



UNDERGRADUATE STUDENT SUCCESS INITIATIVE

June 5, 2018

Undergraduate Student Success Initiative Steering Committee

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Executive Summary

The Undergraduate Student Success Initiative (SSI) Steering Committee has concluded its first phase of work, which included researching and benchmarking effective student success measures, collecting an inventory of existing university efforts to foster student success, determining campus needs that will enable and advance student success, and understanding the technical and structural requirements needed to create a sustainable infrastructure (i.e., metrics, analytics, and support tools). As a result of this process, the SSI Steering Committee, with input from more than 300 faculty, staff, students, institutional leaders, and associated stakeholders, have prioritized five areas of institutional focus. These areas are **Transition Experiences, Financial Aid and Scholarships, Faculty-Student Engagement, Curricular Excellence, and Experiential Learning**. While each of these focus areas merit advancement, the SSI Steering Committee recommends that **Transition Experiences** receive greater attention and prioritization, followed by **Financial Aid and Scholarships**. In support of student success, OSU must continue to work toward a more just, inclusive, and equitable campus, and we should emphasize the development of genuine relationships between students, faculty, and staff.

This report provides an overview of the first phase of work, including the research and rationale that has led to our recommended priorities, and a summary of next steps to implement the associated strategies.

Introduction

The Undergraduate Student Success Initiative Steering Committee, charged January 19, 2018, by Provost Ed Feser, has completed its first phase of work. We divided the charge into two phases. Phase I — which included research, engagement with the campus community, and the identification of priorities — is described below. Phase II is described in the Strategy and Next Steps section. The steps of Phase I include:

1. Engage OSU leadership, faculty, staff, and partners (e.g., the OSU Foundation and INTO OSU) to establish ownership of necessary actions among those who will determine those actions' success;
2. Form work groups and engage central administrative units, colleges, and the OSU Foundation, as necessary, to advance the committee's work;
3. Engage faculty who are providing core student support via their teaching, advising, and mentoring to determine what they need to be more impactful in providing that support;
4. Review SSI-related initiatives and actions taken centrally and in the colleges, solicit the advice of OSU staff and faculty who are delivering student support on the ground or overseeing support systems, and identify those actions and initiatives that are most likely to yield significant impact relative to resources expended; and
5. Adopt, as appropriate, lessons learned via the University Innovation Alliance.

To execute these five tasks in a timely, comprehensive, and inclusive way, the SSI Steering Committee created four subgroups: (1) Needs Assessment; (2) Inventory; (3) National Benchmarking; and (4) Metrics, Measurements, and Technology. Together, these subgroups reviewed college and centrally-provided student success measures and evaluated current impact, assessed student success efforts by faculty and students through nine different data sources, researched national benchmarks and literature on effective student success endeavors, and researched how best to measure, track, analyze and represent data that will effectively inform and lead to program development.

The Undergraduate Student Success Summit, held on April 12, included 309 members of the OSU community, including faculty, administrators, staff, students, and representatives from OSU-Cascades, Extended Campus, INTO OSU, and the OSU Foundation. Findings from each subgroup were shared at the summit. Attendees contributed insights into prioritization, both during the summit and via a follow-up survey (Appendix A). Most members of the SSI Steering Committee also held numerous one-on-one meetings with faculty and staff to discuss student success. The SSI Steering Committee also held an engagement session with the Provost’s Council of Deans and Provost’s Leadership Council, further refining priorities and deepening understanding of barriers and opportunities. Comments from the deans are provided in Appendix B. Additional appendices report the inventory (Appendix C), summary of campus-wide views of student success (Appendix D), and withdraw data (Appendix E).

Findings

Based on the work previously described, the SSI Steering Committee identified five student success themes that have evidence of high impact, have been implemented in similarly-situated institutions, and are supported by emerging data here at Oregon State University. Within those themes, we have identified programs, services, and interventions currently employed either at a college or central level that have the greatest potential, if scaled and adequately resourced, to move OSU toward its goal of increasing first-year retention to 90 percent and the six-year graduation to 70 percent.¹ Additionally, we identified which programs, services, and interventions have a greater likelihood of advancing success for underrepresented/underserved student populations at OSU, thereby improving equitable access to success for all learners.

Advancing Student Success in the OSU Context

A number of universities have made progress in student success through centralized, top-down decisions and budgets. However, *OSU is not a strongly centralized university*. Centralization to address the identified themes would require removing budget and decision-making authority from colleges, departments, and faculty, and would likely be quite disruptive. Centralization could impact the independent and collaborative culture that OSU enjoys and could derail other university priorities. Consequently, we do not recommend a centralized approach.

Instead, we recommend a hybrid, decentralized-centralized approach wherein common services and policies are centrally organized but much of the implementation is managed at the college and departmental level. To make this work effectively, the President and the Provost must hold Deans, and in successive turns, Department Heads, faculty, and staff accountable both for implementation and for coordination. Student success is everyone’s responsibility, and ownership must exist at every level of OSU.

The five focal areas that the committee underscores are as follows:

1. **Transition Experiences.** Support the student transition into OSU, whether from high school, community college, or as an older adult. Build a culture that fosters relationships between students and faculty, with an emphasis on mentoring.
2. **Financial Aid and Scholarships.** Efficiently distribute financial aid and scholarships to those whose success will most be advanced through the aid. To a first approximation, this means providing financial aid to those most in need.
3. **Faculty-Student Engagement.** Significantly expand faculty-student connections outside of class to address student needs and establish an appropriate disciplinary framework, focusing on the first two years a student is at OSU.
4. **Curricular Excellence.** Improve and streamline curriculum, curricular innovation, and instructional excellence.
5. **Experiential Learning.** Expand access to experiential learning opportunities for students.

¹ To understand the scale of the challenge, we find it useful to note that these success rates imply that an additional 190 first-year students per year be retained at OSU (using the 2016-17 first-year cohort), and that an additional 160 students graduate within six years (using the 2011 first-year cohort, six-year graduation rate).

In an engagement survey with those who participated in the Undergraduate Student Success Summit, respondents identified **Transition Experiences** and then **Financial Aid and Scholarships** as the most critical and compelling focus areas for OSU to advance student success, and the SSI Steering Committee endorses these priorities. See Figure A1 (in Appendix A) for a visual summary of the exploratory survey results and associated programs, services, policies, and practices.

Below are detailed descriptions of each of the five focal areas.

Transition Experiences

Current OSU Practices and Initiative Description

The process and experience of transitioning to OSU is foundationally important to a student's experience at OSU. For purposes of this report, "transition" will be defined as the period of time from admission through the first year of OSU enrollment. The transition experience is critical for both first-year freshmen and first-year transfer students. Historically, the transition experience has varied widely for students and questions still persist about the roles of central service units and colleges. Relatedly, institutional expectations regarding the transition process for *all* incoming students has only been partially established (e.g., START participation and first-year live on requirement).

Because the transition period includes a variety of elements typically distributed over a year or more, it can be helpful to identify the key components of transition. The following constitute meaningful components for OSU's continued evaluation:

1. **Pre-arrival Information.** For students to develop agency regarding their educational experience, they require timely and relevant information. Credit articulation, financial aid packaging, and targeted communication plans are all critical forms of support during this phase (Hodara, et al., 2016).
2. **Bridging Admissions and Enrollment.** Summer START (orientation) and Welcome Week (for fall starters) prepare students for the academic, emotional, social, and physical transition of attending OSU. Effective orientation programs facilitate a student's identity transition and increase the sense of efficacy.
3. **Transition Curriculum.** Once the first OSU term begins, it is important that students continue to receive guidance and support; in fact, many critical ingredients for OSU success become salient for the first time during the initial term (Keup, 2012). Awareness of university resources, ability to navigate the institution, and the skills to access and use OSU tools (e.g., My OSU and Canvas) are critical to student success.
4. **Community and Belonging.** A key element of a successful transition to a university environment is feeling part of the community (Tinto, 1975). For many students, connection with the OSU community actually entails two domains that may at times feel distinct: the academic community and the campus community. Transition services that facilitate a greater sense of belonging are fundamentally important to student success.
5. **Faculty Mentoring.** Relationships with faculty are valuable for student success, and mentorship is the most valuable relationship (Chambliss & Takacs, 2014; also see Kuh, 2008). Mangold et al. (2002) found a significant positive relationship between mentorship, block registration, and graduation rate, at a cost of \$73/student (also see literature review in Crisp & Cruz, 2009). Faculty

mentorship of first-year students would help students to feel they belong at OSU and provide student support.

Procedural Changes, Policy Changes, and Financial Implications

As we seek to strengthen the transition experience, procedural and policy changes could be explored within each of the aforementioned components.

	Procedural Changes	Policy Changes
Pre-Arrival Information	<ul style="list-style-type: none"> ● Conduct a communication audit (\$0) ● Develop a quicker credit articulation process (unknown) ● Ensure scholarship deadlines align with admissions decisions to ensure inclusivity (\$0) 	<ul style="list-style-type: none"> ● Develop and require financial literacy curriculum (\$15,000)
Bridging Admissions and Enrollment	<ul style="list-style-type: none"> ● Redesign Transfer Orientation (\$0) 	
Transition Curriculum	<ul style="list-style-type: none"> ● Expand incoming bridge programs (\$25,000) 	<ul style="list-style-type: none"> ● Require a first-year seminar course for freshmen (\$900,000)
Community and Belonging	<ul style="list-style-type: none"> ● Identify clear expectations for academic units to build academic community (\$0) 	<ul style="list-style-type: none"> ● Recognize faculty in P/T process for efforts to build community and facilitate student connection with OSU
Faculty Mentoring	<ul style="list-style-type: none"> ● Build faculty mentor program supported at all levels of the university for students 	<ul style="list-style-type: none"> ● Feasibility to be analyzed

Financial Aid and Scholarships

In a survey of first-time, full-time students who withdrew from OSU in 2016-17, financial need was cited as the number two reason for leaving OSU and not returning. Forty-four percent of these students cite financial reasons, including not being willing to go into more debt and insufficient scholarship and grant aid. For complete results from this survey, see Appendix E. Completely closing the gap between the current level of unmet financial need of our students and financial aid/scholarship awards provided to our students would require a level of resources that is beyond aspirational. Therefore we recommend that colleges and the university strategically allocate scholarships to specific groups of students for whom a modest financial intervention will have a direct impact on increased retention and graduation rates. Evidence from Georgia State University, as well as emerging results from pilot programs at OSU, indicate that small grants to students who are in good academic standing but with academic holds due to financial need have an impact on student success outcomes.

Current OSU Practices and Initiative Description

Completion and persistence grant programs are designed to target students who are currently in good standing, have unmet financial need, and as a result have not registered for classes in the upcoming term.

A national study of non-first time students found that only 34 percent complete their degree.² The primary reason for stop out was reported to be the lack of funding available to continue in the degree program. Georgia State University (GSU) has found significant success in awarding scholarships to students who are at risk of stopping out for financial reasons. According to the GSU website, with an average award of \$900:

Sixty-one percent of the seniors who received Panther Retention Grant support last academic year graduated within two semesters of receiving the grant and 82 percent either had graduated or were still enrolled one year after receiving the grant. With more than 5,000 grants awarded over the past four years, the Panther Retention Grant program has prevented thousands of students from dropping out of Georgia State.³

At OSU, two centrally administered programs provide support to students who are at risk of dropping out. The High Promise Scholarship, initiated in 2016, provides \$1,000 to 100 first-year students who are deemed to be in this at-risk population. The \$1,000 cost is split between central scholarship funds and unit/college scholarship funds. Initial data has shown significant first-year retention gains for these students compared to their peers. Students receiving the scholarship in 2016-17 returned the following year at a rate of 95 percent and 89 percent of students receiving the scholarship in 2017-18 returned the following year. The Beaver Completion Grant program, initiated in 2017, and part of the University Innovation Alliance (UIA) Completion Grants Initiative, provides grants of up to \$1,000 to 90 students who are nearing graduation, are in good standing, have financial need, and have an account balance that would be subjected to a registration hold that can be cleared by the grant. These types of scholarships are also being implemented by at least two OSU colleges. The College of Engineering (COE) initiated a program in 2017 through its Hoffman scholarship that provides up to \$2,500 to up to 20 graduating seniors who have unmet financial need and are at risk of non-completion. The College of Business (COB) initiated a program in 2017, funded through multiple scholarship sources, that provides up to \$2,000 (GPA between 2.0 and 3.0), or up to \$4,000 (GPA above 3.0) to a subset of students across all years who have registration holds due to account hold balances. The COB supported nine students thus far through its program. While these programs have only recently been launched, all students who were offered scholarships have returned for the following term.

The SSI Steering Committee recommends OSU establish a coordinated, centrally administered persistence/completion grant program that supports all students who have a registration hold due to an account hold balance. The program would be underwritten from OSU Foundation funds raised by departments, colleges, and central administration.

Procedural Changes and Impact Measures

Measuring Impact of Initiative

Success of this initiative should increase retention rates, across all years, and six-year graduation rates.

Understanding and Documenting Persistence and Completion Needs at OSU

To appropriately implement a process that provides support to students who have registration holds due to account balances, we first need to document the magnitude of the problem. Specifically, we need to measure the number of students who are in good standing and drop out due to insufficient funds. This will allow us to determine the extent to which resources need to be allocated to address this problem.

²<http://www.acenet.edu/news-room/Pages/National-Study-of-Non-first-time-Students-Shows-Disturbing-Completion-Rates.aspx>

³<https://success.gsu.edu/initiatives/panther-retention-grants/>

Draft Initiative Implementation Procedure

The following draft process proposes one way in which this program could work, but requires further discussion and refinement. The procedure would need to be developed collaboratively with central Scholarships and Financial Aid, to determine what data is available, to identify eligible students, and to distribute appropriate levels of support.

1. Prior to the deadline for Phase 2 of registration, Student account services (Business Affairs) identifies all students who have a registration hold due to an account hold balance, and forwards list to the Office of Financial Aid.
2. The Office of Financial Aid identifies support that these students currently receive, the level of unmet financial need, and determines whether the student is in good academic standing (GPA \geq 2.0). Students with more than \$10,000 of unmet financial need are ineligible for support. Students who have previously received a persistence/completion grant are ineligible for support.
3. The Office of Financial Aid distributes funding equitably to students across colleges to students identified in (2). Priority is given to (a) students with fewer than 45 credits needed to graduate, and then (b) students who have completed fewer than 45 credits. Up to \$4,000 of support will be provided to each student to apply toward an account balance and allow the student to register.
4. The Office of Financial Aid indicates to each college the total remaining account hold balance for students in that college if central support is insufficient to cover all account hold balance payments that need to be met to register.
5. Each college indicates the amount it is willing to use to support the initiative.
6. Students receive funding contingent on completing registration, and setting up an appointment to complete a financial plan for their college career.

Policy Changes

There are no anticipated policy changes.

Financial Implications

In addition to the funding required to provide persistence and completion grants, investment in advising resources to provide financial plan assistance, as well as additional FTE to the Office of Financial Aid to undertake the process is required. Existing scholarship funds, both centrally and in the units, can be used strategically as persistence and completion grants.

Curricular Excellence

To support student success, we need an innovative and rigorous curriculum that is inclusive, streamlined, and adaptable to changing needs and requirements. Curricular excellence is key to our academic reputation and our ability to attract high-achieving students. It is also key to increasing first-year retention, strengthening graduation rates, and closing the achievement gap. Finally, it is an excellent place to anchor or promote participation in experiential learning.

Current OSU Practices and Initiative Description

While undergraduate education is OSU's core mission, our faculty and units face a number of challenges which sometimes hinder our pursuit of curricular excellence, as documented by a variety of previous OSU task forces, surveys, and the work of this committee. These include:

1. Difficulty of implementing needed or desired programmatic changes due to a slow and bureaucratic process, especially related to CAT I changes.

2. Faculty in all ranks may not feel they have ownership around curricular excellence, student success, and inclusive academic environments.
3. Lack of vision or discipline in the Bacc Core, making changes disjointed and potentially pitting academic-unit budgets against broader student needs.

While the above challenges are not intentional or malicious, they discourage faculty and units from undertaking needed curricular changes. It is therefore imperative to address these institutional barriers, as it is difficult to envision making significant strides toward student success without making equally significant strides toward curricular excellence.

