

OREGON STATE UNIVERSITY

Ad Hoc Self-Evaluation Report Prepared for the Northwest Commission on Colleges and Universities

September 15, 2020

**Addresses Recommendation 1 from the
Spring 2019 Year Seven Peer Evaluation Report**



**Oregon State
University**

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Introduction

At its June 19-21, 2019 meeting, the Board of Commissioners accepted [Oregon State University's Year Seven Self-Evaluation Report](#) and [reaffirmed the university's accreditation](#). As of this most recent evaluation, OSU is substantially in compliance with the Standards, Policies and Eligibility Requirements of the Northwest Commission on Colleges and Universities (NWCCU).

In reaffirming OSU's accreditation, the Commission requested that OSU submit an Ad Hoc report, without a visit, in fall 2020. The purpose of this Ad Hoc Self-Evaluation Report is to address Recommendation 1 of the [Spring 2019 Comprehensive Peer Evaluation Report](#) by the Commission. Recommendation 1 centers on developing indicators of achievement that will allow us to evaluate progress on our institutional goals. The Commission also requested that OSU submit a Progress Report in Fall 2020 addressing Recommendations 2 and 3. The Progress Report is a separate document.

This Ad Hoc report describes our current reflections on Recommendation 1 relating to OSU's indicators of achievement, as well as the actions we have already taken or plan to take to address this recommendation. We first provide a summary of the five actions we have taken (and are taking) to address Recommendation 1. We then briefly describe these institution-wide activities, and we include examples of specific actions taken. Following that we provide a self-assessment of the overall set of activities and an outline of OSU's ongoing plan for future refinements of our indicators of achievement and assessment-related activities. Finally, in several appendices we summarize and highlight specific activities and committees related to our identification of revised indicators of achievement and the ongoing plan to measure the assessment of outcomes.

Mission

As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

We accomplish this by:

- Producing skilled graduates who are critical thinkers;
- Searching actively for new knowledge and solutions;
- Developing the next generation of scholars;
- Collaborating with communities in Oregon and around the world; and,
- Maintaining a rigorous focus on academic excellence, particularly in three signature areas: the science of sustainable earth ecosystems, health and wellness, and economic prosperity and social progress.

OSU's Response to Recommendation 1

Recommendation 1: The evaluator committee recommends that Oregon State University identifies indicators of achievement that form a more meaningful basis for evaluating the accomplishment of its objectives (Standard 1.B.2.).

The following is a summary of the five actions OSU has taken since the site visit to address Recommendation 1:

1. Engaging the University Community
2. Collaboration with Strategic Plan 4.0 Leaders
3. Creation of the 2019-20 OSU Accreditation Advisory Team
4. Involvement by the University Student-Learning Assessment Council
5. Leadership by Academic Programs and Assessment and the Graduate School

Our intent with these activities is to better align our indicators of achievement with specific strategic metrics in our strategic plan (SP 4.0), and to ensure these indicators focus on outcomes aligned with accomplishment of our objectives.

Engaging the University Community

To directly connect with the broader OSU community, Alix Gitelman, Vice Provost for Undergraduate Education and OSU's Accreditation Liaison Office, JoAnne Bunnage, Assistant Vice Provost of Academic Programs and Accreditation, and staff from the Office of Academic Programs and Assessment (APA) have reached out to faculty, administrative staff, and students across the university to share findings from the [Peer Evaluator Report](#). To guide these meetings and to outline the response process to the university community, OSU has created and made available the *Year Seven Peer Evaluation Report – Initial Response Plan* (see Appendix E).

