

**Materials linked from the January 5, 2021 Baccalaureate Core Review Committee agenda.**

OSU Bacc Core 2.0 Lens Analysis

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**Model A**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Performance attribute</b>	Few or no aspects accomplished	Some aspects accomplished	Most or all aspects accomplished
<b>OSU's Land Grant Mission Statement</b>  <i>This model addresses the mission, vision, goals and values of the OSU LG Mission Statement</i>		Mission: Advancing science and sustainable earth and ecosystems through categories. since we removed HHS 231, might not meet that requirement, however, that could also be met through Wicked problems. Social progress is met through Wicked problems and DPD and CSP categories.  Goals and values: more difficult to map as aspects of the goals are met outside of gen Ed but we can map diversity and social responsibility through categories	Vision: People of Oregon (ie transfer students) will be better served by having less excess credits and a more transfer friendly model.

<p><b>OSU Learning Goals for Grad (as currently written)</b></p> <p><i>The LGG's can be mapped in the model for assessment</i></p>			<p>LGG's met: 1, 2, 3, 3, 5, 6,7 (all are met based on the courses in their categories or with well written learning outcomes.</p> <p>Collapsing cultural diversity into another category makes it possible for students to avoid the "pluralism" LGG.</p>
<p><b>AAOT and Transfer models</b></p> <p><i>The model will map to the AAOT General Education curriculum</i></p>	<p>Better alignment with Math (AAOT)</p> <p>Model suggests that the second CC social science course will transfer as DPD; however, such CC courses will not articulate as DPD in most cases</p>	<p>Requirements not met by Model A:</p> <p><b>CTM:</b> will have excess 1-2 courses (Arts &amp; Letters and/or Social Science): and is absent OSU's 2<sup>nd</sup> comm course</p> <p><b>AAOT:</b> will have 7-8 excess courses (WR 2 or COMM; Fitness; 4-5 Arts &amp; letters or Social Science courses; 2 science+labs);</p>	<p>Better alignment with Math and Science categories (CTM)</p>
<p><b>AAC&amp;U and LEAP outcomes</b></p> <p><i>This model maps to the Essential Learning Outcomes</i></p>		<p>Meets some but not all</p>	

<p><b>Assessment and Accreditation</b></p> <p><i>The model will include assessable learning outcomes that are aligned with the university's stated mission</i></p>		<p>Wicked problems will need continued support and central oversight (at university/program level and not at college level)</p>	<p>All other categories can be assessed</p>
<p><b>ABET Accreditation *</b></p>			<ul style="list-style-type: none"> <li>• This model incorporates both basic science and the ability for a student to meet the college level math requirement</li> <li>• This model only requires 33 credits which would assist with transfer student issues into the engineering programs and keeps gen ed requirements low</li> <li>• "complex engineering problems" that involve different contexts-- something a wide bacc core helps- Wicked problems DPD, CSP</li> <li>• communication requirement still in model</li> </ul>
<p>Transfer Student Lens</p>		<p>transfer degrees contain more credits. Students will transfer in with excess gen eds</p>	<p>Works really well for traditional transfer students moving out of the Oregon 'CC. May still have some challenges for out of state transfer especially non-traditional students or students that have a lot of credits from a university system</p>
<p>Ecampus Student Lens</p>			<p>Most aspects accomplished but requirements and transferability that is important seems to be viewed through a traditional student focus.</p>

Cascades Student Lens	Missing professional development, finance and money, leadership	All categories could be replicated at Cascades but Wicked problems might be an issue and course development with funding and a central support from university would likely need to occur. Not sure this model would incorporate their desire for leadership courses. Many of the other report on needs could be learner outcomes in various categories.	
Listening Session Outcomes	Not sure how this model supports career readiness.	Retains 2-3 writing requirements (WR 121 and WR 2 or Speech and WIC)	<ul style="list-style-type: none"> <li>• Retains WIC and DPD</li> <li>• Removal of western culture</li> <li>• Exposure to global thinking</li> <li>• Still can double dip with major requirements</li> <li>• Model recognizes need for Bacc Core Director, program funding and support staff</li> </ul>
Budget			
Student Survey			

