OSU is a leader in graduate training in the U.S. and globally, and a pioneer in exploring new approaches to graduate education. Our five-year strategic plan contributes to university graduation goals, student success, and the research enterprise, in addition to OSU’s three signature areas. Our graduate programs train a diverse student body in both core disciplinary principles and employment-relevant skills while also encouraging collaboration and effective communication across disciplines in an effort to solve complex societal problems. The Graduate School:

- Assists programs with recruitment, especially of under-represented enrollments and confers degrees;
- Processes and reviews all applications, admissions, matriculations;
- Strategically distributes nearly $5 million in fellowships and scholarships to graduate students in an effort to recruit and retain the best and brightest students;
- Assists departments and colleges with the development of degree programs;
- Works with the Graduate Council to review policies and ensure high program quality through annual and decadal assessment of all graduate programs;
- Monitors student progress and provides training to improve student success;
- Offers a curriculum of courses and workshops to increase graduate employability;
- Oversees and supports intercollegiate interdisciplinary programs as they develop;
- Oversees the Office of Postdoctoral Programs; and
- Enables philanthropic giving to support graduate education.

1. Goal: Provide a transformative educational experience for all learners.

Enhance the learning environment to raise and equalize student success – Over the past year, we have participated in the Student Success Metrics task force, which was charged by Susana Rivera-Mills, Vice Provost and Dean of Undergraduate Studies, to develop a core set of metrics around student success at the college level. The resulting profiles will be programed as CORE reports and are designed to advance equity in opportunities around student success across student populations. These profiles will include undergraduate as well as graduate data whenever possible. The Graduate School stays abreast of national trends in graduate education, especially on the topic of equalizing student success. Notably, we took the lead from the Council of Graduate Schools (CGS) and recently completed an internal OSU mirroring project on their study “Doctoral Initiative on Minority Attrition & Completion.” We have participated in the Adaptive & Personalized Learning Task Force, convened by Dave King, Lois Brooks, and Susana Rivera-Mills. This taskforce held a two-day Spring 2016 event to explore adaptive and personalized learning tools for advancing innovative strategies in the learning environments. We are developing learning modules for faculty to improve graduate student mentoring skills. The Epigeum mentoring modules (an online training resource) will be required for all faculty nominated for the first time to direct masters’ or PhD theses as of Fall term 2016. Participation in a group mentoring “Learning Community” facilitated by the Graduate School will be voluntary, but strongly encouraged for new faculty.

We continue to strive to provide excellent support to applicants, students, faculty and programs in an effort to facilitate success for our students. To that end, our graduate enrollment management team handled 6,539 completed applications for admission, scheduled 1,453 exams, and awarded 210 doctoral and 942 masters’ degrees.

2015-2016 marked a significant year of harnessing, formalizing, and expanding the Graduate School’s Graduate Student Success Initiative. Throughout the year, key relationships were solidified, and collaborations formed to provide a consistent graduate student success efforts and resources, designed to complement the existing offerings of graduate programs. The following key programs and offerings signified the 2015-2016 academic year for Graduate Student Success:

- Professional development curriculum included workshops and events designed to help graduate students gain a professional edge in six key skill areas: career, communications, leadership, research, teaching, and writing. The Graduate Success team collaborated with partners to provide these offerings, including students and faculty, the Graduate Writing Center, Career Development Center, International Programs, the OSU Postdoctoral Association and others.
- Graduate Student Success Center was officially launched in Fall 2015. Located in Memorial Union 203, and partially funded by a $10,000 Learning Innovation Grant, the GSSC is the first university wide, grad-dedicated space at OSU. This centralized space provides opportunities for learning, relaxing, and interdisciplinary
engagement. Regular drop-in hours were hosted by the Graduate Writing Center, IRB, CAPS, and the Graduate School. The space is staffed by a GRA.

- Monitoring academic progress on a term-by-term basis included follow-up with students and graduate programs on GPA, enrollment, and time-to-degree requirements, with connections to support and assistance as needed, to encourage success and timely degree completion.

- As a hub for graduate resources, we used multiple communication tools to keep the graduate community informed including: monthly and weekly newsletters, social media, and a revamped Student Success web page. Additionally, an incoming New Student Communication Plan was launched in Fall 2015. This plan was designed to welcome new, incoming graduate students and provide timely information on pertinent issues around finding housing, funding, registration, what to do upon arrival, and things to do in Corvallis.

- Graduate student care collaborates with the University and International student care teams as well as International Programs, graduate faculty and programs, and various academic and student affairs units.