To more effectively promote a campus-wide culture and focus on curricular excellence, we propose that the OSU faculty, departments, administration, and the Faculty Senate take a number of steps:

1. **Bacc Core Focus.** Prioritize the work of the new vice provost for undergraduate education to provide innovative and responsive pathways to curricular improvements, including the creation of a strategic academic planning unit that has the charge of working with the Faculty Senate and colleges to renovate the Bacc Core and major/minor requirements. In 2010, the Bacc Core Ad Hoc Review Committee [reported](#) on the state of the general education curriculum at OSU — and the Faculty Senate voted to adopt the recommendations with no dissenting votes — recommending the creation of a director for the Bacc Core (Bacc Core Ad Hoc Review Committee, 2010). The new vice provost should serve as the lead (Bacc Core director) and serve as a bridge between units and the Faculty Senate to manage review processes and increase strategic planning.
2. **Redesign of High-Impact Courses.** Eighty high-enrollment, high-fail Bacc Core courses have been identified as impacting attrition. A student failing one of these courses is impacted academically and experiences a financial loss of over \$2,000 in tuition, fees, and living expenses. While effective course redesigns can be achieved via a variety of means, 15 of these courses are currently being redesigned with support from the APLU Adaptive Learning Initiative. DFWU rates have dropped by as much as 23 percent across all student populations. The average cost to successfully redesign a course is \$32,000. With thousands of students failing annually, benefits to students could be in the millions of dollars. Continued collaboration between deans, heads, faculty, and financial resources would allow strategic expansion to other high-impact courses, including courses outside of the Bacc Core.
3. **Faculty as Leaders of Curriculum Change.** We see value in developing a process and incentives for faculty to lead significant curriculum change, especially for First Year Experience Courses. More generally, departments, schools, and colleges should make available ongoing resources for course redevelopment and curricular improvements, whether in the form of faculty release time, training, and central support, or financial resources, in order to allow faculty to tackle much needed redesign of courses. The university could reward or require faculty to engage in professional development activities around excellence in teaching. Special and persistent attention should be placed on courses with high first-year student enrollment, where the impact of poorly designed courses can be especially high. These courses should be reviewed each year and improvement plans should be developed as needed. This effort should be leveraged through a robust Center for Teaching and Learning, under the vision and leadership of the new vice provost for undergraduate education.
4. **Reconsider Large Enrollment Classes.** Large classes are less expensive per student but may not yield student success. If enrollment in these classes is largely non-major students, units may not see the consequences in their own budgets because of the responsibility center management (RCM) budget model. We will need to continue helping units to teach large enrollment classes in ways that are attentive to student success.
5. **Faculty PDs and Encouragement of Student Relationships.** Meaningful attention has to be given to faculty position descriptions and our internal culture to encourage feedback among

administrators, instructors, advisors, students, and support staff to better identify and respond to student needs. Each of these roles typically only sees part of the picture. An instructor may see a student failing, but not know why. An advisor may know what is going on in the student’s life, but not be able to work with faculty to try and accommodate the student. An administrator may be planning teaching schedules, but not have insight into the needs of the students. Advisors should be empowered and expected to communicate with unit heads and instructors on patterns and issues. A holistic approach that involves each of these contact points for the student would allow a more personalized approach that could cultivate and support the success of those students who are failing. This is a cultural change, which can be facilitated through sharing of best practices, revisions of position descriptions, revision of promotion and tenure expectations, and a unified focus on creating an environment that fosters deeper relationships with students.

6. **Increase Institutional Flexibility in Facilitating Curriculum Change.** Getting a CAT I proposal approved currently takes about 18 months. We are not only slow to react to student and faculty needs, but this also discourages units and faculty from pursuing innovative curricular change. Restricting program changes to only take effect in summer term, regardless of the nature of the change, a restriction that made sense when physical paper catalogues were printed, means that needed changes are delayed by up to another 12 months, depending on the CAT I review cycle. While OSU has focused attention on acquiring and deploying better IT support for managing the process, the process itself needs an overhaul, with increased transparency and clear timelines.
7. **Streamlined and Clear Transfer Credit Guidelines.** A growing number of our students come to OSU either as transfer students, or with a significant number of college credits from high school. Finding out how these transfer to meet OSU requirements can be challenging for students. We need (a) a clearer, more easily accessible and transparent way for students and external advisors to determine what they will get credit for and how, and (b) a way for our units to more actively contribute to this list thereby eliminating the need for hidden, inaccessible lists maintained within colleges.

Procedural Changes	Policy Changes	Financial Implications
<ul style="list-style-type: none"> ● Designate a Bacc Core director ● Streamline the process of curricular innovation ● Streamline the transfer credit articulation process 	<ul style="list-style-type: none"> ● Identify the expectation for faculty-student engagement in position descriptions and in promotion and tenure guidelines, engaging the Faculty Senate 	<ul style="list-style-type: none"> ● Bacc Core director: \$100,000 per year ● Annually redesign five first-year, high-impact courses: \$150,000 per year ● Increase resources for faculty involvement in first-year experiences: \$100,000 per year

Faculty-Student Engagement (FSE)

Students, faculty, and staff indicated at the Undergraduate Student Success Summit and via SSI-SC surveys and meetings that deep and meaningful interactions between undergraduate students and faculty are important to student success. These findings are consistent with research literature, which indicates that many students find it harder than expected to be in contact with their professors and that this is a contributing factor to lack of persistence (Pleitz et al., 2015). NSSE (2017) found that students whose expectations were met in terms of faculty-student engagement were more likely to persist as students. Faculty-student engagement, particularly when connected to deep learning, is a significant component of many of the practices found most likely to improve student success (Kuh, 2008).

Current OSU Practices and Initiative Description

A 2016 survey of OSU undergraduate students (National Survey of Student Engagement, [Division of Student Affairs, 2017](#)) found that less than one third of first-year respondents reported that they had either “often talked” or “very often talked” about career plans with a faculty member, and less than one fifth of first-year respondents reported that they had “often worked” or “very often worked” with faculty on any activities other than coursework or talked to faculty on substantive matters outside of class. In the OSU student withdraw survey, more than 70 percent of students who left the university between spring and fall 2017 and who responded to the survey said, “[I] feel like I don’t belong at OSU.” On the other hand, according to our NSSE results, both first-year respondents and senior respondents appear to be relatively satisfied with effective teaching practices. For example, more than 70 percent of first-year students responded that faculty clearly explained course goals and requirements, and a similar percentage found that faculty teach courses “in an organized way.” However, only 47 percent of first-year respondents feel that faculty provide prompt and detailed feedback on assignments.

To increase faculty-student engagement (FSE), we propose that OSU administration, units, and faculty take a number of deliberate steps.

1. **Renewable Block Grants.** Provide renewable block grants to units to deepen FSE, particularly for first-year students, sophomores, and transfer students. Units have different needs, with some units having more than 1,000 majors and other units having dozens. Some units already have strong cultures of FSE, while others have less. Consequently, resources should be flexible, but require measurement, reporting of results, and accountability for the funds. Renewal would be contingent upon evidence of student success resulting from the block grant.
2. **Encourage Outside-the-Classroom Engagement.** The Faculty Senate, units, and the OSU administration collaborate to:
 - a. Consider how faculty position descriptions could be encouraged to include undergraduate student engagement outside the classroom, allowing for the fact some faculty have more capacity than others.
 - b. Encourage undergraduate student engagement outside the classroom to be included in the promotion and tenure dossier and to be considered as evidence of effectiveness in teaching.
3. **Training.** Offer training programs for faculty, staff, and advisors around topics of FSE, early interventions, and how best to help students resolve problems.
4. **Campus-Wide Goal.** Adopt a campus-wide goal of building meaningful relationships between students and faculty and staff.
5. **Further Study.** Seek faculty, staff, and student input on how to increase FSE that is effective for undergraduate student success. Ideas to study include:
 - a. Require U-Engage for all freshmen and transfer students or incorporate a faculty-student mentorship program.

- b. Set expectation that most faculty, including deans and administrators with faculty appointments, provide a U-Engage or mentorship experience for a small number of students. This policy would require every faculty to work with about five students.
6. **Measurement.** FSE and its effectiveness for student success annually at the university level.

Procedural Changes

Increasing FSE for undergraduates outside of the classroom will require a few procedural changes. A unit, perhaps the Division of Student Affairs, will need to be responsible for the central elements such as an annual survey, funding for initiatives, and training.

Policy Changes

Policies will need to be developed to include FSE in position descriptions and in promotion and tenure guidelines. The Faculty Senate will need to be engaged.

Financial Implications

To build a step change in FSE, most units should be successful with a well-crafted proposal. Assume a modest budget of \$100 per undergraduate student and that half of incoming students are accessed. This would require a block-grant budget of about \$250,000 per year.

Experiential Learning

Current OSU Practices and Initiative Description

In combination with the needs assessment and community input at the Undergraduate Student Success Summit, the SSI Steering Committee identified experiential learning as a critical component of student engagement and learning. At Oregon State University, experiential learning was named by a university task force in April 2017 as “an essential strategy for building a more inclusive community, equalizing student success and retention of all learners, and preparing students for responsible citizenship and global competitiveness.”

Experiential learning opportunities “augment traditional classroom settings and activities by creating the opportunity to activate higher thinking processes, integrate and apply knowledge, deepen reflection, and further engagement with faculty and communities both regionally and abroad” (Appendix F).

Experiential learning includes high-impact educational practices such as undergraduate research, service learning/community-based learning, internships, education abroad, structured leadership experiences, and capstone projects, and share the common characteristics of intention, preparedness and planning, authenticity, acknowledgement, reflection, orientation and training, monitoring and continuous improvement, assessment, evaluation, and feedback (National Society for Experiential Education, n.d.).

The importance of experiential learning and the benefit to learners as they seek post-graduation opportunities is well documented (Eyler, 2009). Furthermore, the positive outcomes tied to experiential learning (such as critical thinking, problem solving, and engagement), correlate with higher retention and graduation rates and have been shown to be more pronounced for historically underrepresented populations (Kuh, 2008; Sweat et al., 2013; Watson et al., 2016). Indeed, many students cite experiential learning as a seminal component of their education, noting that specific activities have often led to interesting jobs, pivots in intellectual focus and/or major, and changes in career trajectories. In spite of these endorsements, there are persistent and problematic disparities in access to, and completion of, experiential learning opportunities by students from underrepresented groups nationally and at OSU.

Requiring an experiential learning experience for undergraduate students at OSU has emerged as an important component of student success and provides opportunity to create a more inclusive and equitable experience for all learners. The growing demands on college graduates to have critical thinking and problem-solving skills coupled with our land-grant mission to provide access to a world class education to the increasingly diverse and varied profile of learners raises the importance and relevance of institutionalizing an experiential learning requirement. As Albertine and McNair (2012) observe, “Our society can no longer afford to reserve ‘islands of innovation’ for a select group of students while others, often students traditionally underserved, receive an education more suited to the industrial age.”

Challenges that Accompany Experiential Learning

A survey of OSU faculty revealed that, across disciplines and colleges, experiential learning is a “very important” element of effective instruction. However, few felt they had adequate support to facilitate experiential learning, with many noting that time and compensation for this often-labor-intensive activity is lacking. In addition to these sentiments, OSU faculty felt that more generally, resources such as materials and supplies were inadequate for their teaching needs, and that aging facilities contributed to a poor learning environment. Provision of experiential learning is part of a larger challenge of limited instructional resources at OSU.

The ability to implement experiential learning early in a student’s academic experience is challenging at OSU, due to both the structure of lower division curricular requirements as well as the resource and human capital cost of supporting personalized experiential learning opportunities. Although there have been gains in experiential learning participation for first-year and underrepresented students in undergraduate research through the URSA program (Figure 1), participation is limited by funds and possibly faculty participation.



Figure 1. Undergraduate Research, Scholarship and the Arts (URSA) participants. Significant new funds from some of the colleges allowed expansion in 2017-18.

Measurement of the impact of experiential learning is currently a challenge given the inconsistent and incomplete collection of data regarding student participation in these types of experiences. A first step in our ability to track and measure participation and correlations to learning and other success outcomes is the formal establishment of clear and consistent definitions of the types of experiential learning offerings at the institution. This has recently been accomplished successfully by a campus effort to establish standards and criteria for different types of credit and non-credit experiential learning course offerings (Appendix G).

Procedural Changes and Policy Changes

Along with continuing to support and institutionalize the advances and policies that have recently been implemented, more work is needed to address some of the underlying cultural and systemic barriers to experiential learning being a hallmark of the undergraduate experience at the university. Undergraduate

research, service learning, capstone projects, etc. all involve significant faculty time and resources. While many faculty enjoy their interactions with students and “go the extra mile” because of the mutual rewards, the faculty reward structure through tenure, promotion, and prestige is weighted toward publication and grant success. With the implementation of the RCM budget, attention will need to be given to whether the RCM provides sufficient incentive for experiential learning. .

Advancing experiential learning should be considered as an element to be rewarded in the promotion and tenure process. To do this, it could be counted as one of the activities demonstrating effective teaching.

Consistent and complete tracking of experiential learning also must be implemented. This includes adding both the formal policy and technical infrastructure to track student participation, document learning outcomes and student attainment, track longitudinal participation and correlations with academic and institutional outcomes and measures of success. Furthermore, regular and reliable access to these data along with meaningful analysis to help inform changes and programmatic improvements should be provided centrally.

Financial Implications

Many experiential learning opportunities are externally funded, but this is not a sufficient strategy for embedding this high-impact practice in the OSU curriculum. Competitive grants such as the NSF REU programs, known to be highly effective, are not broadly available for all subjects and within a topical area can be extremely competitive. Philanthropic gifts also facilitate experiential learning, but unless endowed, cannot be relied upon for consistent programming. Therefore, alternative models of stable funding must be identified. This could include more resources from department and college OSU Foundation sources; a change in the prioritization of resource allocation within the RCM budget model; a pool of funding set aside for specific experiential learning activities within the Provost’s office; or a specific university-wide endowment that is prioritized within student success fundraising. This could also include a more holistic approach, specifically at the college level, that reduces some low-enrollment classes; generates new revenue through Ecampus, Portland and other initiatives; and invests these funds into experiential learning to increase retention and graduation.

Strategy and Next Steps

With clarity on campus community needs and prioritized strategies that have the greatest potential to be scaled and implemented across the institution, the SSI Steering Committee will move to the second phase of this initiative, which includes:

1. Further prioritize the five areas to determine the central focus for FY19;
2. Determine the appropriate balance between improving core functional administrative services and investing in SSI special initiatives and interventions;
3. Further analyze existing programs, services, and interventions currently used at OSU to determine what could be optimized through improved communication and partnership, as well as what should be discontinued;
4. Identify and recommend initiatives or programs that should be ceased to free resources to scale up higher impact activities and/or core supports;
5. Further define policy, practice, and investment requirements to improve effectiveness;

6. Develop implementation teams of non-steering committee members to analyze and develop strategy and actions plans that will be implemented both at the college and central level;
7. Develop success metrics for tracking the success of initiatives and interventions;
8. Recommend a strategy and plan that clearly articulates goals, actions, responsible parties, budgets, and milestones; and
9. Continue execution while engaging OSU leadership, units, faculty, staff, and partners (e.g., the OSU Foundation and INTO OSU), such that ownership of necessary actions is held by those who will determine those actions' success.

Timeline

Implementation of FY19 Priorities will begin immediately following approval from the provost and executive vice president.

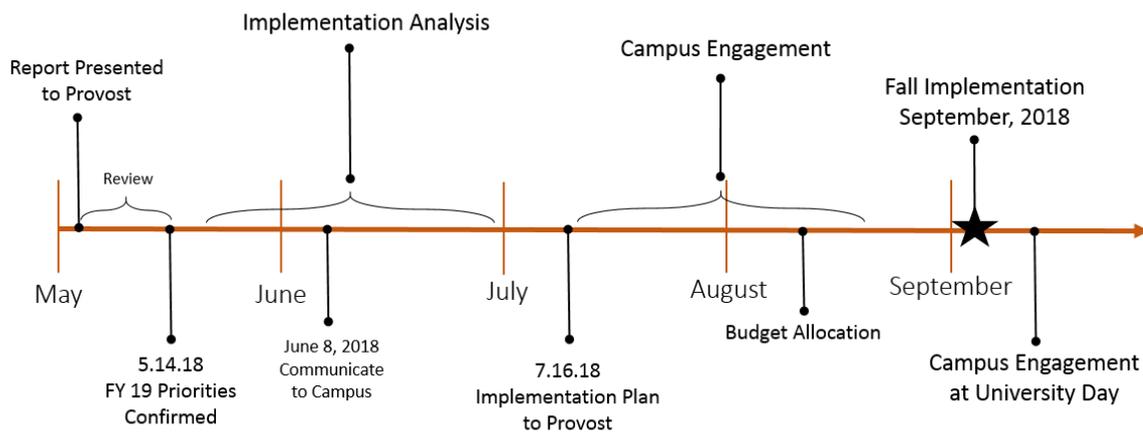


Figure 2. Timeline for implementation.

