



Oregon State University

Accreditation 2012 – Year One Self-Evaluation Report

Submitted to the Northwest Commission
on Colleges and Universities (NWCCU)

March 1, 2012

Oregon State
UNIVERSITY

Contents

INSTITUTIONAL OVERVIEW	3
PREFACE	4
Brief Update on Institutional Changes since the Last Report	4
Response to topics previously requested by the Commission	6
CHAPTER 1: MISSION, CORE THEMES, AND EXPECTATIONS	9
Executive Summary of Eligibility Requirements	9
STANDARD 1.A: MISSION	10
Mission	10
Vision and Goals of OSU’s Strategic Plan	10
Interpretation of Mission Fulfillment	10
Articulation of Acceptable Threshold	11
STANDARD 1.B: CORE THEMES	11
Core Theme 1: Undergraduate Education	11
Core Theme 2: Graduate Education and Research	14
Core Theme 3: Outreach and Engagement	16
CONCLUSION	17

INSTITUTIONAL OVERVIEW

ABOUT OSU

Oregon State University has always been a place with a purpose — making a positive difference in quality of life, natural resources and economic *prosperity* in Oregon and beyond. Through discovery, innovation and application, we are meeting challenges, solving problems and turning ideas into reality.

Founded in 1868, Oregon State is the state's [Land Grant](#) university and is one of only two universities in the U.S. to have [Sea Grant](#), [Space Grant](#) and [Sun Grant](#) designations. Oregon State is also the only university in the Oregon to hold both the Carnegie Foundation's top designation for research institutions and its prestigious Community Engagement classification.

As Oregon's largest public research university, with \$261.7 million in external funding in the 2011 fiscal year, Oregon State's impact reaches across the state and beyond. With 12 [colleges](#), 15 [Agricultural Experiment Stations](#), 35 county [Extension](#) offices, the [Hatfield Marine Sciences Center](#) in Newport and [OSU-Cascades](#) in Bend, Oregon State has a presence in every one of Oregon's 36 counties, with a [statewide economic footprint](#) of \$1.9 billion.

Oregon State welcomes a diverse student body of nearly 25,000 students from across Oregon, all 50 states and more than 100 countries. They can choose from more than 200 undergraduate and more than 80 graduate degree programs, including over 20 degrees [offered online](#). Oregon State University increasingly attracts high-achieving students, with nationally recognized programs in areas such as conservation biology, agricultural sciences, nuclear engineering, forestry, fisheries and wildlife management, community health, pharmacy and zoology.

Oregon State also ranks high in sustainability, fourth among universities nationwide for using renewable energy and second in the Pac-12 Conference. And our students literally help power the university: 22 [exercise machines](#) at Dixon Recreation Center are connected to the grid.

The 400-acre main campus in Corvallis includes a [Historic District](#), making Oregon State one of only a handful of U.S. university campuses listed on the National Register of Historic Places. The district includes such icons as Weatherford Hall, the Memorial Union and Benton Hall, the oldest building on campus.

Oregon State is located in Corvallis, a vibrant college town of 53,000 in the heart of Western Oregon's Willamette Valley. Corvallis consistently ranks among the best and safest cities to live in the U.S., as well as among the most environmentally responsible.

OSU's IMPACT

Oregon State University has recently launched an effort to understand its [impact on the State](#). As measured in late 2011 and early 2012 by the economic consulting firm ECONorthwest, Oregon State's overall statewide impact totals \$1.9 billion, an increase of more than \$500 million since the last measurement in 2006. This is the largest reported impact measured by any of Oregon's public universities, underscoring Oregon State University's status as the only institution in the state to simultaneously hold the prestigious Carnegie Foundation's top ranking for research universities and its community engagement designation for consistently serving and collaborating with communities beyond campus.

PREFACE

Brief Update on Institutional Changes since the Last Report

The date of the last report to the Commission was March 11, 2011 as part of our comprehensive review and site visit. Oregon State University has continued on many of the initiatives summarized in that report.

In the [fall of 2011 OSU enrolled 25,741 students](#), an increase of 5.1% over the previous fall. This includes 24,977 students on the main campus in Corvallis and 764 students at the branch campus, OSU-Cascades. Growth was seen among all groups of students resulting in a more diverse student body:

- U.S. minority students were 17.6% of the student body in the fall of 2010; they are now 18.9%
- International students have increased from 6.5% of OSU students in the fall of 2010 to 7.4% in the fall of 2011
- Graduate students have increased slightly from 9.1% to 9.6% over the past year.

The growth in students necessitates growth in the faculty and staff who serve them. In the fall of 2011 we welcomed [88 new tenure line faculty members](#) who are engaged in all aspects of our mission. In addition, we added additional academic advisors within the colleges, and additional staff support in all student services areas (e.g., student health, counseling, housing and dining) as well as co-curricular support targeted for a growing international population. We expect to add 60 new tenure line faculty members in fall 2012.