The goals of these meetings were and are to share commendations and recommendations from the Peer Evaluators, and to gather feedback from stakeholders about indicators of achievement and verify alignment with the university's Strategic Plan 4.0. To ensure engagement in this process, and to provide input about assessment from faculty and staff from across all OSU academic programs, we held meetings with the following units, committees, and councils:

- Associated Students of Cascades Campus (ASCC)
- Associated Students of Oregon State University (ASOSU)
- Council of Head Advisors
- Extension and Engagement Leadership Team
- Faculty Senate Executive Council
- Faculty Senate Baccalaureate Core Committee

- Graduate School Dean’s Leadership Team
- Office of Academic Programs and Assessment
- OSU-Cascades Program Leads
- Strategic Plan 4.0 Leaders
- Student Engagement Community of Practice
- University Education Council
- University Student-Learning Assessment Council

We had plans to meet with additional groups, including the Faculty Senate’s Curriculum Council and Graduate Council and to make presentations at Faculty Senate and the Cascades Campus. However, COVID-19 and the ensuing restrictions forced us to postpone those meetings. The restrictions also slowed our efforts to advance the process of reducing the number of indicators that focus on process, inputs, and progress. We are hopeful that this fall we can hold discussions with the groups we missed in the spring. Additionally, we will continue to work with university stakeholders to identify meaningful indicators of achievement that measure outcomes and impacts, and that align with SP 4.0.

Collaboration with Strategic Plan 4.0 Leaders

At the time of the NWCCU site visit, OSU was [transitioning to Strategic Plan 4.0](#) from an earlier strategic plan. The [strategic metrics in SP 4.0](#) are being used to update the Yardsticks of Mission Fulfillment that will be tracked for OSU’s next accreditation cycle. The Yardsticks will be modified from those found in the 2019 Year Seven Self-Evaluation Report in response to Recommendation 1 and in anticipation of the Mid-Cycle Self-Evaluation Report and visit, and Year Seven: Evaluation of Institutional Effectiveness Report. In our current visioning, the changes to the Yardsticks will include:

- The addition of metrics that report student learning outcomes, and progress on closing achievement gaps;
- Student achievement metrics such as graduation rates (aggregated and disaggregated), course completion rates, retention rates, and employment rates after graduation;
- Identification of objectives, specific tactics, and measurable indicators of achievement, with leadership and partners identified. These efforts will provide both quantitative and qualitative data to drive decision-making and inform continued improvement of student outcomes; and,
- Reporting by campus and benchmarking indicators of achievement against peer institutions.

See Appendix A - Mission Fulfillment Yardsticks, and Appendix B - Strategic Planning 4.0 Actions and Leaders.

Creation of the Accreditation Advisory Team (AAT)

The Vice Provost for Undergraduate Education and the Assistant Vice Provost of Academic Programs and Accreditation have gathered a group of faculty and staff to form the Accreditation Advisory Team (AAT). The AAT members review accreditation documents, evaluate objectives and institutional indicators of achievement, suggest revisions where needed, and recommend future actions. Members of the AAT are knowledgeable about OSU accreditation processes and indicators of achievements having contributed to OSU's 2019 Self-Evaluation Report and the metrics in SP 4.0.

Based on the recommendation from the NWCCU evaluator committee, the work of the AAT has primarily focused on reducing the number of indicators, aligning indicators of achievement with OSU's Yardsticks of Mission Fulfillment (many of which relate to SP 4.0), and developing indicators that measure effects on student learning outcomes and impacts of programmatic changes made as part of the continually improving assessment process. The AAT has concentrated on reviewing indicators for Core Theme One (Undergraduate Education), since this is a focus of the NWCCU 2020 Standards.

Involvement by the University Student-Learning Assessment Council (USLAC)

The University Student-Learning Assessment Council (USLAC) provides leadership and fosters a robust culture of continuous improvement through the assessment of student learning for all academic programs and instructional delivery modalities. The council is composed of representatives from key areas of the university: each of the 11 academic colleges, administrative offices and student support departments including the Office of Institutional Research, the Graduate School, the Valley Library, the Career Development Center, Ecampus, OSU-Cascades, and the Division of Student Affairs. The council is chaired by the Assistant Vice Provost for Academic Programs and Accreditation. USLAC members are assessment experts and serve as a valuable resource for information, advice, and sharing of best practices regarding learning-based assessment, as well as providing data that can be used for planning, decision-making, and allocation of resources to support excellence in education.