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Appendices

[APPENDIX A](#): Student Success Summit Survey Results and Methods, Spring 2018

[APPENDIX B](#): SSI Team Engagement: Comments from Deans, Spring 2018

[APPENDIX C](#): Student Success Efforts Inventory, OSU, Spring 2018

[APPENDIX D](#): Summary of Campus-Wide Assessment on Student Success

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[APPENDIX F](#): Definition of Experiential Learning at Oregon State University, April 2017

[APPENDIX G](#): Non-Credit Course Offerings at OSU

APPENDIX A: Student Success Summit Survey Results and Methods, Spring 2018

Summary of SSI Summit 2018 Feedback Survey Results

149 of the 389 SSI Summit attendees responded to the feedback survey, yielding a 38% response rate.

Ranking of Five Priorities and Related Efforts

The five priority areas were ranked in the order of importance shown below with the mean ranking score listed in parenthesis. A lower mean means that the item was ranked as a higher priority more often.

1. Financial Aid & Scholarships (mean=2.40)
2. Transition Support (mean=2.53)
3. Faculty Focus on Student Success (mean=3.09)
4. Curriculum Excellence (mean=3.35)
5. Experiential Learning (mean=3.62)

Specific efforts related to each of the five priorities were ranked as well. Those efforts are listed beneath each of the priority headers below, along with their mean ranking score in parenthesis. Additionally, participants were given the opportunity to offer other suggestions; the themes from those open-ended responses are listed within each section. For each of the open-ended response options, there are additional ideas listed in the responses that did not align with the themes presented below.

- 1 Financial Aid & Scholarships (2.40)
- 2 Transition Support (2.53)
- 3 Faculty Focus on Student Success (3.09)
- 4 Curriculum Excellence (3.35)
- 5 Experiential Learning (3.62)

RANK	Financial Aid & Scholarships	RANK	Transition Support	RANK	Faculty-Student Engagement	RANK	Curriculum Excellence	RANK	Experiential Learning
1	Streamlining financial award and scholarship processes (1.91)	1	Proactive advising 1st two years (2.10)	1	Train faculty on early detection of student barriers to success, and where to direct, and how to assist struggling students (2.93)	1	Gateway course redesign (2.45)	1	Required experiential learning for all students (2.14)
2	Completion grants (2.22)	2	Required college-based transition course for all new students (3.62)	2	Establish promotion and tenure expectations around student success (3.01)	2	Streamline baccalaureate core (2.54)	2	Connecting activities (2.39)
3	Emergency scholarships (2.24)	3	Early alert systems (3.98)	3	Faculty training for student interactions (3.52)	3	Transfer credit articulation improvements (3.06)	3	Leadership development for students (2.65)
		4	Expanded transfer student orientation (4.39)	4	Faculty mentors for all students (4.24)	4	Lowering class sizes (3.10)	4	Partnering more with OSU Extension to create more experiential learning opportunities (3.39)
		5	Connecting activities (4.46)	5	Increase mechanisms for sharing best practices between faculty, staff, and administration (4.52)	5	Category 1 process improvement (4.23)		
		6	1st year faculty mentors (4.58)	6	Classroom experience enhancements (4.89)				
		7	Living learning communities (5.28)	7	Increase discipline-based education research (DBER) (5.51)				

Figure A1. OSU Student Success Summit ranking of priorities for implementation based on survey of Summit participants. Priority areas were ranked in the order of importance by survey respondents. A lower score means that the item was ranked as a higher priority by the survey respondent. See Appendix A for survey methodology.

Financial Aid & Scholarships

1. Streamlining financial award and scholarship processes (mean=1.91)
2. Completion grants (support for students near graduation with financial concerns) (mean=2.22)
3. Emergency scholarships (mean=2.24)
4. The “**Other**” category had a mean ranking score of 3.63 and the following themes were observed:
 - a. Financial literacy
 - b. Offer more aid overall
 - c. Offer more population-specific aid (groups specified include: liberal arts and social science students, Ecampus students, transfer students, and under-served student populations)

Transition Support

1. Proactive advising 1st two years (improve student to advisor ratios, regular advisor-initiated contact) (mean=2.10)
2. Required college-based transition course for all new students (1st year and transfer) (mean=3.62)

3. Early alert systems (including predictive analytics) (mean=3.98)
4. Expanded transfer student orientation (mean=4.39)
5. Connecting activities (tutoring, course supplementary instruction groups, etc.) (mean=4.46)
6. 1st year faculty mentors (college/major based) (mean=4.58)
7. Living learning communities (residential-based living communities that include academic and experiential curriculum) (mean=5.28)
8. The “**Other**” category had a mean ranking score of 7.61 and the following themes were observed:
 - a. Transfer student support and considerations
 - b. Peer mentoring
 - c. Professional development for faculty and staff (type not specified)

Faculty Focus on Student Success

1. Train faculty on early detection of student barriers to success, and where to direct, and how to assist struggling students (mean=2.93)
2. Establish promotion and tenure expectations around student success (mean=3.01)
3. Faculty training for student interactions (mean=3.52)
4. Faculty mentors for all students (mean=4.24)
5. Increase mechanisms for sharing best practices between faculty, staff, and administration (mean=4.52)
6. Classroom experience enhancements (mean=4.89)
7. Increase discipline-based education research (DBER) (mean=5.51)
8. The “**Other**” category had a mean ranking score of 7.39 and the following themes were observed:
 - a. Professional development for faculty and staff on universal design, pedagogy, curriculum redesign, and social justice
 - b. Performance considerations (for example, ingraining expectations for good teaching in performance and tenure processes)
 - c. Move to a semester system
 - d. Work together across the university to increase student success

Curriculum Excellence

1. Gateway course redesign (courses that have high failure rate but required for majors) (mean=2.45)
2. Streamline baccalaureate core (i.e. review for relevancy, expand options, etc.) (mean=2.54)
3. Transfer credit articulation improvements (mean=3.06)
4. Lowering class sizes (mean=3.10)
5. Category 1 process improvement (process to add or change a course) (mean=4.23)
6. The “**Other**” category had a mean ranking score of 5.62 and the following themes were observed:

- a. Professional development for faculty and staff on how to teach and support students
- b. Student access to faculty; specifically, during office hours

Experiential Learning

1. Required experiential learning for all students (all majors) (mean=2.14)
2. Connecting activities (student clubs, civic engagement, student organizations, etc.) (mean=2.39)
3. Leadership development for students (required, major specific opportunities) (mean=2.65)
4. Partnering more with OSU Extension to create more experiential learning opportunities (mean=3.39)
5. The “**Other**” category had a mean ranking score of 4.41 and the following themes were observed:
 - a. Student employment
 - b. Career development
 - c. Define experiential learning
 - d. Partnerships across the institution to communicate opportunities to partner with those who are offering a lot of experiential learning opportunities

Equalizing Student Success

92.85% of respondents indicated that race-based opportunity gaps are a significant (or very significant) issue at OSU. 62.70% of respondents feel prepared (or very prepared) to meet the needs of underrepresented or under-served students; 25.40% feel neither prepared or unprepared; and 11.90% feel unprepared (or very unprepared).

The five priorities were ranked in terms of which had the greatest potential for impact on underrepresented or under-served students. Based on mean ranking scores, the priorities are listed in order below with the mean ranking score listed in parenthesis.

1. Financial Aid & Scholarships (mean=1.81)
2. Transition Support (mean=2.60)
3. Faculty Focus on Student Success (mean=3.11)
4. Curriculum Excellence (mean=3.91)
5. Experiential Learning (mean=4.02)
6. The “**Other**” category had a mean ranking score of 5.54 and the following themes were observed:
 - a. Professional development for faculty and staff on social justice and universal design
 - b. Focus on building a sense of belonging on campus

Additional Comments

Additional comments on how to positively impact student success at OSU were solicited, the following themes were observed in the responses:

- Partnering across campus
- Hold faculty and staff accountable for fostering environments conducive to student success
- Improve teaching approaches
- Professional development for faculty and staff on supporting underrepresented and under-served students and on working with emotionally overwhelmed students
- Leverage technology in ways that will support our efforts
- Clear communication across the university
- Engage students in creating solutions
- Take action on creating an equitable environment for students, faculty, and staff
- Increase capacity for offering academic support (including hiring more advisors)
- Clearly define student success
- Move to a semester system

APPENDIX B: SSI Team Engagement: Comments from Deans, Spring 2018

Provost's Council of Deans & Provost's Leadership Team Comments on the Undergraduate Student Success Initiative

At the Provost's all-day spring leadership retreat on April 18, 2018, the Student Success Initiative Steering Committee led a 90-minute session to update the Deans, Vice Provosts, and other members of the Provost's Leadership Team. The group broke out into subgroups to discuss different aspects of the SSI, with discussion oriented around two questions.

1. What would you like to ensure becomes a campus-wide priority for advancing student success?
2. What are the hardest things OSU must do to improve student success?

Abbreviated notes resulting from the answers to these questions are provided below.

What would you like to ensure becomes a campus wide priority for advancing student success?

1. Meaningful relationships: all members of the community play a role.
2. Culture of care and linking to students to career.
3. Increasing relationships between students and faculty.
4. Creating time for faculty to deliver experiential learning.
5. Experiential learning – tracking, prioritizing, creating, and intervening when it isn't happening.
6. Partnership with the faculty at large. Faculty are the front door to the OSU relationship with the student and they may create a sink or swim environment. Hierarchy among faculty and instructors, and concerns about tenure and promotion can inhibit faculty involvement.
7. Transfer students get into the university in a more simple way. Transfer students should be considered a vulnerable population.
8. Streamlining the Bacc Core – creating more flexibility and simplicity.
9. Standard and integrated advising model – advising should be required for students.
10. Information technology on a university-wide level.
11. Optimization of scholarships – how much is making a difference for students?

What are the hardest things OSU must do to improve student success?

1. Becoming a culture of care. Get it in to the reward systems.
2. Hierarchy between faculty, junior faculty, instructors, advisors, etc.
3. Work on the disconnect between faculty (research and tenure) and student success practitioners.

4. Make the curriculum process more efficient – it currently creates disincentive for curriculum innovation.
5. Streamline the Bacc Core.
6. Meet the needs of those who have the greatest need. Move forward plans that allow for all to have access.
7. Make sure that the budget model supports student success practitioners.
8. Deal with large amounts of data so that we have the ability to synthesis and identify priorities.
9. Consider going from a quarter to a semester system.

APPENDIX C: Student Success Efforts Inventory, OSU, Spring 2018

STUDENT SUCCESS INITIATIVE
COLLEGE & UNIT INVENTORY

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COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p><u>Advising/Coaching</u></p> <ul style="list-style-type: none"> • Academic • Career • Social • Targeted intervention • Other 	<p>The Honors College currently employees three academic advisors who support all honors students. The college has recently added several timely interventions, using a Salesforce student success tracking system, to support completion of honors requirements and overall student success:</p> <ul style="list-style-type: none"> • Thesis interventions: Advisors reach out annually to students who have not made progress toward completing their required honors thesis credit requirement or their self-selected milestone progress goals. In addition, Honors advisors proactively engage with students when they reach their self-determined thesis proposal submission date to offer guidance and additional support as necessary. • Low HC credit completion: Advisors connect with students in their third year or later with less than half the required credits for honors degree completion. • Low Engagement: Proactive targeted outreach by advisors to connect with students who are new to the HC but are not enrolled in an HC course or living in the HC LLC communities. 	<p>Close achievement gap</p> <p>HC strategic goal 3 – Increase student contact with advising</p> <p>HC strategic goal 4 – Increase thesis completion</p>	<p>1200 (increasing to 1350 in academic year 2019 and 1600 by academic year 2022).</p>	<p>Three (four by 2019) advisors (.85 FTE) and one advising office coordinator (.5 FTE).</p>	<p>Percentage of HC students engaged with college advisors has increased in last two years: 2015 - 2016: 48% 2016 - 2017: 54%</p>	<p>Expand use of Salesforce to provide guidance for timely interventions by advising staff.</p>	<p>None</p>

COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

<p><u>FYE/Transfer Experience</u></p> <ul style="list-style-type: none"> • Recruiting/Outreach • Orientation • Support • Other 	<ul style="list-style-type: none"> • Living and Learning Communities: The Honors College provides two Living Learning Communities for first-year, transfer, and continuing students, in West and Sackett Halls. • U-Engage course: The Honors College U-engage course, ALS 199H, guides first-year, first-term students through the first two (out of four) stages of the honors thesis process and provides an overview of campus resources. • START advising: All first-year and transfer honors students are required to attend an Honors College orientation and connect with an advisor at the START first-year and transfer orientation sessions or at specific orientation sessions throughout the year for those that don't begin with the Honors College fall term. • Thesis workshops: Thesis Stage 1: Plan workshops are required of students within their first three terms in the Honors College and provide an overview of the thesis. • Peer mentorship: The Honors College Peer Mentor Program is a way of supporting students at high risk for withdrawing. Current Honors College students are trained and matched with incoming students. 	<p>First-year retention rate</p> <p>Close achievement gap</p> <p>HC strategic goal 6 – Raise honors completion rates</p>	<p>All incoming first-year and transfer students in the Honors College (457 in 2018)</p>	<p>.3 FTE x 3 advisors</p> <p>.25 FTE advising office coordinator</p> <p>.4 FTE graduate assistant</p> <p>.3 FTE director of student success and engagement</p> <p>.1 FTE HC associate dean</p> <p>Approximately \$100,000 in resources</p>	<p>First-year Honors students living in an Honors LLC: actual for AY 17-18 82% (321/390)</p> <p>Retention of Honors students living in an Honors LLC their first year: 1st year 97%, 2nd year 90%, 3rd year 81%, 4th year 58%</p> <p>ALS 199H % of first-year students in course: actual for fall 2017 10% (40/390)</p> <p>Peer Mentor Program: % of first-year and transfer students with an Honors peer mentor: actual for AY 16-17 11% (44 out of 412)</p>	<p>Starting in AY 18-19, the entirety of Sackett will be primarily an Honors LLC, adding event and community space, as well as rooms for first-year, transfer, and continuing students, and the HC will hire a GA for this space.</p> <p>The HC is currently exploring whether ALS 199H is scalable.</p> <p>START first-year and transfer orientation sessions are scalable for AY 18-19 with the addition of a fourth Honors College advisor.</p>	<p>Mentor availability.</p>
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COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

<p><u>Curriculum Improvement</u></p> <ul style="list-style-type: none"> • High-Impact Practices • Class Size reduction • Support services • Tutoring/Supplemental • Course Content/Req's • Other 	<p>Honors courses are characterized by high-impact practices (particularly experiential learning) and small caps (typically 12-20 students). Honors colloquia, in particular, offer students the opportunity to explore interdisciplinary topics in discussion seminar settings.</p> <ul style="list-style-type: none"> • Faculty orientation: The HC offers an orientation to honors pedagogy each fall as well as a four-week faculty learning community each spring; we also share online resources through the HC Teaching Toolkit. • Experiential learning teaching grants: Faculty who are developing experiential learning opportunities for new or revised honors courses can apply for support through the Meehan Course Development Grant program. We encourage faculty to pilot innovative pedagogies in the HC that may then be applied to courses in other contexts. 	<p>Experiential learning opportunities</p>	<p>All honors students (currently ~1200 total)</p>	<p>0.5 FTE of the associate dean</p>	<p>In 2016-17, 68% of faculty who responded to the annual HC survey reported that their honors course included a significant experiential learning component</p>	<p>We are working with our academic college partners to expand honors course offerings for 2018-19.</p>	<p>Innovative pedagogies often require substantial investments of faculty time and energy to develop, and may carry a cost for students to participate (especially in the case of experiential learning opportunities). There are few resources available to support development or delivery.</p>
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COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

