



## The Board of Trustees of Oregon State University

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**To:** OSU Board of Trustees  
Executive & Audit Committee

**From:** Pat Reser, Chair  
Darry Callahan, Vice Chair

**Subject:** Board Officers' Report: FY2016 Comprehensive Presidential Assessment

**Date:** September 30, 2016

The Board of Trustees is charged with oversight of the President, including assessing his performance in order to inform and support his successful leadership. By policy, the Board must assess the President annually, conducting a comprehensive assessment at least once every five years. As officers of the Board, we have completed a comprehensive assessment of President Ray for FY2016 and submit the following report.

### **FY2016 Assessment**

The President's goals for FY2016 were approved by the Board on October 16, 2015.

Since this was the first comprehensive assessment of a President by the Board, we consulted early in the process with the Executive & Audit Committee, gathering input in January 2016 on the proposed methods and timelines that would be used and reporting progress on our efforts to the Committee in June 2016. Based on this consultation, we elected to use an external consultant to gather input on the President's performance, and in May and June 2016, the consultant conducted surveys (32 survey responses; 65% response rate) and interviews (34 interviews) with a broad range of participants. Participants included the President's direct reports, the Board of Trustees, Faculty Senate and local Service Employees International Union leadership, members of the OSU Foundation and OSU Alumni Association boards, deans, vice provosts, student leaders, Oregon legislators, state and community leaders and colleagues at national and regional higher education associations.

Input from the interviews and surveys addressed the President's strategic and educational leadership, organizational and fiscal management, fundraising, external and internal relations, and personal characteristics and values. Feedback was highly positive across all of these categories. Participants described President Ray as a strategic and collaborative leader who seeks broad input in his decision making. His genuine and direct approach was among the qualities noted as helping him build trust, respect, and credibility within OSU and with external constituencies. He was noted as particularly effective in his efforts related to student success and implementing Strategic Plan 3.0 (SP3.0) and his commitment to diversity. Interview participants noted a number of challenges facing OSU in the coming years including issues around tuition and college affordability, student success, and funding for the university.

In addition to reviewing this input, we reviewed the President's FY2016 self-assessment report and proposed agenda for FY2017 (Attachment 1). We were pleased to see in his report that the university is on track to meet or exceed 2017/18 targets for a number of SP3.0 metrics such as the number of bachelor's degrees awarded, Ecampus degree-seeking students, and industry-funded research as a percent of research and development (R&D). In his report, President Ray also points out that the university is "within striking distance" of other 2017/18 targets including total R&D expenditures, overall first-year retention rate, and overall six-year graduation rates. However, he acknowledges that the university's progress in eliminating achievement gaps and raising student success measures for all students has been relatively flat and describes a number of strategies underway that focus staff and resources in these areas over the next several years. Finally, the report from the President describes the university's success in developing an initial 10-year business forecast and notes a number of financial challenges and opportunities facing the university in the near future.

### **Establishment of FY2017 Goals**

On September 23, 2016, we met with the President to discuss his report, the summarized input gathered by the consultant, and his proposed agenda for the year. For FY2017, the President proposes to focus his attention in the four major areas of student success, expansion of OSU-Cascades, financial sustainability, and community building. His report lays out sound reasoning for each of these focus areas and describes some of the strategies he will use. We support his ambitious agenda.

### **Conclusion**

We compliment the President on the progress noted over the past year and support his focused and continued work in the areas he has identified. We are pleased with the input received on his performance and are truly grateful for his outstanding leadership of the university. We recommend that the Board accept this report, thereby completing the FY2016 assessment and setting the President's goals for FY2017.

## Attachment 1

**Oregon State University**  
**Edward J. Ray**  
**(8/10/16)**

### **PRESIDENT'S SELF-ASSESSMENT FOR 2015/2016**

Strategic Plan 3.0 remains the road map to guide the university for the next two years, and I take the successful implementation of the plan as my first priority each year. This focus is reflected by progress in meeting the targets for key metrics provided in the plan. Beginning last year, and again this year, my self-assessment draws on information that goes beyond the metrics of SP3.0. The expanded list of metrics and SP3.0 targets - where they were established - are noted in the President's Performance Metrics, Appendix B (pages 11-13).

The three goals articulated in Strategic Plan 3.0 are to:

1. Provide a transformative educational experience for all learners;
2. Demonstrate leadership in research, scholarship, and creativity, while enhancing 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
3. Strengthen OSU's impact and reach throughout the state and beyond.

The OSU Board of Trustees approved my proposed agenda for the 2015/16 academic year at the October 2015 meeting. In addition, the Board adopted a Presidential Assessment Policy in May 2015 that requires the self-assessment report to include eight specific elements (see Appendix A, p. 10). Where possible, those elements are included in the assessment document for FY16 and the proposed agenda for FY17. The specific agenda and results for FY16 are summarized below and are followed by my proposed agenda for FY17.

### **PROPOSED AGENDA AND RESULTS FOR FY16**

I had three goals last year:

1. Continue success in the implementation of SP3.0;
2. Progress toward eliminating achievement gaps and raising first-year retention rates and six-year graduation rates for all students and all sub-groups of students; and
3. Create a 10-year business plan to accompany SP3.0 that ensures a sustainable financial path to support the university's success.

**Goal #1: Continue Success in the Implementation of SP3.0**

**Results:** The attached table of President's Review Metrics (Appendix B, p. 11-13) includes the 2017/18 targets for SP3.0 measures along with a number of other factors, some of which I expect to be included in SP4.0, which will cover the 2018-23 period. For my discussion of the University's results for 2015/16, I use the 2017/18 targets to indicate our progress towards achieving them.

The 6,231 bachelor's degrees awarded for 2015/16 exceeded our SP3.0 goal of 6,000 by 2017/18. The 364 degrees awarded at OSU-Cascades exceeded the SP3.0 target of 360 degrees by FY18. With 3,591 Ecampus degree-seeking students in 2015/16, we surpassed our SP3.0 target of 3,000 by FY18. Last year with a total of nearly \$309 million, OSU exceeded \$300 million in research grants and contract awards for the first time. In FY16, research grants and awards exceeded \$336 million. Industry-funded research as a percentage of total R&D was 3.8% for 2015-16, exceeding the SP3.0 target of 3.6% for FY18. Finally, annual private giving received by the OSU Foundation totaled \$122.38 million for FY16, which surpassed the \$110 million SP3.0 target for FY18. In the last two years, we have raised \$250 million in donor funds. It is worth recalling that the year before I came to OSU our FY03 fundraising total was \$29.3 million.

The university is within striking distance of a number of the other 2017/18 targets found in SP3.0. Total R&D expenditures of \$262.7 million in 2015/16 is close to our goal of \$270 million by 17/18. At 84.8% and 64.3%, the overall first-year retention rate and six-year graduation rate are approaching the SP3.0 targets of 88% and 67%, respectively, by FY18. Less likely but possible successes in reaching their SP 3.0 goals for FY18 are the percentage of U.S. minority students attending Oregon State now at 22.8% (FY18 goal: 25%) and the percentage of high-achieving Oregon high school graduates in the freshmen class at 41.6% (FY18 goal: 45%).

There are several key areas in which we are not on pace to reach our SP3.0 targets for 2017/18. Our junior year transfer four-year graduation rate is only 67% in Corvallis despite a goal of 72% (see Appendix D, p. 20). In addition, we are substantially below our target for invention disclosures (70 vs. a goal of 120 by FY18) and, although licensing revenue reached \$10.3 million in FY15, in FY16 it fell to \$5.1 million versus an SP3.0 goal of \$10.9 million by FY18. Research dollars generated per dollar of state support for the statewide public service programs (2.17) is well below the FY18 target figure of 3.00. State funding has increased this biennium in advance of awarding research grants, so this ratio should increase in future years. Finally, at 211, the number of Ph. D.s awarded in 2016 is well below our SP3.0 target of 255 for 2017/18. I will return to these matters in my plans for FY17.