- Grad Welcome Week provided a coordinated series of orientation and training events for graduate students and graduate teaching assistants (GTAs). Collaborators included International Programs, the Valley Library, and Center for Teaching and Learning. Approximately 500 new graduate students participated in the events throughout the week.

We also consistently monitor trends around graduate student success, especially as it relates to first year retention and graduation rates for our master’s and doctoral students. We work with President Ray and other senior leadership to outline goals for student success and actions to achieve these goals.

*Make high-impact learning a hallmark of undergraduate education (resulting in responsible citizenship and global competitiveness)* – We have established an Accelerated Masters Platform (also called 4+1) allowing undergraduate students to count 9 graduate credits taken as an undergraduate toward a master’s degree in specific programs. Fifteen programs have opted to participate in this effort and the framework is expanding. We held an information and feedback session with AMP coordinators this past spring, and will continue to assess whether the program is meeting the needs of our students.

With approximately 1,000 graduate students on teaching assistantships each term, and each teaching more than 30 undergraduate students each term, our GTAs have over 30,000 undergraduate student contacts each week. To support GTAs and increase their effectiveness in the undergraduate classes they teach, OSU recently became a member institution of the Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, a consortium of 46 research-intensive institutions that is committed to advancing undergraduate learning, specifically, although not exclusively, in the STEM disciplines. This is achieved through the ongoing professional development of graduate teaching assistants and postdoctoral scholars. Membership also requires significant investment in creating pathways for graduate students and postdocs to achieve CIRTL certification. To create these pathways, during the 2016-17 academic year expanded graduate and postdoc teaching workshops/trainings will be offered through the Graduate School and its Graduate Student Success unit, but also in partnership with other units such as the CTL and Ecampus to leverage their expertise. Additionally, the Graduate School intends to partner with select units across campus to help them develop their own discipline-specific trainings and create templates for GTA professional development that can be replicated across campus in the future.

In support of undergraduate education and graduate student development, the Graduate School continued to offer its 18-credit Graduate Certificate in College and University Teaching (GCCUT) during the 2015-16 academic year, enrolling a full cohort of site-based graduate students (30), graduating 25, and offering each of the four core classes associated with the program at least once. Additionally, two non-major sections of GRAD 560 and 561, open to any OSU graduate student, were offered to attract potential applicants, provide coursework to those not interested in pursuing the full certificate, and accommodate admitted students’ scheduling conflicts. In January of 2016 the Ecampus version of the GCCUT was launched enrolling a cohort of 12 students. The program currently has 71 students enrolled (site-based and online combined) with 56 students, representing every college on campus, having completed since the program’s inception.

*Advance learning through course design, assessment and faculty development* – We manage the annual assessment process for all graduate programs as well as oversee 10-year external reviews for 6 – 8 programs/year. This process includes the provision of annual data profiles showing 10-year trends in key metrics of graduate education and student success; annual assessment reports on university and program-level graduate learning outcomes; and working with
programs to implement necessary changes based on annual reports, external reviews, and data trends. The Graduate School maintains the graduate faculty database for the university, and offers annual orientation for new graduate faculty. We assist in faculty and program development by using data from Academic Analytics (www.academicanalytics.com) to understand areas of strength and those in need of improvement for select measures of faculty productivity, as well as by offering ongoing mentoring workshops and resources to enhance mentoring skills, such as the newly developed Epigeum mentoring modules.

**Enhance our comprehensive Healthy Campus Initiative** — The Graduate School has been a steady participant in the inter-unit collaborative Campus Inclusivity Working Group, led by Daniel Newhart in Student Affairs. Similarly, we continue to support the Healthy Minds Study coordinated through Counseling & Psychological Services. We are also continuing to explore the development of a graduate learning outcome in Difference, Power and Discrimination (DPD) among 8 graduate programs as the foundation for initiating a university-wide DPD learning outcome in future years. This spring, we conducted a survey among all of OSU’s postdocs to assess the effectiveness of their training, their working climate and our offerings in support of professional and career development. OSU also partnered with the National Postdoc Survey and we recently reached a sufficient number of survey participants to receive OSU-specific info on the OSU postdoc experience and how it compares nationally.

