges and universities indicated 85% say they are going to college to get a job. Taking classes and completing a major is only one component of launching and sustaining a career. Although OSU has a robust career services unit, we have no means of assuring that students will take advantage of it, especially early enough while at OSU for it to be maximally beneficial. Anecdotally, career services advisors say that a large proportion of students do not show up for career-related services until well into their senior year.

Finally, the Goals for General Education<sup>7</sup> adopted by the Bacc Core Reform Committee specify that "students will use multiple modes of inquiry, within and across a variety of disciplines" and that "students will gain professional skills and



competencies designed for adaptability, longevity, and integrity in a global workforce.” The Bookends proposal is designed to help the Bacc Core meet these goals.

## Bookends Proposal

The Bookends proposal is composed of three recommended categories of courses or learning opportunities. These are as follows.

### I. New Student Transition Course (the "beginning bookend")

The proposed new student transition course is intended to be accessible by both new Freshman and Transfer students. It has four goals:

1. **Orient** students to OSU and show them how to find a "path" to their degree and life goals. The subcommittee terms this "wayfinding." It involves orienting students to OSU resources, an overview of the purpose of OSU's curricular structure, in particular the Bacc Core; and initial career preparation.

2. **Build Community** by introducing students to faculty and peers from across the university. The goal is specifically, to cut across college and major boundaries, such that students interact and work with people outside of their home academic unit. Such interaction is designed to foster community at the level of the university, increase commitment to the university (that is, organizational commitment), and allow students to build personal ties to other students and faculty. The latter is particularly important for transfer and Ecampus students, who can sometimes feel isolated.

3. Engage in **team problem-solving with an academically diverse set of students**. The goal is to have students use critical thinking for problem-solving in teams. This instills in students the belief that they can solve problems from the beginning of their time at OSU, and do so with people whose backgrounds differ from theirs and who might not see things the same way they do.

4. Start learning different **"modes"** of approaching issues and problems. Academic disciplines and the students who gravitate towards them tend to think about problems and problem-solving in certain ways. These modes of problem-solving differ from discipline to discipline. Students need to learn to approach problems in flexible ways.

The New Student Transition Course is designed to be a low (~2) credit course. It is not designed to replace current college- or major-specific new student or career courses, or to replace START. Colleges and majors with their own new student programming would want to think about certain things that could be left to the Bacc Core course or where reiteration across programming would be useful. There would not be an "opt-out" for colleges to simply use their own course since that would be counter to goals 2 and 3 above. Consistent with research on new student courses, the course will have academic content (In the form of the problem-solving activity) in addition to the "wayfinding" component. Although advisors and GTAs can be integrated into the course, instructional faculty should lead the course. The specific problem is the focus of the course can (and should) vary from section to section. It is possible that sections will become overloaded with students from a particular major or college, either inadvertently or intentionally. To avoid this, students could either be assigned to specific sections centrally (that is, students enroll in the course but not in specific sections) or there could be a stipulation that students enroll in sections taught outside of their major.

### II. Beyond OSU (the "spine" of the book)

This component of the proposal consists of career-related activities that students can fulfill in a variety of ways. The overarching scheme is for students to explore career possibilities, prepare for a lifelong career path, and connect with career-related people and resources outside of the university. It is designed around the career services activities currently packaged as Beyond OSU, but can also integrate career-related activities run by

colleges and majors. Students could fulfill the requirement by completing zero-credit or for-credit career-related courses, completing online modules, attending career-related presentations, or attending career fairs. The intention is for students to be able to access a flexible array of choices. This requirement could be at least partially integrated into majors and involve programming within the college or major. However, there will be central university opportunities as well.

### III. Synthesis (the "end" bookend)

The Synthesis requirement takes the form of a senior-level course. The architecture of the course is as follows:

- 1) The course is based on **team Problem-solving**. Students' problem-solve in teams, using the higher-level thinking that they have acquired in their OSU education. This will be instantiated in the learning outcomes for the course. Although this course isn't designed to be directly linked to the New Student course that students took, students should be able to see their progress from the New Student course and engage in problem-solving in a more sophisticated manner. This course is designed around the "Wicked Problems" approach to policy, where the problem to be solved is difficult because of its resistance to a solution. The intention is for these problems to be socially important and of necessity pertain to multiple disciplines and multiple approaches.
- 2) The course will be **project-based**. However, it is not necessarily required to be the type of hands-on experience that sometimes occurs in major capstones. For instance, it could involve the creation of a policy recommendation.
- 3) The course will involve **teamwork with disparate others**, including students and faculty from other disciplines. It could potentially include other stakeholders such as alumni. To achieve this, the subcommittee recommends these stipulations:
  - a) Courses must be accessible to non-majors
  - b) Courses cannot be done in one's own college
  - c) There are no prerequisites except that students must be seniors.
- 4) Students use **different modes** of approaching problems, as in I above. However, the use of modalities should be more sophisticated than in the New Student course.
- 5) Students should **synthesize learning** from across the Bacc Core. The goal is for students to recognize threads from across their courses and consider the ways in which different Bacc Core requirements might inform their approach to problems.

The Synthesis course is not intended to replace traditional capstones currently in use in some majors. It is a replacement for our current Synthesis requirements but not the same as those courses. It is anticipated that the array of courses will involve a wide variety of problems and requirements.

### Additional Resources:

<sup>1</sup>AAC&U LEAP Outcomes ([link](#))

<sup>2</sup>AAC&U High-Impact Practices ([link](#))

<sup>3</sup>National Association of Colleges and Employers Career Competencies ([link](#))

<sup>4</sup>2002 review and relevance of the Baccalaureate Core Program ([link](#))

<sup>5</sup>2010 Vitalization of general education at Oregon State University from the Baccalaureate Core Ad Hoc Review Committee ([link](#))

<sup>6</sup>The American Freshman: National Norms Fall 2019 ([link](#))

<sup>7</sup>Goals for General Education at Oregon State University ([link](#))

# Bookends I | Final Report | April 1, 2022

## Bacc Core Reform Committee

Workgroup membership: John Edwards (chair)

Pat Ball, Erin Bird, Sherm Bloomer, JoAnne Bunnage, Mary Chuinard, Dan Faltese, Brandi Fuhrman, Laura Hampton, Todd Palmer

### Premises

New Student ("First Year") courses are considered a Best Practice in higher education. Properly designed, they can increase university retention. Many of our student needs (e.g., initial career exploration, gaining skills necessary to succeed in college, knowledge of OSU resources) are best handled in a required New Student course. This mechanism assures that **all** students gain access to the relevant knowledge and experience.

### Summary

The Bookends Subcommittee recommends that a required Transition Seminar be part of the Bacc Core. So long as the Learning Outcomes (LOs) are met, the course could be taught within current or future college-specific offerings. The Subcommittee recommends a series of LOs associated with the course.

### Background

New Student university courses have been studied for many years and are considered a Best Practice in higher education. Based on an analysis of the literature, the American Association of Colleges, and Universities (AAC&U) Liberal Education for America's Promise<sup>1</sup> (LEAP) framework lists first-year seminars as a high-impact educational practice.

Complicating the analysis is universities design new student courses in many ways. It is typical for universities to create such classes as a mechanism to achieve broad university goals, significantly raising GPA and increasing student retention. In addition, universities differ in the learning objectives that the courses are designed to meet. Nonetheless, it is possible to come to some conclusions. Of particular importance for OSU are the effects on retention, given the prominence of that indicator among university metrics. Not all new student courses are equally effective for first-year retention. A meta-analysis of relevant studies (Perzmadian & Crede, 2016)<sup>2</sup> suggests that "extended orientation" seminars are more effective than hybrid seminars with some academic content. Such courses are more effective when taught by faculty or administrative staff than when led by students, when taught as a stand-alone course, and when targeted at all incoming (first-year) students rather than a subset. The effect sizes (for the effective versions) were relatively small, but in the context of a large university, it could lead to an estimated reduction in attrition rate of 27%. Of course, retention isn't the only reason universities create such courses since students can benefit from them in ways that aren't directly related to retention.

Commentary from the Bacc Core roadshows regarding the Bookend I proposal were mixed and varied. This was mainly because the proposal attendees were shown had few details, leading people to "fill in the gaps" with idiosyncratic assumptions or concerns. Several comments regarding various outcomes could be achieved with a new student course (e.g., wellness and health, interdisciplinary teamwork, creating community). The proposal at that stage was too vague.

Nonetheless, the OSU community sees the value in such classes. The College of Business (COB) and the College of Engineering (COE) have recently initiated and required new student transition courses covering a substantial proportion of OSU students. In addition, some majors have such courses (e.g., Biology).

There are two downsides to college-specific courses. First, if not all colleges/majors have such courses, then some OSU students are not exposed to the benefits of such classes. Second, OSU students often change majors (and colleges). If new student courses are overly major-specific, then the material won't translate to the new major, and students may have to take another new student course.

There is already an existent model for a university-wide new student transition course that has been broadly vetted. This course was called the Transitions Seminar. Several colleges had been in discussions to pilot this course, but these pilots were ultimately not funded by the university. The model was informed by conversations with the University Council for Student Engagement and Experience, College of Earth Ocean, and Atmospheric Sciences, College of Liberal Arts, College of Science, College of Public Health and Human Sciences, University Exploratory Studies Program, the Honors College, Cascades Campus, and Ecampus, as well as by the frameworks under development (at the time) by COB and COE. The Bookend Committee recommendation is based on this model. The model has the advantages of 1) prior cross-campus discussion; 2) specific learning outcomes already tailored to OSU's particular needs and cultures; 3) overlap with existing college-based new student courses and 4) a plan for training instructors and assessment. The original Transitions proposal is in the appendix. Note, however, that the course's learning outcomes have been modified, and the specific class topics would likely not remain the same.