<p><u>Experiential Learning (non-curricular)</u></p> <ul style="list-style-type: none"> • Student Clubs • International Programs • Internships/Jobs • REUs • Other 	<ul style="list-style-type: none"> • International experiences: The HC offered students three international programs (in London, France, and Nepal) in the 2018 academic year. • Service learning: Honors students participated in a service trip to New Mexico in winter break, 2017. • Student organizations: The Honors College Student Association leads in creation of opportunities for student to participate in social, leadership, and service activities. • Internships and professional development: The college recruits students for several honors-specific internships and hosts approximately four informational lunch sessions with alumni and other external friends of the college each term. • Other activities: The HC sponsors a broad range of other activities, including book clubs, social events, and matching receptions for students & faculty with shared research interests. 	<p>Experiential learning opportunities</p>	<p>38% of HC students reported participating in a curricular or co-curricular experiential learning opportunity in our 2016-17 annual survey.</p> <p>Internal analysis showed that the HC offered 43 experiential learning activities in the form of practicums or co-curricular activities, and that 25% of students participated in at least one of those.</p>	<p>0.25 FTE of the director of student success and engagement</p> <p>0.1 FTE of the director of external relations and operations</p> <p>0.1 FTE of the associate dean</p>	<p>In addition to the numbers reported in column D, the HC tracks experiential learning and work scholarship applicants and awards. In 2017-18, the HC made 200 awards for a total of \$150,000.</p>	<p>Increased participating in experiential learning opportunities offered by the college.</p>	<p>Availability of scholarship funds to offset costs of experiences</p> <p>Staffing resources and expense in offering additional opportunities</p> <p>Student awareness of opportunities.</p>
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COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

<p><u>Social, Climate, Community, Inclusion</u></p> <ul style="list-style-type: none"> • Assessment • Intervention • Other 	<p>• Assessment and strategy: We have multiple goals related to this area: 1) track and evaluate under-represented minority student participation in Honors College events; 2) engage faculty members who identify as first generation or from underrepresented groups who engage as instructors or mentors, 3) track and evaluate low-income student participation in Honors College events; 4) identify key interventions needed to improve student success; 5) evaluate affordability of the Honors College; 6) ensure that all co-curricular programming is available to all students; and 7) evaluate the climate for diversity within the Honors College.</p> <p>In addition to these goals, we have two strategic priorities related to this area: 1) Make the complete Honors College experience accessible to all Honors students and 2) expand the Honors living-learning community and create comprehensive and compelling Honors College experiences, which addresses the needs of all honors students.</p> <p>• Staff responsibility: Expectations related to diversity and inclusion were incorporated into all staff position descriptions in 2017.</p> <p>• Intervention and assessment: The college issues an annual survey to evaluate these issues and attempts to develop responses based on student feedback.</p>	<p>Raise graduation rate</p> <p>Rate retention rate</p> <p>Experiential learning opportunities</p> <p>Close achievement gap</p> <p>See previous column for HC goals and priorities.</p>	<p>Entire HC student population is served (1200)</p> <p>Currently, approximately 18% of our HC students identify as students from first generation or under-represented groups (~220 students)</p>	<p>1 FTE of director of student success and engagement</p> <p>.25 FTE of HC assistant dean</p> <p>Expectation in all HC staff PDs</p> <p>Approximately \$5000 in event costs</p>	<p>From the 2017 HC annual student survey: I feel like the Honors community is a place where I belong (86% of students agree); Living with other HC students is beneficial (90% of students agree); I utilize the HC computer and study facility regularly (86% of students agree); Being a member of the Honors College community is good for me (93% of students agree); I feel the Honors College is worth the additional cost (65% of students agree); It is important to be part of the HC community (86% of students agree); Overall, I am satisfied with the HC community (93% of students agree)</p>	<p>We are already scaled to the entire HC student population; however, the practices we adopt could be scaled to other units on campus.</p>	<p>Annual survey data provide some indications of barriers to growth in light of the goals. In particular, 34% of our students either disagreed or strongly disagreed that the Honors College is worth the extra differential tuition cost. An opportunity moving forward is developing more scholarships to offset differential tuition costs.</p>
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COLLEGE/UNIT: UNIVERSITY HONORS COLLEGE

<p>Scholarships</p> <ul style="list-style-type: none"> • Recruitment • Retention • Reward (achievement) • Other 	<ul style="list-style-type: none"> • Recruitment scholarships: In 2018, the Honors College targeted recruitment scholarships to support enrollment of underrepresented academic populations. Working with the OSU Scholarships Office, the HC will target scholarships moving forward to students with higher levels of unmet financial need. • Retention: In 2016, the college created a scholarship specifically for students who struggle to afford the differential tuition associated with HC enrollment. Working with a small student committee, the college developed an application process that takes a holistic view at student need and advancement toward HC degree completion. • Reward: The college offers a small number of merit-awards to continuing students, as well as awards for outstanding thesis submissions. • Experiential learning: All Honors College students can apply for up-to \$1000 in scholarship support for participation in experiential learning opportunities that further their academic or professional goals. 	<p>Experiential learning opportunities</p> <p>Close achievement gap</p> <p>HC strategic priority 2 – Ensure that high-achieving students from all backgrounds, majors, and colleges choose the Oregon State University Honors College</p> <p>HC strategic priority 3 – Make the complete honors experience accessible to all Honors College students</p>	<p>Approximately 275 students received HC scholarships in 2017</p>	<p>.25 FTE director of external relations and operations</p> <p>Approximately \$400,000 in annual scholarship awards</p>	<p>163 students received \$122,210 in experiential scholarship funding in 2017. Goal for 2018 is 200 awards totaling \$150,000</p> <p>26.5% of honors students with medium or high financial need received a non-experiential honors scholarship in 2017.</p>	<p>Scaling is dependent upon addition of scholarship resources</p>	<p>Fund availability</p>
<p>Tools</p>	<ul style="list-style-type: none"> • Salesforce student success system: The Honors College monitors students' satisfactory progress toward degree requirements using an automated system through Salesforce that alerts students when they are in or out of compliance with the college's satisfactory progress policy. 	<p>First-year retention rate</p> <p>Close achievement gap</p> <p>HC strategic goal 6: Raise honors completion rates</p>	<p>All HC students (1200 in 2018)</p>	<p>.3 FTE Director of Student Success and Engagement</p> <p>.45 FTE total for 3 Academic Advisors</p>	<p>Thesis Milestones (percentage of students who complete): F2015 85% W2016 92% S2016 87% F2016 90% W2017 92% S2017 85%. In academic year 2016, 91% of students in their first three terms earned a 3.25 GPA or higher (the HC minimum).</p>	<p>Currently scaled to all students. Could be scaled to other units within the university</p>	

COLLEGE/UNIT: OFFICE OF INSTITUTIONAL DIVERSITY

Area	Description	Goal Addressed (SSI or Strategic)	Students Served (# and population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling Opportunity	Barriers to Growth/Other issues
<p><u>Social, Climate, Community, inclusion</u></p> <p>Recruitment/Outreach activities to under-represented schools</p>	<p>Identified key schools with high African American and LatinX populations for targeted outreach and engagement leading to recruitment</p>	<p>Targeted recruitment and outreach to School counselors and families about prospective student matriculation</p>	<p>Currently 70 anticipate to reach 270 African American students; LatinX populations would be found within the Office of Admissions data regarding Latino family Night participation</p>	<p>Shared cost between Admissions/Academic Support Services/DCE and OID</p>	<p>Positive impacts include continued outreach and scholarship development for students interested in attending OSU</p>	<p>Plan to scale this summer involving an equity plan for the Portland area that includes targeted Portland public schools and OSU</p>	<p>Still assessing</p>
<p>Partnership Grants</p>	<p>Sea Grant and I-Natures grant to create educational pathways and pipelines for Native American students to enter OSU</p>	<p>Currently the goal is to have a cohort of 20 students begin participation in this partnership with the Confederated tribes of Siletz and 3-5 students from Heritage University (a minority serving institution). The focus for both grants is on Native American students interested in Natural Resources</p>	<p>Close to 25 to start as a cohort—followed by family outreach to reach an estimated 120 individuals</p>	<p>I-Natures grant is \$299,000 in partnership with Heritage University and then Sea Grant is close to \$40,000.</p>	<p>Goal is to see increased enrollment to Oregon State University of Native American students who participate in these programs.</p>	<p>Sea Grant is designed to be scalable to one other tribe once the preliminary period of the grant has been established through Siletz</p>	<p>None</p>
<p>Youth Leadership Conferences</p>	<p>Conferences hosted: African American Youth Leadership Conference (April 11, 2018 date), Native American Leadership conference</p>	<p>Goal is to provide students with opportunity to explore Oregon State University as their post-secondary choice after high school graduation</p>	<p>Estimated close to 500</p>	<p>\$3,000.00</p>	<p>Conferences are designed to provide students with information regarding post-secondary education plans and enrollment to Oregon State University</p>	<p>Opportunity to scale is possible if other funds are provided</p>	<p>Will need consistent funding partners</p>
<p>Oregon Indian Education Association conference and tribal Day meeting with Higher Education Coordinating Commission and Oregon Department of Education</p>	<p>Both the Conference and the Tribal day with state agencies were critical to re-ignite neglected and critical relationships with the 9 tribes of Oregon</p>	<p>Oregon State strategic plan on diversity. Input from tribes on issues related to education and pipeline programs to OSU. Better coordination of HECC and ODE with</p>	<p>Estimate close to 400 for both conference and Tribal day</p>	<p>\$14,000</p>	<p>Goal is providing leadership and guidance to OSU on recent legislative issues regarding Native American government to government relationships. In</p>	<p>This will be scaled through partnerships that have been developed through these interactions as well as tribal MOUs created to</p>	<p>None</p>

COLLEGE/UNIT: OFFICE OF INSTITUTIONAL DIVERSITY

<p>Creating and Inclusive Community (CIC) Module</p>	<p>An online course required of all incoming first year and transfer students, throughout the institution (Corvallis, Cascades, Newport and eCampus). The CIC is designed to welcome all students to the Oregon State University community and to help students learn how the OSU community values and celebrates diversity and inclusion in its many forms. The goal of the course is to introduce new OSU students to key concepts and expectations for all members of the OSU community. These expectations include learning about others' viewpoints and experiences, and a willingness to keep an open mind. The module emphasizes that dealing with hard ideas, even those we may disagree with, is an essential part of the university experience.</p>	<p>OSU/Tribal education issues and the necessary implementation of Senate Bill 13 in ensuring Native American issues and history are part of the curriculum</p>	<p>Target: 100% of incoming first year and transfer students</p> <p>Reach since F/17 Launch: Pending</p>	<p>The CIC is a partnership that utilizes staff from OID, SHS, Registrar, Enterprise Computing, PACE, CANVAS, and Enrollment Management</p> <p>Estimate of collective FTE: 0.25</p>	<p>addition, Provides Tribal educators with greater understanding of OSU changes, programs, and opportunities for leveraging future partnerships to advance student participation, enrollment and success</p> <p>Not measured</p>	<p>advance student success, pipeline programs and shared opportunities for student advancement</p> <p>Consider expanding similar curriculum for incoming faculty and staff</p>	<p>FTE + Fees for curriculum development and administration</p>
<p><u>Tools</u></p>							

COLLEGE/UNIT: OFFICE OF INSTITUTIONAL DIVERSITY

<p>Diversity Dashboards</p>	<p>In collaboration with the office of Business Intelligence and Analytics, and other university offices, the Office of Institutional Diversity coordinated the creation of a series of online dashboards to display and visualize institutional data related to a variety of student success metrics for use by colleges and administrative units to inform programs, initiatives and priorities related to advancing diversity, equity and inclusion, and by extension, equalize student success.</p> <p>The dashboards cover a set of topical areas that include: enrollment demographics, first-year retention, graduation, new student funnel, diversity learning, and inclusivity survey results. The dashboards are currently in beta with limited access provided to the Leadership Council for Equity, Inclusion and Social Justice and key administrators.</p>	<p>The dashboards can be used to inform initiatives in each of the SSI goals. The dashboards also serve to further the Office of Institutional Diversity’s diversity strategic plan.</p>	<p>The dashboards do not serve students directly, but can be used to inform the development and implementation of programs, initiatives and priorities to serve student populations, particularly students from underrepresented communities.</p>	<p>Direct costs are not measurable, but FTE in Business Intelligence and Analytics, Office of Institutional Diversity, the Division of Student Affairs, and other data-custodian offices has been dedicated to the creation of the dashboards.</p>	<p>The diversity dashboards are intended to allow constituents to make data-informed decisions regarding programs, initiatives and priorities related to student success.</p>	<p>The dashboards are currently in beta, but will continue to be developed for use by the wider constituencies across the university once in final form. We also hope to link intuitional data sets to some of dashboards to push “live” updates.</p>	<p>Currently, the dashboards are only as useful as the data we collect; where gaps exist in data collection (for instance, in exit surveys, or demographic limitations) commensurate gaps exist in the dashboards. Additionally, maintenance of the dashboards on an ongoing basis will need to be addressed as they are scaled up/</p>
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COLLEGE/UNIT: COLLEGE OF PUBLIC HEALTH & HUMAN SCIENCES

Area	Description	Goal Addressed (SSI or Strategic)	Students Served (# and population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling Opportunity	Barriers to Growth/Other issues
<p><u>Advising/Coaching</u></p> <ul style="list-style-type: none"> • Academic • Career • Social • Targeted intervention • Other 	<p>Currently in conversations hoping to start a new policy in Fall 2018 that would require all students enrolled in PHHS for a given term to meet with their assigned advisor. This is a shift to mandate all students must schedule a 30-minute meeting with their advisor (via phone, online, or in person) every term to get their registration PIN.</p>	<ul style="list-style-type: none"> • Graduation rate • First-year retention rate 	<p>All CPHHS students.</p>	<p>Advisor FTE to track students, message students when they are eligible to make an appointment (similar model to registration with certain weeks assigned to different class standings), and meet with advisees.</p>	<p>Yet to be implemented, so no data available.</p>	<p>Theoretically scalable to other units.</p>	<p>Resolving logistics to fit all appointments across a term; technology skills to track; advisor buy-in.</p>
	<p>Currently in conversations hoping to start a new policy in Fall 2018 that would require all advisors to be cross trained in all PHHS majors. This would entail advisors being conversant in four as opposed to two majors. On average over the last five years, 544 students migrated from one major to another within our College, so this policy would avoid having to re-assign advisees and students could remain with the same advisor.</p>	<ul style="list-style-type: none"> • Graduation rate • First-year retention rate 	<p>All CPHHS students.</p>	<p>Advisor time to train colleagues and be trained, and engage in shadowing exercises to ensure understanding of the newly learned majors.</p>	<p>Yet to be implemented, so no data available.</p>	<p>Theoretically scalable to other units.</p>	<p>Advisor buy-in.</p>
	<p>Hiring a new academic advisor.</p>	<ul style="list-style-type: none"> • Graduation rate • First-year retention rate 	<p>All CPHHS students.</p>	<p>Salary + OPE</p>	<p>Reduce advisor: student ratio to about 1:320</p>	<p>N/A</p>	<p>Cost of hiring additional advisors to reach the 1:250 ratio recommended by OSU.</p>