To assist in our activities related to Recommendation 1, the USLAC has been involved with decisions about updating assessment procedures, including:

- Identifying indicators of achievement that form a more meaningful basis for assessment, with a focus on Core Theme One;
- Simplifying indicators of assessment and aligning with Yardsticks;
- Suggesting new procedures that can assist with summarizing the results of student learning outcomes assessment;

- Encouraging academic units within their purview to disaggregate assessment data from multiple locations and modalities, “wherever offered and however delivered;”
- Reporting how the results of core theme assessments are consistently used for improvement by informing planning and decision-making; and,
- Developing strategies for making student learning outcomes assessment results available to constituencies outside OSU.

The work of USLAC will continue in the fall, with a sub-group of members working on the refinement of indicators of achievement. See Appendix D – University Student-Learning Assessment Council – Charge, and Appendix E – University Student-Learning Assessment Council - Membership.

Leadership by Academic Programs and Assessment (APA) and the Graduate School

Analysts and administrators with extensive assessment experience from APA and the Graduate School provide formal feedback to programs and college leadership teams about assessment and student achievement. Through annual feedback reports and support activities, APA and the Graduate School provide ongoing development and refinement of the assessment process to all OSU undergraduate and graduate programs. For example, in the last year, the Undergraduate Assessment Report Template and the Graduate Assessment Report Templates were revised with the goal of gathering more information about how programs use student learning data to inform programmatic decision-making and maximize student learning. A variety of [assessment resources](#) were developed to inform and support academic program directors, assessment coordinators, and faculty about the changes.

In conjunction with the AAT and USLAC, APA and the Graduate School are working to develop indicators and impacts of programmatic changes that critically measure student success. Further investigation in the coming year will examine the methods to measure student success, closing achievement gaps, and the quality of an OSU degree. The following instruments will be used to gather metrics:

- Graduation Exit Survey (Undergraduate and Graduate)
- Alumni Surveys
- Graduation Summary reports
- Other student feedback (Campus Inclusivity Survey, Experiential Learning Feedback, First Destination - Job Placement Exit Surveys, and NSSE findings)

Influence of Current Issues

COVID-19 and the ensuing measures to respond to the pandemic have brought renewed emphasis to the role of health and safety at institutions of higher education. In addition, events

influenced by the killing of George Floyd and the Black Lives Matter movement have produced new demands to address racial discrepancies and injustices at all levels of American government and society.

These issues have a deep impact on the lives of individual students and the university community as a whole. Student success can only happen in an environment where students, faculty, and staff feel safe, valued, and accepted. Assessment review provides an opportunity to focus on each academic program and its efforts to promote student success. As OSU updates its indicators of achievement, efforts to improve diversity, equity, and inclusion, as well as closing achievement gaps, will need to be a strong influence on student success outcomes.

Concluding Statement

Oregon State University is dedicated to being in full compliance with the NWCCU Standard listed in Recommendation 1, and we are taking steps to accomplish this. We will revise our Mission Fulfillment Yardsticks to be in alignment with indicators of achievement listed in the 2019 Self-Evaluation Report (and SP 4.0). The data from assessment reports identified indicators of achievement that form a more meaningful basis for evaluating the accomplishment of key objectives (Standard 1.B.2.).

It is important that we sustain a university culture of self-evaluation and continuous improvement by looking closely at measures of student achievement and student learning in the context of OSU's mission. We have processes in place to continue this work, as faculty from across the institution are engaged, and support systems are available to monitor and track OSU's ongoing continuous improvement. The university is adopting changes that will ensure the continuation of this strong culture of assessment, such as the expansion from specific program reviews to broader academic unit reviews, and increased coordination between APA staff completing Undergraduate Assessment Feedback Reports and Graduate School staff completing Graduate Learning Outcome Reports. Taking office in July 2020 as our new University President, F. King Alexander has promptly affirmed his commitment to SP 4.0 and advancing OSU's well-established culture of assessment, student learning, and student success.