In the fall of 2011, two new buildings opened to house and educate students. [The International Living Learning Center](#) is home to over 350 students and contains a 107-seat auditorium open to all OSU courses. The [Linus Pauling Science Center](#), with a large lecture hall and wet lab space, serves faculty and students in chemistry and basic sciences. We also reopened the renovated [Furman Education Hall](#) that contains 4 university classrooms. We are on track with the construction of the Austin School of Business Building, opening in the fall of 2014, and continue to pursue the construction of a classroom building with a seating capacity of 2500 students. Over the past five years, OSU has invested about \$9 million to upgrade 75 university classroom and associated accessibility issues.

The [Hallie E. Ford Center](#) also opened in the fall of 2011 to support the Center for Healthy Children and Families. As home to interdisciplinary research on healthy development, this physical space becomes “the” intellectual center for exchanging and advancing ideas that promote healthy lifestyles for children, adults, and families.

OSU’s Strategic Plan emphasizes that we are building international areas of distinction that align around the strengths of the university and that respond to the needs of our state, nation and the world. At the time of the last review we articulated the many changes that have been initiated to align our academic programs and faculty to advance the strategic plan. Several of these proposed changes are approved and in place.

- On October 14, 2011 the university approved the creation of the *College of Earth, Ocean, and Atmospheric Sciences (CEOAS)*. This new name represents the merger of two units, the Department of Geosciences in the College of Science (GEO) and the College of Oceanic and Atmospheric Sciences (COAS). CEOAS focuses on the basic sciences of the Earth system, and the new name captures both the existing strengths of the geosciences and COAS, and opens the door for new programs in research and education regarding our home planet. CEOAS houses the undergraduate programs in Earth Science, Geography, Geology, and Environmental

Sciences as well as graduate programs in Oceanic, Earth and Atmospheric Sciences, Geology, Geography, and Marine Resources.

- The Council on Education for Public Health (CEPH) formally approved in June 2011 Oregon State University's request to begin an accreditation process to become the first nationally accredited College of Public Health and Human Sciences in the state of Oregon. In pursuing accreditation by the Council on Education for Public Health (CEPH), the College of Health and Human Sciences realigned its programs and faculty to meet or exceed accreditation program standards. As of June 23, 2011, the renamed College of Public Health and Human Sciences has been reorganized into three academic units: the School of Social & Behavioral Health Sciences; the School of Biological & Population Health Sciences, and the Department of Design & Human Environment (DHE). The DHE is pursuing realignment to merge with the Graphic Design program (now in the College of Liberal Arts) and to move the merged unit to the College of Business.
- Within the College of Liberal Arts, the departments of Economics, Political Science, and Sociology have merged into a School of Public Policy. The School houses the undergraduate degree programs in each field as well as the Master of Public Policy (MPP). The MPP is seeking national accreditation (NASPA), and a proposal for a Ph.D. in Public Policy is under review.

A number of other changes are in process and expected to be completed by the end of 2011-12 academic year. These include:

- Education: Alignment of the Department of Science and Math Education, presently located in the College of Science, with the College of Education to create an Education unit focused on the STEM disciplines.
- Science: Alignment of departments of Zoology, Biochemistry/Biophysics, and Microbiology to create a School of Life Sciences within the College of Science.
- Agricultural Sciences: Alignment of departments of Rangeland Resources and Animal Science to create the Department of Animal and Rangeland Sciences.
- Liberal Arts: Realignment of academic programs within schools of Arts and Communication (Art, Music, New Media Communication, Speech Communications, and Theatre); Language, Culture, and Society (Anthropology, Ethnic Studies, Foreign Languages and Literature, and Women Studies); Psychological Sciences; History, Philosophy, and Religion; and Writing, Literature, and Film.

Reflections in realigning units and programs have led to sunsetting a number of degree programs with low enrollments and innovations and changes in existing and new degrees and curriculum. These innovations include redefining existing undergraduate degrees in Geology, Geography and Earth System into a B.S. in Earth Sciences (with options in Geology, Geography, and Earth Systems), upgrading an existing option in New Media Communication within the undergraduate degree in Liberal Studies to a B.A./B.S./B.F.A. in Digital Communications, redefining the undergraduate degree in Wood Science and Technology to a B.S. in Renewable Energy, a new B.S. degree in Energy Engineering Management at the OSU-Cascades Campus, new undergraduate dual degree in Sustainability at both the main campus and OSU-Cascades, and new masters degrees in Business Administration and Accountancy and Women Studies.

With the economic downturn in the state and country, funding for the university continues to shift away from state appropriations to a greater reliance on tuition, external funding for research, and private giving. The 2011-13 Education and General Fund budget allocation from the state was down 8.7% from 2009-11 and the allocation was subject to an additional 3.5% holdback to ensure adequate ending balances for the state. Subsequent economic forecasts have resulted in the loss of the 3.5% holdback. We were able to moderate planned cuts in Statewide Public Service Programs from an initial proposal of

\$20 million to \$8 million in the final budget allocation. To offset state budget cuts, the Oregon University System approved an 8.1% tuition increase for OSU-Corvallis and a 5.8% increase for OSU-Cascades Campus.

The OSU research portfolio grew dramatically over the last decade as a result of the initiative and quality of the University's faculty, staff and students. Oregon State earns more than 60 percent of federal and private research funding in the Oregon University System (OSU received \$261.7 million in research funding in 2010-11).

