Appendix Submitted by the Executive Committee of the Faculty Senate
Vitalization of General Education at OSU
Baccalaureate Core Ad Hoc Review Committee (BCRC)

The Executive Committee of the Faculty Senate created and charged the BCRC to "improve the educational attainment and retention of undergraduate students at Oregon State University" specifically by reviewing and recommending potential revisions to the Core.

Phase I draft summary report of the BCRC was received by the Executive Committee in May 2009 and presented to the Faculty Senate in June 2009. The revised summary report (dated September 21, 2009) is posted at: http://oregonstate.edu/senate/committees/other/bcr/reports/index.html).

The Phase I report included a General Education Philosophy and a comprehensive review of the current Baccalaureate Core including results and conclusions drawn from multiple focus groups, open forums, and student survey data. Major findings included:

General consensus amongst the Focus Groups, Open Forums and Student Survey is that the philosophy and goals of the Baccalaureate Core are sound and consistent with the AAC&U LEAP Essential Learning Outcomes although a few critical components were identified as missing. We should consider placing increased emphasis on local-to-global citizenship, civic engagement, sustainability, conflict resolution, and active learning. (p. 6, September 21, 2009, Phase I report)

This is an excellent time to consider changes in both structure and implementation. As part of any proposed adjustments to the Baccalaureate Core, we need to renew our commitment broadly as a university community to the basic (and sound) philosophy toward general education at OSU. We need to produce graduates that can write well, communicate with multiple audiences, synthesize divergent historic and contemporary information, solve complex problems and think deeply and outside of their usual comfort zones. We should create a community of learning in which we all become more informed and mindful of our global citizenship, our environmental stewardship responsibilities, and the ethical challenges associated with human-human, human-environment, and human-technology interactions. (p.6, September 21, 2009, Phase I report)

Based on the feedback of the Faculty Senate, the EC directed the BCRC to implement Phase II.

The Phase II draft report of the BCRC was presented to the Executive Committee and Faculty Senate in February 2010 as discussion items. The draft report included five elements:

1. Comprehensive Learning Goals
2. Transforming the Culture
3. First-Year Linkages
4. Experiential Learning
5. Organizational Structure
With EC’s direction, the BCRC then launched a 4 month “listening period” during which they met with faculty, students, administration, and Faculty Senate committees and councils.

The Final Report of the BCRC was presented for discussion at the May 2010 Faculty Senate meeting. The Final Report of the BCRC included input received during this “listening period”. The EC formally accepted the Final Report of the BCRC on May 21, 2010. At that time, work of the Baccalaureate Core Ad Hoc Review Committee was completed.

The Final Report of the BCRC includes four overarching Initiatives:

1. Learning Goals for Graduates
2. Implementing a Shared Vision
3. Baccalaureate Core First Year Experience
4. Student Engagement with Experiential Learning

Embedded in these four overarching initiatives are the following recommendations:

1) Learning Goals for Graduates (LGGs)
2) for the Executive Committee to:
   a. charge Faculty Senate committees with implementation strategies, and
   b. recommend to Academic Affairs and UCSEE implementation strategies.

Recommendations included in the Report (including associated page numbers from the report):

1. Learning Goals for Graduates as the overarching framework for ongoing curriculum development and assessment of student learning (pages 10-12). These Learning Goals for Graduates had their origins as part of the OSU2007 strategic planning process (OSU 2007 Undergraduate Profile). A Learning Goals Task Force was created by the Faculty Senate in 2005 to develop university-wide learning goals as part of institutional assessment activities required under current university accreditation standards. These Learning Goals were endorsed by the University Assessment Council in 2006.

2 a. EC to charge:
   - Curriculum Council to
     o periodically review the LGGs (page 11)
     o coordinate with Academic Affairs alignment of LGGs as a criterion in Undergraduate Academic Program Reviews (page 11)
     o coordinate with Student Affairs and Academic Affairs to incorporate LGGs in all aspects of the student experience (page 12)
   - Bac Core Committee to align specific LGGs with each category of the Bac Core and revise course approval processes to incorporate the LGGs alignments (pages 11-12)
• Committee on Committees, Bac Core Committee, By-Laws Committee, to rename the Baccalaureate Core Committee to the Baccalaureate Core Leadership Team and to determine the new role of the BCLT (page 15-16).

• Bac Core/BCLT to implement a “three college-level skills” requirement for the first year
  o Bac Core/BCLT to revise the current Skills requirements such that oral communication is a first-year Bac Core requirement (pages 17-19)
  o Academic Advising Council to coordinate with major programs of study to ensure that students’ schedules have room for first-year Bac Core courses in the first year (pages 17-19).
  o Bac Core/BCLT and Academic Standing Committee to create policies for consequences for students if a first-year student fails to complete the first-year Bac Core courses during their first year (pages 17-19)

• Curriculum Council and Bac Core/BCLT to develop criteria and create an “EL” or other designation for courses that have an experiential learning component (pages 20-21)

2 b. EC to recommend to:

• Academic Affairs the creation of the Baccalaureate Core Implementation Team with a focus on the shared vision of the Bac Core, faculty development, assessment, and resource allocation (pages 15-16)
  o Faculty review of Bac Core writing requirements and outcomes
  o Faculty review of Bac Core mathematics requirements and outcomes
  o Faculty Senate (BCLT and Faculty Senate President) participation in the selection and annual reviews of the Director of the Baccalaureate Core Implementation Team

• Academic Affairs to improve course access/availability, dedicate resources to support learning communities infrastructure, and recruit faculty and teaching assistants to teach within the learning communities (page 19)

• Academic Affairs and UCSEE to coordinate and fund learning community pilot projects (pages 18-19)

• Registrar and UCSEE to design new registration management strategies to plan and manage enrollment across the three college-level skills areas and provide linked registration to support learning communities (pages 18-19)

The Faculty Senate is being asked to adopt the report. Adoption of the report gives the Executive Committee of the Faculty Senate the authority to follow through with the recommendations of the BCRC following standard Faculty Senate approval processes.

Adoption of the report will be divided into two motions:

1) Adopt Learning Goals of Graduates.

2) Adopt all other recommendations in the report.