The Accreditation Assessment Team will meet in Fall 2020 to further assess the Mission Fulfillment Yardsticks. In the process, the AAT will ask if the assessments of student learning are appropriate and how program faculty are using Feedback Reports to strengthen programs. In addition, the University Student-Learning Assessment Council will continue meeting quarterly to assess the effectiveness of reporting student learning outcomes. OSU's Accreditation Liaison Officer will report on assessment annually to university leadership and the Faculty Senate.

In submitting this Ad Hoc Report, OSU is demonstrating commitment to reducing the number of indicators of achievement, making certain revised indicators are primarily assessing educational

outcomes, and that they are aligned with the Yardsticks used in the definition of mission fulfillment.

Appendices

Appendix A - Mission Fulfillment Yardsticks – As Reported in the *Year Seven Self-Evaluation Report (2019)* (Table 1.A.2A)

Mission Fulfillment Yardsticks						
Core Theme 1: Undergraduate Education						
Mission Fulfillment	Yardstick		Links to Indicators:	Exceeds Expectations	Meets Expectations	Falls Below Expectations
We retain our students	Y1	The first-year retention rate for first-time, full-time degree-seeking students*	1.1.4	Rate exceeds 90%	Rate is between 80 and 90%	Rate is below 80%
We graduate our students	Y2	The six-year graduation rate for first-time, full-time degree-seeking students*	1.1.3	Rate exceeds 75%	Rate is between 60 and 75%	Rate is below 60%
Students from all backgrounds succeed	Y3	Gaps in graduation rates for diverse students	1.1.3 1.1.4	No gaps exist	Gaps are closing	Gaps are widening
We provide online learning options to serve nontraditional learners	Y4	Ecampus undergraduate enrollment*	1.1.1 3.1.1	Increasing	Stable	Declining
1We prioritize serving Oregon learners	Y5	Percent of undergraduate degrees awarded to Oregon residents	1.1.5	N/A	66% and above	Below 66%
We maintain quality and assess learning outcomes	Y6	Percentage of academic program reviews and student learning outcome assessments completed	1.2.1 1.2.2	Rate exceeds 90%	Rate is between 80 and 90%	Rate is less than 80%
Our campus environments support student success	Y7	Scores on NSSE regarding supportive campus environment	1.3.4	Scores are significantly above mean	Scores are above mean	Scores are below mean
We integrate research and discovery in the learning experience	Y8	Engagement of students in faculty research and discovery	1.4.2 1.4.3 1.4.4 1.4.5	Increasing significantly	Increasing	Decreasing
Core Theme 2: Research and Graduate Education						
Mission Fulfillment	Yardstick		Links to Indicators:	Exceeds Expectations	Meets Expectations	Falls Below Expectations
Our faculty is research active	Y9	Ratio of tenured/tenure-track faculty to total instructional faculty	2.1.5	Ratio exceeds 0.8	Ratio is between 0.6 and 0.8	Ratio is below 0.6