At my State of the University Address in February 2016, I issued a challenge to all supporters of OSU to help us raise the six-year graduation rate to 70% by 2020 and the first-year retention rate to 90% by 2020 for all groups of students, which means closing all achievement gaps. As indicated in the President's Review Metrics, there is some prospect of closing the first-year retention rate gap of 4.7% over the next four years, but we will not eliminate the six-year graduation rate gap of 10.4% – or attain a common six-year graduation

rate of 70% – without a concerted effort by all concerned. Areas for improvement that shaped my agenda for 2016/17 are provided below.

## **Goal #2: Eliminating Achievement Gaps and Raising Retention and Graduation Rates for All Students**

**Results:** As I made clear in my State of the University Address, which called for all groups of students achieving a common first-year retention rate of 90% and a common six-year graduation rate of 70%, we are making a university-wide commitment to improve our performance in these areas. Given our slow progress in increasing measures of student success over the last 10 years, it is clear that business as usual is not working. The achievement gap for first-year retention has declined recently to 4.7%, but the achievement gaps for the six-year graduation rates for all students and all sub-groups of students have remained fairly flat for over a decade. Through our participation in the University Innovation Alliance (UIA), we have developed strategies, including the use of predictive analytic tools, to improve student advising. Going forward, we should be able to move these percentages in the right direction due to the day-to-day leadership of the new Vice Provost and Dean of Undergraduate Studies, Susana Rivera-Mills. Dean Rivera-Mills also serves as Oregon State's liaison with UIA partners and receives staff support from our UIA Fellow, Alex Aljets. A number of collaborative initiatives developed through the UIA will help us identify and adopt additional programs and practices at OSU to reduce achievement gaps and increase retention and graduation rates. The Vice Provost and Dean of Undergraduate Studies, the Vice Provost for Student Affairs, Susie Brubaker-Cole, and the Vice Provost and Dean of the Graduate School, Jennifer Dennis – working closely with each college dean – will be responsible for integrated planning and implementation across the student experience. We have increased support staff funding for these efforts, and we will launch a fundraising initiative this year to help finance the Student Success Initiative.

Appendix C (pp. 14-19) includes material from three key leaders in our Student Success Initiative: Dean Susana Rivera-Mills, Vice Provost Susie Brubaker-Cole and Dean Jennifer Dennis. As you may recall, Vice Provost Rivera-Mills made a presentation to the Board in June. For the sake of brevity, I will only repeat here that a number of initiatives have been funded and acted upon under the direction of Dr. Rivera-Mills to increase Oregon State's number of academic advisors and the quality of advice available to advisors and students based on data analysis of the success of previous students. This data will help us redesign key courses that have typically diverted students from completing their degrees and will better enable us to create college-specific templates for pathways to successful degree completion.

Vice Provost Susie Brubaker-Cole also is leading our collaborative effort with the OSU Foundation and others to bring additional resources to support our student retention and graduation efforts. Major initiatives within her division this year have included opening the Survivor Advocacy and Resource Center, hiring additional full-time staff in student support centers, including the Pride Center and the Ettihad Cultural Center, and, in collaboration with the Office of Financial Aid, targeting emergency scholarships to help undergraduates and graduate students in good academic standing remain in school.

Dean Dennis is leading our effort to retain graduate students through to degree completion. Actions taken by the Graduate School this year included conducting workshops, interventions and mentoring programs for students at risk and opening the Graduate Student Success Center. An enhanced set of orientation programs last fall attracted approximately 500 new graduate students.

Going forward, the Student Success Initiative should include all students at all levels of study. To date, the state of Oregon has been silent on desired outcomes for graduate studies and the role of research in both undergraduate and graduate student success. We need to expand the discussion of the challenges and needs facing student success to reflect the full range of educational and research activities at the university.

Last November, several students asked for the opportunity to speak out about their experiences at OSU with regard to prejudice and behavior incompatible with our claims to advance inclusive excellence, social justice and a positive sense of community. While marches and building take-overs took place on many other campuses across America, we gathered in Gill Coliseum as a community to hear the voices of students and colleagues of color. We have followed up with several town forums and begun to restructure how we promote equity, inclusion and diversity on campus.

In response, we have reconstituted our University Leadership Council for Equity, Inclusion and Social Justice to include more student voices. We have created the position of Chief Diversity Officer and an Office of Institutional Diversity. The Office of Equity and Inclusion is now focused on compliance issues as the Office of Equal Opportunity and Access. Consequently, important Title IX and other discrimination cases are being processed in a much more effective way. Additional student diversity learning opportunities are currently being developed for academic year 2016-17. As already noted, we launched the Survivor Advocacy and Resource Center to support and serve the needs of sexual assault survivors.

Angela Batista has assumed the role of Interim Chief Diversity Officer and leads the new Office of Institutional Diversity. Dr. Batista is working with the University Leadership Council to develop a position description to conduct a national search this year for a permanent Chief Diversity Officer.

At the time that I proposed my plans for FY16, these matters belonged in the discussion of the Student Success Initiative because student and colleague experiences throughout this community have an impact on their ability to be successful and because we clearly have not done enough to provide the most supportive context within which all of us at OSU can realize our potential for learning and creativity. As discussed below, in the year ahead I will continue to further define these initiatives and devote additional resources to match my promise to the community that business as usual is not acceptable.

### **Goal #3: Create a Sustainable 10-year Business Plan**

**Results:** Over the last year, we developed a 10-year university business plan. Currently, we are creating a companion plan for capital renewal and construction. We will share preliminary work

on this comprehensive financial planning model with the Board at the next Board Retreat (October 2016). As with our strategic plan, we will revisit the assumptions of our long-term business and capital plans each year and make appropriate adjustments.

Appendix E (p. 22) provides a summary of recent, present and anticipated education and general fund budgets for the Corvallis campus. As noted in the table, the current ending fund balance has increased from 9.7% in FY15 to 13.4% for FY16 and is expected to reach 15.3% by FY18. This level of fund balance is in line with the Board's recommendation of maintaining increased liquidity in uncertain times to be able to more nimbly address adversity going forward. The table also indicates proposed investments in new faculty and staff hires and, for the foreseeable future, keeping the percentage of Oregonians among undergraduate students in residence in Corvallis above 66%.

A number of financial challenges and opportunities face the university going into the next legislative session in February. We must take action to improve the operating efficiency of the university to minimize resident undergraduate tuition increases as we move forward. The legislation establishing the independent university boards of trustees requires universities to keep resident undergraduate tuition increases below 5% each year – unless the Higher Education Coordinating Commission (HECC) approves an increase above 5%. Internally, we have committed to keep these tuition increases below 3%, whenever possible. Absent passage of a controversial corporate income tax measure, the state may have to cut operating funds by \$1 billion in the next biennium. About 65% of all of our operating costs are associated with personnel expenses. As part of the state of Oregon's system of health benefits and pension programs, we are provided no ability to control those costs directly and continued attempts at cost containment will be a challenge.

We are advancing a number of legislative requests for the 2017 session including current service level cost adjustments, new operating funds, and new capital funds both for Corvallis and for the OSU-Cascades Campus. We are already collaborating with the other public universities on common requests to the legislature and discussing special needs for the OSU-Cascades Campus with the HECC and other interested parties.