The Transitions course would be a minimum of two credits. Colleges and majors could elect to use their own new student courses so long as the learning outcomes are met. Examination of the current courses in COB and COE suggests that this should be relatively easy to do in those units since there is substantial overlap in the LOs. **However, we reiterate the importance of such courses being general enough to accommodate students who ultimately leave the major, even if the course is designed to meet college- or major-specific outcomes.** It will be necessary to have general, university-level versions of the course for undeclared students in UESP. In addition, transfer student versions of the course (or a plan for handling such students) will be necessary since transfer students have unique needs. There will need to be Ecampus versions of such courses as well. In addition, there are already models for handling transfer students and Ecampus students in some of the currently existing new student courses. Fortunately, the frameworks for these different versions of the course were already part of the Transitions proposal.

Ideally, these courses would meet two requirements. One is that faculty are involved. Other staff could additionally be part of the course (e.g., advisors). However, such courses benefit in a number of ways from faculty participation (e.g., initial student mentoring). The second is that the class sizes be kept relatively low. It is typical at OSU and other large universities for new students to take large classes at first and only gain access to smaller courses later. This is the reverse of what should happen since new students need community and individual mentoring more than advanced students. The prior Transitions proposal specified a cap of 35 students. That proposal had a specific financial analysis of how much this would cost, although that was not based on faculty participation. It is acknowledged that small-cap courses are a burden for some of our biggest majors, especially given that these majors must also meet the cap requirements for WIC. Unfortunately, these majors are where most of OSU's students reside. Ultimately, the establishment of cap guidelines will need to await next year's implementation process.

The proposed learning outcomes for the course are as follows:

- **Own your OSU experience**
  - Engage in active exploration of interests, values, and strengths associated with academic, personal, and professional development
  - Understand the purpose of the Bacc Core
  - Evaluate your transition into OSU, make progress in developing your curricular and co-curricular graduation plan, and plan for your career after OSU
- **Demonstrate and understand behaviors consistent with principles of health, wellness, and academic success**
  - Actively explore OSU tools, resources, and high impact experiences which may transform your time at OSU
  - Assess, reflect, plan, and act on personal strategies for living a well-balanced, healthy lifestyle
  - Understand your individual financial reality as a college student and explore financial best practices
- **Recognize your role in building an intentional community of support**
  - Engage in respectful dialogue and collaboration with classmates, faculty, and staff
  - Identify an individual or office where you would feel comfortable going if you need help
  - Gain an understanding of the mentorship relationship, and explore ways of connecting with a mentor

- Identify and implement ways to enhance your sense of belonging within the OSU & local communities
- **Demonstrate skills necessary to succeed professionally and academically at OSU/College of <name>**
  - Articulate academic and program goals and find ways to express those goals
  - Begin to develop critical skills and habits to navigate the academic environment

## Subcommittee Recommendations

The Subcommittee makes the following recommendations:

- 1) OSU requires as part of the Bacc Core a minimum two-credit new student Transitions course designed to achieve the learning outcomes above.
- 2) Colleges are allowed to use their own version of a Transitions course so long as the learning outcomes are met. Colleges can include their own specific objectives.

## Original Transition Seminar Proposal

Fall 2019

### Proposal for Fall 2019 U-Engage:

- Discontinue U-Engage as we've known it
- Reallocate U-Engage funds (\$50,000; administered by Cross Campus Strategic Initiatives (CCSI)) to support college versions of a transition course for FY Freshmen and FY Transfer students, informed by recommendations from UCSEE
  - CEOAS, CLA, COS, PHHS, UESP, Honor's College, and Cascades Campus are potential partners for Fall 2019

### Implementation Proposal:

- Colleges will offer courses within college designator OR
  - Utilize ALS 199 (FY Freshmen) & UEXP 399 (FY Transfer) as needed; graded A-F
- Sections capped at 35 students
- Colleges will recruit students into the course
- Colleges will retain final responsibility for developing course content
- Colleges will hire and supervise instructors
- CCSI will develop modules and content aligned with the UCSEE recommendations
- CCSI will coordinate the development of a shared assessment strategy
- CCSI will coordinate a Transition Seminar Institute for all instructors as well as an optional community for continued engagement

### Funding Proposal:

- During the pilot stage, selected colleges will receive \$2,000 per section (from the former U-Engage allocation) to subsidize instructional costs.

### Assessment Strategy:

How does this curriculum and intentional community building impact students' first term at OSU and beyond?

- Values and strengths inventory, or sense of self/belonging (assess first and last class weeks)
- Retention measures for success (e.g., 1st – 2nd-year retention)
- Qualitative interviews at the midpoint of the quarter

Overview of Proposal

Assessment

Learning Outcomes

Curricular Modules

Instructor Support



- Winter quarter engagement survey sent to all fall quarter students, incentivize

### Learning Outcomes for the Course

The Transitions Seminar is designed to familiarize new students with OSU, challenge viewpoints, and explore transitional experiences. As a result of active participation in this course, you will:

- Own your OSU experience
  - Engage in active exploration of interests, values, and strengths associated with academic, personal, and professional development
  - Evaluate your transition into OSU, make progress in developing your curricular and co-curricular graduation plan, and plan for your career after OSU
- Demonstrate and understand behaviors consistent with principles of health, wellness, and academic success
  - Assess, reflect, plan, and act on personal strategies for living a well-balanced, healthy lifestyle
  - Understand your individual financial reality as a college student and explore financial best practices
  - Employ successful student habits related to scheduling, prioritization, and academic behaviors
- Recognize your role in building an intentional community of support
  - Engage in respectful dialogue and collaboration with classmates, faculty, and staff
  - Identify an individual or office where you would feel comfortable going if you need help
  - Gain an understanding of the mentorship relationship, and explore ways of connecting with a mentor
  - Identify and implement ways to enhance your sense of belonging within the OSU and greater Corvallis communities
- Actively explore OSU tools, resources, and high impact experiences which may transform your time at OSU
  - Recognize, locate, and utilize OSU's relevant academic and non-academic resources (e.g., Writing Center, Academic Coaching, Career Development Center, CAPS, Safe Ride, Cultural Centers)
  - Practice utilizing the various technological tools available (e.g., My OSU, Library Search, Canvas)
  - Identify the pathways for engaging in OSU's high impact experiences (e.g., research, internships, study abroad, Civic Engagement)

### Example Curricular Modules (2019)\*

Week one	Exception v. Reality; ~develop community; set intentions (goal setting); explore transition basics
Week two	Wellness wheel (include OSU resource information); growth mindset; faculty as a resource
Week three	~Academic Advisors; Academic Planning; Online tools (in a lab); Study Skills
Week four	Financial literacy (decoding your bill, developing a budget, identifying resources); ~Culture of my college
Week five	Identity: Where I Am From poems; ~ mentorship; Center for Civic Engagement
Week six	Library visit; independent resource engagement assignment; ~ Resources for my college
Week seven	Study skills; Midterm autopsy; resiliency and shame vs. guilt; ` Impact of the Student Code of Conduct
Week eight	~Career services; experiential learning; research; revisit wellness-wheel – where am I? going forward?
Week nine	De-stress; physical health best practices; revisit mindset, develop study plans
Week ten	Celebrate successes; ~identify goals for the next term

\*Centrally developed content;~ Content developed within the college

### Instructor Learning Communities

- CCSI coordinators Erin and Kerry will facilitate a Transition Seminar Institute for all instructors to engage in the following areas:
  - become familiar with centrally developed content
  - develop college-specific content in collaboration with peer instructors
  - learn about the OSU new student transition experience
- Interested instructors will be able to engage in an intentional community for continued support throughout the fall quarter.

## Creating a Transition Seminar for All New Students

Requiring a Guided Transition Experience

### Partner with the colleges to offer college-based transition seminars

#### Numbers

- College of Business (current) and College of Engineering (by fall 2020) plan to have a robust transition year curriculum available for all new students
  - 1706 FY freshmen, 516 FY transfer students across both colleges

Remaining need:

- Corvallis campus will offer a total of **55 sections for FY Freshmen and 21 sections for FY transfer students, capped at 35 students** as a proportion of college populations for entering FY and Transfer students (see table below)
- Cascades 120 FY Freshmen (4 sections), 200 Transfer students (6 sections)
- Ecampus 50 FY Freshmen (2 sections), 475 Transfer students (14 sections)
- La Grande 5 FY Freshmen, 18 Transfer students (1 section total)

	FY enrolled	FY sections	TR enrolled	TR sections
<b>Ag Sci</b>	179	5	96	3
<b>Business</b>	492	14	200	6
<b>CEOAS</b>	96	3	49	1
<b>Engineering</b>	1214	35	316	9
<b>Forestry</b>	59	2	35	1
<b>Liberal Arts</b>	326	9	194	6
<b>PHHS</b>	253	7	132	4
<b>Science</b>	748	21	184	5
<b>UESP</b>	292	8	22	1
<b>totals</b>	<b>3659</b>	<b>104</b>	<b>1228</b>	<b>36</b>

#### Course specifics

- Colleges offer courses under a college designator, lower division for FY Freshmen, Upper Division for FY Transfers
- Course will be two credits graded A-F
- Require course as part of Bacc Core, or towards elective credit in the major

#### Course Content

- CCSI develops 50% of course content and objectives; the remaining content serves to orient to the college environment
- Support from instructional designers will be critical in ensuring the curriculum is transformational and engaging
- Learning outcomes may be refined in consideration of college-specific outcomes

#### Assessment

- Assessment FTE will be required to support the assessment of the effectiveness of this university-wide transition seminar
- Measures will be built in as a pre and post-test of non-cognitive traits, as well as an analysis of retention and success metrics

## **Instructor Development and Preparation**

- CCSI will host transition seminar institute & learning communities for all instructors to familiarize themselves with content and troubleshoot experiences
- Colleges in collaboration with CCSI to decide who teaches various sections within their colleges
- Funding and FTE will be required to offer these intentional trainings to scale for the broad instructor pool

## **Ecampus**

- CCSI houses ALS 108 Orientation to online learning. This course is being considered for a redesign. The content could be adjusted to match the collegiate partnering model and expanded to support new Ecampus students.

## **Timing**

- If these seminars become mandatory, there will need to be intentional thought as to their best timing in coordination with departmental orientation courses
- There will need to be sections offered every quarter, as students start every quarter at OSU. Accommodations will need to be considered for small cohorts of entering students.