[The Campaign for OSU](#) started in 2004 with a goal of raising \$625 million. The campaign met its goal a year ahead of schedule in October 2010, and the goal was raised to \$850 million by 2013. \$788 million has been raised as of January 31, 2012. The Campaign provides critical support for new facilities, student scholarships, and faculty support. A number of new infrastructure projects have been enabled by the campaign, including the Kelley Engineering Building, Kearney Hall, Linus-Pauling Science Center, and Hallie Ford Center for Children and Families. We have raised \$135 million for student scholarships. The Provost's Faculty Match Program introduced in 2011 enabled OSU to leverage an annual \$1 million investment for five years into an endowment of \$23 million and 22 new endowed faculty positions.

Overall, the University fiscal health continues to remain strong and we expect the university to continue to invest in faculty and support services over the next few years.

University efforts in student learning outcome assessment continue to advance. At the time of our site visit we had completed an [assessment website](#) that housed assessment reports for all undergraduate programs. Since that time we have added [graduate program assessment plans](#) and a summary [Assessment Report for 2010-11](#). In early February the National Institute for Learning Outcomes Assessment (NILOA) selected OSU's Office of Academic Programs, Assessment and Accreditation's website to be featured on their website (www.learningoutcomesassessment.org) as an example of promising practices in innovative and transparent online communication of student learning outcomes assessment. Other significant changes in assessment work include:

- An Assistant Director of Assessment is now on board with the charge of leading assessment efforts for our [baccalaureate core](#) (general education). The Assistant Director, along with our Director of the Baccalaureate Core and faculty teaching in the core, will help pilot the assessment project for our "synthesis" category this spring.
- In the fall quarter of 2011 OSU hosted its first [Faculty Assessment Academy](#) highlighting best practices in program assessment and offering professional development for faculty, including the establishment of an assessment mentoring program. Presentations were videotaped and are publically available on the APAA website.
- An Ad Hoc Self-Evaluation is underway this spring in anticipation of a site visit by the Commission in the fall of 2012. This study will explore all the work outlined above and summarize the impacts on student learning.

Response to topics previously requested by the Commission

The Commission response to our comprehensive review produced two recommendations:

1. The evaluation committee recommends that Oregon State University accelerate its efforts to foster, support, and reward meaningful assessment of learning outcomes that spans from course assessment to program assessment and includes the Baccalaureate Core, all undergraduate programs, and all graduate programs (Standards 2.C.2, 2.C.3, 2.C.10, and 4.A.3).

2. The institution did not fully use assessment results to make determinations of mission fulfillment (Standard 5.A.2). The evaluation committee recommends that the institution work to refine the indicators for each core theme, ensure that measures are in place for each, collect and analyze data relative to the indicators and fully articulate the relationship between the indicators and mission fulfillment (Standard 4.A.1 and 4.B.1).

In response to Recommendation 1, OSU is engaged in an Ad Hoc Self-Evaluation that will be submitted to the Commission in anticipation of a visit in the fall of 2012. A brief summary of work completed and underway is contained in the previous section.

Recommendation 2 refers to three specific elements across two standards. Standard 4 requires institutions to engage in ongoing collection and assessment of meaningful data, which are shared with appropriate constituencies in order to inform planning and resource allocation. Standard 5 calls for institutions to combine their assessment results to determine its mission fulfillment, and to communicate these conclusions to appropriate constituencies and the public.

During the process of preparing for our comprehensive review in 2011, OSU convened a steering committee made up of university faculty and administrators to identify our core themes, objectives, and indicators following the new guidelines for the NWCCU. Partly because the standards were a significant shift from prior reviews, and because we had a relatively limited time to both identify indicators as well as to collect and analyze data for them, the committee opted to utilize as much of our available data as possible. Oregon State University regularly collects data for [learning outcomes assessment](#), [strategic planning, performance reporting to the Oregon University System](#), and for [accreditation with the Commission](#). Our comprehensive Self-Evaluation Report drew from these sources. The site visitors' report acknowledged the work that went into the review, but encouraged us to think through our indicators and work to align them more closely to the core themes that define our mission.

Since the NWCCU review in spring 2011, two significant factors have shaped changes to indicators of achievement. The primary driver to change has been the 40/40/20 plan set in motion by Governor Kitzhaber and the Oregon Legislature. Per this plan, by 2025 40% of adult Oregonians would have earned a bachelor's degree or higher, 40% would have earned an associate's degree or postsecondary credentials, and 20% would have earned at least a high school diploma. Through an Oregon Education Investment Board (OEIB), the plan is expected to define new governance and accountability expectations for K-20. As part of this process, each OUS institution is to develop a performance compact with OEIB and the OUS that ties its performance to educational dollars invested by the state.

The second factor has been a [mission alignment process](#) for the Oregon University System approved by the State Board of Higher education in July of 2011. The process is designed to show how individual institutions are fulfilling their mission commitments, but also to show how all institutions align to meet the State Board goals for higher education outcomes for Oregonians.