COLLEGE/UNIT: COLLEGE OF PUBLIC HEALTH & HUMAN SCIENCES

<p><u>FYE/Transfer Experience</u></p> <ul style="list-style-type: none"> • Recruiting/Outreach • Orientation • Support • Other 	<p>We are currently in the midst of conversations hoping to start a new practice in Fall 2018 where we route CPHHS first-year students in the Health and Well-Being Living Learning Community into a U-Engage orientation course that teaches skills to be an effective student.</p> <p>During START 2017, we invited our incoming students to complete a 30-minute online Social Belonging program created by the College Transition Collaborative (CTC) housed at Stanford University. This empirically-tested program has been shown to benefit all students, but particularly students from socially disadvantaged backgrounds. In 2018, we intend to embed the program into our on-site START college-level programming.</p>	<ul style="list-style-type: none"> • First-year retention rate <ul style="list-style-type: none"> • First-year retention rate • Achievement gap 	<p>Approximately 80 students from PHHS in the Health and Well-Being Living Learning Community</p> <p>In 2017, 269 students opted to complete the program (79% advantaged; 83% disadvantaged). Approximately 400 first-year and transfer students will be targeted in summer of 2018.</p>	<p>Instructor/advisor FTE to deliver the course experience</p> <p>Program is free to units that qualify; time of liaison to set-up program; time to familiarize advisors with the program so messaging is consistent</p>	<p>Yet to be implemented, so no data available.</p> <p>In winter 2018, 96% who completed the program versus 81% who did not complete the program were enrolled at OSU.</p>	<p>A self-sufficient centralized orientation course (tailored to true first-year and transfer students) could be offered centrally for all units unable to afford such an experience.</p> <p>Potential to offer the program across the University for all interested units.</p>	<p>Prohibitive cost to hire instructional/administrative staff to offer a sufficient number of sections of an orientation course to all first-year and transfer students in the College.</p> <p>A second program focused on mind growth is also available, but finding the time to deliver the programs needs to align with the select months across the academic year when the CTC site is open.</p>
<p><u>Curriculum Improvement</u></p> <ul style="list-style-type: none"> • High-Impact Practices • Class Size reduction • Support services • Tutoring/Supplemental • Course Content/Req's • Other 	<p>We are planning to implement REAL (Required Experiential Arcs of Learning) in Fall 2019. Cooperating majors in the college will mandate three experiential learning credits as part of a student's degree requirements.</p>	<ul style="list-style-type: none"> • Graduation rate • First-year retention rate • Ensure one EL opportunity • Achievement gap 	<p>TBD</p>	<p>Utilize existing resources in the College and on campus; FTE to coordinate</p>	<p>Yet to be implemented, so no data available.</p>	<p>Concept is scalable for other units.</p>	<p>Creating access to a sufficient number of experiential learning opportunities.</p>

COLLEGE/UNIT: COLLEGE OF PUBLIC HEALTH & HUMAN SCIENCES

	In Fall 2017, we hired a Clinical Assistant Professor in nutrition focused on experiential learning program development.	<ul style="list-style-type: none"> • Graduation rate • Ensure one EL opportunity • Achievement gap 	Students who enroll in new course offerings.	Salary + OPE	N/A	N/A	Dedicating additional FTE specifically to the development and delivery of high impact practices.
<u>Experiential Learning (non-curricular)</u> <ul style="list-style-type: none"> • Student Clubs • International Programs • Internships/Jobs • REUs • Other 	In winter 2018, we hired a Director of Student Engagement to create and coordinate experiential learning opportunities in the College pertaining to leadership, mentoring, global opportunities, and our LLC.	<ul style="list-style-type: none"> • Graduation rate • Ensure one EL opportunity • Achievement gap 	All CPHHS students.	Salary + OPE	N/A	N/A	Obviously more could be accomplished with a team fully dedicated to student engagement programming as opposed to one individual.
<u>Social, Climate, Community, inclusion</u>	Training in equity, inclusion, and social justice for faculty. This was in response to a climate survey completed by CPHHS students that indicated a need for professional development to encourage stronger faculty support for students, particularly those from historically marginalized groups.	<ul style="list-style-type: none"> • Graduation rate • First-year retention rate • Achievement gap 	All CPHHS students.	Training facilitator for multiple session offerings; time of participants	Direct impact difficult to assess.	Approximately 60 faculty and GTAs attended some training.	Engaging all college employees with an opt-in model.
<u>Scholarships</u> <ul style="list-style-type: none"> • Recruitment • Retention • Reward (achievement) • Other 	<p>We match the Honors College paying for a term of differential tuition for two years per student.</p> <p>In 2017, we reallocated existing unrestricted CPHHS scholarship funds and started to prioritize</p>	<ul style="list-style-type: none"> • Graduation rate • High-achieving freshmen • Achievement gap <ul style="list-style-type: none"> • Graduation rate • Ensure one EL opportunity • First-year retention rate • Achievement gap 	<p>10 CPHHS Honors College students.</p> <p>Potential for about 20 students to receive \$1,000 each.</p>	<p>\$10,000</p> <p>Approximately \$20,000</p>	<p>Of the 11 students funded to date, 7 have remained in the Honors College and PHHS, and 1 remained in the Honors College but migrated out of PHHS.</p> <p>No tracking data available.</p>	<p>There are close to 60 CPHHS students in the Honors College, and we are looking to increase this number.</p> <p>45 CPHHS students applied for these funds in the inaugural year, but the number of</p>	<p>Scholarship money; successfully attracting eligible students into the Honors College.</p> <p>Scholarship money; holding students accountable for actually engaging in experiential learning because with the current</p>

COLLEGE/UNIT: COLLEGE OF PUBLIC HEALTH & HUMAN SCIENCES

	first-generation and/or Pell eligible students intending to engage in experiential learning in the upcoming academic year.					potential eligible CPHHS students is much greater with 27% first-generation and 46% Pell eligible students in the college.	system students are awarded monies proactively for the upcoming year.
<u>Tools</u>	Invested in TimeTrade for a user-friendly experience when students schedule appointments with advisors. This tool also has the capacity to improve data tracking about the nature of advising appointments to implement efficiencies.	•Graduation rate	All CPHHS students.	\$5,000 with text notification feature of upcoming appointments to reduce no shows	No data available on graduation rates specifically, but there was a 150% increase in the number of advising appointments when TimeTrade was introduced.	N/A	Capturing accurate and complete data requires behavior change and people remembering to log the start and end of each advising session.

COLLEGE/UNIT: COLLEGE OF EDUCATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues																
<p><u>Curriculum Improvement</u></p> <p>Cohort structure implemented</p>	<p>The Double Degree has fully transitioned to a single cohort of students, replacing the previous rolling admission model. The cohort model has been shown to have significant positive impact on student completions rates for all students. In addition, by enforcing prerequisites for all courses, we are able to ensure that students in the Double Degree have the knowledge and skills necessary to successfully navigate their program of study.</p>	<p>Raise the six-year graduation rate from 63.1% to 70% for all students</p>	<p>Double degree completes about 60 students, annually.</p>	<p>We had to have one gap year in going to the cohort model. In AY15 fewer than 10 grads in trailing section. No ongoing costs.</p>	<p>Overall, the College has maintained consistently high completion percentages even as our enrollments have increased. In some cohorts, students who identify as racially/ethnically diverse appear to complete at lower percentages. It should be noted that 2017 completion percentages will increase as we have students who are still working to complete the requirements of their degrees.</p> <p>Undergraduate Student Completion Percentage</p> <table border="1" data-bbox="1066 558 1633 906"> <thead> <tr> <th></th> <th>Total Student Completion Percentage</th> <th>White Student Completion Percentage</th> <th>Racially /Ethnically Diverse* Student Completions Percentage</th> </tr> </thead> <tbody> <tr> <td>AY15</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>AY16</td> <td>94%</td> <td>96%</td> <td>88%</td> </tr> <tr> <td>AY17</td> <td>87%</td> <td>88%</td> <td>86%</td> </tr> </tbody> </table>		Total Student Completion Percentage	White Student Completion Percentage	Racially /Ethnically Diverse* Student Completions Percentage	AY15	100%	100%	100%	AY16	94%	96%	88%	AY17	87%	88%	86%	<p>With the new budget model, the College will be investing in staffing to increase the number of double degree students graduating from roughly 60 to ~100 students over the next 3 years per our currently submitted enrollment plan.</p>	<p>While we have met the College’s goal of overall completion rates that equal or exceed 85 percent, we will continue to closely monitor completion rates for subgroups of students and identify necessary actions if we find differences do exist based on student demographics.</p>
	Total Student Completion Percentage	White Student Completion Percentage	Racially /Ethnically Diverse* Student Completions Percentage																				
AY15	100%	100%	100%																				
AY16	94%	96%	88%																				
AY17	87%	88%	86%																				
<p>Experiential Learning</p>	<p>Preservice teachers at OSU are provided with a multitude of opportunities to interact with K-12 students both in and outside of the classroom, supported in projects and programs led by educational researchers and instructors. The Families Involved in Education: Sociocultural Teaching and STEM (FIESTAS) research project builds on community partnerships to engage preservice teachers in</p>	<p>Ensure 100% of students have at least one experiential learning opportunity</p>	<p>All students admitted to pro-school in the Double Degree complete student teaching and other immersive experiential learning.</p>	<p>Cost to CoEd for placements and licensure requirements is approximately \$250K.</p>	<p>Required for licensure so impact is on completion of DD.</p>	<p>Must serve all students who are in licensure pathway program.</p>	<p>Increasing number of DD students will require additional investment in student placement fees and other licensure fees of ~\$2500 per student.</p>																

COLLEGE/UNIT: COLLEGE OF EDUCATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p>New BS in Education</p>	<p>an after school program to develop culturally responsive STEM learning. Over the course of six years, FIESTAS has impacted five education courses, approximately 300 preservice teachers, and 500 underserved children. Twenty-three nearby businesses served as local sites of learning where children interacted with bakeries, food venues, auto shops, gyms, and retailers to see that STEM “happens right here in their neighborhood.”</p> <p>A Category I proposal has been submitted for this new licensure pathway and is currently under review. This new Undergraduate-level Elementary Education Degree: will be offered at OSU-Cascades. Students will earn a BS in elementary education, leading to professional licensure in Oregon.</p>	<p>Close the achievement gap for under-represented minority and low-income students.</p>	<p>This additional pathway to licensure will serve non-traditional and CC students from Central Oregon in a critical area, while also helping address Oregon’s teacher shortage</p>	<p>Cost details are summarized in Category I proposal but are consistent with growing OSU Cascades.</p>	<p>Will increase # of graduates from OSU Cascades.</p>	<p>Will scale with growth at OSU Cascades</p>	<p>None identified in the Category I proposal.</p>
<p><u>Social, Climate, Community, inclusion</u></p> <p>New Bicultural Recruiter/</p>	<p>The College has invested in recruiting</p>	<p>Close the achievement</p>	<p>In AY18, our recruiter/</p>	<p>Approximately \$80K (including</p>	<p>AY14-AY17 Completion of OSU Licensure Program by Race/Ethnicity (includes Double Degree, MS, and MAT)</p>		<p>Need to invest in more outreach, but current</p>

COLLEGE/UNIT: COLLEGE OF EDUCATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
Advisor	efforts as one mechanism to increase the cultural and linguistic diversity of our teacher license candidates. In July 2017, we hired a new bicultural recruiter/advisor. This hire has allowed the College to expand its recruiting reach and to develop relationships with community colleges, campus cultural centers, and high schools that are much more extensive than previous recruiting efforts.	gap for under-represented minority and ow-income students.	advisor has increased the number of contacts and estimates that over 25 percent of these contacts are with culturally and linguistically diverse students. Pre-education enrollments in the DD program provide early evidence of success in recruiting an increasingly diverse cohort of students. On the Corvallis campus, 21 percent of students currently enrolled in our pre- education undergraduate programs are culturally or linguistically diverse. Concurrently, OSU-Cascades faculty have been partnering directly with advisors at Central Oregon Community College to	OPE) plus student ambassadors (~10K/year).		Must scale as we grow DD.	budget situation will limit investment for next 2 years.

COLLEGE/UNIT: COLLEGE OF EDUCATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p>Student preparedness for diverse classrooms</p>	<p>All undergraduate Double Degree teacher candidates now participate in Advancement Via Individual Determination (AVID) training. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID has been adopted by the vast majority of school districts in the Northwest. The preparation enhances the work our faculty and students are doing to infuse English Language Learner competencies across the curriculum and schools. http://www.avid.org/about.ashx</p>	<p>Close the achievement gap for under-represented minority and low-income students.</p>	<p>develop a more efficient pipeline of undergraduate students coming to OSU-Cascades interested in teaching. This will be a critical pipeline for the proposed BS in elementary education.</p> <p>All students in DD.</p>	<p>Part of program cost.</p>		<p>Must grow as DD grows.</p>	<p>NA.</p>
<p>Scholarships</p>	<p>Have recently received funds to create a</p>	<p>Access</p>	<p>Will help remove barriers</p>	<p>Dean, Associate Dean, Director time</p>	<p>Achievement gaps and access to the degree</p>	<p>Need to develop</p>	<p>Leadership time and bandwidth will be</p>

COLLEGE/UNIT: COLLEGE OF EDUCATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	scholarship pool to help offset licensure costs. We will be leveraging this generous gift to help create an endowment, longer-term, which would cover the approximate \$3500+ cost to licensure		to licensure for high-need and students from linguistically and culturally diverse backgrounds seeking endorsement in English for Speakers of Other Languages or specialization in Dual Languages.	spent on development. Need to grow this to 0.25 or more FTE to have impact. Also a 0.5 FTE Development Officer		longer term strategy for fund raising for the college	challenging until College's operational issues are addressed through structure and processes.

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
Advising/Coaching <ul style="list-style-type: none"> • Academic • Career • Social • Targeted intervention • Other 	<p>Economics: full time advisor for on campus students and half-time advisor for Ecampus students meets and communicates regularly with majors and minors (see below)</p>	<p>Raise six-year grad rate Close achievement gap</p>	<p>All Economics majors on campus and online (~400)</p>	<p>1.5 FTE Professional advisor</p>			
	<p>Political Science: full-time advisor for on campus and Ecampus students meets and communicates regularly with majors and minors (see below)</p>	<p>Raise six-year grad rate Close achievement gap</p>	<p>All political science majors on campus and online (~300)</p>	<p>1.0 FTE Professional advisor</p>			
	<p>Sociology: full time advisor for on campus and half- time advisor for Ecampus students meets and communicates regularly with majors and minors (see below)</p>	<p>Raise six-year grad rate Close achievement gap</p>	<p>All Sociology majors on campus and online (~350)</p>	<p>1.5 FTE Professional Advisor</p>			
	<p>Economics, Political Science, and Sociology: newsletter out to all majors from advisor every two weeks with information about courses, campus events, and internship and job opportunities</p>	<p>Raise six-year grad rate Close achievement gap</p>	<p>All undergraduates in the School of Public Policy (~1000)</p>				
	<p>Economics, Political Science, and Sociology: outreach to students not yet registered (before classes start), congratulating students with high GPA the previous term (week 1), not attending e-campus classes (week 2), reminding students of PIN appointments</p>	<p>Raise six-year grad rate Close achievement gap</p>	<p>All undergraduate majors in SPP (~1000)</p>				

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	(week 2), probation students (week 6), probation/suspended students (after grades post)						
FYE/Transfer Experience <ul style="list-style-type: none"> • Recruiting/Outreach • Orientation • Support • Other 	<p>Economics, Political Science, and Sociology: advisors participate in START programs and Beaver Open House, and CLA first-year events</p> <p>Economics, Political Science, and Sociology: send recruiting letter to Oregon community colleges</p> <p>Next year Dr. Mehra Shirazi will be taking over as Director of Undergraduate Studies to help recruitment for the WGSS major (including considering pathways for double majoring) and help shape student experience.</p> <p>Anthropology created a new 101 – 4 field introduction to anthropology major</p>	<p>Increase % of high-achieving freshman</p> <p>Increase % of high-achieving freshman</p> <p>Raise 1st year retention rate</p>	<p>ALL SPP majors, minors or students interested in our majors/minors</p> <p>ALL SPP majors, minors or students interested in our majors/minors</p>				
	We have recently hired a new advisor in Philosophy.	SSI goal #1	Current PHL majors (approx.. 40) and community college	This position is a .25 FTE for a long term PHL instructor who has	Increase PHL majors by recruiting at community colleges and increase retention and graduation		There are limits to this major's suitability but adding 10-20 students