## **Major migration**

- Intentional thought put in the curriculum to enable the class to be relevant even if/when a student changes their major
- Course taught in another major will fulfill the requirement in a new major; there must be reciprocity

## **Additional Resources**

<sup>1</sup>AAC&U ELO/LEAP Outcomes ([link](#))

<sup>2</sup>Permzadian, V., & Crede, M. (2016). Do first-year seminars improve college grades and retention? A quantitative review of their overall effectiveness and an examination of moderators of effectiveness. *Review of Educational Research*, 86, 277-316.

<sup>3</sup>Fall 2018 New Student Profile, Oregon State University Office of Institutional Research ([link](#))

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# **Bookends II | Final Report | April 1, 2022**

## **Bacc Core Reform Committee**

Workgroup membership: John Edwards (chair)

Pat Ball, Erin Bird, Sherm Bloomer, JoAnne Bunnage, Mary Chuinard, Dan Faltese, Brandi Fuhrman, Laura Hampton, Todd Palmer

## **Premises**

Integrative and applied learning courses, positioned late in a student's time at a university, are considered a high-impact educational practice. Teamwork is one of the core competencies desired by employers, yet it is not represented in the Bacc Core, unlike other competencies.

## **Summary**

The Bookends Subcommittee recommends replacing the current synthesis categories with a Wicked Problems course category.

## **Background**

The Bookends II proposal had three goals, as proposed before the Bacc Core Roadshows and in the revised form discussed here. One was for students to do integrative coursework involving big, difficult-to-solve questions in a way that synthesizes past learning and applies such learning to a practical problem. The second was to integrate teamwork in an overt way into the Bacc Core requirements. The third was to focus students on problems with a global component, which is one of the goals identified for the Bacc Core<sup>1</sup>.

*Integrative and Applied Learning* is an Essential Learning Outcome (ELO) in the AAC&U Liberal Education for America's Promise<sup>2</sup> (LEAP) recommendations. LEAP defines this as "synthesis and advanced accomplishment across general and specialized studies...demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems". This is echoed in LEAP's "Principles of Excellence," which suggests that students should "Engage the Big Questions" and "Connect Knowledge with Choices and Actions." Courses meeting this outcome are typically done late in a student's career at a university. Such courses generally involve a substantial, integrative assignment that highlights students' ability to think critically, synthesize information, and solve problems. In addition, "Engaging the Big Questions" is one of seven Principles of Excellence in LEAP.

Similarly, *Teamwork* is listed as a core skill in the AAC&U's ELO<sup>3</sup>. Such skills should be "practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance." Likewise, the National Association of College Employers<sup>4</sup> (NACE) includes "Teamwork" as one of the seven core competencies desired by employers. It was rated as "very" or "extremely" important by 98% of employers surveyed, the third highest-rated on the NACE list. NACE defines Teamwork as "build(ing) and maintain(ing) collaborative relationships to work effectively toward common goals while appreciating diverse viewpoints and shared responsibilities."

Participants in the Bacc Core Roadshows were explicitly asked about their thoughts regarding an integrative senior-level course focused on teamwork. Because the word "capstone" was sometimes used in the presentations, some participants were concerned that students in majors with existing capstones would be asked to do two capstones, which they (rightly) thought was onerous. Similarly, there were comments regarding whether such a course should be done within the major or not. In general, because the proposal at that stage was relatively vague, participants tended to "fill in the gaps" with their concerns. However, it is clear that majors that already have a capstone do not want a Bacc Core requirement to interfere with that.

The need to intentionally include teamwork in OSU's educational framework has been noted for years<sup>5,6</sup>. It was specifically noted as long ago as the 2002 Bacc Core review. Roadshow comments regarding integrating teamwork into the Bacc Core were supportive. In fact, such a requirement is often a part of existing capstone requirements (notably in College of Engineering and College of Business), evidence of general support at OSU. Industry representatives were quick to point out the need for education in Teamwork and the importance of being able to work in groups. Integrating teamwork into the Bacc Core in a visible, intentional way is important for our graduates' career opportunities and their ability to advance. In addition, it could be an important tool for communicating the relevance of OSU's educational roadmap for prospective students, alumni, industry, and other stakeholders.

The Bookends II proposal is, to some extent, a modification of the current synthesis requirement, although it is not simply a minor revision of the Synthesis categories. The proposal has multiple components. First, students will engage in "big picture" problem-solving. They will be asked to apply their past coursework at OSU to solve a "wicked problem." A "wicked problem" is a social problem that is difficult or even impossible to solve<sup>7</sup>. Such problems do not have a single solution, and efforts to solve the problem or an aspect of it can create other problems. Such problems have a social or cultural dimension, which is a key part of why the problem is difficult to solve. Relevant problems should not be solvable via single technological solutions. Examples of wicked problems might include the opioid epidemic, mental health problems, poverty, educational disparities, or global warming.

Second, the problem that is the focus of a particular class should be global in nature. The Bacc Core Committee has useful criteria for determining whether a problem is global, revolving around the idea that the problem (and its solutions) has distal impacts.

Third, the course would entail team problem-solving and be project-based. Students would need to work together to develop a solution to the problem. There could be a range of possible products depending on the class. For instance, it

could involve a planning or policy document, an action plan or proposal for a specific audience (e.g., government entity, advocacy group), or a poster session.

Finally, this course will be taken outside of the student's major. The course is not designed as a major capstone. Instead, it synthesizes the broad knowledge that students have gained across the Bacc Core and other courses. In addition, students need to learn to work with people who approach problems differently than they do. Rather than work with students who have been trained in the same major to approach problems in the same way, the course should have students work with others from multiple majors.

Next year's implementation committee will need to answer some implementational questions. For instance, the course could be run centrally as a university-level course or could be taught within regular academic units. If the former, issues centering around staffing and funding will need to be addressed. Training will most likely be necessary for instructors to run the class effectively. There is the question of whether the category will involve multiple courses all focused on different wicked problems. In addition, mechanisms will need to be identified to ensure students' diversity in course sections.

### Subcommittee Recommendations

The Subcommittee makes the following recommendations:

1. The current synthesis requirements (Science, Technology, and Society and Contemporary Global Issues) should be replaced with a **"Wicked Problems" synthesis category**. Courses in this category should meet the stipulations above, such that the course revolves around an attempt to solve a globally relevant Wicked problem, is teamwork-based and project-based, and involves the integration of knowledge from across the Bacc Core.
2. The course should be **taken outside of the students' majors**.

### Additional resources

Mission and Goals ([link](#))

<sup>2</sup>LEAP Initiative ([link](#))

<sup>3</sup>AAC&U ELO/LEAP Outcomes ([link](#))

<sup>4</sup>National Association of College Employers ([link](#))

<sup>5</sup>2002 review and relevance of the Baccalaureate Core Program ([link](#))

<sup>6</sup>2010 Vitalization of general education at Oregon State University from the Baccalaureate Core Ad Hoc Review Committee ([link](#))

<sup>7</sup>Wicked Problems ([link](#))

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# Bookends Beyond OSU | Final Report | April 1, 2022

## Bacc Core Reform Committee

Workgroup membership: John Edwards (chair)

Pat Ball, Erin Bird, Sherm Bloomer, JoAnne Bunnage, Mary Chuinard, Dan Faltesek, Brandi Fuhrman, Laura Hampton, Todd Palmer

### Premises

According to the Cooperative Institutional Research Program<sup>1</sup> (CIRP) annual Freshman Research Study, 85% of students say the top reason they pursue post-secondary education is to get a good job. Oregon State University (OSU) has robust career services, but students tend to use them (if they do) far too late in their time at OSU. In addition, the students who never use it are often the ones who need it most. The CIRP study also revealed that 50% of students who do not complete a degree leave due to a lack of course relevance to their career aspirations.

### Summary

The Bookends Subcommittee recommends that Career Development be an explicit component of the Bacc Core. This will be accomplished in the following ways:

- The transitions course (Bookends I) will contain a career exploration component.
- Students will be required to take two 0 credit Beyond OSU courses focusing on activities in career preparation and career connection/networking.
- National Association of College Employers<sup>2</sup> (NACE) competencies will be integrated throughout other categories in the Bacc Core.

## Background

Career development is an integral part of university education. The reason is simple: over the last 20 years, around 85% of students say that the top reason they pursue an education is to get a good job. About half of students who do not complete a degree leave due to a lack of course relevance to their career aspirations. Students who take advantage of career-related services find it beneficial. For instance, graduates who rate their experiences with career development as "very helpful" are three times more likely to agree their education was worth the cost and six times more likely to "strongly agree" their alma mater prepared them for post-collegiate life.

A growing body of evidence, published by the Advising Success Network<sup>3</sup>, has shown the potential for faculty, instruction, and curriculum to substantially impact students' long-term well-being and career mobility and elevate equity. When students often speak with faculty and staff about their career aspirations, they feel more prepared to enter professional life or an advanced degree program. Students are already learning core workforce skills through classroom instruction. Still, they are often unaware of how to translate that knowledge into a compelling story in an interview or a concise bullet point in a resume. Students need to begin thinking about their careers early in their time at university. Ideally, career development is integrated throughout a student's undergraduate years.

OSU constituents echo this point of view. In a survey of OSU alumni, 74% of alumni said that preparing career-ready graduates is an important university attribute. After college affordability, supporting graduates in job placements was rated as the second most important higher education issue. Bacc Core Roadshow comments echoed many of these themes. For instance, both OSU staff and industry representatives noted that career development needs to begin before senior year. Many participants emphasized the importance of acquiring workplace-relevant skills (as identified in the NACE competencies). Others additionally noted that students are uninformed about career development and that we aren't systematically helping students pursue their post-graduation goals. Although some participants thought career development was best done in majors, others pointed out that our students often change majors, rendering major-specific career advice moot. In addition, many students work outside of their academic field, and most people change careers multiple times in their life, suggesting that a broad emphasis on personal career development and strategies for pursuing jobs are critically important. Faculty and their courses are an essential avenue for linking education to career; it was pointed out that faculty have chosen a pathway (academia) that is often not well connected to careers outside of the university and may not be best suited to educate students.

Many students never take advantage of career services, and many are too late into their academic careers at OSU. By incorporating career development into the curriculum, we can ensure that every student has the skills and knowledge needed to find meaningful work in their field after completing their academic journey at OSU.