**\*examples of college-level mathematics include calculus, differential equations, probability, statistics, linear algebra, and discrete mathematics and basic sciences consist of chemistry and physics and other natural sciences including life, earth, and space sciences.**

### Limitations of model when reflecting on aspects of OSU Len

- Political decision to reduce total credits to less than minimum transfer program (within state)
- Fewer courses in general education may significantly disadvantage transfer students if they enter OSU with AAOT (90credits to complete lower gen-eds)
- Curiosity: if we decrease total credits for BC, would that invite programs to increase to major specific curriculum amounts (disadvantages change of majors)
- This model is a more stripped down version of the current Bacc Core model and while it is fewer overall credits, I am still not sure how it supports the 21<sup>st</sup> century learner other than broadening the science and math categories.
- Career readiness is not easily identifiable in this model.
- Information Literacy and Communication are conflated into a single course. However, these would require very different learning outcomes that may not easily fit within a single course.
- Need a definition of quantitative analysis if we are going to broaden the category significantly.
- Not clear why the “wicked problems” approach needs to prioritize sustainability and social justice given there are other big issues, some consistent with our strategic plan, that could work (e.g., health). Social justice has coverage already given that DPD remains in the model.NO

Ecampus Lens:

- Curious as to how the Integrated Science “It is essential to have a hands-on, small-group lab component...” would be evaluated for online lab courses. This could be a limitation for course development and availability.
- Communications may not be relevant to all students. For non-traditional students that have had additional experience in the workforce and military, this may not be a skill needed for the time and cost.
- Non-transferability of Wicked Problems and Society could add additional cost to Ecampus students that are “non-traditional” and come with applicable experience and courses to meet a “general education” requirement.

#### **Advantages of model when reflecting on various aspects of OSU Lens**

- Fitness (HHS 231) tends to be problematic for transfer students (highest enrolled course for transfer students) – and even more challenging for Veteran and Military connected students. Removing this course requirement will be well received by community
- Expanding the quantitative analysis category will be an advantage for transfer students
- BaccCore Director – would be able to facilitate internal direction and guidance for BC and provide perspective externally for statewide work on transfer credits
- Shift to semesters would align OSU with vast majority of other institutions across our nation
- This model leaves room for climate change and social justice/anti-racism classes to be taught
- Maps onto many (but not) aspects of LEAP

Ecampus Lens:

- The change to **Quantitative analysis** is a strong plus for Ecampus students transferring in from university systems outside of Oregon that did not have a math requirement. Many students would be able to meet this using SAT, ECON or BA course that qualifies.
- Eliminating Writing II would again benefit students transferring in from systems that this is not required eliminating additional credits/cost
- Eliminating Fitness not only eliminates additional cost/credit but is not considered relevant for the cost to “non-traditional” students in career transition
- The elimination of multiple requirements and allowing double dipping for Bacc Core and major meets the needs of Ecampus students that time, money and career application are of most importance.

**Model B**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Performance attribute</b>	Few or no aspects accomplished	Some aspects accomplished	Most or all aspects accomplished
<p><b>OSU's Land Grant Mission Statement</b></p> <p><i>This model addresses the mission, vision, goals and values of the OSU LG Mission Statement</i></p>		<p>Mission: Advancing science and sustainable earth and ecosystems through categories. Since we removed HHS 231, might not meet that requirement, however, that could also be met through Informed Citizenship categories. Social progress is met through informed Citizenship</p> <p>Goals and values- more difficult to map as aspects of the goals are met outside of gen Ed but we can map diversity and social responsibility through categories</p> <p>Vision: People of Oregon (ie transfer students) might have a harder time transferring in courses. Though it should be noted that serving the people of Oregon has a much broader definition than just transfer students</p>	
<p><b>OSU Learning Goals for Grad (as currently written)</b></p> <p><i>The LGG's can be mapped in the model for assessment</i></p>	1- not well addressed	LGG's met: 2, 3, 3, 5, 6 (all are met based on the courses in their categories or with well written learning outcomes. 7 is not easy to map to Gen Ed.	