As we approached a revision of our core themes, objectives and indicators following our 2011 comprehensive review, we used the performance compact and mission alignment processes to guide this process. Aligning our mission fulfillment efforts for NWCCU with that of the State means we will be collecting data that are meaningful not only to us for our assessment and strategic planning, but will also provide clear evidence to the Board and citizens of Oregon of our efforts toward mission fulfillment.

The proposed OSU performance compact is shown below (this will be reviewed in early March 2012 by the State Board). Some performance indicators are required of all OUS institutions, while others are OSU-specific reflecting unique aspects of our mission (e.g. Statewide Public Service programs) and our

institutional priorities (e.g. on research and high-achieving undergraduate students). In the chart we have listed the metrics used in the compact in the first column. The blue-shaded rows include state-wide metrics; the red text in un-shaded rows represents OSU specific metrics. The second column in the chart show how these metrics align with OSU's core themes, indicators, and metrics that are laid out in this first year report.

OSU CAMPUS COMPACT W/OUS & ACHIEVEMENT COMPACT W / O E I B
[Alignment with OSU Core Themes/Objectives]

Assumptions:

Each OUS institution will have a Board of Higher Education approved Campus Compact with OUS. The Board of higher Education will recommend that these Campus Compacts be adopted by the OEIB as the Institutional Achievement Compact. The Campus Compacts (and therefore the Institutional Achievement Compacts) will include all of the measures in OUS's Achievement compact with the OEIB as well as institution specific measures based on institutional mission, capacity, array of programs, etc.

<i>Outcomes¹</i>	<i>Alignment with Core Themes²</i>
Completion	
# of bachelor's degrees awarded to Oregonians	1.1.5
# of bachelor's degrees awarded to underrepresented minority Oregonians	1.1.5
# of bachelor's degrees awarded to rural Oregonians	1.1.5
# of advanced degrees awarded to Oregonians	2.2.5
Total # of bachelors and advanced degrees awarded OSU-Corvallis OSU-Cascades Campus	1.1.5
Quality	
% of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon	--- ⁵
Employer satisfaction	--- ⁵
Alumni satisfaction on value of degree	1.2.5 ⁵
High-achieving Oregon high school graduates (GPA>3.75) as percentage of first-year class	---
Licensing revenue and # of invention disclosures for University Agriculture, Forestry, and Extension Service ³	2.3.3 2.3.4
Connections	
Degrees awarded in targeted workforce areas and meet state needs	----
• STEM Professions	----
• Health Profession	----
• STEM Education	----
• Agriculture and Forestry ³	----
Research: Annual grants and contracts awards	2.3.1

Annual grants and contracts expenditures per research faculty FTE for University Agriculture, Forestry, and Extension Service ³	2.3.2 2.3.5
Number of undergraduate students who complete internships/service/ learning or are engaged in some form of community based learning	1.2.4
# of bachelor's degrees awarded to transfer students from Oregon community colleges	1.1.5
Number of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested ⁴	3.1.3

1

Cells shaded in blue indicate metrics collected for all OUS institutions
Cells without shading and text in red indicate metrics collected specifically for OSU's compact

² Numbers in this column represent the core theme, objective, and indicator in OSU's first year report for NWCCU.

³ Statewide Public Service (SWPS) Programs.

⁴ Contributions to Community College and K-12 attainment goals.

⁵ Data collected by the Oregon University System.

There are several indicators in the chart that are required for our compact with OUS that are not part of our accreditation metrics. These are things currently of significance to our state that we are expected to provide for Oregon's economic need and vitality. Several metrics (unemployment data and an employer satisfaction survey) will be assessed through the OUS. Once these are completed, OSU may include them along with assessment of our core themes on undergraduate and graduate education. There are additional indicators that we use as part of our accreditation process that are not required by the performance compact. It will be clear in this first year report that we are collecting a variety of indicators to measure the depth and breadth of our mission. Having a variety of purposefully selected indicators will help in making strategic decisions on investments for improvement in undergraduate education, graduate education and research, and in our outreach and engagement efforts.

CHAPTER 1: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements

AUTHORITY

The authority for the Oregon State Board of Higher Education to award degrees is in the Oregon Revised Statutes, specifically, [351.070\(3\)\(e\)](#) which reads:

351.070 Board general powers as to Oregon University System and universities; rules.

(3) The board may, for each public university listed in ORS [352.002](#): (e) Confer, consistent with the mission and programs of each public university and on the recommendation of the faculty of the public university, such degrees as usually are conferred by public universities, or as the faculty deems appropriate.

Oregon Revised Statute [352.002](#) lists Oregon State University as one of seven public universities under the jurisdiction of the State Board of Higher Education.

STANDARD 1.A.: MISSION

The Oregon State Board of Higher Education approved the Oregon State University mission on [January 7, 2011](#).

Oregon State University is a comprehensive, public, research-extensive university and a member of the Oregon University System serving as the state's land-, sea-, space- and sun-grant institution - one of only two universities with such designation in the country. OSU programs and faculty are located in every county of the state and are dedicated to investigating the state's greatest challenges. OSU considers the state of Oregon its campus and works in partnership with the P-12 school system, Oregon community colleges and other OUS institutions to provide access to high quality educational programs. Strong collaborations with industry and state and federal agencies drive OSU's research enterprise.