There are some existent models for integrating career development into the curriculum, notably in Engineering and the College of Business and in certain classes embedded in majors (e.g., Biology, Psychology). A Bacc Core requirement for career development should work in harmony with these college-located efforts.

Goals for a career development category could be:

- Acquire essential skills related to the job search, resume preparation, and the interview process.



- Formulate action plans and strategies for moving oneself toward implementation of life/career goals
- Increase awareness of resources available to assist students' career planning.
- Develop lifelong job search skills, with particular emphasis on the ability to market oneself to employers
- Prepare for graduate school by becoming familiar with the graduate school admissions process and criteria used by admissions committees
- Become aware of and learn how to utilize various job search methods and steps in the job application process.
- Identify personal interests, values, skills, and personality characteristics that will assist them with professional discernment and professional development throughout their lives.

### Subcommittee Recommendations

- The Bookends Subcommittee recommends a Bacc Core requirement for career development, titled Beyond OSU. The focus of Beyond OSU will be on career preparation activities that prepare students for their post-graduation goals and provide connection opportunities with employers, alumni, and graduate schools.
- There will be three required "touchpoints" for students. One of these will be in the Transitions course described in the Bookend I recommendation. That course will help students begin the process of thinking about their goals for life after OSU and mapping the university experiences that will help them get there. The other two touchpoints will be 0 credit courses, activities, or modules. These might be online modules, career services events, or other career-relevant activities. These activities will leverage existing programs (e.g., online resources, current career programming). We recognize the various populations of students we have and their unique goals. The flexibility of this requirement helps those students pursue their own pathway. Students can choose from different categories that best align with their needs. For example, if we have a student interested in pursuing a graduate degree, activities will be available to help them navigate that process.
- Colleges will be allowed to create their own course(s) that satisfies the same learning outcomes. These could contain more credits if desired. Examples of this would be the ARC in the College of Public Health and Human Sciences or the professional development course in the College of Business.
- We envision leveraging Canvas with self-paced modules that will allow this to be utilized for students in any location, serving Ecampus, Cascades, and Corvallis students.
- Options for activities and modules can also be created and tailored to various student populations. We know that we have many transfer students, non-traditional students, and international students who have different needs than traditional students.

#### Additional resources

<sup>1</sup>Freshman Survey ([link](#))

<sup>2</sup>National Association of College Employers ([link](#))

<sup>3</sup>Advising Success Network ([link](#))

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## DPD (O)/Anti-Racism | Initial Report | January 27, 2022

Workgroup membership: Nana Osei-Kofi (chair)

Ivan Arismendi, Lori McGraw, Kara Ritzheimer, Patti Sakurai; McKenzie Huber (logistics advisor) and Kali Furman (research/data support)

### Background

Oregon State University's (OSU) Difference, Power, and Discrimination Program (DPD) was approved by a faculty senate vote on May 7, 1992. The Program came into being as a result of student activism, where students demanded institutional changes to address a hostile climate for students of color. The DPD Program is charged with the development and delivery of faculty development as it relates to curriculum transformation at the undergraduate level. Specifically, the cornerstone of the DPD Program is a 60-hour Academy for faculty who seek to either create new DPD

courses or revise existing courses to meet DPD criteria. Approved DPD courses are a part of OSU's Baccalaureate Core, and all undergraduate students are required to earn at least 3 DPD credits in order to graduate.

In ways not dissimilar from the student demands for change 30 years ago which brought the DPD Program into being, in the summer of 2020, OSU BIPOC students and faculty made formal demands that OSU take decisive action toward anti-racist institutional transformation in all ways possible, from institutional culture, to policies, and practices. As a result of these demands, a Racism and Antiracism Curriculum Taskforce was created and charged jointly by Provost Ed Feser and then Faculty Senate President Dwaine Plaza, to "review and recommend changes to current OSU curricular and co-curricular offerings to ensure that, as part of their OSU experience, ALL students learn critical thinking on race/ethnicity, multiple racisms—their historical origins and present-day manifestations—and antiracism."

In alignment with the charge and recommendations made by the Racism and Antiracism Curriculum Taskforce, we put forth the following recommendations for the future of the DPD Program, which we argue is uniquely positioned, given the necessary resources, to respond to the demands for an antiracism curriculum, as part of a larger effort to realize institutional transformation that centers antiracism. Moreover, DPD courses are well aligned with both what is described in the literature as needs of the 21st Century Learner, and OSU's Goals for General Education.

Implementing these recommendations are consistent with a vision of anti-racist institutional transformation and represent actions that effectively leverage existing resources toward the realization of substantive curricular transformation, and maybe of greatest import, these changes respond to the demands of BIPOC students, faculty, and their allies in ways that take these demands both seriously and urgently. Given the aforementioned, these recommendations have the potential to position OSU's commitment to anti-racism as a signature area of distinction.

### Recommendations

The DPD/Anti-Racism Sub-Committee recommends the following actions as part of the revision of OSU's general education program:

1. Course requirements. Require students to take two DPD courses as part of their undergraduate degree requirements. One lower division general education course (3-4 credits), and one upper division course in the major (3-4 credits).

Breadth and Depth: These course requirements will provide students the opportunity to develop in-depth knowledge about how systems of power function, both broadly, and specifically within their disciplines, through active learning and engaged learning.

These courses will anchor students' experiences of receiving an anti-racist undergraduate education. At the same time, it is critical that the courses students take between these proposed DPD experiences, routinely engage with matters of difference, power, and oppression to assure continuous and deep engagement.

2. Enrollment Caps. Cap lower division DPD courses at 50 students and upper division DPD courses in the major at 25 students.

As courses that require students to engage in active learning activities and courses that are also heavily discussion based, it is critical that these courses/course sections are small in size, if they are to successfully achieve the learning outcomes set forth. These enrollment cap also seeks to attend to the ways in which DPD courses are disproportionately taught by BIPOC and other minoritized graduate assistants and faculty – and thus account for the invisible emotional labor that this endeavor entails. Furthermore, a small classroom allows for close attention to centering BIPOC and other minoritized voices and experiences.

3. Transfer. Honor Community College DPD (lower division) transfer, if the Community College has an on-going relationship with OSU, specific to DPD (i.e., training, review, etc.).
4. Learning Outcomes. Add language to the DPD learning outcomes to specifically require that these courses take up race, racism, and racialization, and grapple with anti-racism as it relates to course content.
5. Faculty Development and Support. Reward co-teaching and mentoring activities that function to effectively institutionalize the DPD Program. Build co-teaching and mentoring into the institutional structure, in order to allow faculty to work on effective course design and delivery as part of their position responsibilities, rather than functioning as optional “add-ons.”
6. Consistency in Course Delivery. Add DPD Course Coordinators at the Program level as a way to establish consistency in course offerings, delivery, content, etc. across modalities, sections, and OSU campuses.
7. Program Name Change. Change the name of the DPD Program to the Difference, Power, and Oppression Program to reflect the Program’s focus more accurately on systemic issues and their consequences.

### **21st Century Learning and OSU’s General Education Goals – DPD Alignment**

#### **Needs of the 21st Century Learner**

Delivering 21st Century skills for college students focuses on three core categories: life and career skills, information, media, and technological skills, and learning and innovation skills (APLU, 2019). The DPD classroom offers the opportunity to help students develop skills in all three categories, and therefore contributes to graduates who possess the skills necessary for the 21st century workplace.

Life and Career Skills – DPD courses provide in-depth and nuanced examination of how systems of power manifest and operate in the United States, while providing active learning opportunities for students to engage with each other and course content. In doing so, these courses offer students the opportunity to develop vital social and cross-cultural skills, as well the opportunity to take initiative and self-direction in their learning through hands-on learning projects.

Information, Media, and Technological Skills – A unique strength of the DPD Program is that courses are offered across disciplines at the institution, and therefore specialized knowledge in disciplines is examined through the lens of systems of power. STEM DPD courses offer a particular strength in helping students develop information, communication, and technology literacy that takes into consideration difference and power. This provides students with the opportunity to delve deeply into how these issues are enmeshed in the continual technological developments of our society.

Learning and Innovation Skills – DPD courses provide students with the opportunity to develop skills in creativity and innovation, critical thinking and problem solving, and communication and collaboration. Due to the focus on active learning in DPD courses, students are provided multiple ways to practice creativity and work collaboratively with their peers. Additionally, the focus on examining systems of power develops critical thinking and problem solving for some of the most pressing issues in our society.

#### **DPD Alignment with Goals for General Education at OSU**

Develop Foundational Modes of Inquiry and Innovation – DPD courses are offered across a variety of disciplines, using multiple modes of inquiry that enable them to develop and employ creative problem solving and critical thinking skills.

Social and Environmental Justice – DPD courses are centrally concerned with engaging students in the examination of the complexity of the structures, systems, and ideologies that sustain the unequal distribution of power and resources in society. By engaging in DPD courses students have the capacity to grow knowledge and skills that will enable them to work towards social justice. Additionally, multiple DPD courses are focused specifically on environmental justice.

Navigation of a Complex Global World – DPD courses provide students with the opportunity to learn about complex social issues with people from different backgrounds and engage as a respectful, collaborative learning community. These courses offer an essential place to develop the skills necessary for navigating a world with multiple perspectives and global interconnectedness.

Launch Here to Career – DPD courses provide students with learning spaces that enable them to develop essential 21st century skills – including life and career skills, information, media, and technological skills, and learning and innovation skills – that will enable them to be successful in an ever-adapting global workforce.

### Roadshow Questions

1. Have we done enough to integrate DPD into our general education curriculum?
2. Have we gone far enough to address the demands of BIPOC students, faculty, and allies?
3. Do these recommendations sufficiently move OSU toward becoming an anti-racist institution (in the sphere of curriculum)?
4. What roadblocks do OSU programs have to meeting this vision?
5. What supports would help programs meet these recommendations?