Our external research funding profile is strong	Y10	Total R&D expenditures*	2.1.1	Increasing significantly	Increasing	Decreasing
Our research faculty is productive	Y11	Percentage of faculty with high-impact national or international publications	2.1.6	Rate exceeds 75%	Rate is between 50 and 75%	Rate is below 50%
We are training the next generation of scientists and scholars	Y12	Ratio of doctoral degrees awarded to all degrees awarded*	2.2.2	Ratio exceeds 0.10	Ratio is between 0.05 and 0.10	Ratio is below 0.05
We maintain quality and assess learning outcomes	Y13	Percentage of graduate programs in compliance with full cycle review	2.3.1	Rate exceeds 90%	Rate is between 80 and 90%	Rate is less than 80%
Core Theme 3: Outreach and Engagement						
Mission Fulfillment	Yardstick		Linksto Indicators:	Exceeds Expectations	Meets Expectations	Falls Below Expectations
We provide robust professional and continuing education	Y14	PACE offers a diversity of options suitable for professional and nontraditional learners	3.1.2 3.1.3	Diversity of programming is high and enrollment is growing	Diversity of programming is high and enrollment is stable	Diversity of programming is low and enrollment is falling
We collaborate actively with Oregon communities	Y15	Collaborations are diverse and distributed widely	3.1.4 3.2.1 3.2.2 3.2.3 3.2.4	Diverse collaborations throughout the state, with external funding	Diverse collaborations throughout the state	Limited collaborations in few areas
We maintain a physical presence throughout Oregon with research, Extension and outreach activities	Y16	Percentage of Oregon counties with an OSU campus, research facility or Extension office	3.2.1	Rate is 90% or higher	Rate is between 65 and 90%	Rate is below 65%
We are commercializing OSU innovations	Y17	Startups, invention disclosures, and licensing revenues	2.1.2 3.3.1 3.3.5	Increasing significantly	Stable or increasing	Decreasing

**Yardstick associated with a university metric that the institution tracks for SP 3.0.*

Appendix B - Strategic Planning 4.0 Actions and Leaders

Strategic Planning 4.0 Actions and Leaders		
Action		Leader
1	Continue building and supporting a diverse, world-class faculty	Susan Capalbo Senior Vice Provost for Faculty Affairs
2	Provide distinctive curricula and support innovative pedagogy suited to our mission and vision	Alix Gitelman Vice Provost for Undergraduate Education
3	Diversify our research portfolio and strategically build our graduate programs	Philip Mote Vice Provost-Dean Graduate School
4	Retool the OSU experience for the 21 st century learner	Dan Larson Vice Provost for Student Affairs
5	Implement an integrated approach to recruiting and enrolling learners at all levels	Jon Boeckenstedt Vice Provost for Enrollment Management
6	Substantially improve our physical and administrative research infrastructure	Irem Tumer Interim Vice President for Research
7	Increase experiential learning opportunities and ensure equitable access	Alix Gitelman Vice Provost for Undergraduate Education
8	Expand pathways to an OSU credential	Lisa Templeton Associate Provost for Ecampus
9	Make strategic investments in interdisciplinary and transdisciplinary scholarship, teaching, and engagement	Sherm Bloomer Associate Vice President of Budget and Resource Planning
10	Integrate inclusive excellence principles and practices into all aspects of the university	Charlene Alexander Vice President and Chief Diversity Officer
11	Increase our retention and graduation of students	Alix Gitelman Vice Provost for Undergraduate Education
12	Further internationalize OSU	Kendra Sharp Senior Advisor to the Provost for International Affairs

13	Support interdisciplinary education, research, and engagement on healthy oceans and coasts through the Marine Studies Initiative	Jack Barth Executive Director of the Marine Studies Initiative
14	Reduce our carbon footprint	Mike Green Vice President for Finance and Administration
15	Strengthen our support system for innovation and entrepreneurship	Susan Capalbo Senior Vice Provost for Faculty Affairs
16	Retool our approach to university stakeholder engagement	Toni Doolen Dean, University Honors College and Dean, College of Education
17	Clarify vision, communications, and governance guiding our physical and digital footprint	Steve Clark Vice President for University Relations & Marketing
18	Strengthen alignment within the university among our branding, marketing, communications, and public affairs efforts	Steve Clark Vice President for University Relations & Marketing
19	Implement a comprehensive talent management system	Cathy Hasenpflug Chief Human Resources Officer
20	Integrate and simplify technology systems, data practices, and policies to increase our organizational agility	Andrea Ballinger Vice Provost for Information and Technology