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. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

Vision and Goals of OSU's Strategic Plan

To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.

Our primary academic goals are to provide outstanding academic programs that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress, and to provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.

Interpretation of Mission Fulfillment

Oregon State University is committed to rigorous focus on academic excellence in all aspects of its mission and core themes—undergraduate education, research and graduate education, and outreach and engagement. OSU is also part of the Oregon University System and as such it is committed to advancing the educational attainment goals of the broader educational enterprise. In fact, OSU three core themes and its fundamental goals of providing outstanding academic programs and enhancing its teaching and learning environment are aligned with the goals of the State Board of Higher Education:

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State's economy, while ensuring access for all qualified Oregonians to quality postsecondary education;
2. Ensure high quality student learning leading to subsequent student success;

3. Create original knowledge and advance innovation, and
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

We have defined a number of different sets of metrics, as summarized in the previous sections, to both meet external expectations and gauge progress relative to our own aspirations. The key metrics across the different sets are, however, captured in OSU's proposed performance compact with the Oregon Education Investment Board (OEIB). Mission fulfillment requires that OSU is meeting its commitment on the performance compact with the OEIB and the OUS as outlined on page 8. This ensures that OSU is meeting expectations on key outcome measures associated with student success, workforce development, research, and outreach. While other set of indicators are important and OSU will continue to track them, many of them represent inputs or process measures and contribute to outcome measures in the compact.

Articulation of Acceptable Threshold

As part of OUS campus performance, OSU defines on an annual basis targets for key outcome measures. These measures include enrollment and graduation targets, first-year retention and six-year graduation rates, sponsored research, and high-achieving and student diversity targets. The targets follow from OSU's long-term aspirational goals and minimum baseline performance that OUS seeks from each of its institutions.

As described in the previous section, OSU, along with the other six OUS institutions, is expected to define a campus achievement compact with the Oregon Education Investment Board and the State Board of Higher Education. Over the course of the next six months, OSU along with the other six OUS institutions is expected to define for each of the metrics in the compact, baseline performance and performance targets for the next fiscal year. Other than the "unemployment" and "satisfaction" metrics that will be measured and tracked by the OUS, we have monitored the other performance measures over time. In fact, we have [defined performance targets for many of these measures](#) in our efforts to enhance our educational environment and build an exemplary educational institution.

STANDARD 1.B: CORE THEMES

Core Theme 1: Undergraduate Education

Description: The undergraduate experience is at the core of a university's mission. To achieve this, the university strives to provide an excellent teaching and learning environment, and achieve student access, persistence and success through graduation and beyond.

Objective 1.1: Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.

Indicators of achievement:

1. Applicants, admits and first-time enrolls (including admit rate and yield rate) by residency (in-state, out-of-state, international) and by campus (Corvallis, Cascades, Ecampus, DPP). For Oregon and out-of-state, disaggregate data by ethnicity, gender, age category, urban-rural status, and first generation-college status; compare to state demographic distributions.

2. Access to key milestone courses in the Baccalaureate Core as well as those required for a majority of majors.
3. Measurement of degree to which student financial need is met through non-loan-based aid.
4. OSU 6-year graduation rate for first-time, full-time degree seeking students and the graduation rate gap between under-represented minorities and overall rate.
5. Degrees earned by gender, ethnic group, urban-rural status, first-generation status, E-campus, Cascades, transfer and DPP students, and OSU mission areas.

Rationale:

Oregon State University’s mission as the state’s land grant university creates an imperative that the knowledge and skills inherent in an OSU degree are made available to Oregonians who reflect the state’s diversity. OSU’s mission further states that the university serves to promote the progress of Oregon, the nation and the world. We propose that such progress demands the graduation of bachelor degree recipients with the proper knowledge, skills, and motivation to implement that progress. Objective 1 highlights key markers that indicate the opening of doors and removal of barriers to students’ attainment of bachelor’s degrees. Indicator 1 provides the raw numbers of interest, selection and commitment to an OSU education, with comparisons in key categories of personal attributes, geographic origins, and parent education backgrounds. This allows us to determine if initial entry to the university is equitable across all manner of backgrounds and characteristics. The indicator also compares the representation of various Oregon demographic groups in OSU enrollments. Knowledge of underrepresentation for certain groups allows the university to optimize its recruiting and pre-college programs. Once admitted, students face a number of challenges in their quest for a degree. For example, limited access to courses and excessive accumulation of debt in financial aid may prevent students from persisting to their degree. Indicators 2 and 3 provide measures of these items, allowing the university to institute changes in its procedures to remove obstacles to degree attainment. While students continually learn during their tenure at OSU, attainment of a bachelor’s degree is the ultimate mark of a person that has successfully met the standards of the university. Indicator 4, the 6 year graduation rate permits determination on how many of an initial cohort of first-time undergraduates ultimately earn an OSU degree. Students leave a degree program for a variety of reasons, but a university should strive to ensure that they do not leave due to negative experiences or lack of institutional support. The 6 year graduation rate gives a partial measure of the effectiveness in university efforts to address institutional barriers. In addition, looking at the rate for under-represented minorities (national studies indicate such students have lower graduation rates than other groups) allows for evaluation of the effectiveness of programs aimed at improving their rates. Finally, indicator 5 compares the degrees earned by various demographic groups, revealing the magnitude of successful undergraduate program completion.