## **Quality**

The Board also asked that the President's Self-Assessment provide evidence of the university's overall academic quality (Appendix D, page 20). Our goal is to imbed quality (or excellence) in all dimensions of OSU's mission: teaching and learning, research and innovation, and outreach and engagement. I have indicated over the years that we aspire to be among the top ten land-grant universities in America, and I have made it clear that this is a statement of commitment to excellence as reflected in measurable outcomes attained at the most highly regarded land-grant institutions. At OSU we understand that the more exceptional we are at everything we do, the more powerful and positive our impact can be on the world through our graduates, research and creative works.

In Appendix D: Quality Measures, I provide a number of metrics for OSU and for our aspirational peers, land-grant universities that we consider the top 10 by virtue of their

substantive accomplishments. The first section of the table provides the context within which we operate. It is worth noting that our resident tuition is lower, we are less selective in student admission requirements, our enrollment is substantially less at both the undergraduate and graduate level, and we have a higher percentage of Pell-eligible students than our aspirational peers.

To reach the average performance level among the top 10 land-grant universities, we must raise our first-year retention rate from 84.8% to 93.9%, our four-year graduation rate from 32.3% to 60.1%, and our six-year graduation rate from 64.3% to 83.8%. The most effective way we can reduce the tuition and debt burden on our students and their families would be to increase our four-year graduation rate.

To match our peers, we would also have to raise our percentage of historically under-represented students from 9.9% to 12.6% and the percentage of historically under-represented tenured/tenure-track faculty from 7.4% to 7.8%. The percentage of international students in Corvallis is 13.3%, which is close to the peer average of 14.5% and our 2017/18 target of 15%.

Our research expenditures per tenured/tenure-track faculty FTE of \$270,751, while well above the APLU average, is below our aspirational peer group average of \$424,622. In fairness, many of our peer comparators have academic medical centers, which often account for half of all research grants and contracts. As reported earlier in this document, our licensing revenue reached \$10.3 million in FY15 but was only \$5.1 million for FY16. Our aspirational peers average \$19.4 million in licensing revenue. In short, our objective to be among the top 10 land-grant universities will require substantial investments, but this goal clearly reflects our commitment to excellence in all that we do.

### **Internal and External Relationships**

I half-joke at times that I am a person who believes he is doing well, even when objective evidence suggests otherwise. So, I sleep well at night and I keep moving forward. Nonetheless, I meet with individuals and groups on campus regularly to listen to their issues and concerns. And anyone can send me an email and expect a quick response. I believe that my relationships with presidential university colleagues in Oregon, the Pac-12, and around the country are good, and I participate on the boards of several national and regional higher education organizations. I also believe that I have very positive working relationships with the Governor, members of the legislature, our federal delegation, and the executive director and members of the Higher Education Coordinating Commission.

Internally, I work well with my direct reports, deans, the university Faculty Senate and individual faculty and staff, and I treasure time spent with student leaders and students in general. The “speak-out” last year was a positive turning point for OSU. This was due to our remarkable students and colleagues. Clearly, I need to do a better job of listening and acting to ensure that my statements about the community we are building are reflected in the experiences of our students and colleagues.



This year the Board has commissioned a 360-degree assessment of my working relationships both within the university and externally. Board members will be able to judge for themselves if I need to take additional actions. I intend to step up my availability to students and colleagues so that I do not need another “speak-out” wake-up call.

In higher education, presidents serve an average of five or six years, and most governance challenges come from dealing with presidential succession issues. Given my long tenure here, our challenge is to deal with changes in other key positions throughout the university. I honestly believe that our Board of Trustees and associated staff are excellent. Oregon State’s current group of deans is very good. Yet, we replaced one dean last year, and we have recruited two deans for this year. As you know, four of the 14 voting members of the Board are new this year; fortunately, all are great additions. But eight current trustees will be up for re-appointment in the coming year, including the student, faculty and staff trustees. I am currently recruiting a vice president for finance and administration, a provost and executive vice president, a chief diversity officer and an executive director for the Office of Equal Opportunity and Access. Meanwhile, all of the other six presidencies among the Oregon public universities have new leaders or are engaged in searches. So, the process of creating, renewing and enriching relationships critical to higher education governance at Oregon State and in Oregon is a continuous one. However, I believe that Oregon State’s overall internal and external teams keep getting better and better.

For my own professional development, I will remain active in national, regional and state organizations where I can interact with colleagues to share best practices and perform an environmental scan of the trends and challenges to higher education across the nation and in Oregon. I will continue to serve as the chair of the Science and Mathematics Teaching Imperative (SMTI) Committee for the Association of Public and Land-Grant Universities as well as serve on the APLU Board. In addition, I will serve a three-year term on a new APLU-Canada Committee to promote engagement between APLU institutional members in the U.S. and universities in Canada. I will serve as past chair of the Board of the Association of American Colleges and Universities and I am serving as the secretary of the Board of the American Council on Education. I also serve on the boards of the UIA, the Pac-12, Pac-12 Enterprises and the Oregon Public Universities Council of Presidents.

### **PROPOSED AGENDA FOR FY17**

The four major areas I expect to devote most of my time and attention to this year are:

1. **Student Success:** I will work with colleagues throughout the university to implement effective strategies and provide critical support mechanisms and resources to significantly increase retention rates through to graduation for undergraduate and graduate students, while eliminating achievement gaps. The last two columns of each of the three tables in Appendix C (pp. 14-19) indicate actions and investments to be undertaken in FY17. These initiatives will take place with strong leadership from our Vice Provost and Dean of Undergraduate Studies, Vice Provost and Dean of the Graduate School and Vice Provost for Student Affairs.

As noted earlier, our four-year graduation rate is 32.3% compared to 60.1% for our aspirational land-grant peers. If we are to significantly reduce the cost and debt burdens borne by our students and their families, we must dramatically increase our four-year graduation rate. Course design and availability, scheduling, sound advising, financial support and other factors all impact the time to graduation. Dean Rivera-Mills is working with several colleges to launch an “OSU Finish in 4” Campaign to substantially reduce the time to graduation. On average, resident and non-resident students could save \$53,000 and \$90,000, respectively, by graduating in four years rather than six. Obviously, students would graduate with much less debt and begin earning income two years sooner. In FY16, 40% of our students graduated with no debt and students with debt had an average of just under \$26,000 in debt.

The state’s focus on the 40-40-20 goal – in which 40 percent of Oregonians have a college degree or more by 2025, 40 percent have an associate’s degree or certificate and 20 percent have a high school degree – is silent on the importance of advanced degrees at the master’s and doctoral level and on the relationship of undergraduate and graduate education to university research and economic and social progress for Oregon, the nation and the world. As noted earlier, we are lagging behind our strategic plan goals for the relative size of graduate education at Oregon State along with degrees granted, as well as licenses, patents and licensing revenue. We need to address these deficiencies directly at OSU, and we must encourage the HECC to establish state goals for graduate education and research.

2. **Expansion of OSU-Cascades:** Our progress in building a four-year campus in Central Oregon is characterized by 15 years of both significant strides and faltering steps. Over the last two years, we have developed the imperative for a four-year campus located in Bend. We have created the opportunity for a dialogue over the next year with the Central Oregon community, the HECC, the Governor, and the legislature regarding the state’s role in expanding higher education services to one of the nation’s most underserved regions. Without a high degree of advocacy and activism, our request for \$69 million to enable the preparation of the 46-acre OSU-Cascades Campus site for development and provide for the construction of two student-focused buildings will fall by the wayside.

