Figure 2. Oregon Assessment Model
Checkpoints for Gathering Evidence About Undergraduate Student Performance

- Improve placement decisions
- Improve selection of major
- Check knowledge and skill competency in major field or profession
- Increase retention
- Check competency and correct as needed
- Identify graduate success
- Verify college readiness
- Develop skill in general education
- Employed in job related to degree
- Identify remediation needs
- Monitor learning environment
- Accepted into graduate school

Note: Model approved by Academic Council in fall 1993.

Source: Higher Education Assessment and Accountability, OSSHE/OUS Academic Affairs, April 21, 1995