**Expand strategies to recruit diverse and high-achieving students** (Corvallis, Cascades, Ecampus) – The Graduate School “touched” approximately 1,000 students through attendance and sponsorship at various recruitment, scholarship and fellowship events in 2015-2016. These events include attending/sponsoring premier diversity conferences such as the California Forum for Diversity in Graduate Education (fall and spring); and the SACNAS National Conference by working with the OSU SACNAS group to help sponsor student attendance at the conference, as well as provide booth sponsorship for the Diversity and Cultural Engagement Office to attend; Minorities in Agriculture, National Resources and Related Sciences (MANRRS) – sponsorship of student attendees and booth; SHPE (Society of Hispanic Professional Engineers) Leadership Conference; National Black Graduate Student Association conference (sponsorship of booth and student attendee); materials sponsorship for the UC Davis Pre-Health Professional Fair; regional conferences such as Murdock College Research Conference; and individual department workshops and presentations. We participated in the Liberal Arts Virtual Career Fair sponsored by the OSU Alumni Association in February 2016. We are actively engaged with supporting department attendance at program-specific conferences and workshops, providing materials and funding attendance as appropriate. We presented Graduate Information Night events in fall and spring term, inviting students from across the OSU campus, community colleges and the community at large to presentations from GS leadership about the benefits of attending graduate school and graduate education. Similar information sessions were held on several dates during summer term, specifically targeted for students attending summer undergraduate research programs across campus. We sponsored our annual Recruitment Day event in April 2016, in collaboration with programs on campus. Targeted students for this event are primarily URM (including McNair, other TRIO, Project 1000, lists from National Name Exchange, LSAMP, et al). We provided scholarship and fellowship support to more than 330 awardees in 2015-16, (up from 286 in 2014-15). These students are invited to a recognition luncheon sponsored by the Graduate School each fall term, along with their faculty nominators, the individual scholarship donors, Foundation development officers and Graduate School/university leadership. This event allows us to recognize these scholars, help build collegiality amongst them, and give the donors an opportunity to meet these outstanding students and be recognized for their support.

Through its targeted diversity awards (Diversity Scholar Recruitment Award, Diversity Advancement Pipeline Fellowship; Graduate Diversity Recruitment Bonus; Thurgood Marshall Graduate Scholarship), the Graduate School offered funding to 23 students who were nominated by the programs for these prestigious awards; 13 students accepted.

2. **Goal: Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.**

**Increase the quality, capacity and impact of graduate programs** – In the past year, we have added the following programs to OSU’s graduate portfolio: Athletic Training (MATRN), Data Analytics (MS, CERT), Bioengineering (PhD, MEng, MS), Financial Planning (CERT), Psychology (MS, PHD), and Environmental Arts & Humanities (MA). In the past year, we conducted decadal external reviews for: Crop and Soil Science, Chemical Engineering, Microbiology, Molecular & Cellular Biology, Nuclear Engineering, Radiation Health Physics, and Statistics. We also administer an Advanced Degree Recipient Exit survey to all graduate students upon degree conferral; data from this survey help us to improve programs, student experiences, and the post-graduation
success of our graduates. We oversee annual assessment planning and reporting for all graduate programs, and our assessment processes are key elements of graduate education portions of the university’s ongoing regional (NWCCU) accreditation. In support of research productivity and success in postdoctoral training programs, we also oversee the completion of Individualized Development Plans (IDPs) for approximately 110 post-doc Scholars. Our recently conducted OSU postdoc survey specifically addresses the effectiveness of the IDP.

Expand and cultivate transdisciplinary research (on campus or through partnerships) – We have met with faculty across 6 degree programs to explore a multi-program field of study in Social Justice and continue to oversee Applied Biotechnology, Comparative Health Sciences, Environmental Sciences, MAIS, MCB, and Water Resources Interdisciplinary Graduate Programs.

In other ways advance leadership in research, scholarship and creativity – Over 800 Graduate Research Assistants and 175 Post-docs are the workforce behind the $309 million in external research conducted at OSU. They contribute to refereed journal articles, presentations at professional conferences, and producing other scholarly works. Graduate students submit theses and dissertations to Scholars Archive, which are accessed over 3 million times per year, giving OSU research tremendous visibility worldwide.


Position OSU’s outreach and engagement programs as learning laboratories that promote high-impact learning and effectively utilize university research – Many of our graduate students, particularly in the Colleges of Forestry and Agricultural Sciences, work collaboratively with or are advised by Extension Specialists on the Corvallis campus or at the Agricultural Experiment Stations.

Grow rural and urban regional centers to advance social progress – Graduate students are active participants in research and outreach at our Agricultural Experiment Stations and Centers across the state (e.g., Food Innovation Center in Portland, Seafood Center in Astoria).