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## DPD (O) /Anti-Racism | Final Report | April 4, 2022

### Bacc Core Reform Committee

Workgroup membership: Nana Osei-Kofi (chair)

Ivan Arismendi, Lori McGraw, Kara Ritzheimer, Patti Sakurai; McKenzie Huber (logistics advisor) and Kali Furman (research/data support)

### Background

Oregon State University's (OSU) Difference, Power, and Discrimination Program (DPD) was approved by a faculty senate vote on May 7, 1992. The Program came into being as a result of student activism, where students demanded institutional changes to address a hostile climate for students of color. The DPD Program is charged with the development and delivery of faculty development as it relates to curriculum transformation at the undergraduate level. Specifically, the cornerstone of the DPD Program is a 60-hour Academy for faculty who seek to either create new DPD courses or revise existing courses to meet DPD criteria. Approved DPD courses are a part of OSU's Baccalaureate Core, and all undergraduate students are required to earn at least 3 DPD credits in order to graduate.

In ways not dissimilar from the student demands for change 30 years ago which brought the DPD Program into being, in the summer of 2020, OSU BIPOC students and faculty made formal demands that OSU take decisive action toward anti-racist institutional transformation in all ways possible, from institutional culture, to policies, and practices. As a result of these demands, a Racism and Antiracism Curriculum Taskforce was created and charged jointly by Provost Ed Feser and then Faculty Senate President Dwaine Plaza, to "review and recommend changes to current OSU curricular and co-curricular offerings to ensure that, as part of their OSU experience, ALL students learn critical thinking on race/ethnicity, multiple racisms—their historical origins and present-day manifestations—and antiracism."

In alignment with the charge and recommendations made by the Racism and Antiracism Curriculum Taskforce, we put forth the following recommendations for the future of the DPD Program, which we argue is uniquely positioned, given

the necessary resources, to respond to the demands for an antiracism curriculum, as part of a larger effort to realize institutional transformation that centers antiracism. Moreover, DPD courses are well aligned with both what is described in the literature as needs of the 21<sup>st</sup> Century Learner, and OSU's Goals for General Education.

Implementing these recommendations are consistent with a vision of anti-racist institutional transformation and represent actions that effectively leverage existing resources toward the realization of substantive curricular transformation, and maybe of greatest import, these changes respond to the demands of BIPOC students, faculty, and their allies in ways that take these demands both seriously and urgently. Given the aforementioned, these recommendations have the potential to position OSU's commitment to anti-racism as a signature area of distinction.

## Recommendations

*The DPD/Anti-Racism Sub-Committee recommends the following actions as part of the revision of OSU's general education program:*

1. **Course requirements.** Require students to take two DPO courses as part of their undergraduate degree requirements. One lower division general education course (3-4 credits), and one upper division course in the major or within the discipline/field of study (3-4 credits).

**Breadth and Depth:** These course requirements will provide students the opportunity to develop in-depth knowledge about how systems of power function, both broadly, and specifically within their disciplines, through active learning and engaged learning.

These courses will anchor students' experiences of receiving an anti-racist undergraduate education. At the same time, it is critical that the courses students take between these proposed DPO experiences, and especially general education courses, routinely engage with matters of difference, power, and oppression to assure continuous and deep engagement.

2. **Enrollment Caps.** Cap lower division DPO courses at 50 students and upper division DPO courses in the major at 25 students.  
  
As courses that require students to engage in active learning activities and courses that are also heavily discussion based, it is critical that these courses/course sections are small in size, if they are to successfully achieve the learning outcomes set forth. These enrollment cap also seeks to attend to the ways in which DPO courses are disproportionately taught by BIPOC and other minoritized graduate assistants and faculty – and thus account for the invisible emotional labor that this endeavor entails. Furthermore, a small classroom allows for close attention to centering BIPOC and other minoritized voices and experiences.
3. **Transfer.** Honor Community College DPO (lower division) transfer, if the Community College has an on-going relationship with OSU, specific to DPO (i.e., training, review, etc.).
4. **Learning Outcomes.** Add language to the DPO learning outcomes to specifically require that these courses take up race, racism, and racialization, and grapple with anti-racism as it relates to course content.
5. **Faculty Development and Support.** Reward co-teaching and mentoring activities that function to effectively institutionalize the DPO Program. Build co-teaching and mentoring into the institutional structure, to allow faculty to work on effective course design and delivery as part of their position responsibilities, rather than functioning as optional “add-ons.”
6. **Consistency in Course Delivery.** Add DPO Course Coordinators at the Program level to establish consistency in course offerings, delivery, content, etc. across modalities, sections, and OSU campuses.
7. **Program Name Change.** Change the name of the DPD Program to the Difference, Power, and Oppression Program to reflect the Program's focus more accurately on systemic issues and their consequences.

## 21st Century Learning and OSU's General Education Goals – DPO Alignment

**Needs of the 21<sup>st</sup> Century Learner** – Delivering 21<sup>st</sup> Century skills for college students focuses on three core categories: life and career skills, information, media, and technological skills, and learning and innovation skills ([APLU, 2019](#)). The DPO classroom offers the opportunity to help students develop skills in all three categories, and therefore contributes to graduates who possess the skills necessary for the 21<sup>st</sup> century workplace.

**Life and Career Skills** – DPO courses provide in-depth and nuanced examination of how systems of power manifest and operate in the United States, while providing active learning opportunities for students to engage with each other and course content. In doing so, these courses offer students the opportunity to develop vital social and cross-cultural skills, as well the opportunity to take initiative and self-direction in their learning through hands-on learning projects.

**Information, Media, and Technological Skills** – A unique strength of the DPO Program is that courses are offered across disciplines at the institution, and therefore specialized knowledge in disciplines is examined through the lens of systems of power. STEM DPO courses offer a particular strength in helping students develop information, communication, and technology literacy that takes into consideration difference and power. This provides students with the opportunity to delve deeply into how these issues are enmeshed in the continual technological developments of our society.

**Learning and Innovation Skills** – DPO courses provide students with the opportunity to develop skills in creativity and innovation, critical thinking and problem solving, and communication and collaboration. Due to the focus on active learning in DPO courses, students are provided multiple ways to practice creativity and work collaboratively with their peers. Additionally, the focus on examining systems of power develops critical thinking and problem solving for some of the most pressing issues in our society.

## DPO Alignment with Goals for General Education at OSU

**Develop Foundational Modes of Inquiry and Innovation** – DPO courses are offered across a variety of disciplines, using multiple modes of inquiry that enable them to develop and employ creative problem solving and critical thinking skills.

**Social and Environmental Justice** – DPO courses are centrally concerned with engaging students in the examination of the complexity of the structures, systems, and ideologies that sustain the unequal distribution of power and resources in society. By engaging in DPO courses students have the capacity to grow knowledge and skills that will enable them to work towards social justice. Additionally, multiple DPO courses are focused specifically on environmental justice.

**Navigation of a Complex Global World** – DPO courses provide students with the opportunity to learn about complex social issues with people from different backgrounds and engage as a respectful, collaborative learning community. These courses offer an essential place to develop the skills necessary for navigating a world with multiple perspectives and global interconnectedness.

**Launch Here to Career** – DPO courses provide students with learning spaces that enable them to develop essential 21<sup>st</sup> century skills – including life and career skills, information, media, and technological skills, and learning and innovation skills – that will enable them to be successful in an ever-adapting global workforce.



# Writing | Initial Report | January 31, 2022

## Bacc Core Reform Committee

Subcommittee membership: Tim Jensen, Sarah Tinker Perrault (co-chairs)

Troy Hall, Lori Kayes, Kerry Kincanon, Hannah Rempel, Inara Scott, Karen Watté, Kaplan Yalcin

### Premises

Committee members all share a strong belief that development of writing skills is essential to a quality education, and that OSU students both need and deserve quality writing instruction. We also recognize that WR II is part of the Associate of Arts Oregon Transfer degree (AAOT), and that our decisions therefore carry implications for higher education beyond Oregon State University. Our initial report is submitted with the expectation that additional research-informed conversations about supporting student writing development will continue as the Bacc Core 2.1 committee completes its charge.

### Summary

At this preliminary stage, the Writing Subcommittee recommends that Bacc Core Revision co-chairs know the following going into the roadshows:

**Subcommittee members agree that WIC should remain an explicit component of the Bacc Core,** though whether its associated credits should be included in the Bacc Core total credits merits further deliberation.

**Subcommittee members agree that OSU students need quality writing practice, feedback, and instruction beyond what they receive in WR I and WIC.**

- a. Several committee members are curious to learn more about the current delivery of WR II and viable alternatives before submitting a specific recommendation on how those needs might be met.
- b. For any template that does not have WR II as a stand-alone category, units should be apprised that their faculty will be responsible for all writing instruction after WR 121.
- c. In soliciting feedback from roadshow participants about Writing requirements, the subcommittee members assume that the co-chairs (1) will implement sound, objective methods, and (2) will complement any crowd-sourced input with information from peer-reviewed scholarship and Bacc Core program assessments.

### WR II Exploration

- d. Subcommittee members agreed that it is valuable to consider options for strengthening connections between WR II courses and students' majors, and in doing so, improve the transfer of writing skills and knowledge to new contexts. Our guiding question for this exploration is: How can the Bacc Core Reform process help better connect and contextualize the development of writing skills within students' majors?
- e. The subcommittee co-chairs have agreed to seek out initiatives and programs that excel in connecting 200- and 300-level writing courses with major-specific skills to aid in this benchmarking, and to assemble relevant scholarship on the topic.
- f. One proposal offered in our first meeting is to consider co-taught courses that pair a discipline content-specialist with a trained writing specialist; the subcommittee will continue to discuss what this might entail, both structurally and curricularly.
  - o Another alternative discussed was applying a WIC-like model at the mid-stage of students' education by instructors across the university teach writing in their major-specific courses. Questions were raised

about how faculty hired to teach in one discipline would be trained, supported, and assessed in teaching writing in such a way that it will serve students who may still change majors, along with those who stay in those majors. Other questions we will explore include what degree of structural change (e.g., smaller course sizes, professional development, programmatic oversight, etc.) would be needed to support this shift.

- The subcommittee will continue exploring these alternatives and considering others, and it also will consider possibilities for improving our existing WR II framework. The co-chairs will track and share the insights and collective recommendations of the subcommittee.