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
			students will be recruited	many years of experience/contact with local community colleges. The advisor has weekly open office hours for PHL majors, as well as regular events for PHL club members.	rates. Help more students become involved in applied ethics graduate program activities, when applicable for undergraduates.		a year would be excellent.
	Starting Fall 2018, Psychology will have an E-campus major operating Portland	Six year graduation rate Ensure experiential learning Close achievement gap	Portland metropolitan area (PCC) students with career interests in psychology, social work, health care delivery and related fields	1.0 to 3.0 FTE as it is scaled upward	Expected to be > 70%		
Curriculum Improvement <ul style="list-style-type: none"> • High-Impact Practices • Class Size reduction • Support services • Tutoring/Supplemental • Course Content/Req's • Other 	Economics: Implementation of Adaptive Learning software in all introductory economics courses.	Raise six-year grad rate Raise first-year retention rate	All students taking Principles of Economics (two terms), required by 43 different majors on campus (~2000 students/year)	~\$60,000 (funded by grant from Gates Foundation and E-campus)		Activity is expensive and faculty time intensive. Limited availability of adaptive platform beyond the introductory level in economics.	
	Economics: ongoing undergraduate tutoring lab staffed by upper division Economics majors	Raise six-year grad rate Raise first-year retention rate Close achievement gap	Available to all students taking Principles of Economics (two terms), required by 43 different majors on campus (~2000 students/year)	~\$10,000/year for student salaries		Space availability for a larger tutoring lab is lacking. The cost of additional tutoring staff, at least during peak need, is not possible due to limited financial resources.	
	Sociology: Inside Out Program (Crime and Justice option and Honors section) classroom partnership with Oregon State Penitentiary.	Ensure experiential learning opportunities	Faculty developer and teaching				
	Sociology: Research Methods committee,	Raise six-year grad rate					

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>Program Coordinator and Advisor review and assess offerings of core SOC courses (SOC 315/316) to increase accessibility and offerings.</p> <p>Newly organized WGSS Graduate Student Association is working on a peer mentoring program that connects WGSS undergraduates with graduate students.</p> <p>A redesign of the WGSS undergraduate major that includes reducing requirements and lowering the total number of credits is in progress. Multiple name changes for courses that better reflect the changes in our discipline and the knowledge base in our program are also in effect.</p>			<p>WGSS has designated a portion of graduate teaching assistant FTE each term to help invigorate the major, including organizing a WGSS club/undergraduate association.</p>	<p>A thriving WGSS Ph.D. program has provided a pipeline of post-Masters instructors, which have increased the number of small-class size undergraduate offerings both on campus and E-campus. Anthropology has streamlined their curriculum and major requirements can be completed in 2 years</p>		
	<p>We will soon have all of our majors offered online (HST, PHL, REL).</p>	<p>Strategic goal of greater accessibility for more students.</p>	<p>Currently HST has almost 100 online majors.</p>	<p>We have an Ecampus advisor, who is an instructor with .5 of her FTE for Ecampus coordination. Faculty and instructors are teaching or developing numerous online classes per term.</p>	<p>Increase majors, help graduation rate by developing and offering more classes online.</p>		<p>As above, the limit is how many students have an interest in these majors.</p>

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	New PHL major.	SSI #1	Approx. 40 PHL majors	This has been a several year project, consuming FTE in terms of service by the PHL faculty, and the admin (.1) duties of the PHL associate director	PHL majors will be able to graduate more quickly and more easily navigate their major.		
	Reduced class size in PSY201 and PSY202 from 375 per section to 50 per section	Raise 1 st year retention	1200 PSY201, PSY202 students	5 GTAs at 0.49ea	Raise retention rate to 90%	Current enrollment in PSY201 and PSY202 is 3000	Ph.D. program is in year 2 and needs 3 more years to fully staff all sections; Funding for these new GTAs needs to be identified.
	Initiation of undergraduate learning assistants and tutors to assist PSY201 and PSY202 Coordinator in class activities	Raise 1 st year retention Increase high ach Fresh Ensure experiential learning Close achievement gap	450 PSY 201, PSY202 students	0.10 FTE (Gen Psy Coordinator)	TBA	Current enrollment in PSY201 and PSY202 is 3000	A higher FTE investment will be require to scale this upward.
Experiential Learning (non-curricular) <ul style="list-style-type: none"> • Student Clubs • International Programs • Internships/Jobs • REUs • Other 	<p>Economics: Created and initiated students into Honor Society (Omicron Delta Epsilon)</p> <p>Political Science: Created and initiated students into Honor Society (Pi Sigma Alpha)</p> <p>Political Science: Convene and mentor Model EU team each year</p> <p>Political Science, Sociology: offer internships and support faculty coordinator and mentor</p> <p>SPP: sponsors pre-law society for students</p>	<p>Raise six-year grad rate Raise first-year retention rate</p> <p>Raise six-year grad rate Raise first-year retention rate</p> <p>Ensure experiential learning opportunities</p> <p>Ensure experiential learning opportunities</p> <p>Ensure experiential learning opportunities</p>	<p>High-achieving Political Science Majors</p> <p>Students from around campus interested in international relations (~30/year)</p> <p>All interested Political Science and Sociology majors/minors</p>	0.10 FTE faculty coordinator in each program			

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>across campus interested in law school</p> <p>Develop faculty-led study abroad programs including Beavers without Borders (with Athletics), Canada, Chile (in development)</p> <p>The WGSS major includes a required experiential learning activity: WGSS 410 internship, which connects classroom knowledge to social justice community activism. Many WGSS majors also work closely with campus resource centers (Pride Centre, Women’s Center, Native Longhouse, etc.)</p> <p>CLA has annual ongoing study-abroad in London.</p> <p>Every Anthropology major has an experiential learning segment in their core course, ANTH 350 Language, Culture and Society. They do a series of conversations with someone who grew up in a different language/culture. Experiential learning is also incorporated in their methodology requirement.</p> <p>Started a new Anthropology club</p>	<p>Raise six-year grad rate</p>	<p>Students from around campus interested in legal careers (~150/year)</p> <p>Students from around campus interested in study abroad opportunities (~45/year)</p>	<p>0.5 FTE Coordinator</p> <p>~\$5000 match from SPP and/or CLA</p>			

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	We have several student clubs, including one for each major, and more specialized ones within each major, such as the Interfaith Youth Organization in REL.	SSI #4	All of our majors (approx. 300) and other interested students.	Several faculty members mentor these clubs, taking up a significant amount of the 10% (.1 FTE) service duties.	We would like to increase the size of the clubs, have the clubs organize more events (they are already hosting at least one event per term).		Our facilities and faculty could not sustain these if they were beyond about 30 active members each.
	Student internship coordinator	SSI #4	All SHPR majors.	We have an internship coordinator, an instructor with a .25 admin FTE to organize internships and advise students.	Increase the program so many more students are involved in internships.		The internship coordinator and director must work to seek these opportunities in the region.
	Brazelton Study abroad travel award in HST	SSI #4	Approx. 300 HST majors – competitive process and one or two students currently chosen	We have a foundation dedicated to providing students with 5k annually to go towards travel and other costs associated with a study abroad program.	We would like to use this award every year, and have the returning student reach out to other students and the donors to increase involvement by both groups.		
	Hovland Study abroad award in REL	SSI # 4	REL majors	6k awarded to 2-5 students for study abroad in Nepal or other REL related programs	Same as above.		
	Psychology has long had undergraduate students work as lab assistants.		90 students per year (around 15% of major)	Unclear, but relatively expensive in faculty time.			Not all majors are suited to lab work. Lack of faculty.

COLLEGE/UNIT: COLLEGE OF LIBERAL ARTS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p><u>Social, Climate, Community, inclusion</u></p>	<p>Sociology: created an evening, hybrid course, SOC 499: <i>African American Resistance in the Era of Trump</i>, in partnership with Dr. Plaza, Marilyn Stewart and Dean Rodgers. Course content addressing current political/social climate on-campus and nationwide. Faculty provide opportunities for mentors of color.</p> <p>The new proposal for graduate student peer advocates with OEOA to help address sexual assault/hostile campus environments is a good example of “social campus climate interventions” mentioned above.</p>	<p>Achievement gap for under-represented minority and low-income students</p> <p>First Year retention rate</p>	<p>Non-traditional students (student parents, student who work full-time).</p> <p>All</p>	<p>~.03 FTE faculty for developing and teaching course</p>			
<p><u>Scholarships</u></p> <ul style="list-style-type: none"> • Recruitment • Retention • Reward (achievement) • Other 	<p>Economics: Confer student awards each year based on merit</p> <p>Political Science: Confer several student awards each year based on merit and/or need</p> <p>Sociology: confer student awards each year based on merit and/or need</p> <p>WGSS has two scholarships available for undergraduates: the Judy Mann DiStefano Memorial Scholarship (\$2,000) and Jeanne Dost, Margaret</p>	<p>Raise six-year grad rate</p> <p>Raise six-year grad rate Reduce achievement gap</p> <p>Raise six-year grad rate Reduce achievement gap</p>	<p>Economics on campus and online majors</p> <p>Political Science on campus and online majors</p> <p>Sociology on campus and online majors</p>				

COLLEGE/UNIT: COLLEGE OF SCIENCE

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<ul style="list-style-type: none"> · <u>Advising/Coaching</u> • Academic • Career • Social • Targeted intervention • Other 	<p>New Transfer Advisor: Position will work with all community colleges, both for recruiting and transfer advising</p>						
<ul style="list-style-type: none"> · <u>FYE/Transfer Experience</u> • Recruiting/Outreach • Orientation • Support • Other 							
<p><u>Curriculum Improvement</u></p> <ul style="list-style-type: none"> • High-Impact Practices • Class Size reduction • Support services • Tutoring/Supplemental • Course Content/Req's • Other 	<p>APLU redesign of courses include covers MTH 103,111,112 and CH201,2 CH231,2,3 These are all critical courses for many first year students.</p> <p>Physics has redesigned the main sequence of calculus based physics and the algebra based sequence, also including a large amount of active engagement.</p>	<p>First year retention rate and retention of underrepresented groups.</p> <p>6 year graduation rate and reduction of the achievement gap for underrepresented groups.</p>		<p>Support from the APLU redesign runs at \$150k.</p> <p>Support for these changes have been from OSU and grants on the order of \$50k.</p>	<p>Unsure how to measure</p>		

COLLEGE/UNIT: COLLEGE OF SCIENCE

<p><u>Experiential Learning (co-curricular)</u></p> <ul style="list-style-type: none"> · Student Clubs · International Programs · Internships/Jobs · REUs · Other 	<p>Student Success Center in Kidder 109.</p> <p>Redesigning student leader group, new energy in mentor programs and student clubs</p>					
<p><u>Social, Climate, Community, inclusion</u></p>						
<p><u>Scholarships</u></p> <ul style="list-style-type: none"> • Recruitment • Retention • Reward (achievement) • Other 	<p>Scholarship Program for Incoming Students</p>			<p>\$60K awarded to attract high achieving students</p>		

COLLEGE/UNIT: STUDENT AFFAIRS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p><u>Advising/Coaching</u></p> <ul style="list-style-type: none"> • Academic • Career • Social • Targeted intervention • Other 	<p>Academic Learning Assistant: Academic Learning Assistants - Peer Educators, tutors in the residence halls</p>	<p>SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%</p>	<p>842 (16-17), FYFT students</p>	<p>FTE for training peer educators, by residence hall.</p>	<p>FY students utilizing an ALA reported use of ALA having a positive impact on academic success</p>	<p>Peer education could be scaled up</p>	<p>Tutoring is not mandatory, and early alert system based off of possible course interventions does not have full implementation fidelity as far as instructor input</p>
	<p>Educational Opportunities Program/LSA/MP/TRIO These programs are meant to serve underserved populations in higher education</p>	<p>SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%</p> <p>SSI 5 - Close the achievement gap for under-represented minority and low-income students</p>	<p>155 FYFT students</p>	<p>FTE for support of students</p>	<p>Overall retention rate for 16-17 FYFT students involved in EOP is 84.08%. Students in EOP/CAMP had a retention rate of 91.89%. For those students who completed 45+ OSU credits in their first year, the retention rate was 97.22% compared to 80.67% for those who did not.</p>	<p>More funding and FTE in these units could move the needle in regards to success for historically underrepresented students</p>	<p>Funding, FTE limited for services, increased resources could assist more students in a program that has been shown to work to help close achievement gaps</p>
	<p>Career Assistants: Career assistant who peer advise students in the Career Development Center</p>	<p>SSI 1 - Raise the six-year graduation rate from 63.1% to 70% for all students</p> <p>SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%</p>		<p>FTE for training and support, plus cost of CAs</p>		<p>More peer advising can be leveraged with our assistant directors in colleges and in other locations (ex. Res Halls)</p>	<p>limited financial resources</p>
	<p>Assistant Directors of Career Development: Assistant directors assigned to colleges to support career pathways for students</p>	<p>SSI 1 - Raise the six-year graduation rate from 63.1% to 70% for all students</p>	<p>All students have access to FTE based in their college. Current student: FTE ratio</p>	<p>4 FTE dedicated to college support (approx. 95k/FTE)</p>		<p>Can be scaled up. Currently only have 4 FTE to work with students in 10 colleges</p>	<p>limited financial resources</p>

COLLEGE/UNIT: STUDENT AFFAIRS

		SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	is average of 7000:1.				
	Academic Coaching and Support Services Academic coaching through the Academic Success Center, Supplemental Instructions, ALS 116, available resources on websites (e.g. Learning Corner)	SSI 1 SSI 2 SSI 5	See annual report for total numbers: Large amount of data in support of these services and how they effectively assist the education of students	5 FTE	Supports both first year students and all other students, as well as student athletes. See annual report for breakdown. Supporting a larger amount of URM and first generation students compared to the university population - a greater proportion of students are using these services. See annual report for breakdown by URM Served	Centralized academic support efforts have a clear impact, attention to metacognitive and academic skills development has fairly clear evidence of efficacy both in research and OSU data	
	MAAPS Academic counseling program, funded as part of UIA FIPSE grant.	SSI 5 - Close the achievement gap for under-represented minority and low-income students	300 first generation and low income students	2.25 FTE	Initial data demonstrate MAAPS students feel higher levels of connection and engagement to OSU.	As an academic counseling program, MAAPS is fairly expensive to scale.	Funding runs out after Spring 19.
<u>FYE/Transfer Experience</u> <ul style="list-style-type: none"> Recruiting/Outreach Orientation Support Other 	START Student Orientation for FYFT domestic students	SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	5135 (16-17) FYFT students and transfers. 87% of transfers and 98.5% of FYFT students attended START	4 FTE of staff associated with one GAA	On our START exit survey (85% of FY participants complete) they tell us that 99.5% feel prepare or more prepared to come to OSU, 98.8% feel like they belong or affirmed their decision to come to OSU, 98.7% know where to go	Serves large incoming student population already, but is working to connect to Welcome Week events in a coherent and reinforcing way	Enrollment limits, FTE limits.

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					for advising support, and 96.5% feel like they were able to connect with someone during orientation		
	<p>International Orientation Development of pre-departure online modules</p>	SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	~500 per year of incoming international students (INTO-OSU included)		Modules have been developed but Fall '18 is the initial roll-out	Highly scalable given the online delivery modality	
	<p>Bridge Programs EOP, TRiO, LSAMP, and CAMP provide bridge programs each year for incoming students</p>	SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	200	FTE commitment plus ~\$10,000 in Services and Supplies.	As part of the larger portfolio of services offered by these programs, the bridge components contributes to the increased retention rate of these programs (typically in the mid to upper 80's.	The bridge programs are high touch; therefore, scaling would require additional FTE and E&G funding.	Need better assessment on impact of the bridge program, independent of other components of these departments.
	<p>Black Access and Success Program aimed at strengthening the relationship between OSU and the Black Community in Oregon.</p>	UNIVERSITY 3 - Strengthen impact and reach throughout Oregon and beyond	Winter 2018 = about 75 prospective students. Moving forward, the program will seek to impact hundreds of prospective students and all undergraduate students identifying as Black/African American.	Currently, \$15,000	Too early to have impact data	Yes, but it will require additional FTE and Services and Supplies.	Systemic injustices and perceptions of OSU and Corvallis will all need to be addressed for growth to occur.
	<p>Transfer Living Room UHDS, OAA, and the Registrar partnered to develop a Transfer Living Room in Halsell</p>	SSI 2 - Raise the first-year retention rate for all students	100	~10,000 to set up the space and create swipe access.	Initial feedback is that the living room aids our development of	Scalable, with the recognition that the space will need to grow with the	Knowledge of the resource and use of the space for other transfer resources and services.