Drive economic development – Graduate students and post-docs participate in the Innovation Accelerator Program designed to put new discoveries into production. The Graduate School is teaming with the OSU Advantage to promote OSU’s Industry Exploration Program (IEP), which focuses on connecting and engaging post-docs and graduate students with non-academic opportunities and careers in Oregon. Currently, we are also partnering with OSU Advantage on Oregon’s Next Great Startup. Workshops, on-site company visits, and events continue annually with significant engagement. The IEP was originally launched by postdocs at OSU. In the coming year, the IEP will launch two additional initiatives: an Internship Program and a Mentorships Program modeled after programs at UC Berkeley and MIT.

Engage alumni and other external partners to advance our goals – In addition to the 1000+ courtesy and affiliate faculty contributing to graduate education at OSU, we have developed an Alumni Survey to understand the experiences and success of our alumni, and ensure graduate education is meeting post-graduation placement needs and trends. We intended for this survey to be delivered at years 1 and 5 after graduation, and are in the process of exploring partnerships with the Career Development Center for administering this survey alongside their recently launched Outcomes Survey. Through the new Alumni Survey alongside other initiatives, we are working to establish industry partnerships and increase our relations with alumni, governmental agencies and national labs who can serve as mentors to graduate students as we nurture Graduate Beaver Nation. We also analyze, annually, results from the NSF-administered Survey of Earned Doctorates in order to further ensure our goals align with national trends in doctoral post-graduation success. In 2016, we worked with a postdoc on non-academic pathways for graduate students and postdocs.

In addition to these goals the Strategic Plan also establishes a commitment to three essential features our OSU.

Please provide a summary of key initiatives that align with these commitments:

Enhancing Diversity
Increasing diversity of faculty, staff and students – Several staff on our leadership team are trained Search Advocates through OEI, contributing to a culture of equitable hiring and inclusive employment in the Graduate School unit. This summer, we are leading a campus-wide group of faculty interested in implementing more holistic graduate admissions
procedures at OSU. Among other initiatives, the group will explore alternatives to the standard test scores (e.g. GRE, GMAT) used in admissions decisions, tests that have been shown to disadvantage women and URMs in the admissions process. Also, the Graduate School is the sponsor for the Black Graduate Students Association (BGSA) at OSU. The BGSA held four events and attended two conferences including: faculty of color luncheon, research forum, graduate school workshop, national BGSA conference and national student leadership diversity convention. We support efforts for SACNAS, and have supported a PROMISE intern. We will encourage BGSA and other graduate organizations to increase participation with LSAMP and OR-AMP this year. Using Tenured Faculty Diversity Initiative Funds (TFDI), we are working with a doctoral student on best practices for recruiting under-represented minority (URM) students from Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSI). We are exploring a MOU with Florida A&M and will bring at least two speakers to campus in 2016-2017 to discuss diversifying the graduate student population.

Technology as a strategic asset
Share relevant information to make effective decisions – The Graduate School continues to be a leader in development of graduate education and student success data available through CORE. At this time, the majority of metrics provisioned by the Graduate School through annual data profiles are available via CORE. Complete data profiles are also disseminated to all graduate programs via SharePoint. These data profiles have proved invaluable in allowing our 80 graduate programs as well as college-level leadership to make informed decisions. We have also begun significant development of reports in CORE around committee service, GTAs, graduate cohorts, early warning reports (low grades, low GPA), and transferring the Graduate Self Service (a Banner web service) area to CORE for greater usability. Further, the Graduate School is actively participating in conversations around the integration of primary and supplemental university systems such as Canvas, Digital Measures, DocuSign, Time Trade, Academic Analytics, Salesforce, Banner, and CORE with the intent of reducing redundant data management, improving data quality, and increasing the depth, breadth and availability to institutional knowledge for reporting and decision making functions. We continue our collaboration with the Research Office and Provost’s Office in leveraging Academic Analytics for making strategic, data-informed decisions around grants market shares and faculty development. We also collaborate with APAA in using SharePoint to make accessible all data, planning, and reporting materials related to annual assessment and 10-year review processes. Finally, we fulfill data requests and large data projects, in conjunction with Institutional Research, around graduate education for programs, colleges, student support services, and upper-level administration.