Subcommittee members request more information regarding two additional areas: (1) what employers are saying regarding written communication, and (2) how the current WR II requirement is fulfilled.

- In addition to subcommittee members' own research, co-chairs will consult on questions related to WR II learning outcomes, program assessment, and pedagogical approaches, as well as try to provide relevant data on written communication in the workplace.

### Broader Context

The following is a distilled account of key information this subcommittee took into consideration during its deliberations:

- According to the Association of American Colleges & Universities (AAC&U) specifies that **“writing intensive” courses are a high-impact practice** “whose positive impact on students has been established by educational research.”<sup>1</sup>
- The AAC&U has also found that these high-impact practices **particularly benefit underserved students, and that “the effect of these practices on the grades of students of color is even more dramatic”** than for other students. Writing classes are especially vital for students who come from underprepared backgrounds, who are learning English as an additional language, or whose home dialects of English differ from that used and valued in academic settings (sometimes known as “Standard Written English” or “Academic English”).
- Writing classes **correlate with retention and graduation.**<sup>3</sup>
- **89% of employers want writing to be given “more emphasis.”**<sup>4</sup> The report, *Assessing Underserved Students’ Engagement in High-Impact Practices*, similarly shows that **90% of employers think written communication is important, but only 44% think graduates are “very well prepared.”**<sup>5</sup> These figures are echoed in the 2021 “How College Contributes to Workforce Success,” in which 90% of surveyed employers rank “ability to communicate through writing” as “very” or “somewhat” important.<sup>6</sup> The Engineering and Technology Industry Council’s Employer Survey ranks “written communication” in the top three traits deemed “‘extremely’ or ‘very important,’” yet registered low satisfaction with graduates’ skills and knowledge in that area.<sup>7</sup>
- **OSU faculty value writing**, as evidenced by the BCC 2.0 Research – Themes provided via padlet, and in Bacc Core 2.1 committee conversations held during the retreat and subsequent meetings. The conviction that writing skills are essential to a quality education, and that OSU students both need and deserve quality writing instruction can be seen in previous Bacc Core discussions as well. The 2010 report, “Vitalization of General Education at Oregon State University,” for example, affirms OSU’s commitment to course access in core skills such as writing.

## Additional Resources

<sup>1</sup>Association of American Colleges and Universities. *The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers' Views*. Association of American Colleges and Universities, 2011.

<sup>2</sup>Ibid.

<sup>3</sup>See Garrett, Nathan, et al. "How Student Performance in First-Year Composition Predicts Retention and Overall Student Success." *Retention, Persistence, and Writing Programs*, edited by Todd Christopher Ruecker et al., Utah State University Press, 2017, pp. 93–113; McHenry, Linda. "First Year Composition and Fall-to-Fall Retention." *Assessment Update*, vol. 26, no. 2, 2014, pp. 11–12.

<sup>4</sup>Association of American Colleges and Universities. *The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers' Views*. Association of American Colleges and Universities, 2011.

<sup>5</sup>Finley, Ashley, and Tia McNair. *Assessing Underserved Students' Engagement in High-Impact Practices*. Association of American Colleges & Universities, 2013

<sup>6</sup><https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf>

<sup>7</sup>Duchi, Anji, and Bruce Schafer, Engineering & Technology Industry Council, Employer Survey, 2013.

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# Writing | Final Report | April 1, 2022

## Bacc Core Reform Committee

Subcommittee membership: Tim Jensen, Sarah Tinker Perrault (co-chairs)

Troy Hall, Lori Kayes, Kerry Kincanon, Hannah Rempel, Inara Scott, Karen Watté, Kaplan Yalcin

### Summary

Subcommittee members recognize that the feedback gathered from faculty, student, and industry roadshows confirms our subcommittee's initial recommendation: OSU students need quality writing practice, feedback, and instruction beyond what they receive in WR I and WIC. We recommend that the revised Bacc Core include an Intermediate Writing category with a 3-credit minimum. We also recommend specific changes and continued analysis, however, for the courses that fulfill the requirement, as we believe that AY22–23 is an opportune moment for improvements—both structural and pedagogical—to be implemented.

On the matter of WIC, we reaffirm our recommendation that WIC remain an explicit component of the Bacc Core. Moreover, our subcommittee recommends that its associated credits not be included in the Bacc Core total credits, for reasons detailed below.

This report is submitted with the expectation that next year's Implementation Committee will follow, to the best of their abilities, our recommendations for strengthening intermediate writing at OSU. We also note that our recommendations may continue to evolve over the course of this spring term.

### Intermediate Writing

Roadshow feedback revealed two principal takeaways: (1) students need quality writing instruction, practice, and feedback in between taking WR 121 and their WIC requirement; and (2) the connection between those writing courses and a student's major or prospective field of study needs to be strengthened.

Having reviewed this data, we believe that a modified Intermediate Writing category with a 3-credit minimum is the best available option for OSU's new Bacc Core. We take seriously the feedback emphasizing linkages between intermediate writing and students' upper-division coursework and the application of writing skills to discipline-specific contexts and genres. We also recognize that tying Intermediate Writing too closely to major-specific genres and conventions would create obstacles and reduce its relevance for students who switch majors; the aim is to find an effective balance between the foundational skills taught in WR 121 and the discipline-specific goals of Writing-Intensive Courses. Furthermore, we recognize that a large number of college graduates do not end up working in fields that match their college major. By one study, up to 72.7% of college graduates work in a professional field that

diverges from their major.<sup>19</sup> In another study by the U.S. Census Bureau, data show “the vast majority (62%) of college-educated workers who majored in a STEM field were employed in non-STEM fields such as non-STEM management, law, education, social work, accounting or counseling.”<sup>20</sup>

Balancing these two demands—instruction specific enough to majors that it prepares students for upper-division coursework and yet foundational enough to apply to multiple academic and professional contexts—is a key challenge for this Bacc Core category.

Consequently, we offer the following recommendations:

The Writing Subcommittee on next year’s Implementation Committee partner with representatives from the School of Writing, Literature, and Film to systematically analyze and reinforce the connection between WR courses and students’ upper-division coursework and corresponding professional trajectories. More specifically, we encourage next year’s Implementation Team to consider the following actions:

Conduct an analysis that includes a holistic audit of current WR II courses, using a NOISE (Needs, Opportunities, Improvements, Strengths, Exceptions) approach or similar methodology.

Engage with units across the university to identify and understand the disciplinary and genre conventions those units believe students need to attend to in their writing in order to succeed in both school and their career.

Institute a writing liaison within relevant units, who can act as a conduit for communicating department needs and ensuring a reliable flow of information and updates. Communication with units across campus is essential for quality assessment and understanding of students’ writing needs.

Partner with specialists at OSU Libraries to bolster information-literacy components across all WR II-designated courses.

Evaluate the feasibility and potential efficacy of thematic areas, which may facilitate advising while strengthening connection between students’ disciplinary focus and their writing needs. For example:

- *Humanities and Cultural Studies* (PHL 121, WR 201, WR 222, WR 228, WR 301, WR 323, HC 199)
  - *Social Science and Human Service* (WR 222, WR 327, HC 199)
  - *Science, Technology and Engineering* (WR 303, WR 327, WR 362, HC 199)
  - *Business and Industry* (WR 214, WR 222, WR 303 WR 323, WR 327, HC 199)
  - *Teaching and Learning* (PHL 121, WR 222, WR 230, WR 330, WR 362, HC 199)
  - *Arts and Creativity* (WR 224, WR 240, WR 241, WR 250, WR 301, HC 199)
- A. Request central funding for an external review of WR II, composed of recognized experts in the discipline of Writing Studies, whose critical and independent evaluation will help ensure our Intermediate Writing category is aligned regionally and nationally. Ideally, reviewers will be selected from institutions recognized by OSU as [“Strategic Planning Peers”](#) and across the three categories (Orange, Next Tier, Top Ten).
  - B. Have Student Learning Outcomes (SLOs) for the WR II category reviewed and revised by an appointed committee. This will help ensure quality assessment and by extension, accountability.
  - C. Leadership in the School of Writing, Literature, and Film invest in appropriate curricular revisions and pedagogical training, particularly with a focus on teaching for transfer.

- D. Leadership in the Office of Academic Affairs recognize that effective and efficient implementation of large-scale changes requires resources, and that when and where possible, institutional improvements are coupled with institutional support.

## WIC

The subcommittee recommends that WIC credits not be count in the 45 credits of the new Bacc Core, because WIC is a pedagogical approach that is used to support and enrich student learning in courses already required within majors (with the faculty in majors choosing which courses should use that pedagogical approach). Designating a course as a WIC course therefore does not add to the required credits a student takes, either inside or outside the major.

We recommend amending the language in the catalog to make it clearer that WIC credits are not additive to the requirements students must take to graduate. For example, the current language states:

Students must complete a total of 48 credits plus a Writing Intensive Course (WIC) of at least 3 credits.

We recommend this language instead:

Students must complete a total of ## credits, and a Writing Intensive Course (WIC) of at least 3 credits within their major.

## Additional Resources

<sup>1</sup> Abel, Jaison R., and Richard Deitz. "Do Big Cities Help College Graduates Find Better Jobs?" *Federal Reserve Bank of New York, Liberty Street Economics*, 20 May 2013, <https://libertystreeteconomics.newyorkfed.org/2013/05/do-big-cities-help-college-graduates-find-better-jobs/>.

<sup>1</sup> Day, Jennifer C., and Anthony Martinez. "STEM Majors Earned More Than Other STEM Workers" *United States Census Bureau*, 02 June 2021, <https://www.census.gov/library/stories/2021/06/does-majoring-in-stem-lead-to-stem-job-after-graduation.html>.