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		from 83.8% to 90%			community; student outcome data will be assessed after this first year.	increased participation	
Curriculum Improvement · Class Size reduction · Support services · Tutoring/Supplemental · Course Content/Req's · Other	Undergrad Writing Studio Writing support for undergraduate students	SSI 1 - Raise the six-year graduation rate from 63.1% to 70% for all students	4000 undergraduate students	\$300,000	7.6 percentage point increase in 1st to 2nd year retention for students who attend the studio.	With additional FTE. New location in the library allows for scalability due to additional space.	We need to continue to educate faculty about the resource so that it becomes intertwined with courses across the university.
<u>Experiential Learning (co-curricular)</u> · Student Clubs · International Programs · Internships/Jobs · REUs · Other	Participation tracking and data collection, co-curricular experiences for the Division of Student Affairs (and beyond) Comprehensive data collection regarding use of student and academic support services. Uses multiple systems (Atrium, Rectrac, Ideal-Logic, Handshake)	SSI 1 - Raise the six-year graduation rate from 63.1% to 70% for all students	21933 (16-17), all students, reached 88.9% of the Corvallis student population through 4474 programs offered by 32 departments (new units added in summer 2017)	FTE across division (at least one point person per unit) to help with data integration. Cost of data systems and FTE of BIC team to help with CORE integration. Cost of Atrium more or less equipment at this point, but enterprise vendor would be preferable.	TBD (need four more years of data for six year computation). We did find that those FYFT students who participated in at least one event completed 45+ OSU credits in their first year at a rate of 37.1%, compared to those who did not participate at a rate of 13.33%.	See below. Assumes strong data structure.	See below
		SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	3434 (16-17), reached 97.45% of the FYFT population	FTE across division (at least one point person per unit) to help with data integration. Cost of data systems and FTE of BIC team to help with CORE integration	Of the 16-17 FYFT cohort, those interacting with SA programs at least once during the year had a retention rate of 85.44% compared to those who did not interact - retention rate of latter group was 62.22%.	Atrium has potential to scale, or at least some type of simple swipe system capturing interaction points. The College of Science, College of Business, and Economics within the College of Liberal Arts have recently come online. We are also working to bring all	Interoperability of systems with one another, as well as campus investment in enterprise solution for participation tracking. Requires heavy lift of FTE without automation of program/event generation

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						academic support services online.	
	SSI 4 - Ensure 100% of students have at least one experiential learning opportunity	Total number of programs, 16-17 = 4474 through 32 departments (new units added in summer 2017)	FTE across division (at least one point person per unit) to help with data integration. Cost of data systems and FTE of BIC team to help with CORE integration	We reached 97.45% of the 16-17 FYFT cohort at least once during 16-17	See above		
	UNIVERSITY 1 - Provide a transformative educational experience for all learners	See percentage reach, above	FTE across division (at least one point person per unit) to help with data integration. Cost of data systems and FTE of BIC team to help with CORE integration	See above	See above	See below	
	SA 1 - Transformative Learning	See percentage reach, above	FTE across division (at least one point person per unit) to help with data integration. Cost of data systems and FTE of BIC team to help with CORE integration	See above. The idea here is that some of these programs may foster transformative learning		Learning measures are being worked on and standardized, but framework not complete	
Living Learning Communities in the Residence Halls	SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	1649 (16-17)	FTE and College Collaboration	Across all students who lived in an LLC, the 16-17 FY retention rate was 86.96%, compared to 84.8%. Excluding Honors College, the retention rate for FYFT students in an LLC was 85.35%.	LLC's with an academic connection tend to perform better than those who do not have a clear academic connection. More LLC's connected to major would be a best practice that could be implemented	Colleges would need to invest heavily in LLC construction and collaboration. In addition, UHDS would need to consider the impact of placement of LLCs in existing community and the necessary support to partner effectively with colleges	
	UNIVERSITY 1 - Provide a transformative educational	1534 (16-17)	FTE and SA programming infrastructure	93.03% of all LLC residents participated in at least one Student Affairs Program			

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		experience for all learners					
		SSI 3 - Increase the percentage of high-achieving incoming freshmen to 50%	540 (anticipated enrollment in Honors College first-year cohort)	Capital construction, FTE potentially. Some needed renovation Sackett Hall			
	Student Employment Student employment in an on-campus student affairs located job	SSI 4 - Ensure 100% of students have at least one experiential learning opportunity	594 FYFT students (16-17), total SA employment approximately 3000 student workers	Employment and supervisory costs	FYFT student employees (16-17) were retained at a rate of 91.08%, compared to students who were not employees in a student affairs unit or operation: 83.58%	With more funding, more on-campus jobs possible. An especially productive avenue would be peer mentorship and education in a variety of areas, such as academics, health and wellness, and university navigation.	Limited funding for student employment
	Student Employment Program (SASEP) professional development program aligned with student employment	SSI 4 - Ensure 100% of students have at least one experiential learning opportunity	~300 student employees in SA	0.5FTE across division	no data yet - in test phase this year	scalable to division and university	Time to build structure and implement to other units. FY18 test year
<u>Social, Climate, Community, inclusion</u>	Student Campus Inclusivity Survey Student Inclusivity Survey (includes qualitative and quantitative data sets, hosted here)	SSI 5 - Close the achievement gap for under-represented minority and low-income students	Approximately 9000 students invited to take surveys, across Corvallis, Ecampus, and Cascades campuses	FTE of SAREP office (3), and commitments from FTE from approximately 10 departments across campus, student involvement	Data provides background information from students who hold minorities identities around what creates an inclusive classroom space and how the student experience might differ for various groups across campus	Could easily include Hatfield students and could continue to be included in dashboard information to provide university health metrics for these areas (see DIV0205)	Response rate could be improved with funding for incentives, marketing. Currently collaborating with OID on this effort.
		SA 2 - Community and Belonging	All students	See above	Provides context in learning more about our community in regards to inclusivity -	Data could be used to inform programming and inclusive classroom education from the	Response rate of marginalized populations will hopefully increase over

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					provides basis for baseline metrics (see most recent executive summary, here)	perspective of students	time with continued proactive outreach
	Participation data related to community and belonging Added a measure in Fall 17 that tracks number of programs that are meant to foster community and belonging, related in research to retention and student support efforts	SSI 2 - Raise the first-year retention rate for all students from 83.8% to 90%	All students who participate in programming (17-18 calculation not yet computed), this included 296 programs in fall 2017 and 253 in winter 2018	FTE of programming staff, across 32 departments	Not computed until the end of the school year	All programs on campus could have this variable included in program set up	Core report DIV0105 needs to be scaled up to capture all programming in the aggregate (currently captures one area out of six areas of learning)
		SSI 5 - Close the achievement gap for under-represented minority and low-income students	All students who participate in programming (17-18 calculation not yet computed), this included 296 programs in fall 2017 and 253 in winter 2018	FTE of programming staff, across 32 departments	Not computed until the end of the school year, but could triangulate this with those students who participate in these programs by demographic characteristics	All programs on campus could have this variable included in program set up	Core report DIV0105 needs to be scaled up to capture all programming in the aggregate (currently captures one area out of six areas of learning)
	Family Resource Center- Our Little Village Drop-in Child Care Centers Free drop-in child care centers located in Dixon and The Valley Library. Students are able to drop off their children for up to 3 hours per day, so they can attend study, work with others on a group project, go to class, etc. Service is paid for by student fees....no cost to the student when they use the service.	SSI 5 - Close the achievement gap for under-represented minority and low-income students	Fall '16-Spring '17 OLV Dixon- 122 unique users OLV Library- 83 unique users	\$50,339 in student pay (17 student employees worked at the OLV centers)	Removing barriers- Students with children were able to study, attend class, work on a group project, etc. while their children were cared for in a fun, safe environment and there was no cost to the student	Larger centers (square footage), more children could be cared for, more students with children could be served	Finding larger (square footage) spaces on campus, need for increased budget to pay student employees. According to a report published in February 2018, by the Institute for Women's Policy Research, 51% of students across the United States are independent (formerly known as "non-traditional". This includes students with children.
	Family Resource Center- On campus child care centers (2 centers- Adams and Azalea) On campus child care centers - library and Dixon	SSI 5 - Close the achievement gap for under-represented minority and	Feb '18- 85 students with children	Total for both centers: \$115,000 yearly operations, \$170,000 building reserves, \$160,000 management fees	High quality child care (vetted by OSU), on campus (convenient for students with children), Adams	Increase capacity of on campus child care (build another center, remodel 2nd floor of Azalea	Funding is needed for building or remodeling- for increased child care capacity

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
<p><u>Advising/Coaching</u></p> <ul style="list-style-type: none"> • Academic • Career • Social • Targeted intervention • Other 	<p>Career Success Center (CSC) Reorganized and enhanced CSC structure to support student professional development and internship/job placement in AY17-18. This includes the addition of an Event Manager to coordinate career fairs, workshops, student engagement opportunities; a student-facing Assistant Director to manage day-to-day operations, and an Employer Relations Manager. The CSC now also includes a Professional Development (PD) team comprised of instructional faculty that support student career planning needs (resume building, interview skills, etc.). Incremental cost for PD team.</p>	<p>COB Strategic: Job Support</p>	<p>All COB students</p>	<p>0.33 FTE for PD team (represents incremental cost)</p>	<p>% graduates reporting internships % graduates employed following graduation Average salary</p>	<p>N/A</p>	<p>None</p>
	<p>Grade Report Assignment Incorporated a grade report assignment within First Year Experience (FYE) coursework in which students capture their grades from Canvas part way through the term; and develop a plan to improve grades prior to the end of the term. The College collaborated with the College of Science (Math) to ensure that Math instructors placed grades early enough in the term to identify and support struggling students. This collaboration started prior to AY17-18.</p>	<p>FY Retention rate; 6-year graduation rate</p>	<p>First Year Students (approx. 700)</p>	<p>Negligible</p>	<p>Math 111 DFW rates. Dropped from 52% (F17) to 24% (F18)</p>	<p>N/A</p>	<p>None</p>
	<p>Learning Assistance/Tutoring Program Established Learning Assistance/Tutoring program to support students primarily in high DFW rate courses. Currently, students can opt in to these programs through FYE or Second</p>	<p>FY Retention rate; 6-year graduation rate</p>	<p>First and Second Year students</p>	<p>0.1 FTE for Program Manager;</p>	<p>Math DFW rates for participants: 9% (F18) Other course DFW rates</p>	<p>Extend the Learning Assistance and Tutoring programs to be available to all students in the College.</p>	<p>None</p>

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>Year Experience (SYE) coursework.</p> <p>Advising Workshops Established workshops, group advising sessions and classroom presentations to inform students of registration processes, time management, study abroad opportunities, internships, program specifics, professional school application process, among other topics. This initiative also increases efficiency of advising staff time usage.</p> <p>STAR (Students Taking Academic Responsibility) Program Participates in the STAR program in which students below OSU Good Standing are identified at the end of each term. The Advising team provides support and offers success strategies for these students.</p>	<p>COB Strategic: Degree Completion</p> <p>COB Strategic: Degree Completion</p>	<p>All COB students</p> <p>All COB students</p>	<p>0.1 FTE Advising Team</p> <p>0.1 FTE Advising Team</p>	<p>23 workshops hosted; 775 students attended</p> <p>DFW Rates 6-year graduation rate Retention rates</p>	N/A	None
<p><u>FYE/Transfer Experience</u></p> <ul style="list-style-type: none"> Recruiting/Outreach Orientation Support Other 	<p>First Year Experience (FYE) Starting in AY16-17, implemented a required College FYE (curricular – BA160 series), which included a LLC. Previously this was optional and approximately 20% of the first year COB class was involved.</p> <p>Recruiting Team Established a recruiting team comprised of an Associate Director, a Transfer Student Advisor, a Recruitment Coordinator, and a 0.25 FTE (shared with Open Campus) Student Success Coordinator.</p> <p>Dean’s Academy (DA)</p>	<p>First Year retention rate</p> <p>COB Strategic: Recruiting</p> <p>Increase % High Achieving;</p>	<p>All incoming first year COB students (Approx. 700)</p> <p>Prospective COB students (approx. 1000 applicants per year)</p> <p>All High Achieving COB students.</p>	<p>4 FTE for Program Managers</p> <p>3.25 FTE</p>	<p>F16 FR Cohort: 73.3% / 86.4% (COB/OSU); 10-year average: 69.8% / 82.6%</p> <p>5-year annualized enrollment growth rate</p> <p>% of High Achieving students in COB</p>	<p>N/A</p> <p>Recruiting team is currently focused on in-state, and online/hybrid programs. Additional support for out-of-state recruiting will add value.</p> <p>N/A</p>	<p>IR metrics do not match internally calculated metrics</p> <p>None</p> <p>None</p>

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>Established the DA (and related academic option) in AY17-18, which is a selective program for academically outstanding undergraduate students at the College. DA option students are able to complete all pre-business and business core courses with other academy and Honors College (HC) students in smaller class sections; have exclusive access to engagement events with distinguished alumni, business leaders and college leadership; and exclusive access to developmental workshops.</p> <p>Honors College (HC) Collaboration The College and HC have collaborated to increase the number of students that are in HC and DA by delivering joint messaging during START sessions; and by covering the HC differential tuition for one year for entering students. The College has also offered an Honors section of every Business Core course.</p>	<p>COB Strategic: Reputation Enhancement</p> <p>Increase % High Achieving;</p> <p>COB Strategic: Reputation Enhancement, Recruiting</p>	All High Achieving COB students.	<p>0.2 FTE for Program Managers</p> <p>HC Differential Tuition: \$11,250</p>	<p>Increased from 25.3% (AY16-17) to 32.2% (AY17-18)</p> <p># of COB-HC students Incoming class (F17) = 29 students – largest in history</p>	<p>N/A</p> <p>N/A</p>	<p>Internally calculated % of high-achieving students do not match that calculated by Institutional Research.</p> <p>None</p>
<p><u>Curriculum Improvement</u></p> <ul style="list-style-type: none"> • High-Impact Practices • Class Size reduction • Support services • Tutoring/Supplemental • Course Content/Req's • Other 	<p>Second Year Experience</p> <p>Launched the SYE in AY17-18, designed to be a continuum for holistic student development, and includes required one-credit coursework that runs throughout the year (BA282, BA283, and BA284). This coursework focuses on students exploring and articulating career goals; and incorporates a Peer Mentoring model in which fourth year students serve as mentors to second year students.</p> <p>Third and Fourth Year Experiences</p>	<p>COB Strategic: Student Community and advancing holistic student development</p> <p>COB Strategic: Student Community and</p>	<p>All second year COB students (approx. 700)</p> <p>All third and fourth year COB students (approx. 1400)</p>	<p>1 FTE for program manager.</p> <p>TBD</p>	<p>Student satisfaction survey</p> <p>Student satisfaction survey</p>	<p>N/A</p> <p>N/A</p>	<p>None</p> <p>None</p>

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>Launching the TYE (AY18-19) and FoYE (AY19-20) as a continuum to student developments. One-credit courses in each term of the third and fourth year have been added to the business core curriculum. These courses will address skills development around diversity, leadership, teamwork, career placement (salary negotiation, etc.), self-leadership, work-life balance, financial literacy, and post-college networking.</p> <p>Mentorship Program Launching a two-pronged mentorship program. First one will provide a mentor for all incoming students with differentiated messaging for high-risk (or not retaining) populations. Mentors will be 2nd, 3rd, 4th year students. Second one will provide a career mentor to 3rd year students.</p>	<p>advancing holistic student development</p> <p>First Year Retention; Achievement gap</p> <p>COB Strategic: Student Community and advancing holistic student development</p> <p>COB Strategic: Job Support</p>	<p>All incoming students; 100 3rd year students</p>	<p>\$33,000</p>	<p>FY Retention rate for first year students; internship placement (for 3rd year students); career plan development (for 3rd year students)</p>	<p>Potential to scale 3rd year mentoring program to include all students</p>	<p>None</p>
<p><u>Experiential Learning (non-curricular)</u></p> <ul style="list-style-type: none"> • Student Clubs • International Programs • Internships/Jobs • REUs • Other 	<p>FYE Microenterprise / Community Project Every student is required to be part of a team that completes a business plan (Winter term) and runs a microenterprise or community project (Spring term).</p> <p>Learning Labs The Student Engagement (SE) team organizes the Learning Labs series that allow students to participate in a five-hour apprenticeship into a technical area while developing PPL skills. Students have the opportunity to explore academic areas and careers; health and wellness</p>	<p>Experiential Learning</p> <p>COB Strategic: Retention Support – Embedded Work Experience</p> <p>Experiential Learning</p> <p>COB Strategic: Retention Support – Embedded Work Experience</p>	<p>All First Year COB students.</p> <p>All Second Year COB students</p>		<p>% of students with Experiential Learning – 100%</p> <p>Student satisfaction survey</p> <p>% of students with Experiential Learning – 100%</p> <p>Student satisfaction survey</p>	<p>N/A</p> <p>N/A</p>	<p>None</p> <p>None</p>