The Graduate School has led the development of Salesforce applications both internal and external to the Graduate School and has been working collaboratively with Vice Provost Lois Brooks’ Team to advance Salesforce campus-wide. Within the next year we expect to support the migration of data and functionality of both the Honors College and College of Business from their existing Salesforce instances into the current shared Salesforce instance. These moves will leverage our combined resources for faster implementation of innovative and insightful solutions in the areas of recruitment, student success and alumni relations. The Grad School IT (GSIT) team supported the extension of the graduate admissions application (built in Salesforce) to undergraduate admissions. With graduate and undergraduate admissions applications on the same platform applicants to the Cascades, Ecampus and Corvallis campuses benefit. This step further improves OSU recruitment efforts as the admissions application is one of the last experiences an applicant will have with a university before making their enrollment decision. Over the past two plus years the Graduate School has been intimately involved in bringing eSignature to campus, which came to fruition at the beginning of this summer with a contract with DocuSign. We will help provide implementation guidance to the rest of campus as well as participate in its’ initial rollout. The Graduate School communicates to general internal audiences using the monthly Graduate School email newsletter. Approximately 6,000 people receive our communications, which include all graduate students, graduate faculty, and other graduate contacts (program directors, coordinators, and staff).
RECRUITMENT

Applications, admissions and matriculations decreased by -4.66%, -7.05%, and -12.91%, respectively, from F2014 to F2015. International applications and admissions decreased by -4.0% and -12.9%, respectively. International matriculations, however, increased by 8.7%. Applications, admissions and matriculations for under-represented minorities decreased by -3.7%, -2.1%, and -13.3%, respectively. Total minority applications, admissions, and matriculations decreased by -3.8%, -3.6%, and -17.3%, respectively. Despite these absolute decreases from the previous year, the proportion of total graduate applications and admissions for minority and URM students slightly increased.

ENROLLMENT

In F2015, graduate student enrollment slightly decreased (-0.7%) compared to F2014; prior to this, graduate enrollment had steadily increased for several years. The decrease was caused by a decline in non-degree graduate students. In F2015, we had 2055 master’s students, 1555 doctoral students, and 935 non-degree seeking graduates. The proportion of the total student body that is graduate students has remained steady for the last five years at 15% due to rapid growth in the undergraduate population. Enrollment by students identifying as racial/ethnic minorities and under-represented minorities decreased by -1.1 and -0.3, respectively, compared to the previous year. International students increased by 4.9%. The proportion of the total graduate student body that identifies as racial/ethnic minority or under-represented minority has remained relatively unchanged from past years, while international has seen a slight steady increase.

GRADUATION*

*Graduation data for 2015-16 AY are preliminary to date.

The total number of graduate degrees conferred increased by 6.5% from the 2014-15 AY to the 2015-16 AY. Master’s degrees increased by 8.2% while doctoral degrees remained relatively unchanged. In the 2015-16 AY, of the total number of graduate degrees conferred, 31.1% were to international students, 11.8% to racial/ethnicity minority students, and 5.8% to URM students. Additionally, we awarded 103 graduate certificates. Our 8-year and 4-year graduation rates for doctoral students and master’s students, respectively, remained steady from previous years at 64% (doctoral) and 83% (master’s). Median time to degree completion was 5.25 years (doctoral) and 2.25 (master’s).
SATISFACTION
*Respondent data on the Exit Survey 2015-16 AY are preliminary to-date.

Respondents of the Advanced Degree Recipient Exit Survey (n=373, U2015-S2016 to-date) indicated overall satisfaction (65%) with the Graduate School. 84% indicated they would recommend their graduate program to a colleague, friend or family member looking to OSU for their graduate studies.

OUTREACH & IMPACT

56% of respondents to the Advanced Degree Recipient Exit Survey (n=373, U2015-S2016 to-date) indicated that they presented scholarly or creative works at professional meetings; 46% indicated publication of scholarly articles/exhibition of creative works during their graduate tenure.

POST-GRADUATION PLACEMENT

Eighty-four percent of respondents to the Advanced Degree Recipient Exit Survey (n=373, U2015-S2016 to-date) indicated they felt prepared for post-graduation career placement or additional higher education. 59% of our graduates had either secured a job at time of graduation or were intending to engage additional higher education.

INCLUSIVITY & DIVERSITY

Only 45% of respondents to the Advanced Degree Recipient Exit Survey (n=373, U2015-S2016 to-date) indicated that they felt OSU was a very inclusive university.

Additionally, 12% indicated they personally were a target of prejudice while at OSU, and 24% indicated they witnessed prejudicial behavior.
Historical trends in postdoc numbers at OSU (2000-2016)