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# Health and Well-being | Report | April 4, 2022

## Bacc Core Reform Committee

Subcommittee membership: Lori Kayes (chair)

Patrick Ball, Erin Bird, JoAnne Bunnage, Marcy Chuinard, McKenzie Huber, Lori McGraw

## Background

The Health and Well-being Workgroup was convened based on feedback collected from various stakeholders at OSU during the Bacc Core Reform Roadshows in February – March 2022. It became clear that there needed to be further consideration of how general health and well-being content and curriculum should be incorporated into the new general education model. Overwhelmingly, the feedback from the Roadshows related to:

- The current mental health crisis occurring in the US, particularly among college students, and the need to help them build resiliency in their lives
- Questions of how this should be situated within the Bacc Core

Historically, the OSU Bacc Core had a "Fitness" requirement with the following Learning Outcomes<sup>1</sup>:

- 1) Identify and explain scientific principles and concepts of physical fitness, nutrition, and positive health behaviors.
- 2) Develop a personally appropriate fitness and health program, including, for example, realistic physical activity, behavior-change strategies, stress management, and nutrition.

- 3) Through regular and sustained engagement, demonstrate the knowledge, skill, and ability to participate in a selected physical activity for health, fitness, sport, or recreation.

All students meet these outcomes by completing one 2-credit course (HHS231: Lifetime Fitness for Health) and an additional 1-credit Physical Activity Course (PAC).

The workgroup's goal was to explore options for incorporating health and well-being into the Bacc Core by engaging with external experts from across campus. The committee identified campus experts and, through discussion with College of Public Health and Human Sciences (CPHHS) acting Dean, Vicki Ebbeck. Invited experts include:

- Aubrey Piper, Assistant Dean of Students/ Director of Student Care
- Jenny Haubenreiser, Senior Director for Community Wellness, Division of Student Affairs
- Ian Kellems and Bonnie Hemrick, Director and Assistant Director of Health Promotion, Counseling and Psychological Services
- Kathy Becker-Blease, Director, School of Psychological Sciences
- Kari-Lyn Sakuma and Megan MacDonald, Associate Professor and Undergraduate Program Director and Associate Professor, College of Public Health, and Human Sciences

## Process

We met with invited experts from March 25 to April 6, 2022. The workgroup was provided with data summarized from the previous Bacc Core review committees, the Bacc Core Reform Roadshows<sup>2</sup>, previous Bacc Core review committees<sup>3</sup>, and data provided by CPHHS<sup>4</sup> (related to HHS231, specifically). The expert guests were asked to address the following questions (provided in advance).

- 1) In thinking about student well-being, what aspects of well-being do you think should be a core student requirement to engage in training/education at OSU? What is the gap that our students need to be filled? Is this the same for traditional/non-traditional/etc. (for all our) students?
- 2) In your opinion, what is the best way for the students to fill this gap (e.g., course, modules, co-curricular)? Does it belong in general education in an educational course? Are there other ways to show competency in well-being? What might a holistic approach look like?
- 3) Anything else you feel we should consider in making recommendations going forward?

## Themes

In meetings with the Campus experts, the following common themes emerged:

- Nationally, the college student mental health crisis is unprecedented and continues to worsen.
- Universities support students holistically in their health and well-being.
- There is no single solution to address health and well-being.
- One class cannot teach student resilience – there are many pieces to thriving.
- Early and frequent access to support and well-being education is essential for helping students build resilience.
- Social connectedness is key to prevention and support.

## Specific Themes

- Kognito training should be embedded in a course – peer intervention is an essential path to helping students.
- Assignments related to setting health goals and behavior change support, life-long healthy humans.
- Any course(s) need to be aware of student diversity and how "healthy" might look different for different people (avoid ableism, etc.).

## Options Considered

- Option 1: Fitness requirement of HHS 231 (2 credits) and PAC (1 credit) remain as is



- Option 2: health and well-being curriculum covered via required modules (Get Inclusive)
- Option 3: health and well-being curriculum embedded into required transition course (a.k.a. Bookends 1) – 2 CR
- Option 4: health and well-being category adapted from current fitness requirement Bacc Core with multiple course options (could include current HHS231) – 2 CR
- Option 5: both Option 3 and 4 (2 CR + 2 CR)

## Recommendations

- 1) At a minimum, include the health and well-being in Transitions (Bookends 1) course, particularly the Kognito module with peer interventions and recognition and community building.
- 2) Consider if students need additional Health and Well-being curriculum in the Bacc Core beyond embedding in the Transitions course. This could include a 2-Cr requirement (Personal Health and Well-being) that addresses building student skills related to accessing their well-being, skills related to behavior change, community building around personal health, and aspects of the "Wellness Wheel." We could consider how much content needs to be in Bookends vs. within courses in this category if implemented. If implemented, this Personal Health and Well-being category should have learning outcomes that are broad enough to encompass more than one class offering. This would allow students to select from various offerings based on their life experiences, needs, and interests.

## Other Considerations

- Health and Well-being education is an access and equity issue. Students who most need access are often those least likely to seek it out on their own. In the health education discipline, it is essential to look at different levels of intervention. We can help reduce barriers to resources on campus, increase students' knowledge of caring for themselves and others, and how to seek various levels of support during a time of high stress with transitions to a new context. This can be done by meeting students where they are, providing primary education and skill training, and modeling and structuring support. Without a course to address health, we may contribute to and exacerbate a health crisis.
- We did not make recommendations regarding PAC courses. These classes are very popular with students based on the Roadshow data. However, many students might not access these courses if not first introduced to them in a required Bacc Core PAC classes
- Health and Well-being is an academic discipline that is also one of OSU's signature areas. OSU was the first accredited College of Public Health in Oregon. We have experts in research and teaching who train undergraduate and graduate students for careers that focus on health and well-being. Our many extension offices concentrate on health and well-being programming. There are many careers focused on promoting health and well-being, though it often takes students a while to find their fit with CPHHS.
- How do we get to the "frequent" part?
  - Models that could plug and play in later Bacc Core courses
  - UT-Austin – modules<sup>5</sup> that any course could incorporate
- How to cope with stigmatization and create options that hit point 1 above?

### Additional resources

<sup>1</sup>Bacc Core Learning Outcomes, Criteria, and Rationale ([link](#))

<sup>2</sup>Bacc Core Reform Roadshows ([link](#))

<sup>3</sup>2002 review and relevance of the Baccalaureate Core Program ([link](#)), 2010 Vitalization of general education at Oregon State University from the Baccalaureate Core Ad Hoc Review Committee ([link](#))

<sup>4</sup>CPHHS Website ([link](#))

<sup>5</sup>UT - Austin Modules ([link](#))

Subcommittee membership: John Edwards (chair)  
Dan Faltese, Troy Hall, Tim Jensen, Todd Palmer, Hannah Remple; Colin Hesse (advisor)

## Premises

There was a strong sentiment expressed in the Roadshows that Communication is a foundational skill that we need to ensure our undergraduates have. This view was expressed by students, faculty, and industry groups. The National Association of College Employers<sup>1</sup> (NACE) and the American Association of Colleges and Universities (AAC&U) listed Communication as a core competency and an Essential Learning Outcome<sup>2</sup> (ELO/LEAP).

## Summary

The Communication Subcommittee recommends that communication remain an explicit component of the Bacc Core, requiring a 3-credit Communication Category. We recommend that some of the course options be updated to reflect the need for content involving teamwork/small group work, interpersonal communication, conflict, and digital communication.

The Subcommittee additionally recommends that communication be embedded in major requirements.

## Background

We distinguish writing from other forms of communication, chiefly verbal. The latter form was the focus of the Subcommittee. OSU's writing requirements were the focus of another subcommittee; however, there is overlap between different forms of communication. Consistent with this, Roadshow participants were asked their opinions about digital communication, which can take many forms, including verbal or written, synchronous or asynchronous, etc.

Bacc Core Roadshow participants were asked explicitly, "how important are communication and digital information literacy for a 21st-century learner?" Representative sentiments were:

- Communication is a core transferable skill that is foundational for all majors.
- Employers want their employees to have strong communication skills, so it needs to be overtly represented in the Bacc Core.
- Communication is a NACE competency.
- Communication skills are a required component of some accreditations at OSU.

These comments came from all constituents (e.g., faculty, students, industry). Industry groups were particularly quick to point out the importance of communication.

The general education requirements from a set of peer universities<sup>3</sup> were examined to ascertain if and how much communication is required at other institutions. These comparison universities were our "Orange Peers:" Colorado State University (CSU), Oklahoma State University (OkSU), University of Nebraska - Lincoln (UNL), and Washington State University (WSU). They were followed by our "next tier" (metric) peers: Iowa State University (ISU), North Carolina State University (NCSU), University of California - Riverside (UCR), and the University of Tennessee (UT). We evaluated other Oregon Universities: the University of Oregon (UO), Portland State University (PSU), Eastern Oregon University (EOU), Southern Oregon University (SOU), Western Oregon University (WOU), and Oregon Institute of Technology (OIT). Finally, we looked at Arizona State University (ASU), which has an Ecampus enterprise that we often examine. Nine out of these 15 universities had a communication requirement in their general education curriculum. Not every university handled communication in the same way, as one of them embedded it in the major, and another had it classified along with writing. The universities that included a communication requirement were ASU, UNL, WSU, ISU, NCSU, UT, WOU, SOU, and OIT.

NACE includes communication as one of seven core competencies desired by employers. Indeed, it was the second-highest-rated competency, rated as "very" or "extremely" important by 98% of employers. Teamwork, which is related to communication, is another of the seven (3rd on the NACE list, also rated as very important by 98% of employers). In NACE's 2022 survey, only 54% of employers rated new college graduates as "very" or "extremely" proficient in communication. This sentiment was echoed in some of the comments from industry representatives on the Roadshows. However, student surveys show that 80% of students believe they are "very" or "extremely" proficient in communication, which is a profound disconnect.

Likewise, communication and teamwork are core skills in the AAC&U ELO recommendations. Of note, ELO indicates these skills should be "practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance."

Although there is a substantial agreement regarding the importance of communication, there was a divergence of opinion in the Roadshows regarding the best way to approach the requirement. While there was general support for comprehensive training in communication, much like we do now, some people felt that communication was already covered adequately in major-specific courses. Others felt that expertise was necessary to teach communication, which was unlikely to be the case in departments unless the unit had purposefully hired someone with relevant qualifications. Other respondents indicated that they thought communication should be its own Bacc Core requirement and a major requirement, which would be consistent with best practices suggested by AAC&U's ELO<sup>2</sup>.