Appendix C - OSU Accreditation Advisory Team - Membership

Stephanie Bernell, Associate Dean the Graduate School

JoAnne Bunnage, Assistant Vice Provost, Academic Programs and Accreditation, Co-Chair

Susan Capalbo, Senior Vice Provost for Faculty Affairs

Salvador Castillo, Director of Institutional Research

Alix Gitelman, Vice Provost of Undergraduate Education and Accreditation Liaison Officer, Co-Chair

Heath Henry, Assessment Coordinator and Analyst

Michelle Klotz, Faculty Affairs Associate

Appendix D - University Student-Learning Assessment Council - Charge

The University Student-Learning Assessment Council (USLAC) provides leadership for the development of rigorous assessment of student-learning practices across Oregon State University, and acts in a consultative and advisory role for the university community. The USLAC fosters a robust culture of continuous improvement through the assessment of student learning for all academic program and instructional delivery modalities. The USLAC shares information, advice, and best practices regarding learning-based assessment, as well as data that can be used for planning, decision-making, and allocations of resources to support excellence in education. Specifically, the USLAC will:

- Be a learning community where the exchange of ideas and information is used to inform student learning assessment and stimulate assessment projects;
- Keep the university community apprised of expectations for assessment related to the regional accreditation standards and best practices for institutions of higher education;
- Investigate potential reward structures for excellence in the area of assessment; and,
- Promote collaboration, optimizing the use of shared tools and resources among units.

The USLAC is composed of representatives from key areas of the university: academic, administrative, and student support. The USLAC is chaired by the Assistant Vice Provost for Academic Programs and Accreditation.

Appendix E - University Student-Learning Assessment Council - Membership

Randy Bell, College of Education

Tamara Belknap, Academic Programs and Assessment

Stephanie Bernell, Graduate School

JoAnne Bunnage, Office of Undergraduate Education (Chair)

Salvador Castillo, Institutional Research

Maureen Cochran, Student Affairs

Penny Diebel, College of Agricultural Sciences

Anne-Marie Deitering, Valley Library

Brandi Fuhrman, Career Development

Heath Henry, Academic Programs and Assessment

Henri Jansen, College of Science

Bret Jeter, College of Engineering

Eric Kirby, College of Earth, Ocean and Atmospheric Sciences

Byron Marshall, College of Business

Tanya Ostrogorsky, College of Pharmacy

Shannon Riggs, Ecampus

Sue Rodgers, Honors College

Randy Rosenberger, College of Forestry

Marion Rossi, College of Liberal Arts

Kate Scollan, Carlson College of Veterinary Medicine

Dorthe Wildenschild, College of Engineering

Vicki Wise, College of Public Health and Human Sciences

Kara Witzke, OSU-Cascades

Appendix F - Oregon State University's Response Plan

Report Statement	Page	Category	Action/Response	Timeline/NWCCU Report	Lead(s) on Action/Response
Recommendations					
Recommendation, Standard 1.B.2. The evaluator committee recommends that Oregon State University identifies indicators of achievement that form a more meaningful basis for evaluating the accomplishment of its objectives.	21, 57	Recommendation	Internal Action	Fall 2019 - Summer 2020 Ad Hoc Report (Fall 2020)	VP Undergraduate Education - Lead Asst. VP Academic Programs & Accreditation - Co-Lead Senior Vice Provost
Recommendation, Standard 2.C.3. As Oregon State University expands its Ecampus, Cascades Campus, and other extended sites, the evaluator committee recommends that the university continues to exercise great care that credit and degrees, wherever offered and however delivered, are based on documented student achievement of the established Oregon State University learning outcomes.	32, 57	Recommendation	Internal Action	Fall 2019 - Summer 2020 Progress Report (Fall 2020)	VP Undergraduate Education - Lead Asst. VP Academic Programs & Accreditation - Co-Lead VP Graduate School
Recommendation, Standards 4.B.1, 4.B.2 The evaluation committee recommends that results of core theme assessments, particularly student learning outcomes assessment, are more consistently used for improvement by informing planning, decision-making, and allocation of resources and capacity. The committee further recommends that student learning outcomes assessment results are made available to constituencies outside Oregon State University in a timely manner.	55, 57	Recommendation	Internal Action	Fall 2019 - Summer 2020 Progress Report (Fall 2020)	VP Undergraduate Education - Lead Asst. VP Academic Programs & Accreditation - Co-Lead VP Graduate School
Concerns					
Evaluator committee members were concerned about an apparent jump in transfer out rate, which increased abruptly from 9% in 2013 to 24% in 2014 -2016 in the data provided by NWCCU. If real, graduation rates would plummet in a few years. Dr. Capalbo has looked into this and believes that there was an OSU data reporting inconsistency and that the increase did not actually occur.	6	Concern	Internal Actions	Summer 2019 and beyond	Senior Vice Provost Faculty Affairs (SVP) Vice Provost for Enrollment Management (VP EM) Vice Provost Student Affairs (VPSA) Vice Provost Undergraduate Education Asst. Vice Provost Academic Programs and Accreditation

