

Student Preparedness, Success & Inclusion

BACKGROUND

In March 2016, the Executive & Audit Committee approved a model for developing action plans to mitigate the top risks that may hinder OSU's ability to achieve the objectives outlined in Strategic Plan 3.0. Each of the identified top risks was assigned to a Board committee based on alignment with the committee charter and workload. Through this process, the university identified student preparedness, success, and inclusion as a top strategic and financial risk to the university's goal of providing a transformative educational experience for all learners and increasing student success rates. The Academic Strategies Committee provides oversight of the university's action plan for mitigating this risk.

PROGRESS REPORT AND NEXT STEPS

A summary of actions and performance on all aspects of this topic over the last year is provided in Attachment 1. The committee discussion on October 19 will primarily address student success and preparedness at a broad, strategic level, particularly in the context of the academic agenda for Academic Year 2017-18. Efforts related to inclusion will be discussed in more depth at the full Board meeting on October 20 as part of the Chief Diversity Officer's annual report.

For the October 19 Committee discussion, some of the important questions to consider include:

- What are the components of student success? Where has progress been made over the last year toward the university's goal to increase student success?
- What impact have these efforts had on student success and preparedness?
- How does the university measure the impact of its efforts?
- What progress have we seen over the course of Strategic Plan 3.0?
- What challenges or obstacles have delayed or prevented progress toward the goal of increasing student success and preparedness?
- What are our areas of focus moving forward?

**Oregon State University
University Risk Management
Calendar Years 2016-17 Priorities
Student Preparedness, Success, and Inclusion**

Board Oversight Committee	Risk Topic	University Goal	Type(s) of Risks to be Prevented	Risk Owner(s)	Primary Risk Mitigation Strategy(ies) ¹	Risk Mitigation Team
Academic Strategies Committee	Student Success	Transformative educational experience for all learners that lead to increased student success rates	Strategic, financial	Provost	Accept, reduce	Vice Provost for Academic Programs and Learning Innovation, Vice Provost and Dean for Graduate Studies, Vice Provost for Student Affairs, Associate Provost for Enrollment Management, Vice President for Diversity and Inclusion, Academic Deans
Mitigation Plan						
Objectives to Achieve			Actions to Satisfy Objectives		Status Report	
a. Provide transformative educational experiences for all learners			a. Expand integrated experiential learning and high impact practices		In Progress and ongoing a. College-level review of experiential learning occurring and examining options for tracking participation.	

¹ Definitions of mitigation strategies:

Avoid: Discontinue the activities that present unacceptable risk
 Share/Insure: Transfer the risk through insurance programs

Reduce: Implement controls, practices, programs to lessen the risk
 Accept: Proceed with the activity because the benefit outweighs the risk

	<p>b. Strategically redesign curriculum</p> <p>c. Enhance quality of program offerings</p> <p>d. Improve faculty mentoring skills</p>	<p>b. Key courses targeted for curricular redesign.</p> <p>c. Review of courses currently underway to identify areas to enhance offerings.</p> <p>d. Faculty mentoring training modules complete. Starting in fall 2018, faculty will complete online mentoring training prior to obtaining graduate faculty status.</p> <p>Ongoing assessment will occur annually with reassessment of priorities based upon available resources.</p>
<p>a. Monitor academic success</p>	<p>a. Enhance student advising tools by fully utilizing university systems and software</p> <p>b. Integrate technology solutions to strengthen academic pathways</p> <p>c. Strengthen data analysis for consistent student interventions</p>	<p>In Progress and ongoing <u>(a, b, c) Integrated programs:</u> Completing assessments of student experience and academic advising.</p> <p>Fully implemented predictive analytics as a tool for proactive student interventions.</p> <p>Continuing to build data analytics platform through CORE system to provide consistent and systematic data and reports to inform student success progress.</p> <p>Ongoing assessment will occur annually with reassessment of priorities based upon available resources.</p>
<p>a. Enhance campus community belonging and inclusivity</p>	<p>a. Expand diversity education and support initiatives</p> <p>b. Provide student and faculty training programs</p> <p>c. Strengthen campus community</p>	<p>In Progress and ongoing <u>(a, b, c) Integrated activities:</u></p> <ul style="list-style-type: none"> • Developing an institutional diversity plan for all units with an emphasis on accountability. • Online inclusive community learning modules will be required of all new entering students starting fall 2017; designing and piloting student intern group dialogue and relations program for Academic Year 2017-18. • Task Force has been convened to review faculty and staff diversity educational opportunities, modes of delivery and make recommendations to Office of Institutional Diversity OID.