<p><b>AAOT and Transfer models</b></p> <p><i>The model will map to the AAOT General Education curriculum</i></p>	<p><b>CTM:</b> will have excess 4-5 courses (2 Arts &amp; Letters, 2 Social Science, 1 lab science): and is absent OSU's Info lit course</p> <p><b>AAOT:</b> will have 12 excess courses (WR 2, COMM; Fitness; 3 Arts &amp; letters, 4 Social Science courses; 3 science+labs); is absent OSU's info lit course</p> <p>Could be as few as 12 credits transferable (unclear). Model states that Foundational Core would be met by AAOT, but information literacy isn't an AAOT category.</p>		
<p><b>AAC&amp;U and LEAP outcomes</b></p> <p><i>This model maps to the Essential Learning Outcomes</i></p>	<p>missing humanities, lit and arts (arts and lang)</p>		
<p><b>Assessment and Accreditation</b></p> <p><i>The model will include assessable learning outcomes that are aligned with the university's stated mission</i></p>		<p>Able to assess but the courses in the major would be difficult to write to fit all majors (we would be creating two new categories with large amounts of courses)</p>	

<b>ABET Accreditation *</b>	<ul style="list-style-type: none"> <li>Not transfer friendly though it has a credit range of 32-44 credits</li> <li>Information literacy might not apply to communication</li> </ul>	<ul style="list-style-type: none"> <li>Basic math in this model is not the same as calc and higher levels of math but would be okay with statistics.</li> <li>Only one science course</li> </ul>	<ul style="list-style-type: none"> <li>Informed citizenship should meet the complex engineering problems and ability to acquire and apply new knowledge</li> </ul>
<b>Transfer Student Lens</b>	Worry significantly about only accepting 16 credits of transfer workCou	Fewer overall credits than current BC model	
<b>Ecampus Student Lens</b>		Some aspects accomplished but requirements and transferability that is important seems to be viewed through a traditional student focus.	
<b>Cascades Student Lens</b>	<ul style="list-style-type: none"> <li>Missing professional development, finance and money, leadership</li> </ul>	<ul style="list-style-type: none"> <li>Should be able to replicate foundational knowledge at Cascades but information literacy would have to be developed there</li> <li>Some of the categories from informed citizenship might be met</li> </ul>	<ul style="list-style-type: none"> <li>Cascades wanted a sustainability focus and social justice</li> <li>Data and decision making, arts and humanities, nature, resilience could all be incorporated in the informed citizenship requirements and through LO's</li> </ul>
<b>Listening Session Outcomes</b>	Not sure how this model supports career readiness.	<p>Retains 2-3 writing requirements (WR 121 and WR 2 or Speech and WIC)</p> <p>Not sure how this model supports career readiness.</p>	<ul style="list-style-type: none"> <li>Retains WIC and DPD in a sense</li> <li>Exposure to global thinking</li> <li>Still can double dip with major requirements</li> <li>Model recognizes need for Bacc Core Director, program funding and support staff</li> <li>Has information literacy</li> </ul>
<b>Budget</b>			



Student Survey			
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### Limitations of model when reflecting on aspects of OSU Lens

- Very complicated to follow – we want to streamline ease of understanding and completing BaccCore. This will be very complex for non-OSU folks to understand.
- How would transfer courses meet “information literacy” – OWEAC and ILLAGO included information literacy outcomes within WR 121 and other WR courses. Would these courses work? [Grades 13/14 outcomes](#)
- Very limited gen eds completed by the model, transfer students would have a large number of courses to complete post-transfer
- Very limited amount of courses that can be completed by Oregon transfer programs/degrees, as well as external state transfer programs (IGETC, etc.) – only 12-16 credits total (lowest transfer program is 30credits)
- Political decision to reduce total credits to less than minimum transfer program (within state)
  - Question: how would the Informed Citizenship framework (major-specific requirements) work with students that change majors? – overall just really confused by this framework

### Ecampus Lens:

- OSU Imprint consist of 12-16 credits (with 6-8 that double count for major for a total of 18-24 credits that can only be taken at OSU). For transfer and Ecampus students coming in with maximum credits, this will create additional cost and time.
- Informed Citizen category plays a large role in this model and while it may be appropriate for a traditional student, for a non-traditional transfer student the amount of credits/costs in this category may be a drawback to attending OSU Ecampus.
- Only retains science as a content general education requirement, thus dropping entry-level art, humanities, and social science.
- Is heavily focused (especially in terms of credit hours) on specific niches (citizenship & sustainability) to the exclusion of other topics.
- Dropping the communication requirement is a problem for some units where speech is required for accreditation.
- “Quantitative” is defined, but it’s not clear that courses like deductive logic or computer science are quantitative per se.