My efforts moving forward will reflect the solidarity of the seven university presidents for a comprehensive \$284 million capital investment across all of the institutions. Nevertheless, beyond that request, as we work with the Central Oregon region and many others, we must develop and implement an effective and rigorous campaign in support of the OSU-Cascades Campus expansion. Otherwise, we will likely see marginal investments, resulting in no increase in the level of services delivered to the students who comprise part of the population of the state’s fastest growing region. This investment will not only benefit Central Oregon but all Oregonians and the state’s overall economy.

3. **Financial Sustainability:** I will work with colleagues inside and outside the university to substantially increase state-appropriated operating and capital funds to increase student support services as part of the Student Success Initiative, to renew, renovate and repurpose current campus facilities in Corvallis, and to continue to move forward with new capital projects including the growth of the OSU-Cascades Campus in Bend and our Marine Studies

Initiative campus in Newport. Internally, we must reduce the dependence of Athletics on general funds support; we will share our plans in that regard with the Board in October. A topic that spans both our Student Success Initiative and our financial well-being is the state of OSU's research space, which is so critical for the success of our research efforts and the quality of graduate and doctoral programs. I will work with the Vice President for Research and with leadership across the university to improve the research infrastructure for faculty and students. Availability of adequate research space has been identified as one of the top 10 risks for the university. Deferred maintenance, conservatively estimated at \$600 million for the Corvallis campus, threatens the future of the research enterprise. OSU shares this dilemma with other institutions, for research infrastructure has drawn the attention of campus leaders across the United States. OSU will demonstrate leadership by developing a strategy to reclaim aging infrastructure and resurrect cutting-edge research space. Activities tied to improving the quality of research space include renegotiating OSU's Facilities and Administration (F&A) allocation on federally-funded research. Currently, OSU's F&A rate is 46%, 5.75% below the mean of Oregon State's peer institutions. An additional 5% of FY16 awards would generate \$16 million more for university research. Revitalizing our research infrastructure will benefit our faculty, students and the people of Oregon, the nation and the world through our discoveries, inventions and innovations.

The Board has clearly indicated that we need to be more aggressive in establishing a sound financial basis so as to be operationally flexible moving forward. Nimble is not a word often heard in the academy, but we must be more nimble going forward in response to the rapid pace of technological, political, social and financial changes with which we must contend. So, we are shifting our target range for cash balances from a 5%-15% range, centered on 10%, to a range of 10%-20%, centered on 15%. Also, we must search out cost efficiencies in all of our operations to insure that tuition increases for resident undergraduates are kept to a minimum. Our greatest cost savings for students and their families could come from speeding up the time to graduation. While we must pursue greater operating and financial efficiency and effectiveness, third-party ratings agencies recognize our strong financial management position. We received a rating of Aa3 from Moody's Rating Service in spring 2015 and again in summer 2016.

4. **Build Community:** Working with colleagues, including the new Chief Diversity Officer, I will focus on creating a community that demonstrates equity and a commitment to inclusive excellence and social justice and that celebrates diversity as the surest path to excellence.

The "speak-out" session last November and many subsequent discussions have provided me with a much clearer and deeper appreciation of how every aspect of one's university experience affects outcomes. For someone running a gauntlet each day as a student of color without knowing what unprovoked sleights and insults may come his or her way surely undercuts the effectiveness of the learning experience. For colleagues, the daily ordeal of awaiting insults and sleights must surely reduce creativity and productivity. Getting our community where it needs to be in terms of inclusive excellence and social justice is fundamental to student, staff and faculty success.

**Appendix A**

**From Oregon State University Presidential Assessment Policy  
(As approved May 29, 2015)**

**V. Annual Assessment**

The Annual Assessment will include the following:

**A. President's Self-Assessment Report**

The President will complete a Self-Assessment Report that addresses the State of the University and the President's stewardship. The report will be due to the Board on the date specified by the Chair and will be based on information available at the time of the assessment.

The report will include the following:

1. Progress on meeting previously established goals, including any relevant data;
2. An assessment of the university's advancement of goals outlined in the Strategic Plan;
3. An assessment of the overall academic quality of the university;
4. An assessment of the financial status of the university;
5. An assessment of the challenges and opportunities facing the university;
6. An assessment of the President's relationships with the Board, Board Officers, university leadership, and other key stakeholders;
7. The identification of any professional development the President wishes to pursue; and
8. Goals the President proposes for him/herself over the course of the next year.

Appendix B

President's Review Metrics

Preliminary current year estimates are highlighted in blue.

Strategic Plan 3.0 Metrics

Goal 1: Provide a Transformative Educational Experience for All Learners

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Degrees Awarded-Total	4113	4213	4294	4222	4232	4254	4490	4538	5055	5256	5891	6031	6231
Bachelor's Degrees	3078	3177	3351	3294	3267	3300	3453	3478	3932	4157	4702	4809	5016
Master's Degrees	760	778	659	621	674	648	727	745	774	746	848	871	873
Doctoral Degrees	172	159	166	179	173	178	179	174	205	213	196	211	211
First Professional Degrees	103	99	118	128	118	128	131	141	144	140	145	140	146
Cascades Degrees <sup>1</sup>	22	54	57	129	108	111	134	153	173	210	262	315	364

2017-18 Target
6000

360
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<sup>1</sup> These are also counted in the total and levels.

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
First Year Retention Rate <sup>2</sup>	80.7%	80.7%	80.3%	80.9%	81.3%	80.8%	82.6%	83.1%	81.4%	83.3%	84.2%	83.8%	84.8%
Six Year Graduation Rate <sup>2</sup>	60.5%	60.4%	61.5%	60.0%	60.9%	62.1%	60.2%	60.4%	60.7%	60.4%	61.5%	63.1%	64.3%
URM to White 1 yr Retention Rate Gap <sup>3</sup>	4.0%	7.8%	7.6%	0.1%	1.5%	5.5%	1.7%	6.6%	3.9%	2.1%	3.3%	8.3%	4.7%
URM to White 6 yr Graduation Rate Gap	12.7%	10.3%	16.7%	17.6%	18.6%	18.0%	15.5%	15.0%	7.4%	9.4%	10.1%	10.8%	10.4%
Junior Transfer 4 Year Graduation Rate	72.6%	66.9%	66.0%	62.8%	67.7%	66.1%	63.4%	70.4%	65.5%	63.8%	61.6%	62.3%	62.4%

2017-18 Target
88%

67%
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72%
-----

<sup>2</sup> First-time students from High School, full-time degree seeking Fall cohort. Year shown is year rate was completed. For example, 2003-04 is the rate for freshmen beginning in Fall 2002 and returning Fall 2003. For 6-year graduation, 2003-04 is the reference year (degrees earned up to summer 2003) for freshmen that began Fall 1997.

<sup>3</sup> URM rates are computed by using aggregate cohort and outcome numbers for URM students; it is a weighted average of group rates (American Indian, Black, Hispanic).

Metric	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% US Minority Student <sup>4</sup>	13.5%	13.6%	14.1%	14.3%	15.0%	15.8%	16.1%	17.6%	18.8%	19.7%	19.4%	21.9%	22.8%
% International Student <sup>4</sup>	6.0%	5.2%	4.9%	4.8%	4.7%	4.9%	4.8%	6.5%	7.4%	8.9%	10.2%	11.1%	11.3%
High Achieving Oregon HS Graduates <sup>5</sup>	30.9%	31.6%	33.7%	32.8%	32.7%	32.6%	31.8%	34.6%	36.2%	40.3%	39.6%	44.1%	41.4%

2017-18 Target
25%

15%
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45%
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<sup>4</sup> Out of all enrolled students, including non-degree students on main campus (Corvallis + Ecampus), excludes non-credit INTO students and Cascades-only students.