		<ul style="list-style-type: none"> • OID will review and assess campus climate for faculty, staff and students, and will identify areas of concern and develop programs to address needs. • The President’s Leadership Council for Equity, Inclusion, and Social Justice is being reconfigured. The council will review all recruitment and retention initiatives for faculty, staff and students and make recommendations to the President to strengthen each area.
a. Provide financial support	<ul style="list-style-type: none"> a. Strategically deploy existing finance support to promote broader student success b. Enhance student employment opportunities c. Seek ways to reduce costs to students 	<p>In Progress and ongoing</p> <ul style="list-style-type: none"> a. Expanding financial interventions such as persistence scholarships, emergency micro-grants, and completion grants. Actively fundraising to support these efforts. b. Enhancements to student employment opportunities are occurring in the fall 2017. c. Continue efforts to reduce total cost of attendance with efforts such as increasing the availability of open-source textbooks.

Performance Metrics

Metric	2015	2016	Goal	Comments
1. Participation rates in experiential learning:				
Undergraduate	65.6%	68.4%	100%	
Graduate – N/A				
2. Retention and graduation rates:				
Undergraduate:	84.8%	83.4%	90%	
Overall one-year first-time college student retention rate				
– URM to white 1-yr retention rate gap	4.7%	6.6%		
Overall six-year first-time college student retention rate	64.3%	63.3%	70%	
– URM to white 1-yr retention rate gap	10.4%	11.4%		

Overall junior transfer 4-year graduation rate	63.7%	57.1%	72%	
Graduate:				
Overall one-year master's retained or graduated	92.4%	86.6%	95%	
Overall second-year master's retained or graduated	87.7%	87.5%	90%	
Overall first-year doctoral graduation rate	93.1%	94.4%	95%	
Overall second-year doctoral graduation rate	81.0%	86.2%	85%	
Overall four-year master's graduation rate	82.7%	84.3%	90%	
Overall six-year doctoral graduation rate	53.4%	54.8%	70%	
3. Belonging and inclusivity metrics				
Graduating senior exit survey: percent that generally felt welcome or that felt they belonged at OSU during undergraduate studies	89.7%	88.3%	100%	
4. Undergraduate average annual unmet financial need² as percentage of total cost of attendance³:	Academic Year 2015/2016	Academic Year 2016/2017		
Cost of Attendance (COA)	\$26,316	\$26,271*		*Reduction in the cost of attendance associated with reducing books and supplies costs with efforts such as increasing the availability of open-source textbooks.
All Oregon residents	\$7,424 (28.2%)	\$5,342 (20.3%)		

² Unmet financial need is the expected family contribution that available financial aid was not able to meet. Expected family contribution is lower than the cost of attendance for students with limited family resources. Pell-eligible students have the lowest expected family contribution.

³ Cost of attendance includes tuition, fees, room and board, books and supplies, and other expenses.

Oregon Pell-eligible residents as percentage of total cost of attendance	\$9,460 (35.9%)	\$9,273 (35.3%)		
Plan Review and Report Schedule				
Action	Oversight Group	Completion Date or Frequency of Action	Comments	
Progress report	Provost's Council	Fall 2017; annually		
Accept annual progress report; schedule educational and discussion items as identified in the committee's annual work plan	Academic Strategies Committee	October 2017; annually		
Evaluate the college-level deployment of scholarship funds	Office of Audit Services	Fall Term 2017/Winter Term 2018		