### Transfer Student Lens:

- Does not align with AAOT, DTA, or the IGETC. While Foundational Knowledge part of this core is equivalent, that only accounts for 14-16 (or fewer) credits

### Advantages of model when reflecting on various aspects of OSU Lens

- BaccCore Director – would be able to facilitate internal direction and guidance for BC and provide perspective externally for statewide work on transfer credits
- Provide students with an opportunity (through a reduced bacc core credit load) to pursue minors, second majors, and maybe certificates that align with their professional goals.
- Creating program with 21<sup>st</sup> century learning in mind (SP4.0)
- Fitness (HHS 231) tends to be problematic for transfer students (highest enrolled course for transfer students) – and even more challenging for Veteran and Military connected students. Removing this course requirement will be well received by community
- Appreciate the move to focus on extensively on structural inequalities/DPD!

### Ecampus Lens:

- Foundational Knowledge is streamline and fits with a universal first year course curriculum
- Replacing speech with informational literacy may be more relevant to non-traditional students that have had additional experience in the workforce and military.
- Eliminated fitness, 2 sciences categories, and perspective category for financial considerations is an advantage to Ecampus students

### Model C

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Performance attribute</b>	Few or no aspects accomplished	Some aspects accomplished	Most or all aspects accomplished

<p><b>OSU's Land Grant Mission Statement</b></p> <p><i>This model addresses the mission, vision, goals and values of the OSU LG Mission Statement</i></p>		<p>Mission: Advancing science and sustainable earth and ecosystems through categories.</p> <p>Goals and values- more difficult to map as aspects of the goals are met outside of gen Ed but we can map diversity and social responsibility through categories</p>	<p>Vision: People of Oregon (ie transfer students) will be better served by having less excess credits and a more transfer friendly model.</p>
<p><b>OSU Learning Goals for Grad (as currently written)</b></p> <p><i>The LGG's can be mapped in the model for assessment</i></p>			<p>Might meet all with a capstone if the LO's and integration is done with intention</p>
<p><b>AAOT and Transfer models</b></p> <p><i>The model will map to the AAOT General Education curriculum</i></p>			<p><b>CTM:</b> will be fully met!!</p> <p><b>AAOT:</b> will have 3-4 excess courses (Fitness; 1-2 Arts &amp; letters or Social Science courses; 2 science+labs);</p>
<p><b>AAC&amp;U and LEAP outcomes</b></p> <p><i>This model maps to the Essential Learning Outcomes</i></p>			<p>Meets some LEAP outcomes</p>

<p><b>Assessment and Accreditation</b></p> <p><i>The model will include assessable learning outcomes that are aligned with the university's stated mission</i></p>		<p>Capstone will need LO's that are for all majors</p>	<p>Rest of model can be assessed</p>
<p><b>ABET Accreditation*</b></p>		<p>It would be better to have the science category more broad for the options of chemistry and physics and other natural sciences to double count with Bacc Core</p>	<ul style="list-style-type: none"> <li>• Meets math requirements</li> <li>• complex engineering problems" that involve different contexts (breadth and perspective)</li> <li>• verbal and visual comm</li> <li>• critical thinking in depth of knowledge, acquire and apply new knowledge and skills</li> </ul>
<p><b>Transfer Student Lens</b></p>			<p>Broad categories mean students will transfer in more courses. More gen eds = better alignment to current transfer programs</p>
<p><b>Ecampus Student Lens</b></p>			<p>Seems very transfer friendly and courses outcomes would be appropriate for non-traditional students</p>
<p><b>Cascades Student Lens</b></p>	<ul style="list-style-type: none"> <li>• missing leadership</li> <li>• Resilience?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development – capstone?</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the categories within this model already exist</li> <li>• critical thinking</li> <li>• arts and humanities</li> <li>• Map degree LOA to capstone</li> </ul>