Objective 1.2: Provide rigorous and effective undergraduate degree programs.

Indicators of achievement:

1. Percent of programs that have completed full-cycle student learning outcomes assessment.
2. Percent of active programs with completed periodic external program reviews.
3. Percent of Baccalaureate Core categories that have undergone full-cycle student learning outcomes assessment.
4. Participation rates in academic experiential learning — research, internships, service learning, global learning.
5. Alumni satisfaction on value of degree.

Rationale:

Objective 2 encompasses the quality of degree programs that lie at the foundation of OSU's undergraduate education program. Excellent undergraduate programs produce graduates with the knowledge, skills and abilities necessary to contribute productively to professional, civic and personal realms. Full-cycle student learning outcomes assessment (outcomes defined, learning assessed, curriculum improved, cycle repeated) provides a means to evaluate effectiveness. The requisite disciplinary and liberal education knowledge, skills and abilities are captured collectively in the learning outcomes of degree programs and the Baccalaureate Core. Measuring student learning against these established learning outcomes provides evidence of educational program effectiveness. Findings from student learning assessments inform adjustments to curricular design and teaching methods and should lead to student learning improvements over time. All undergraduate programs undergo program review at least once every ten years. As part of this process, external reviewers who are leaders in their fields, provide feedback and recommendations to ensure that programs align with the national state of their disciplines. National research demonstrates positive educational outcomes for students who participate in experiential learning, and OSU academic programs value experiential learning as important opportunities to apply and extend curricular learning to real-world settings and important preparation for post-college challenges. Finally, the perception of the alumni, once they are in a position to reflect on the practical application of their OSU education, is a powerful indicator of program effectiveness.

Objective 1.3: Provide a supportive and healthy learning environment beyond the classroom for student success and development at all levels.

Indicators of achievement (wherever possible student data should be disaggregated by ethnicity, gender, age category, urban-rural status and first generation-college status):

1. Participation rates in first-year experience courses and percent retention of first-year experience course participants versus those that did not complete a first-year experience course.
2. First to second year retention rates for undergraduates.
3. Student-to-academic-advisor ratios and rate of student usage of MyDegrees auditing software by class year.
4. Corvallis campus student engagement in out-of-classroom behaviors that help to address major factors negatively affecting academic performance:
 - Ratio of Student Health Services practitioners (physicians, psychiatrists, nurse practitioners and physician assistants) FTE to student FTE at OSU; percent of student users of SHS rating quality of care good/excellent
 - Ratio of practitioner FTE (psychologists, social workers, counselor excluding trainees) to OSU student FTE. ; percent of student users of Counseling and Psychological Services rating quality of care good/excellent;
 - Percent of Disability Access Services' students completing the academic year in good academic standing compared to overall student population.
5. NSSE Supportive Campus Environment benchmarks. By class level, survey responses on "quality of academic advising", "providing you support to succeed academically", "helping you cope with non-academic responsibilities", "providing support to help you thrive socially".

Rationale:

We initially raised this point in the rationale for Objective 1, but it bears repeating. Meeting our mission imperative of providing access to OSU degrees to the full range of Oregon's diversity requires twofold actions: opening doors and removing barriers. Opening doors is accomplished via pre-college outreach, recruitment and matriculation. But many qualified students encounter procedural and cultural barriers

to the successful completion of their degree. To fulfill its mission, the university must remove obstacles from the path of students who can benefit from an OSU degree and contribute to Oregon's progress. Objective 3 comprises academic and student affairs services and programs that support success for students with diverse backgrounds and needs. While not comprehensive, these services and programs represent national best practices in foundational student services and reflect OSU priorities in student support. High-quality delivery of these services and programs produce conditions conducive to teaching and learning excellence from matriculation to graduation. First-year experience courses and academic advising provide students critical guidance in learning to identify and utilize university resources and opportunities. Academic tutoring, health and counseling services and disability access services will help students to identify, prevent and overcome difficulties that arise within academic and personal realms. Student participation and ratings of quality provide evidence of the accessibility, usefulness and relevance of these services and programs. The NSSE benchmarks provide a holistic snapshot of support and services that undergird students' ability to persist to degree and achieve academic excellence.

Core Theme 2: Graduate Education and Research

Description: Oregon State University is a Carnegie Doctoral/Research-Extensive University with Very High Research Activity. It is one of only two land, sea, space and sun grant universities in the United States. As such Graduate Education and Research are essential components of Oregon State University.

Objective 2.1: Attract and support high quality and diverse graduate students.

Indicators of Achievement:

1. Proportion of the total student body who are graduate and professional school students.
2. Graduate enrollment for each college by level of degree, ethnicity, gender and international status.
3. GRE/GMAT scores of admitted and entering graduate and professional students in applicable programs.
4. Proportion of Graduate Students, by level of degree, supported on assistantships and fellowships.