<sup>5</sup> First-time from high school, degree-seeking Fall cohort from an Oregon high school, with high school GPA of 3.75 or higher.

Other Student Access and Success Measures

Oregon Resident Degrees	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Bachelor's-All	2527	2655	2795	2769	2740	2800	2812	2805	3088	3097	3289	3542	3788
Bachelor's - URM <sup>6</sup>	156	127	173	186	193	188	226	218	262	299	352	373	465
Bachelor's - Pell Eligible	1120	1206	1238	1302	1215	1204	1205	1374	1673	1702	1927	1862	2021
Advanced Degrees	506	584	536	540	556	547	596	596	586	425	422	544	564

<sup>6</sup> As defined in Achievement Compact: Underrepresented Minority - African American, Hispanic, Native American, Native Hawaiian/Pacific Islander and those citing "two or more races" where at least one is one of these groups.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Main Campus Enrollment<sup>7</sup> (IR Census)</b>	18979	19162	19236	19362	19753	20320	21969	23761	24977	26393	27925	28886	29576
<b>URM Enrollment</b>	1095	1133	1232	1252	1338	1488	1637	1872	2034	2233	2431	2668	2903
<b>International</b>	1061	944	904	897	928	988	1120	1548	1852	2362	2859	3202	3328
<b>Ecampus (all)</b>	1563	1781	2508	2704	3170	3575	4282	4811	5564	6750	7763	8862	10148
<b>Undergraduates</b>	15599	15713	15747	15829	16228	16673	18067	19559	20261	21812	23161	23903	24612
<b>Graduate/1st Professional</b>	3311	3449	3489	3533	3525	3647	3902	4202	4356	4581	4764	4983	4964
<b>Oregon Resident</b>	15262	15676	15736	15712	15760	15816	16670	17178	17360	17487	17657	17707	17876
<b>Degree Seeking Corvallis<sup>8</sup></b>													
<b>Undergraduate % Resident</b>	87.5%	88.5%	88.8%	88.6%	87.6%	86.3%	84.5%	80.8%	79.8%	77.2%	75.2%	74.8%	75.1%
<b>Cascades Enrollment (IR Census)</b>	373	438	591	495	497	510	611	678	764	801	936	980	1016
<b>URM Enrollment</b>	17	15	20	27	22	35	45	42	49	68	77	82	94
<b>Undergraduates</b>	312	385	406	419	417	432	488	574	640	662	784	812	857
<b>Graduate/1st Professional</b>	61	53	85	76	80	78	123	104	124	139	152	168	159
<b>Oregon Resident</b>	343	417	457	451	457	489	584	649	713	741	886	934	944

<sup>7</sup> Corvallis + Ecampus (includes some Cascades students taking Ecampus courses).

<sup>8</sup> Corvallis campus only including non-degree students, excludes those determined to be Ecampus only students; values are estimates before 2011.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Degrees in Designates Shortage Areas (Engineering and Computer Science)</b>	761	725	756	736	650	712	765	787	919	919	1106	1229	1445
<b>% Graduating Seniors with Experiential Learning<sup>9</sup></b>	-	-	-	-	-	-	-	-	-	69.1%	69.3%	65.6%	n/a
<b>% Graduating Seniors Satisfied with degree/educational experience<sup>9</sup></b>	-	-	-	-	-	-	-	-	-	82.0%	82.2%	82.3%	n/a

<sup>9</sup> From IR Undergraduate Exit Survey, percent of graduating senior reporting having participated in at least one of: research, internship, education abroad, service learning, or creative projects, whether for credit or outside of OSU.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Instructional Faculty Diversity<sup>10</sup></b>	-	-	9.3%	9.9%	10.2%	11.0%	11.2%	11.0%	11.2%	12.5%	14.8%	15.2%	15.0%

<sup>10</sup> From IPEDS Human Resources Report, prior to 2012, numbers included research and extension service staff. 2012 and later are restricted to those with some instructional role.

**Goal 2: Demonstrate Leadership in Research, Scholarship, and Creativity while Enhancing Preeminence in the Three Signature Areas of Distinction**

Fiscal Year/Academic Year starting with summer													
Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total R&D Expenditures (\$ millions) <sup>11</sup>	207.2	218.0	227.7	231.9	233.4	257.6	216.6	228.8	240.5	232.7	231.0	245.3	262.7
Industry-funded Research percent of Total R&D Expenditures <sup>11</sup>	1.3%	1.0%	1.5%	1.4%	1.4%	1.9%	2.7%	2.4%	2.9%	2.8%	3.8%	4.0%	3.8%
PhDs Awarded	172	159	166	179	173	178	179	174	205	213	196	211	211

2017-18 Target
270
3.6%
255

**Other Research and Scholarship Measures**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total R&D Revenues (\$ millions) <sup>12</sup>	204.0	230.0	209.0	206.0	244.0	265.6	288.3	275.9	280.9	263.4	284.6	308.9	336.0
Industry Contracts, Licensing, Royalties (\$ millions) <sup>12</sup>					21.2	21.7	24.9	25.1	35.2	36.0	36.8	40.1	31.0

**Goal 3: Strengthen Oregon State's Impact and Reach Throughout the State and Beyond**

Fiscal Year/Fall term													
Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Ecampus (student primary campus)													
Degree Seeking Enrollment	162	207	414	476	593	802	1085	1244	1548	1854	2424	2890	3591
Invention Disclosures	36	44	49	54	74	58	52	76	75	80	62	72	70
Licensing Revenue (\$ millions) <sup>12</sup>	1.5	1.9	1.9	2.1	2.3	2.4	2.5	4.0	3.7	6.3	5.9	10.3	5.1
Dollars Leveraged per Appropriated Dollar for SWPS Research <sup>13</sup>	1.89	1.98	1.98	1.87	1.70	1.89	2.05	2.89	2.92	2.66	2.49	2.51	2.17
Annual Private Giving (\$ millions) <sup>14</sup>	51.9	64.3	67.6	57.9	91.1	77.5	77.6	84.6	103.9	81.5	96.9	100.0	99.1

2017-18 Target
3000
120
10.9
3.00
110

<sup>11</sup> Annual expenditures - does not include future amounts from multi-year contracts.

<sup>12</sup> Fiscal year awarded, including amounts from multi-year awards.

<sup>13</sup> Based on computations from Agricultural Experimental Stations and Forest Research Labs.

<sup>14</sup> As reported to Voluntary Support of Education (VSE) survey using CASE standards (total face value) for reporting current value of awards.

**Appendix C**

**Student Success Initiative**

**Division of Undergraduate Studies (DUS) – Investments & Activities for AY 2015-2016**

**Compiled by Susana Rivera-Mills, Vice Provost and Dean of Undergraduate Studies**

The DUS was established in June of 2015 along with the position of Vice Provost and Dean of Undergraduate Studies. This was a result of a reorganization of what was then Academic Affairs. DUS now oversees undergraduate student success with particular emphasis on academic success (within colleges and academic support units), and Academic Affairs oversees faculty development and HR processes.

Investments: As a result of the reorganization, DUS inherited a deficit of about \$700k. The goal of the first year was to make up the deficit and make the DUS budget whole. This was accomplished by June of 2016. The activities accomplished in 2015-2016 were not supported by an incremental budget, but were a continuation and reorganization within DUS. Total investment was the \$700k to cover the deficit.

