<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2004</td>
<td>Slight revisions to 1998 requirements</td>
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<tr>
<td>2007</td>
<td>Recommendation from regional accreditor to establish and assess student learning outcomes across the curriculum</td>
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<tr>
<td>2013</td>
<td>Recommendation from regional accreditor to establish and assess general education learning outcomes</td>
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<tr>
<td>2014</td>
<td>New UO Mission Statement adopted</td>
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<tr>
<td>2015</td>
<td>Strategic Plan calls for comprehensive review of undergraduate educational experience</td>
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<tr>
<td>2015-17</td>
<td>VP and Dean for UG Studies establishes group to research the undergraduate experience on campus. Group engages stakeholders across campus.</td>
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<tr>
<td>2015-17</td>
<td>Accreditation Project focused on general education assessment launched - includes comprehensive review of literature on undergraduate education.</td>
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<tr>
<td>2017</td>
<td>Accreditation Project successfully completed with recommendations for revitalizing general education, now called core education.</td>
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WHY NOW?

* Accreditation project revealed need to update and align with standards
* Unnecessarily complicated
* Bloated and unfocused
* Need foundation to innovate
Core Ed should:

* Derive from mission
* Contain clear group distinctions and desired learning outcomes
* Promote Student Success
* Provide a distinct UO experience
* Have continuous faculty review and oversight
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CHANGES

1. Streamline requirements
2. Clarify group distinctions
3. Establish and assess learning outcomes
4. Governance
5. Innovate
6. Incorporate evidence-based practices
1. STREAMLINE REQUIREMENTS
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CURRENT GEN ED

Composition
Multicultural
Arts & Letters
Social Sciences
Natural Sciences
BA/BS
CURRENT GEN ED

Composition  Multicultural  Arts & Letters  Social Sciences  Natural Sciences

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A minimum of 15 credits in approved group-satisfying courses in each group. Each group must include courses from at least two subjects.

Each group must include:
(a) at least two courses in one subject and 
(b) at least one course in a different subject.

Total Minimum Credits: 45 (no more than 3 courses from one subject)

All degrees: No more than one course within the same subject code of the major.
2. CLARIFY GROUP DESCRIPTIONS
2.C.9: “The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences.”
The proposed descriptions were established by the state’s Joint Boards’ Articulation Committee in 2009-10 as a way to establish principles for general education in Oregon. They were developed by faculty from institutions across the state, including several from UO.

The descriptions for the general education categories are what UO currently uses in evaluating the AAOT and are being proposed for use in the new statewide foundational curriculum for Oregon colleges and universities required by HB2998.
As a result of taking General Education Arts & Letters* courses, a student should be able to:
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

* “Arts & Letters” refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.
UOCC guidelines - Criteria

A course in Arts & Letters should:
1) Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2) Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3) Explore the conventions and techniques of significant forms of human expression.
4) Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5) Each course should also do at least one of the following:
   - Foster creative individual expression via analysis, synthesis, and critical evaluation;
   - Compare/contrast attitudes and values of specific historical periods or world cultures; and
   - Examine the origins and influences of ethical or aesthetic traditions.
3. ESTABLISH AND ASSESS LEARNING OUTCOMES
2.C.5: “Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum and have an active role in the selection of new faculty.

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.”
2.C.10: “The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.”
4.B.2: “The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.”
The AACU Essential Learning Outcomes emerged from a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning, analysis of recommendations from the business community about career ready skills, and analysis of professional accreditation standards.

The VALUE rubrics were developed in 2007-09 as a basis for assessing the essential learning outcomes. The VALUE initiative involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months. Drafts of each rubric were then tested by faculty on their own students’ work on over 100 college campuses.

The VALUE rubrics have been approved for use in meeting national standards for accountability established by the Voluntary System of Accountability, and are used in all regional and some professional self-study reports and reviews for accreditation.

As part of our accreditation project, UO participated in the Multi-State Collaborative to investigate the use of the VALUE rubrics across campuses. That work is discussed in “On Solid Ground”, a report on the project. (Press Release: https://goo.gl/3tXErB).

https://www.aacu.org/leap
The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas.

As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.
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critical thinking
creative thinking
written communication
ethical reasoning

MISSION ⟶ AACU OUTCOMES
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MISSION ⟷ OUTCOMES

critical thinking
creative thinking
written communication
ethical reasoning
Comprehensive exploration of issues, ideas and events in the formulation of an opinion or conclusion.
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OUTCOMES ➔ ASSESSMENT

1. Explanation of issues
2. Evidence
3. Influence of context and assumptions
4. Student’s position
5. Conclusions and implications

- critical thinking
- creative thinking
- written communication
- ethical reasoning
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OUTCOMES ➔ CATEGORIES

- critical thinking
- creative thinking
- written communication
- ethical reasoning

Categories:
- A&L
- SSC
- NAT

WR, MC
critical thinking
creative thinking
written communication
ethical reasoning
critical thinking
creative thinking
written communication
ethical reasoning
GOVERNANCE
The Core Education Council shall oversee that part of the University curriculum which is required of all undergraduate students. Currently that includes but is not limited to:

- Group satisfying courses
- Multicultural requirement
- Writing requirement
- Requirements distinguishing BA/BS degrees
- Curriculum of shared experiences
- Assessment of learning outcomes
The Core Education Council shall:

A. Convene an ongoing **campus dialog** on the purpose, value, assessment, evaluation and improvement of the core education at the university.

B. **Establish**, review and revise the **goals**, objectives and assessable **learning outcomes** of the core education.

C. **Establish**, review and revise **policies** and processes to ensure an effective, regular and comprehensive system of **assessment** of student learning outcomes in core education.

D. Review and **recommend** to the Senate proposals and **policies concerning** core education **requirements**;

E. Establish **guidelines** and criteria **for courses** which satisfy core education requirements;

F. **Serve as a resource on core education** for campus stakeholders including, but not limited to, the Provost, the Dean of Undergraduate Education, the University Committee on Courses, the Undergraduate Council, the Academic Requirements Committee and the Scholastic Review Committee, curriculum committees in schools and colleges.

G. **Interpret** existing core education **policy** in the general sense (i.e. provide guidance on the interpretation of the goals and objectives of core education, but not on whether specific courses meet the requirements to be listed as satisfying one of the core ed **requirements**).
FROM GENERAL TO
CORE EDUCATION
THE CORE OREGON EXPERIENCE
Senate has convened the Core Education Task Force
Core Ed Task Force has drafted the proposed charge
Core Ed Task Force has drafted proposed membership
Preliminary conversations with Undergraduate Council, Committee on Courses, Academic Council and the Senate
Expected to pass through the Senate in winter quarter for convening in Fall 2018.
Core Ed Task Force will establish preliminary goals and objectives in alignment with the university mission.