<b>Listening Session Outcomes</b>		Retains 2-3 writing requirements	Retains WIC and DPD in a sense <ul style="list-style-type: none"> <li>• Exposure to global thinking</li> <li>• Still can double dip with major requirements</li> <li>• Supports career readiness</li> </ul>
<b>Budget</b>			
<b>Student Survey</b>			

**\*examples of college-level mathematics include calculus, differential equations, probability, statistics, linear algebra, and discrete mathematics and basic sciences consist of chemistry and physics and other natural sciences including life, earth, and space sciences.**

**Limitations of model when reflecting on aspects of OSU Lens**

- Transfer framework of science – PSU and UO require complete sequence of course. Historically OSU’s 2:1 (bio:phys) has been problematic for crafting MTMs/CTMs as there is not congruence. I’d shift the 2 sciences to just “science+lab” and remove the different categories
- Appreciate the capstone course – would appreciate more clarity on this. Could internships work, hands on project, or is it more theoretical?
- While this is the most transfer model out of all – there are limited ‘hallmark’ categories that are unique to OSU. This would be a large shift in the purpose of our BaccCore and would require additional consideration of what will be the common experience for all OSU students? What makes OSU stand out amongst peers

**Advantages of model when reflecting on various aspects of OSU Lens**

- This model maps onto the CTM and AAOT best.
- There are additional LD gen eds required by OSU that are not in CTM, which is exactly how the CTM was designed: to provide some safe classes that would work at all OPUs but still allow there room for OPU-specific gen eds
  - Quantitative Skills – based on rationale provided, it seems that the language adjustments broaden which courses could transfer in to complete this requirement. I would request clarification that courses outside of “math” subjects would be applicable (i.e. statistics)
  - Communication to include Visual – YES! The broader the category, the easier for transfer courses to align
  - Love the ability to double dip “cultural literacy” with other courses – this encourages incorporation of this vital concept into other areas of learning, rather than compartmentalizing it into its own category
  - Rationale behind deleting fitness (aligned with LEAP, Oregon Transfer compass, and other Oregon Universities)

- YES: Replace *Skills, Perspectives, etc.* with 3 different organizing ideas that point to: Foundation Skills, Breadth of Perspective, and Depth of Knowledge. Agreed with rationale: Rationale: OSU needs clearer signposts for the goals of the Baccalaureate Core.
- Can the capstone be used in conjunction with career development to weave in career learning outcomes? Capstone seems like most appropriate place for professional development outcomes to be listed
- Maps onto some but not all LEAP outcomes
- Not a huge change from our current Bacc Core, so fewer unknowns and easier to implement

Ecampus Lens:

- Delete excess courses is a plus
- Fitness (3 credits), *1 science course (4 credits)*, *Western Culture (3 credits)* and *Cultural Diversity (3 credits)*
- Very transfer friendly even for out of state, does not seem to be any stipulation that course have to be taken at OSU
- Option for Verbal and Visual Communication may be a better fit for not-traditional students

**Current Bacc Core**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Performance attribute</b>	Few or no aspects accomplished	Some aspects accomplished	Most or all aspects accomplished

<p><b>OSU's Land Grant Mission Statement</b></p> <p><i>This model addresses the mission, vision, goals and values of the OSU LG Mission Statement</i></p>	<p>Vision: People of Oregon (ie transfer students) will be better served by having less excess credits and a more transfer friendly model.</p>	<p>Mission: Advancing science and sustainable earth and ecosystems through categories.</p> <p>Goals and values- more difficult to map as aspects of the goals are met outside of gen Ed but we can map diversity and social responsibility through categories</p>	
<p><b>OSU Learning Goals for Grad (as currently written)</b></p> <p><i>The LGG's can be mapped in the model for assessment</i></p>			<p>All categories were mapped at last accreditation cycle by APA</p>
<p>AAOT and Transfer models</p> <p><i>The model will map to the AAOT General Education curriculum</i></p>			
<p>AAC&amp;U and LEAP outcomes</p> <p><i>This model maps to the Essential Learning Outcomes</i></p>			