Rationale:

Fulfilling the OSU mission to "promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world" requires two simultaneous accomplishments: creation of new knowledge and graduation of professionals with advanced skills to implement that knowledge and develop new knowledge via research. Attracting high quality graduate students meets both goals, as they will be trained in the most advanced techniques as well as contributing to the research endeavor at the university. The land grant aspect of the mission requires that the people of Oregon be well represented in their demographic diversity, even as the university's diversity is enhanced by the enrollment of students from other U.S. states and foreign countries. Enrolling a high quality graduate student body assumes a major institutional investment and commitment. Indicator 1 provides some measure of this commitment, as a higher proportion of graduate students generates a greater proportion of university resources devoted to graduate education. Indicator 2 allows for review of the equity in enrollment rates for different groups. This in turn can be used to develop recruitment and support services. Indicator 3 (GRE/GMAT scores) provides one aspect of a measure of student quality and therefore, ability to benefit from a graduate education, as well as contribute to the research process. Of course, this is only one slice of a more complex construct of "quality", but it is one that is readily available and allows for consistent comparison across institutions. Another indicator of university commitment to a high quality graduate student body is financial support (indicator 4). Many graduate students arrive with debt from undergraduate education. Or if they are coming to graduate school after

a professional career, they may have family and financial obligations. By removing financial obstacles via assistantships and fellowships, the university not only attracts higher quality students, but also allows such students to flourish as they can focus on their academic endeavors.

Objective 2.2: Provide high quality training to prepare graduate students for employment in rewarding professional careers.

Indicators of Achievement:

1. Number of advanced degrees awarded total and awarded to Oregonians at OSU main campus and Cascades.
2. Percentage of active graduate programs with completed periodic external program reviews.
3. Eight year graduation rates for doctoral students by college, ethnicity and gender.
4. Four year graduation rates for masters students by college, ethnicity and gender.
5. Doctoral students per qualified Graduate Faculty member.
6. Alumni satisfaction on value of degree.

Rationale:

The research and mission of the University is an impetus for high quality graduate training. Our university expects that students receiving graduate OSU degrees will excel in the related profession to their degree, whether it is in practical application or in academic teaching and research. Indicator 1 demonstrates the ultimate manifestation of mission fulfillment: the production of graduates who have met the high standards of OSU graduate education. Comparisons across demographic groups may be used to develop support programs, if there are significant disparities. All graduate programs undergo program review once every ten years. As part of this process, discipline experts from peer institutions provide feedback and recommendations to ensure that programs align with national standards. The results of full-cycle program assessment are central to these program reviews. Indicators 3 and 4 measure the percent of a given cohort (for their respective degree objective) that receive a degree within a standard time frame. As students may have many reasons (and external considerations) for leaving a degree program, we do not expect that 100% will graduate. But institutional support for students is a factor for some of those decisions and thus graduation rates are a partial measure of the quality of university training and support. Indicator 5 is a specific measure of the success of the University to attract doctorate students critical to the growth of the research enterprise. Indicator 6 provides a key measure of the effectiveness of OSU graduate education: the satisfaction of alumni with their OSU degree. Implicit in the satisfaction rating is an assessment on how well an alumnus' graduate training has prepared them for their post-graduation employment or life endeavor.

Objective 2.3: Foster a research and scholarship environment that is diverse and has a high impact.

Indicators of Achievement:

1. Maintain a robust research enterprise, as measured by:
 - Growth in total research funding, controlling for inflation
 - Growth in private sector funding, controlling for inflation.
2. Annual grants and contracts expenditures per research faculty FTE.
3. Economic impact, as measured by licensing revenue and number of invention disclosures.
4. Impact of Statewide Public Service (SWPS) Programs, as measured by SWPS grants and contracts expenditures per research faculty FTE, and licensing revenue and number of invention disclosures for SWPS.

Rationale:

The advancement of the social and economic human condition is dependent, among other things, on understanding natural systems, how they operate, and how humans can live sustainably within them; on improving the health and wellness of all citizens; and on fundamental discoveries, applied understanding and solutions to critical issues facing our state and nation. As one of only two institutions in the United States to be designated as a land, sea, space and sun grant institution, Oregon State University has special obligations to maintain scholarly and creative research programs that address the diverse needs of our citizenry and to train the next generation of leaders who will be expected to carry on this charge. These obligations would best be fulfilled through developing and sustaining research programs that address the needs of major federal and state agencies, private associations and foundations and, increasingly, corporate America. A robust program must be active in all colleges within the university; it must be of sufficient magnitude to be a critical part of the institution's culture and budget; and it must have impact, either through the national or international recognition received by our faculty, staff and students, or through the economic or environmental value provided to the state or nation. Indicator 1 is a powerful measure of government and private confidence in the quality and value of OSU research efforts, since continued real growth in research investments is a financial vote of confidence. Indicator 2 considers the distribution of financial research investments across OSU research staff, providing one measure of researcher quality and productivity. While the research endeavor may often be characterized as having a time lag in useful application, indicators 3 and 4 measure areas where OSU cutting-edge research has an immediate and direct impact on state and industrial sectors.