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>opportunities; and innovation and entrepreneurship opportunities. Learning labs are available to all students; 2nd year students are required to complete 3 learning labs.</p> <p>Student Outreach and Engagement Coordinator (SOEC) Established the SOEC role in AY17-18 for each program/major. The SOEC's responsibilities are to provide and deliver program-specific co-curricular opportunities, serve as faculty advisor for a program-related student organization, and to keep students in their program/major informed of career-related activities and opportunities through a periodic program newsletter.</p> <p>International Exchange Program</p>	<p>COB Strategic: Retention Support – program specific professional development</p> <p>Experiential Learning</p>	<p>All COB students</p> <p>All COB students</p>		<p>% graduates reporting internships % graduates employed following graduation Average salary</p> <p>% of students with Experiential Learning</p>	<p>N/A</p> <p>Funding to support more students; access to additional locations</p>	<p>None</p>
<u>Social, Climate, Community, inclusion</u>	Note: Many of the above initiatives embed opportunities related to inclusion and diversity, including learning labs, third year experience learning outcomes, mentoring program, etc.						
<u>Scholarships</u> <ul style="list-style-type: none"> • Recruitment • Retention • Reward (achievement) • Other 	<p>Recruitment The College's recruitment strategy components with respect to scholarships is to allocate/dedicate available dollars to incoming and transfer students in proportion of respective student populations. Financial need, first generation, are included in evaluation of candidates.</p>	% high achieving	All incoming students	0.1 FTE for scholarship committee	<p>% high achieving % First Gen % students supported</p>	<p>All of these initiatives/strategies are dependent on funding, and can be scaled.</p>	Timely receipt of financial need information

COLLEGE/UNIT: COLLEGE OF BUSINESS

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	<p>Retention High Promise Scholars – the College participates in OSU support for High Promise second year students by matching central support.</p> <p>Financial Holds – the College identifies students with registration holds due to account balance holds and provides support to students with financial need based tiered by GPA.</p> <p>Rewards (Program-specific) Each program (major) provides rewards to students based on program-specific criteria. This is typically GPA and involvement related.</p>	<p>COB Strategic: Retention Support</p> <p>COB Strategic: Retention Support</p> <p>COB Strategic: Regional Expansion</p>	<p>Second Year students; identified by central</p> <p>All COB students</p> <p>All COB students</p>	<p>Negligible</p> <p>0.05 FTE Professional Staff support</p> <p>Negligible</p>	<p>% of supported students retained</p> <p>% of supported students retained</p>		<p>Efficient access to account hold balance information.</p>

COLLEGE/UNIT: ACADEMIC PROGRAMS & LEARNING INNOVATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
Scholarships							
	CORE reports to coordinate scholarship aid, provide data and need level to everyone in the colleges who awards and administers scholarships	1, 2 and 5	All students who apply for college/department scholarships	Coordination with CORE team, staff time, training time		Continue to work with all those involved with scholarships. Ongoing training will be required.	
	Auto awarding high achieving scholarships – working with admissions. This ensures that all high achieving students get notified early in the process when we can influence their decisions.	3	3,500 depending on how we want to measure	14,000,000 depending on how we want to measure		Any college/department that has scholarships based	The amount of money available for scholarships. The ability to identify and program the qualification matrix.
	Stacking scholarships	3, 5				Everyone involved in awarding scholarships across campus	The amount of money available for scholarships
	Working with RNL on the strategic use of scholarship awards and on covering the unmet need to different segments of students	2, 3, 5				Continue to evaluate and use more of the models centrally	Cost, development of marketing around different plans, expectations
	Working with colleges to increase scholarships to incoming freshman and make those awards renewable	3, 5				Large, there are few college based scholarships focused on freshman	Available scholarship money, the focus of individual colleges may not be on freshman scholarships
	Developing new communication plans so that students understand their scholarship requirements so they retain their scholarships - targets freshman with what they need to do at the time they need to do it	1, 2, 5	15,000	.2 FTE		Every unit involved in awarding scholarships should go through this process	Unit willingness

COLLEGE/UNIT: ACADEMIC PROGRAMS & LEARNING INNOVATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	Purchased AcademicWorks	1, 2, 3, 5	All OSU students			Open to all departments and colleges to use. Will cover the entire institution.	Work required to set up and maintain system.
Financial Aid							
	Financial Interventions – persistence scholarships, emergency grants, completion grants, proactive packaging, assistance fund	2, 5				Significant need across campus	Fundraising or redirection of other institutional resources
	Stop out projects	2, 5				All colleges have stop out opportunities	Resources, commitment, data, ability to scale
Admissions							
	Coordination with Honors college on admitting students						
	Marketing cloud						
	New transfer website						
	Visit virtual campus tour						
	New transfer articulation workflow – faster, more timely, more accurate						
	Revised transfer student admission requirements to provide broader access						
Pre-college							
	Teacher workshops and curriculum to prepare students for college						
	Campus visits and educational experiences						
Registrar							
	Leap Frog – course scheduling, finding and scheduling, identify bottlenecks						

COLLEGE/UNIT: ACADEMIC PROGRAMS & LEARNING INNOVATION

Area	Description	Goal addressed (SSI or Strategic)	Students served (# and Population)	Cost (FTE, \$, Other)	Impact on Specified Goal (Metric & Measure)	Scaling opportunity	Barriers to growth / Other issues
	Curriculum proposal system						
	Assessment of learning outcomes						
	Program reviews						
	DPD – difference power and discrimination – advance diversity and bring a sense of belonging						
	Zero credit and zero course registration to track experiential learning						
	Innovative course offerings – different schedules						
	Work on DFW courses partnering with faculty to decrease attrition						
	Completed major maps for all majors at OSU						
	Streamlined degree clearance processes						
	Reorganize Summer sessions to accelerate degree completion						
Financial care team							
	Part-time completion specialist to help students get over their last hurdles						
	Use of open educational resources – making learning more affordable						
Transfer student support							
	Online education to provide access						
Transformative learning	URSA program – undergrad research program – 1 st or 2 nd year, low income, under rep, - stipends, pair with faculty member						

COLLEGE/UNIT: ACADEMIC PROGRAMS & LEARNING INNOVATION

UIA Initiatives							
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APPENDIX D: Summary of Campus-Wide Assessment on Student Success

The OSU Community's Views on What Matters for Student Success

The following themes and opinions surfaced from the campus community through surveys, the summit, and individual meetings on what will improve student success at OSU.

1. Strengthening Student-Faculty Interactions

- a. OSU needs to enhance effective teaching and learning, with a particular focus on experiential learning.
- b. Faculty should be held more accountable in their roles as instructors as well as their roles as researchers. More development opportunities should be offered to non-tenure track faculty.
- c. Students look to faculty and their peers for success and for mentoring. Access to faculty is critical and advisors are also important.
- d. Graduate students also play an important role as mentors and teachers and should be trained to help fulfill this role.

2. Ease of Navigating OSU

- a. We need to make it simple to be at OSU. For example, OSU should ease the student's experience of administration, degree programs, courses, textbook acquisition, and the Baccalaureate Core.
- b. We need to provide more compelling preparatory and required courses for first year and transfer students.
- c. We need to ensure high impact practices are accessible to all (irrespective of ability to pay), and should not assume that every practice or activity is appropriate for every student
- d. OSU needs to develop and articulate a "middle years" engagement plan, including
 - e. streamlining the curriculum.
 - f. We need to expand co-curricular opportunities.

3. Financial Support

- a. We need to provide more timely information regarding aid packages and funding options immediately after students are accepted.
- b. We need to provide greater financial literacy training throughout students' OSU careers (not just during orientation) that is appropriate for their level of understanding. Some students are better prepared in this area than others.
- c. Students need to be provided clear information regarding cost of attendance, differential tuition, and possible outcomes of tuition and fee increases.
- d. Students need more non-FAFSA aid support options. International and undocumented students face significant barriers to accessing scholarship and aid funds since most aid is available only for students who complete the FAFSA.
- e. Students need access to more emergency aid funds. The need for one-time financial support to continue at OSU far outweighs available resources. Unexpected medical or living expenses and unexpected changes in family contributions often create insurmountable financial barriers to persistence.

4. Institutional Administration

- a. The OSU community needs clear student success priorities with clear roles of accountability, with consistency in message across the institution.
- b. OSU needs to continue to invest in infrastructure so that the quality of facilities matches the quality of education OSU wants to provide.
- c. Data access needs to be more connected, contextualized, reliable, and timely for informed decision making and programmatic interventions. Tools for analytics and alerts are needed so that faculty and staff can identify students at risk and data can be used to support their movement out of risk.
- d. We need regular communication across units about programs, and what is effective in advancing student success, and faculty must be involved in communication, and decision making.
- e. OSU should consider a change to semesters to increase efficiency, increase depth of student-faculty relationships, increase ability to provide meaningful interventions, and reduce number of courses offered.
- f. Greater attention needs to be paid in the transfer experience, including credit articulation, advising, and campus integration.

5. Environment of Care – focused around the student

- a. OSU needs to deliver inclusive and supportive classrooms and learning environments. Students appreciate that diversity enhances learning and also value shared identity (sense of belonging) with colleagues. Cohort learning may be a way of improving connections and learning. In the survey of why students left OSU, those who left the 2016-17 cohort indicated that the top reason for leaving OSU was feeling as if they did not belong. Cohort learning could assist with student connection to campus.
- b. OSU needs to include measures that advance a “culture of care” and student success into
- c. tenure and reward systems.
- d. OSU needs to build inclusivity between senior faculty, junior faculty, instructors, and advisors. There is a sense that the least powerful people on campus have been tasked with a greater responsibility for student success.
- e. We need to improve communication to students throughout the admissions and enrollment process.
- f. We need to improve interactions between OSU offices and faculty to enhance collaboration, shared accountability, and institutional feedback channels, with the possible need of training for cultural sensitivity (complaints of cultural insensitivity were registered during the Summit).

APPENDIX E: Withdraw survey results for the OSU First Year Cohort 16-17

Context and findings:

The registrar's office asks students fill out an optional survey upon withdrawing or cancelling registration. The following are data from this survey for 16-17, recently obtained in a data request from Student Affairs.

534 students from the FYFT 16-17 cohort did not return in Fall 2017 (this is 15.2% that did not return out of our 84.8% retention rate). Of these, 111 responded to the survey (some responded more than once, as they came and went throughout the year), yielding a conservative (duplicates removed) response rate of 21.54%.

Students can select **1) family, 2) personal, 3) academic, 4) military, religious, or public service, and 5) financial reasons for not coming back**. Students may choose more than one option.

With the students who left and answered the survey (111, counted once), the distribution is as follows (with the percent who checked each box, equals more than 100% given that they could select multiple options, uses 111 as denominator).

Reasons why first time first year students did not return to OSU in fall 2017

534 students from the first time first year 16-17 cohort did not return in Fall 2017 (this is the 15.2% that did not return out of our 84.8% retention rate). Of these, 111 responded to the survey indicating why they canceled or withdrew, yielding a conservative (duplicates removed) response rate of 21.54%. Some responded more than once, as they came and went throughout the year.

The distribution that follows shows the percent who selected each reason (denominator=111). These add up to more than 100% given that they could select multiple options.

	FY	URM	FG	GAS
Personal Reasons	91.89%	71.79%	72.50%	65.22%
Financial Reasons	44.14%	51.28%	50.00%	39.13%
Academic Reasons	33.33%	38.46%	37.50%	17.39%
Family Reasons	27.93%	38.46%	32.50%	21.74%
Military, Religious, or Public Services Reasons	1.80%	0.00%	5.00%	0.00%

FY- 2016-2017 First year cohort
URM- Under-represented minorities
FG- First generation
GAS- Good academic standing

Students who selected the above options were asked to select more specific reasons within each category; those results are shown below.

Personal Reasons			
	FY	URM	FG
Feel like I don't belong at OSU	76.74%	80.77%	80.65%
Personal illness (e.g. physical, emotional)	48.84%	26.92%	35.48%
Relationship issues	11.63%	19.23%	16.13%
Permanent disability	1.16%	3.85%	0.00%

Financial Reasons			
	FY	URM	FG
Not willing to go further into debt	80.39%	80.00%	83.33%
Insufficient scholarship/financial aid	60.78%	52.00%	54.17%
Lost my aid	23.53%	24.00%	16.67%
Work interfered with my academic success	11.76%	16.00%	8.33%

Academic Reasons			
	FY	URM	FG
I'm not succeeding academically	82.93%	66.67%	76.19%
I was under-prepared for OSU	46.34%	38.89%	47.62%
The area of study I want is unavailable at OSU	36.59%	33.33%	23.81%
I didn't have access to the courses I wanted	12.20%	11.11%	14.29%

Family Reasons			
	FY	URM	FG
Family circumstances changed significantly	63.89%	73.33%	53.33%
Family crisis	38.89%	40.00%	26.67%
Family illness or death	38.89%	26.67%	40.00%
Family needed me to work and contribute	33.33%	46.67%	46.67%

The total number of students in the first year cohort who selected Military, Religious, or Public Services reasons was too small to further disaggregate.

This information is from the OSU Office of the Registrar (survey), combined with information from OSU Institutional Research (cohort). Analyses were conducted by Student Affairs Assessment.

APPENDIX F: Definition of Experiential Learning at Oregon State University, April 2017

At Oregon State University, experiential learning is an essential strategy for building a more inclusive community, equalizing student success and retention of all learners, and preparing students for responsible citizenship and global competitiveness.

Experiential learning augments traditional classroom settings and activities by creating the opportunity to activate of higher thinking processes, integrate and apply knowledge, deepen reflection, and further engagement with faculty and communities* both regionally and abroad. When experiential learning meets these standards, the literature is unambiguous about the positive effects on student success and learning, as well as higher retention and graduation rates for underrepresented populations.

Experiential education activities must have clearly articulated learning outcomes and must include appropriate assessment. These outcomes should complement and align with those of students' academic programs, majors and the Baccalaureate Core, and the largest portion of opportunities should be developed within academic units to ensure curricular and co-curricular connections.

For further information, please consult the following:

The National Society for Experiential Education's principles are used as a framework to qualify experiential learning: intention, preparedness and planning, authenticity, acknowledgement, reflection, orientation and training, monitoring and continuous improvement, assessment, evaluation and feedback.

April 21, 2017

*Communities can and should include personal, professional, and academic communities. Statement adapted from the Association for Experiential Education.

APPENDIX G: Non-Credit Course Offerings at OSU

Background

Oregon State University approved a formalized non-credit process through the curriculum council during spring 2017. Shortly thereafter, Academic Programs and Learning Innovations commenced a workgroup comprised of faculty and college leaders to establish the standards for non-credit courses to be developed.

Standards for Courses

OSU Faculty Senate Curriculum Council approved the following standards in April 2017.
Standards for Non-Credit Academic Experiences

Non-Credit Standards

- A clear description of the course must be available via web and schedule of classes.
- Instruction shall be sufficient in breadth and length to meet the course objectives, proficiencies and competencies described.
- Course syllabus and objectives/outcomes shall be included in the curriculum system for record keeping.
- Curriculum Council approves non-credit offerings after they have the approval of the Office of the Registrar, if the intent is for them to be listed on the non-credit transcript.
- The Office of the Registrar provides coordination and support for these standards.
- Equitable reflection on the transcript among courses must demonstrate parity of the offering to ensure that the outcomes are met.
- Only academic units may originate courses and/or request course designators.

Course Options

The non-credit task force for the following topic areas created syllabi: Capstone, Internship, Service learning, Education abroad, Leadership, Undergraduate research. These syllabi serve as draft documents for course creation by each academic unit planning to offer the course. Please use this template to submit your course information to the Office of the Registrar.