In addition, several people felt that coverage of communication-related skills should be broad. There were specific communication areas that some respondents felt were inadequately represented in our current communication offerings. These were digital communication, conflict management, and teamwork/small group interaction. Consistent with this last item, the lack of a teamwork requirement in the Bacc Core is a deficiency that has been noted by past reviews of the Bacc Core going back 20 years<sup>4,5</sup>.

Other relevant items from the Roadshows included the importance of tailoring both the form of communication and the message itself to the situation/audience and the need for students to understand the importance of communication.

## Subcommittee Recommendations

The Subcommittee makes the following recommendations:

- 3) **Communication should remain its own category in the BaccCore** (distinct from writing).
- 4) **The current communication offerings should be updated to include the underrepresented skills areas noted above.** These areas were digital communication, conflict management, and teamwork/small group interaction. The Director of the School of Communication has indicated that this is possible and has specific ideas regarding how this might be accomplished (see Appendix).
- 5) In accordance with the ELO suggestion that skills like communication be "practiced across the curriculum," we recommend a **requirement that majors integrate an overt communication requirement into their upper-division coursework.** This can be done via a set of required learning outcomes and pieces of training similar to the WIC process. We note that many majors on campus already have such requirements for specific classes, and for those majors, this requirement should not be a heavy lift. This proposal will naturally entail an administrative structure as such a requirement will require training. We recognize that such a proposal raises several tricky issues. Issues include funding for administration, responsibility for oversight (e.g., Bacc Core Committee vs. Curriculum Council), and the extent to which such credit hours are part of the 45 credit maximum that the Bacc Core Reform Committee is working within. These issues need to be part of the more extensive discussions of the full committee as we believe they may arise in other areas of Bacc Core reform.

- 6) **If the full Bacc Core Reform Committee does not adopt the Bookends proposal, we recommend that teamwork be dealt with as a skill area under Recommendation 2 above or as in Recommendation 3. Teamwork should be overtly and visibly integrated into the Bacc Core.** The manner of doing this depends on other subcommittees as the Bookends subcommittee had proposed New Student and senior Synthesis courses designed around teamwork.

### Advanced Communication Appendix

Possible additions/modifications to Communication coursework designed to fill gaps in existing communication coverage:

- Public Speaking (COMM 111)\* Revised
- Argumentation (COMM 114)
- Conflict (COMM 21X)\* New Course
- New Media (NMC 101)\* New to Category
- Communication Online (COMM 211)
- Interpersonal Communication (COMM 218)

We believe that this slate of six options offers key, lower-division service for students while attending to specific learning needs and outcomes associated with the Revised Bacc Core. The additional skills covered here are:

**Conflict Management:** Negotiation, bargaining, compromise, and many other skills are essential for being an effective communicator in the workplace and beyond. Our current offerings (especially 114) focus on arguments before judges and persuading audiences. We could develop a new conflict course that focuses on small-group and interpersonal processes.

**Digital Communication:** The School of Communication would attend to this skill in ways that includes online versions of other communication courses and more specific opportunities similar to those in NMC 101. The focus of great communication courses in this space is not simply writing a Tweet but developing skills to understand audiences, turn-taking, editorial judgment, and online public speaking contexts.

**Teamwork:** Skills associated with teamwork are also essential for the Bacc Core. This is where our current coursework would be at its weakest, with only some elements of teamwork research taught in our COMM 218 Interpersonal Communication course. Adding a group component to that course would be straightforward in terms of curriculum and assignments. It would also be helpful to add a teamwork component to COMM 211, focusing on making teamwork competently happen online (a skill that students will constantly encounter during their careers).

### Additional resources

<sup>1</sup>National Association of College Employers ([link](#))

<sup>2</sup>AAC&U ELO/LEAP Outcomes ([link](#))

<sup>3</sup>OSU Peer Institutions ([link](#))

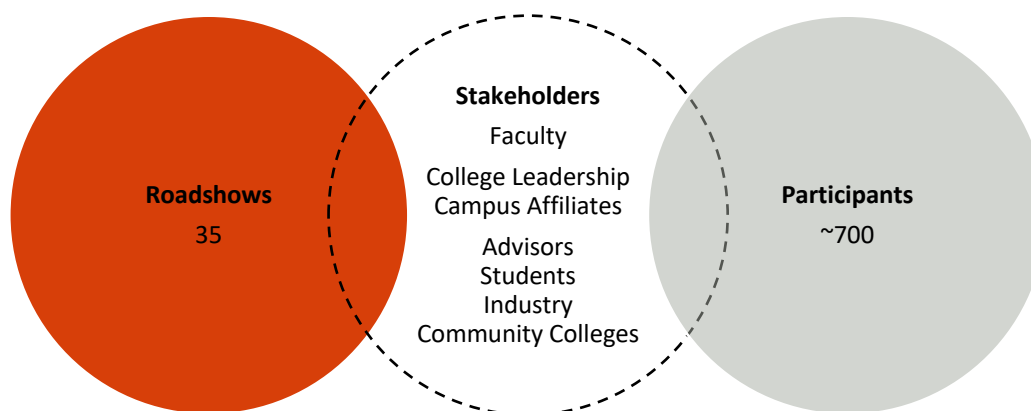
<sup>4</sup>2002 review and relevance of the Baccalaureate Core Program ([link](#))

<sup>5</sup>2010 Vitalization of general education at Oregon State University from the Baccalaureate Core Ad Hoc Review Committee ([link](#))

## Appendix C | Roadshow Data Summary

### Roadshow Purpose and Stakeholders:

The Committee co-chairs and the Baccalaureate Core Director (BCD), with the assistance of committee member moderators, conducted Roadshows with a broad stakeholder audience to share the curricular templates, engage in discussion, and collect feedback.



### Data Collection:

**Internal stakeholders:** Following an overview of the reform process and presentation of curricular templates, participants were put into breakout rooms in Zoom. A committee member moderator asked a set of questions the committee determined necessary for data collection. Moderators recorded responses in a Qualtrics survey form. They recorded direct quotes from participants, paraphrasing group dialog, and recording comments posted to the Zoom chat. Participants were also sent a feedback form via Qualtrics following the Roadshow. A recording of the presentation, embedded in a Qualtrics form with the standard set of questions, was made available to stakeholders who were not able to participate in a scheduled Roadshow, known as absentee data collection. Internal stakeholder groups included faculty, professional faculty, college leadership, and students.

**External stakeholders:** Industry participants were given a presentation and set of questions like those asked of internal stakeholders but tailored to the audience. Community colleges representatives were given a presentation and provided with an open floor to share thoughts and ideas. Their feedback and comments were supplemental to the data reviewer's analysis and used when applicable.

### Data Analysis:

**Data Organization:** The BCD organized the internal stakeholder data by exporting reports from the Roadshow breakout rooms and the absentee data collection sources and organized them into a master spreadsheet.

- Each type of data set was organized by source of information (faculty/professional faculty, college leadership, student, absentee by student or faculty/professional faculty) and coded with a unique ID.
- A tab for each question posed was created in the master spreadsheet and the responses from all sources of information were organized into their appropriate tabs.
- Several members of the committee were assigned to review and assess specific data sets:
  - Bookends I & II, Career Integration, Communication – Co-Chair, John Edwards
  - Health and Wellness – Co-Chair, Lori Kayes
  - Difference, Power, and Discrimination – Bacc Core Director, McKenzie Huber
  - Writing – Assistant Vice Provost, Assessment and Accreditation, JoAnne Bunnage

### Data Reflection:

- Data reviewers were provided their data set by the BCD and asked to read through the information first to get general impressions and ideas. Some reviewers highlighted comments that repeated throughout their data set or were outliers.
- The reviewers then generated themes based on the repeated patterns or outliers.
- Each reviewer presented the data to [subcommittees](#). Two reviewers provided themes with diverse perspective and quotes found from the data. Two reviewers provided the sub-committees with the entire data response set. All data shared had redacted identifying information.

### Questions and Themes:

The following are the standard set questions asked at the internal stakeholder Roadshows to students, faculty, affiliated faculty and units, and college leadership. If moderators were not able to get through all the questions, participants were able to record their responses in the feedback form sent following the Roadshow.

1. What do you think about making one DPD course lower-division only and the 2<sup>nd</sup> course in-major?
  - Training is needed for faculty
  - Two DPD/O courses are good
  - Support for upper-division major-related course
  - Foundational course is important
  - Career development connection
  - Concern with implementation
2. How important are communication and digital information literacy for a 21<sup>st</sup> century learner?
  - Centrality of communication to our new general education mission
  - Teaching communication in majors or other categories
  - Specific communication skills that should be taught/ways to expand what is currently taught
3. What are your feelings about our current Fitness requirements (HHS 231 + PAC) or other health and wellness requirements in general education?
  - Recommendations to integrate wellness and resources into Bookends I
  - Willingness to waive the requirement for students and not make it mandatory
  - Stress management, healthy lifestyles, and mental health are top areas of concern
  - Current title of HHS 231 is outdated, more positive feelings about PAC than a health lecture
4. How do you feel about a non-major new student course (Bookends I)?
  - Course is important because it promotes a sense of community and success strategies
  - Location of requirement within major vs. general course
  - Topics could include health and wellness, teamwork, problem solving, and emotional intelligence
5. How do you feel about a non-major capstone synthesis class?
  - General Importance
  - Negative feelings about a capstone as some majors already require one
  - Location of requirement matters; in major or adapt current synthesis type requirements
  - Content of the course should include teamwork and problem solving, navigating difficult situations and promoting emotional intelligence



6. How can we integrate career readiness into our general education curriculum?
- Career education is important to alumni, the general population, and industry partners
  - Location of requirement – in major – may be easier to facilitate
  - Location of requirement – outside of major – a general readiness aspect may be better for students as they change majors and careers throughout their lifetime
  - Recommendations given for topics that could be taught in a career readiness course
  - Promote skill requirements for careers such as interpersonal, problem solving and career skills
  - Implementational concerns
7. How important is it to you that students receive writing instruction and feedback between WR I and WIC?
- Need something between WR 121 and WIC
  - Writing across the curriculum or other requirements
  - Writing requirement in the major
  - Expand the focus to include communication & information literacy