<p>Assessment and Accreditation</p> <p><i>The model will include assessable learning outcomes that are aligned with the university's stated mission</i></p>			<p>All categories have LO's that can be assessed</p>
<p><b>ABET Accreditation</b></p>	<ul style="list-style-type: none"> <li>• Current Bacc Core model with biology requirement means ABET requirement of chemistry and physics and other natural sciences* causes Engineering students to take a bio course which is excess</li> <li>• Not transfer friendly</li> <li>• Too many credits and categories, increase in credits throughout core and specifically WR 121 is problematic for engineering majors</li> </ul>		<ul style="list-style-type: none"> <li>• Meets math requirements</li> <li>• complex engineering problems" that involve different contexts - synthesis/DPD/WIC</li> <li>• Speech/communication</li> <li>• critical thinking in depth of knowledge, acquire and apply new knowledge and skills</li> </ul>
<p><b>Transfer Student Lens</b></p>			
<p><b>Ecampus Student Lens</b></p>	<ul style="list-style-type: none"> <li>• Current models cause excess electives</li> <li>• Not a well developed articulation process for transfer students outside of Oregon</li> <li>• Certain programs like Bio will not allow courses to be directly articulated which causes transfer courses to be LDT/UDT</li> <li>• Current model was not designed for Ecampus or with them in mind</li> </ul>		



<b>Cascades Student Lens</b>	<ul style="list-style-type: none"> <li>• Missing professional development, finance and money, leadership</li> <li>• Resilience</li> <li>• Current BC does not have a sustainability focus nor data and decision making</li> <li>• Current model was not designed for Cascades or with them in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Current Bacc Core has DPD</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking in current BC LO's</li> <li>• We have Lit and Arts and adjacent humanities categories</li> </ul>
<b>Listening Session Outcomes</b>	<ul style="list-style-type: none"> <li>• Lack of understanding/defining of current Bacc Core</li> <li>• Not a strong narrative for BC</li> <li>• Current Bacc Core is deficient in career readiness</li> <li>• Not future oriented</li> <li>• Not linked to LGG's</li> <li>• Current model does not have experiential learning</li> <li>• Model has Western Culture</li> <li>• Not transfer friendly</li> <li>• Too many credit requirements and categories</li> <li>• Increases in credit requirements in courses such as WR 121 and other common course numbering increases overall credit requirement</li> </ul>	<ul style="list-style-type: none"> <li>• 3 healthies - has HHS 231 (healthy people and some courses in other categories featuring healthy people), healthy planet can be found in some categories (SUS, GEOG/GEO classes). Not sure if healthy economy is found in current model (maybe the AEC and ECON courses?)</li> <li>• DPD is in current model but could be expanded or other categories added</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• BC has writing requirements (WR 1, 2 and WIC)</li> <li>• Currently can double dip</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• funding goes to departments (majors vs. non-majors) is seen as detracting from ed. experience and limiting students' freedom of learning</li> <li>• concern over the ramifications on their departments of changing BC requirements, particularly for those who teach many BC classes</li> <li>• Current model does not have staff to manage it</li> </ul>		

<b>Student Survey</b>			
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**\*examples of college-level mathematics include calculus, differential equations, probability, statistics, linear algebra, and discrete mathematics and basic sciences consist of chemistry and physics and other natural sciences including life, earth, and space sciences.**

**Limitations of model when reflecting on aspects of OSU Lens**

- Model is over 30 years old
- Not relevant to 21st cent. Learner
- Created prior to Ecampus and Cascades
- Difficult to articulate the value or purpose of current Bacc Core
- Not transfer friendly
- Needs a revision of LO's, needs policies and improvements

**Advantages of model when reflecting on various aspects of OSU Lens**

- It's safe and institutionalized (for now but will become dangerous to have if legislation dictates changes and we don't adapt or make changes first)
- We can assess it