**Division of Undergraduate Studies (DUS) – Investments & Initiatives for AY 2016-2017**

<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments</b>
Facilitate Clear Degree Pathways through Expanded Advising Capacity	<ul style="list-style-type: none"> <li>Completed custom set-up, pilots, and full campus rollout of the new Student Success Collaborative (SSC) predictive analytics tool for advisors</li> <li>Conducted a survey of OSU undergraduate academic advising ratios, staffing, and advisor duties to understand the capacity for advisor participation in future proactive support initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Establish 6 out of the 12 advisor positions needed using a shared cost model (40% central funding; 60% college-based)</li> <li>Fully integrate the SSC into advising practice campus-wide</li> </ul>	<ul style="list-style-type: none"> <li>DUS to provide \$225k to fund 6 additional advisor positions to decrease advising ratios in key areas. Colleges will redirect \$300k to match central funding in this area so we can provide 6 full FTEs for advising.</li> <li>Cost of SSC advising tool \$185k per year.</li> </ul>
Promote Meaningful Academic Engagement via Curriculum Redesign	<ul style="list-style-type: none"> <li>Identified 28 high-enrollment “Roadblock” courses correlated to high academic difficulty and attrition using historical predictive</li> </ul>	<ul style="list-style-type: none"> <li>Support redesign of fundamental courses through incorporation of adaptive learning tools; OSU was one of seven universities to receive</li> </ul>	<ul style="list-style-type: none"> <li>APLU Grant will provide \$515k for the next 3 years for adaptive learning and the integration of adaptive tools into curriculum.</li> </ul>



<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments</b>
	<p>analytics data and current failure and withdraw rates</p> <ul style="list-style-type: none"> <li>• Hosted 2-day Adaptive Learning Open House to explore the capabilities of adaptive learning tools and their potential relevance at OSU; attended by over 120 OSU faculty and featuring 11 different adaptive learning providers</li> </ul>	<p>a 3-year grant from the APLU to support this work.</p> <ul style="list-style-type: none"> <li>• Focus on strengthening math pathways</li> <li>• Begin to address “Roadblock” courses and course access</li> <li>• Organizing a Math Summit at OSU</li> </ul>	<ul style="list-style-type: none"> <li>• OSU/DUS to provide \$345k over the next 3 years in matching funds for the APLU Grant.</li> <li>• DUS to provide \$125k to support a Math initiative to strengthen Math pathways at OSU</li> </ul>
Advance a culture of data-driven decision-making with respect to student success initiatives	<ul style="list-style-type: none"> <li>• Created a draft of college-level student success profiles that will inform colleges annually regarding student success metrics</li> </ul>	<ul style="list-style-type: none"> <li>• Will roll out college student success profiles</li> <li>• Will create additional data analytics and reports to inform other student success initiatives, such as first-year experience, experiential learning, and academic support for diverse student populations</li> </ul>	<ul style="list-style-type: none"> <li>• Hired a data analyst (Chrysanthemum Hayes) to oversee data analytics in DUS. \$100K for salary and benefits</li> </ul>

**Student Success Initiatives and Investments, 2015-16 & 2016-17**  
**Compiled by Susie Brubaker-Cole, Vice Provost for Student Affairs**  
**July 26, 2016**

<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments*</b>
Improve Campus Community, Inclusivity and Belonging	<ul style="list-style-type: none"> <li>• Social justice residential student staff position expanded to every residence hall</li> <li>• Full-time professional staff added to Pride Center and Etihad Cultural Center (2 FTE)</li> </ul>	<ul style="list-style-type: none"> <li>• New position of assistant vice provost for diversity in Student Affairs created for Allison Davis-White Eyes</li> <li>• Diversity education modules (online and in-person) resulting from Speak-Out student requests</li> <li>• Men's minority success initiative will begin fall quarter to support 30+ student cohort with intensive mentoring and support</li> <li>• New fall 2016 transfer student ambassador program will address transfer student integration</li> </ul>	<ul style="list-style-type: none"> <li>• \$50,000 (UHDS, 2016)</li> <li>• \$70,000 (student fees, 2016)</li> </ul>
Expand Student Co-Curricular Engagement and Experiential Learning	<ul style="list-style-type: none"> <li>• Implemented division-wide co-curricular student participation data tracking (precursor to 16-17 co-curricular portfolio initiative)</li> <li>• Redesigned career development program for freshman to senior engagement and central/college partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Student employment enhancement and experiential career development initiative</li> <li>• Launch of new student experience web site</li> <li>• Co-curricular portfolio initiative to increase student engagement in transformative co-curricular learning</li> <li>• Student Success Initiative college-based experiential learning components: Colleges currently formulating goals and initiatives. Detailed plans will be reported by end of summer.</li> <li>• New living learning communities opening fall 2016 on "Exploration" (UESP) and "Adventure Learning" (Rec Sports); COB living learning community expanding to include both Weatherford and Poling.</li> </ul>	<ul style="list-style-type: none"> <li>• \$70,000 from Enrollment Management's federal work study budget will contribute to student employment initiative.</li> <li>• \$85,000 Student Affairs E&amp;G investment will support co-curricular portfolio initiative</li> </ul>

<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments*</b>
Advance Data-Driven Student Success & Support Practices		<ul style="list-style-type: none"> <li>Beaver Scholars intensive, cohort-based at-risk student support program (joint with DUS will serve 45 incoming freshmen from highly disadvantaged backgrounds)</li> <li>Co-curricular student participation tracking data will be utilized to identify and intervene with disengaged and at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>\$500,000 gift from Precision Castparts will support three-year Beaver Scholars program</li> </ul>
Advance Student Success Initiative Scholarship Components	<ul style="list-style-type: none"> <li>Emergency scholarships awarded to 46 graduate and undergraduate students spring quarter 2016</li> </ul>	<ul style="list-style-type: none"> <li>Sophomore High Promise (persistence) Scholarships will support 100 middle-performing sophomores.</li> <li>Student Success Initiative (SSI) college-based scholarship redeployments for high-need and/or high-achieving students. Detailed plans will be reported by end of summer.</li> <li>Fundraising will be initiated for SSI central-unit scholarship initiatives: recruitment, continuation (re-enrollment), emergency</li> </ul>	<ul style="list-style-type: none"> <li>\$100,000 gift from a generous donor; \$50,000 matching from deans</li> </ul>
Improve Student Health and Wellbeing	<ul style="list-style-type: none"> <li>Survivor Advocacy and Resource Center (SARC) established</li> <li>“Beavers Give a Dam” peer-led bystander violence prevention program established</li> <li>Alternatives to 1:1 counseling in CAPS to expand access</li> </ul>	<ul style="list-style-type: none"> <li>Second advocate for SARC will be added.</li> <li>Expand “Beavers Give a Dam” bystander training program to reach all Greek chapters</li> <li>Expand alternatives to 1:1 counseling in CAPS to expand access.</li> <li>New collegiate recovery community (CRC) living center will open in Dixon Lodge</li> </ul>	<ul style="list-style-type: none"> <li>\$233,000 for SARC (E&amp;G, FY16)</li> <li>\$74,000 1.0 FTE from E&amp;G for SARC</li> <li>\$300,000 gift from Skoro family for CRC living center</li> </ul>

\*Where no dollar investment is indicated, the program was funded/will be funded through reallocation of existing Student Affairs funding.