Concern, Standard 2.D.5: The evaluator committee suggests that OSU publishes learning outcomes for all degree programs and timelines for degree completion in its Catalog.	36-37	Concern	Internal Action	Fall 2019	Asst. Vice Provost Academic Programs and Accreditation Graduate School University Registrar
Concern, Standards 2.E.1 and 2.E.3: While most of the OSU libraries are administered centrally, the OSU-Cascades Campus Library and the McDowell Veterinary Medicine Library are not. There is mutual cooperation among these libraries and the libraries share many resources. However, it is not clear that students and faculty at the remote campuses and centers have access to the same library and information resources, information literacy instruction (in the case of students), and other services as students and faculty at the Corvallis campus.	40	Concern	Internal Communication	Summer/fall 2019	Asst. Vice Provost Academic Programs & Accreditation Communicates with: Director of University Libraries and Press (OSULP)
Concern, Standard 3.A.5. OSU should continue developing continuity of operations plans for Corvallis and Cascades Campuses.	48	Concern	Internal Action	Fall 2019 and beyond	Provost Senior Vice Provost VP Finance & Administration Senior Associate VP for Finance & Administration
Concern: To ensure achievement of intended goals and objectives, OSU's financial and capital evaluation and planning should continue to address and adapt to changing needs in response to the growth in Ecampus, stable enrollment at Corvallis, development of OSU-Cascades, and expansion of the Hatfield Marine Science Center.	56	Concern	Internal Action	Fall 2019 and beyond	VP of Enrollment Management VP Finance and Administration VP OSU-Cascades Director of the Hatfield Marine Science Center

Report Statement	Page	Category	Action/Response	Timeline	Lead(s) on Action/Response
Commendations					
Commendation: The evaluator committee commends Oregon State University for taking steps to allocate substantial resources to address needed repair and renovation of facilities on the Corvallis Campus.	43, 58	Commendation	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost VP of Finance and Administration
Commendation: The evaluator committee commends Oregon State University on the design of its websites, which makes it particularly easy and intuitive for prospective students and others to find needed information.	45, 58	Commendation	Internal Communication	Summer/fall 2019	Senior Vice Provost Vice President - University Relations & Marketing (VPURM) Asst. VP Academic Programs & Accreditation
Commendation: The evaluator committee commends Oregon State University for developing a robust culture of planning, including regular strategic planning and well-integrated planning for multiple levels and time periods.	47, 58	Commendation	Internal Communication	Summer/fall 2019	Senior Vice Provost Vice President - University Relations & Marketing (VPURM) Asst. VP Academic Programs & Accreditation
Commendation: The evaluator committee commends Oregon State University on its comprehensive planning to improve student success and on its numerous initiatives to provide strong academic support and positive out-of-class living and learning experiences, which are increasing retention and graduation rates even as enrollment has grown and diversified.	54, 58	Commendation	Internal Communication	Summer/fall 2019	Senior Vice Provost Vice President - University Relations & Marketing (VPURM) Asst. VP Academic Programs & Accreditation
Commendation: The evaluator committee commends Oregon State University on its commitment to the Land Grant mission of providing broad access to educational opportunities for individuals from all backgrounds, including development of quality online courses and programs; educational outreach to underserved communities; the use of Extension facilities and services to reach across the State of Oregon; and collaborations with communities and community colleges.	57, 58	Commendation	Internal Communication	Summer/fall 2019	Senior Vice Provost Vice President - University Relations & Marketing (VPURM) Asst. VP Academic Programs & Accreditation