Core Theme 3: Outreach and Engagement

Description: Outreach and engagement is a process that involves discovery, validation and communication among learners. The focus of this theme is discovery and learning that involves those not residing on the main campus of Oregon State University.

Objective 3.1: Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.

Indicators of Achievement (where available, data should be disaggregated by gender, ethnicity, and geographic region of the state):

1. Number of degree/certificate programs offered and student credit hours delivered by Extended Campus.
2. Number of undergraduate and graduate degrees and certificates awarded through Extended Campus programs.
3. Number of Oregon adults and youth participating in activities sponsored by the OSU Extension Service per million dollars invested.
4. Number of on-campus experiences for K-12 students and number of participants in professional and noncredit programs.

Rationale:

OSU's mission "to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world" suggests that OSU degrees should be accessible to groups representative of Oregon's diversity, and to populations that are unable to relocate to the Corvallis or Cascades campuses because of job or family obligations. In particular, the use of communication technologies that allow distance education have made the completion of degrees completely via the internet a reality, thus broadening OSU's mission fulfillment. Indicators 1 and 2 report the extent to

which credit courses and degree programs have been made available to those unable to attend the main campus. In addition, indicator 3 provides measures of the extent of non-credit programs that provide learning for career enhancement, personal growth, college preparation and general life-long learning. Indicator 4 goes beyond the OSU Extension Service to measure campus-wide contact with two priority audiences of learners. Work with K-12 students is also critical in building a pipeline to post-secondary education if Oregon is to achieve its 40/40/20 vision.

Objective 3.2: Build and sustain engagement with communities of interest and communities of place across the institution to exchange knowledge and resources in a context of partnership, reciprocity and mutual benefit

Indicators of Achievement:

1. Amount of external funding secured for outreach and engagement, including funding embedded in federal research grants (example- NSF, NIH and NIFA).
2. Number of volunteers per faculty FTE in Extension Service program.
3. Measurement of OSU economic footprint in the State of Oregon.
4. Systematic sampling surveys assessing the quality of engagement.

Rationale:

To have a land grant mission implies a partnership between the university and the people and organizations of the areas it serves. To garner a critical review of engagement, indicator 1 reports the value of financial resources secured to conduct such efforts, including integrated grant awards that enhance research application through explicit inclusion of outreach and engagement. Indicator 2 recognizes the use of volunteers in the numerous Extension Service programs. OSU provides an environment for volunteers with a wide set of skills to learn how to transfer those skills to others. In return, OSU greatly leverages the funds invested by the state by channeling the skills available in the community back into the community, under guidance of subject matter experts. This is also a means to bring the fruits of OSU research efforts to the practical use of communities in Oregon. Indicator 3 measures the university's aggregate contribution to jobs and economic prosperity through engagement and indicator 4 records the perception of the quality of engagement from partners involved in these interactions. The surveys also allow us to measure the pervasiveness of such partnerships, the opportunity for dialog and information exchange, and institutional commitment via structured agreements.

CONCLUSION

Oregon State University is committed to academic excellence in all aspects of its mission and core themes—undergraduate education, research and graduation, and outreach and engagement. Our core themes align both with the heart of our Strategic Plan (provide outstanding academic programs, enhancing the teaching and learning environment) as well as with the goals of the State Board of Higher Education (creating an educated citizenry, ensuring high quality student learning leading to students success, creating original knowledge and advancing innovation, and contributing positively to the economic, civic, and cultural life of Oregon communities).

The new NWCCU accreditation standards and the mission alignment activity within the Oregon University System have allowed us the opportunity to refine our core themes along with their objectives and indicators. Our first core theme, and the core of all universities' missions, is undergraduate education. To fulfill our mission we will collect data to show that we provide broad and continuing

access to university degrees for the people of Oregon and beyond; deliver rigorous and effective undergraduate degree programs; and offer a supportive and healthy learning environment beyond the classroom for student success and development. Because OSU is a Carnegie Doctoral/Research-Extensive University with Very High Research Activity, our second core theme is to provide high quality graduate education and maintain a robust research agenda. Our indicators will provide evidence of our commitment to attracting and supporting high quality and diverse graduate students; preparing these graduate students for employment in professional careers; and fostering a high impact research and scholarship environment. The final core theme extends our commitment as a land grant university to providing education to citizens across the state, region, and the world. Indicators of achievement will show that we attract off-campus learners from kindergarten throughout adulthood to a variety of educational experiences. Building and sustaining engagement with Oregon communities will be evidenced by measuring our outreach activity, economic impact, and the quality of experience.

OSU's most important contribution to the state and society is our graduates. Providing excellent degree programs will produce graduates with the knowledge, skills and abilities necessary to contribute productively in professional, civic, and personal realms. Since the adoption of our Strategic Plan, the university has assessed its performance against a set of metrics, benchmarked against aspirational peers. OSU's performance has improved in all areas that it has tracked. Now, aligning our assessment efforts with other institutions in the OUS, we will also monitor our efforts to fulfill our specific compact with the state as it moves toward a day when 40% of its population holds a baccalaureate degree or higher.