**Student Success Initiatives and Investments, 2015-16 & 2016-17**  
**Compiled by Jennifer Dennis, Vice Provost and Dean of the Graduate School**  
**July 27, 2016**

<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments*</b>
Professional development curriculum	<ul style="list-style-type: none"> <li>Implemented workshops and events designed to help graduate students gain a professional edge in six key skill areas: career, communications, leadership, research, teaching, and writing.</li> <li>Collaborated with partners to provide offerings, including students and faculty, the Graduate Writing Center, Career Development Center, International Programs, and others.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop professional development opportunities.</li> <li>Use relationships to enhance programming</li> </ul>	
Graduate Student Success Center (GSSC)	<ul style="list-style-type: none"> <li>Launched Graduate Student Success Center 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.</li> <li>This centralized space provides opportunities for learning, relaxing, and interdisciplinary engagement.</li> <li>Features reserved rooms for study or group meetings, a lounge, computers and printer, coffee maker and even a massage chair. Regular drop-in hours were hosted by the Graduate Writing Center, IRB, CAPS, and the Graduate School. The space is staffed by a GRA.</li> </ul>	<ul style="list-style-type: none"> <li>Continue GRA support and resources needed for GSSC</li> </ul>	<ul style="list-style-type: none"> <li>\$10,000 Learning Innovation Grant</li> </ul>
Monitoring academic progress	<ul style="list-style-type: none"> <li>Monitored graduate students 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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue academic progress follow up</li> </ul>	
Graduate resource hub	<ul style="list-style-type: none"> <li>Used multiple communication tools to keep the graduate community informed.</li> <li>Communications included monthly and weekly newsletters, social media, and a revamped Student Success web page.</li> <li>Created an incoming New Student Communication Plan was launched in Fall 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Expand audience for New Student Communication Plan to encourage student acceptance of admission.</li> </ul>	

*October 20-21, 2016, Board of Trustees Meetings*

<b>Priority Areas</b>	<b>Implemented in 2015-16</b>	<b>Planned for 2016-17</b>	<b>Investments*</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
Graduate student care	<ul style="list-style-type: none"> <li>Engaged with university's Student Care Team, as well as weekly Graduate Student Care and International Graduate Student Care teams facilitated by the Graduate Success Team.</li> <li>Key partners included International Programs, graduate faculty and programs, and various academic and student affairs units. We served in a consultancy role to help navigate complex student situations.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how to best utilize advisory groups established in 2015-2016, including the Graduate Community</li> </ul>	
Grad Welcome Week	<ul style="list-style-type: none"> <li>Provided a coordinated series of orientation and training events for graduate students and graduate teaching assistants (GTAs).</li> <li>Collaborators included International Programs, the Valley Library, and Center for Teaching and Learning.</li> <li>Approximately 500 new graduate students participated in the events throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>Leverage relationships to enhance programming, such as the Writing Center and the Center for the Integration of Research, Teaching and Learning (CIRTL).</li> <li>Improve the coordination of communications to incoming students with our partners about Grad Welcome Week.</li> </ul>	
		Total Investment	\$58,425.00

\*Where no dollar investment is indicated, the program was funded/will be funded through reallocation of existing Graduate School funding.

## Appendix D

### Quality Measures: OREGON STATE UNIVERSITY

Historically, we have reported OSU measures in two groups: "main" and Cascades. "Main" includes Ecampus and other sites except for Cascades; "main" numbers are typically reported in most sources: IPEDS, Enrollment Summary, Strategic Metrics, HECC, etc. However, with the growth of Ecampus, it becomes useful to specify "Corvallis" campus numbers where possible. First-time full-time degree seeking undergraduates and doctoral students are overwhelmingly Corvallis campus so they are reported in that column. Metrics that are not easily broken out are reported for total and highlighted. We provide the most recent metrics available (OSU is generally Fall 2015 or Fiscal year 2014-15); When the Top Ten data is not available for the same OSU time point, the T10 Time columns indicates the time point. URM (under-represented minority) = American Indian/Alaska Native, Black, Hispanic, Native Hawaiian/Pacific Islander) OSU and the Top Ten Land Grants differ in inputs that influence outcomes; items below provide some context for these differences

CONTEXT STATISTICS	Corvallis	(main)		Top Ten	T10 Time
Acceptance Rate of First-time freshmen [1]	78%			52%	Fall 2014
SAT Critical Reading and Math Composite of First-time Freshmen [1]	1105			1259	Fall 2014
Percentage of Pell eligible undergraduate students [2]	37%	32%		24%	2013-14
Undergraduate Enrollment [3]	20496	24612		34855	
Graduate Student Enrollment [3]	3977	4964		11157	
Resident undergraduate annual tuition and fees [3]	\$10,366			\$12,014	
INDICATOR	Corvallis	(main)	Target*	Top Ten	T10 Time
First-time undergraduate 1 year retention rate [4]	84.8%		88%	93.9%	
First-time undergraduate 4 year graduation rate [5]	32.3%			60.1%	
First-time undergraduate 6 year graduation rate [6]	64.3%		67%	83.8%	
First-time undergraduate 6-year graduation gaps					
White plus Unknown minus URM [7]	10.4%			10.4%	
Non-Pell eligible minus Pell eligible [8]	4.6%			n/a	
Junior Transfer 4 year graduation rate [8]	67.0%	62.4%	72%	n/a	
Master’s Degree 4 year graduation rate [9]	83.9%	82.7%		n/a	
Master’s Degree 4 year graduation gap					
White plus Unknown minus URM [9]	5.2%	5.5%		n/a	
Ph.D. 6-year graduation rate [8]	53.4%			n/a	
Ph.D. 6-year graduation gap					
White plus Unknown minus URM [8]	1.8%			n/a	
Percentage resident among undergraduates [10]	73.4%	65.9%		65.8%	
Percentage historically under-represented students [11]	9.9%	10.1%		12.6%	Fall 2014
Percentage international students [11]	13.3%	11.3%	15%	14.5%	Fall 2014
Percentage historically under-represented tenured/tenure track faculty [12]		7.4%		7.8%	Fall 2014
Research expenditures per tenured/tenure track faculty [13]		\$270,751		\$424,622	2013-14
Licensing Revenue (\$ millions) [14]		10.3	10.9	19.4	2013-14

\* 2017-18 Targets for Strategic Plan Metrics – these are targets for main campus number

n/a = not available for Top Ten Land Grants from comprehensive source

**Source/Comments**

1. IPEDS Admissions survey, Fall 2014 entering term
2. IPEDS Financial Aid Survey, 2013-14 Financial Aid Year
3. Common Data Set, Fall 2015 (tuition is actual or estimated 2016-17)
4. Common Data Set, First-time freshmen retained (Fall 2014 to Fall 2015)
5. Common Data Set, Fall 2009 cohort graduated by Fall 2013
6. Common Data Set, Fall 2009 cohort graduated by Fall 2015
7. CSRDE Fall 2008 cohort graduated by Fall 2014 - URM here does not include Native Hawaiians
8. Internally computed Fall 2009 cohort
9. Internally computed Fall 2011 cohort
10. College website enrollment summary/Fact Book Fall 2015
11. IPEDS Fall Enrollment provisional Fall 2014
12. IPEDS Human Resources provisional Fall 2014; full-time instructional tenured/tenure track excluding administrators
13. NSF research survey fiscal year 2013-14; IPEDS Human Resources provisional Fall 2014
14. AUTM database fiscal year 2013-14 data

**Top Ten Land Grant Universities (institutions routinely listed in top ten land-grants in US News or QS World University ranks)**

Cornell University  
 University of California, Berkeley  
 University of California, Los Angeles  
 University of Michigan  
 University of California, San Diego  
 University of California, Davis  
 Purdue University  
 Ohio State University  
 Pennsylvania State University  
 University of Illinois, Urbana-Champaign

# Appendix E

TAB B

## Education and General Funds Projections FY17 through FY21

OREGON STATE UNIVERSITY

Education and General Funds (Corvallis Campus, excluding Cascades Campus and Statewide Public Services)