Report Statement	Page	Category	Action/Response	Timeline	Lead(s) on Action/Response
Compliments					
Compliment: OSU has created a culture of assessment, which is now widely understood and has become a meaningful and valued process for units across campus. The evaluator committee compliments OSU for establishing a strong structure and support for assessment, demonstrating its ongoing commitment.	15	Compliment	Internal Communication Internal Actions	Summer/fall 2019	Senior Vice Provost Vice President - University Relations & Marketing (VPURM) Asst. VP Academic Programs & Accreditation
The Undergraduate Research, Scholarship and the Arts Program plays a key role in this and is to be complimented for the way it engages first- and second-year students in the research mission of the institution and the way it is funded with matching funds from the departments. (Indicator 1.2.3)	16	Compliment	Internal Communication	Summer/fall 2019	Senior Vice Provost Asst. VP Academic Programs & Accreditation VPSA VPUE
Compliment: The evaluator committee compliments OSU for greater attention paid to communicating available resources, helping students know that university representatives are there to help them succeed, and analyzing the connection of participation to retention and completion. (Objective 1.3)	16	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost VPSA VPUE VP & Dean Graduate School
Compliment: The evaluator committee compliments OSU for providing prospective transfer students access to an equivalency tool that provides a sense of how courses will transfer to OSU prior to a formal transcript review; for providing detailed articulation agreements with all Oregon 2- and 4- year schools as well as Hawaii community colleges; for its policy of accepting Washington DTA (Direct Transfer Agreement) and California IGETC (Intersegmental General Education Transfer Curriculum) for lower division general education credit; and for providing a web-based tool that helps students identify course equivalencies from schools across the country. (2.C.8)	33	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost Enrollment Management Office of Admissions

Compliment: The evaluator committee compliments OSU on a well-coordinated, robust system of academic advising, that includes prospective students as well as enrolled students and more intensive academic counseling for at-risk students. (2.D.10)	38	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost Academic Advising Community Student Affairs Undergraduate Education Graduate School Deans
Compliment: The evaluator committee compliments OSU on the long-established library planning and assessment efforts that have resulted in innovations, such as the undergraduate Research and Writing Studio and the graduate space currently under development, that are meeting evolving user needs. (2.E.4)	41	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost Director of University Libraries and Press (OSULP)
Compliment: The evaluator committee compliments OSU for the widespread engagement in the strategic planning processes. We saw this at every level including deans, faculty, staff and students. OSU has done an excellent job of creating multiple ways for gathering input from students, faculty and staff, which resulted in commitment to the plans and a generally positive attitude about the goals.(3.A.2)	47	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation
Compliment: The evaluator committee compliments the Academic Programs and Assessment Office, colleges, academic departments, and faculty for reaching 100% compliance in submitting annual student learning outcomes assessment reports.(4.A.3)	51	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation Senior Vice Provost APA, UAC, academic units
OSU is complimented on their efforts to engage students in the strategic planning and accreditation planning processes, creating genuine forums for gathering input and engagement in both goal setting and visioning activities. (4.B.1)	53	Compliment	Internal Communication	Summer/fall 2019	Asst. VP Academic Programs & Accreditation