Projections FY17 through FY21 (in thousands of dollars)

3% annual raises

23-Jul-16

2.8% tuition increases per year

tan highlighted are projected

	FY14 Final	FY15 Final	% inc.	FY16 Final	% inc.	FY17 Budget	% inc.	FY18 Projected	% inc.	FY19 Projected	% inc.	FY20 Projected	% inc.	FY21 Projected	% inc.
<b>Revenue</b>															
Tuition and Resource Fees															
Undergrad Resident	96,243	101,058	5.0%	107,924	6.8%	108,662	0.7%	112,073	3.1%	115,591	3.1%	119,074	3.0%	121,615	2.1%
Undergrad Non-Resident	97,834	105,810	8.2%	109,136	3.1%	113,763	4.2%	118,198	3.9%	125,272	6.0%	130,068	3.8%	135,962	4.5%
Graduate Resident	26,003	27,622	6.2%	28,124	1.8%	28,415	1.0%	31,472	10.8%	33,617	6.8%	35,851	6.6%	38,201	6.6%
Graduate Non-Resident	11,575	12,050	4.1%	13,951	15.8%	14,614	4.8%	17,198	17.7%	19,308	12.3%	20,743	7.4%	22,136	6.7%
Professional - Pharmacy & Vet Med	14,511	14,633	0.8%	15,294	4.5%	15,046	-1.6%	15,973	6.2%	16,433	2.9%	16,906	2.9%	17,394	2.9%
Ecampus	45,574	55,537	21.9%	66,951	20.6%	76,888	14.8%	88,440	15.0%	99,270	12.2%	111,566	12.4%	123,322	10.5%
Summer Session	10,351	10,113	-2.3%	9,890	-2.2%	10,053	1.6%	10,685	6.3%	11,259	5.4%	11,730	4.2%	12,214	4.1%
Misc Tuition & Student Fees	13,353	13,548	1.5%	12,785	-27.0%	12,463	-21.4%	12,791	-14.3%	12,863	-12.0%	12,924	-8.8%	12,895	-5.5%
Summer Revenue Accrual Mngmt	262	156		1,409		200		200		200		200		200	
Fee Waivers	( 30,594)	( 30,472)	-0.4%	( 35,388)	16.1%	( 35,437)	0.1%	( 39,873)	12.5%	( 42,425)	6.4%	( 44,843)	5.7%	( 47,225)	5.3%
Total Net Tuition & Fees	285,113	310,055	8.7%	330,074	6.5%	344,666	4.4%	367,157	6.5%	391,389	6.6%	414,219	5.8%	436,713	5.4%
State Appropriation	86,165	95,759	11.1%	107,609	12.4%	110,324	2.5%	114,225	3.5%	118,627	3.9%	121,711	2.6%	124,881	2.6%
Other Govt Appropriations															
Ten-year Plan initiative revenues (tuition)								10,941		17,229		23,812		31,409	
Transfers from Oregon State Agencies															
Indirect Cost Recovery	34,196	37,338	9.2%	39,374	5.5%	39,500	0.3%	41,333	4.6%	43,412	5.0%	45,595	5.0%	47,889	5.0%
Interest Income	2,950	3,108	5.3%	3,520	13.3%	3,200	-9.1%	3,060	-4.4%	3,091	1.0%	3,122	1.0%	3,153	1.0%
Sales & Services	12,098	12,561	3.8%	15,649	24.6%	17,771	13.6%	13,277	-25.3%	13,543	2.0%	13,813	2.0%	14,090	2.0%
Other Revenue	3,382	5,301	56.7%	4,335	-18.2%	1,363	-68.6%	4,170	205.9%	4,253	2.0%	4,338	2.0%	4,425	2.0%
<b>Total Revenues</b>	<b>423,903</b>	<b>464,121</b>	<b>9.5%</b>	<b>500,561</b>	<b>7.9%</b>	<b>516,824</b>	<b>3.2%</b>	<b>554,163</b>	<b>7.2%</b>	<b>591,542</b>	<b>6.7%</b>	<b>626,611</b>	<b>5.9%</b>	<b>662,559</b>	<b>5.7%</b>
<b>Expense</b>															
Total Salaries and OPE	327,599	347,818	6.2%	368,367	5.9%	390,770	6.1%	411,859	5.4%	428,802	4.1%	451,566	5.3%	467,028	3.4%
Service and Supplies	80,055	83,150	3.9%	89,526	7.7%	96,310	7.6%	105,044	9.1%	114,636	9.1%	121,981	6.4%	129,357	6.0%
Ten-year Plan Strategic Expenses								3,735		5,879		13,082		24,354	
Capital Outlay	4,565	6,113	33.9%	6,503	6.4%	6,665	2.5%	9,463	42.0%	9,698	2.5%	9,939	2.5%	10,186	2.5%
Student Aid	1,136	884	-22.2%	1,024	15.9%	1,055	3.0%	1,091	3.4%	1,127	3.4%	1,165	3.3%	1,204	3.3%
Internal Sales Reimbursement															
Net Transfers	9,224	12,284	33.2%	13,160	7.1%	13,644	3.7%	13,758	0.8%	14,834	7.8%	18,404	24.1%	18,633	1.2%
<b>Total Expense</b>	<b>422,579</b>	<b>450,249</b>	<b>6.5%</b>	<b>478,581</b>	<b>6.3%</b>	<b>508,445</b>	<b>6.2%</b>	<b>544,950</b>	<b>7.2%</b>	<b>574,977</b>	<b>5.5%</b>	<b>616,137</b>	<b>7.2%</b>	<b>650,763</b>	<b>5.6%</b>
<b>Net Change From Operations</b>	<b>1,324</b>	<b>13,872</b>		<b>21,981</b>		<b>8,380</b>		<b>9,213</b>		<b>16,566</b>		<b>10,474</b>		<b>11,797</b>	
<b>Fund Deductions for Internal Loans</b>		<b>( 136)</b>													
<b>Beginning Fund Balance</b>	<b>30,097</b>	<b>31,421</b>		<b>45,157</b>		<b>67,138</b>		<b>75,518</b>		<b>84,730</b>		<b>101,296</b>		<b>111,770</b>	
<b>Ending Fund Balance</b>	<b>\$ 31,421</b>	<b>\$ 45,157</b>		<b>\$ 67,138</b>		<b>\$ 75,518</b>		<b>\$ 84,730</b>		<b>\$ 101,296</b>		<b>\$ 111,770</b>		<b>\$ 123,567</b>	
<b>EFB % of Operating Revenue</b>	<b>7.4%</b>	<b>9.7%</b>		<b>13.4%</b>		<b>14.6%</b>		<b>15.3%</b>		<b>17.1%</b>		<b>17.8%</b>		<b>18.6%</b>	
Actual enrollment	27,925	28,886		29,576											
Ten-year plan target enrollment:	27,925	28,886		29,576		31,312		33,324		35,154		37,032		38,802	
Resident Undergraduates Corvallis	14,770	14,688		14,808		14,709		14,740		14,785		14,813		14,706	
Non-resident Undergraduates Corvallis	5,392	5,624		5,602		5,779		5,912		6,092		6,162		6,271	
% Non-resident students	26.7%	27.7%		27.4%		28.2%		28.6%		29.2%		29.4%		29.9%	
Ecampus															
New faculty hires per year						15.1		41.2		43		34.7		29.7	
New Staff/advisor staff hires per year						12.6		25.3		27.1		21.8		21.3	

October 20-21, 2016, Board of Trustees Meetings