GRADUATE SCHOOL ANNUAL REPORT 2014-15

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

- Assists programs with recruitment and retention, especially of under-represented minorities;
- Processes and reviews all applications, admissions, matriculations and enrollments, and confers degrees;
- Strategically distributes over $4 million in fellowships and scholarships to graduate students in an effort to recruit and retain the best and brightest students;
- Assists departments and colleges with development of degree programs;
- Works with the Graduate Council to review policies and ensure high program quality through annual and decadal assessment of all graduate programs;
- Monitors student progress and provides training to improve student success;
- Offers a curriculum of courses and workshops to increase employability of graduates;
- Oversees and supports intercollegiate interdisciplinary programs as they develop;
- Oversees the Office of Postdoctoral Programs; and
- Enables philanthropic giving to support graduate education.

Alignment of progress with the OSU Strategic Plan

1. **Goal: Provide a transformative educational experience for all learners.**
   - *Enhance the learning environment to raise and equalize student success* – We have established the Graduate Student Success Initiative to identify students at risk of not completing their degree, and we offer assistance to these students and their faculty advisers to allow students to advance toward a degree if they meet academic expectations. We are initiating student success analytics efforts in conjunction with our OSU partner offices (ISAS, INTO, Student Affairs Research Evaluation & Planning) and have begun exploring the possible expansion of the EAB Student Success Collaborative to include graduate data. We have developed learning modules for faculty to improve graduate student mentoring skills. Movement of our workflow process to Salesforce will enable data acquisition and analyses to advance analytical efforts.
   - *Make high-impact learning a hallmark of undergraduate education (resulting in responsible citizenship and global competitiveness)* – With over 1000 Graduate Teaching Assistants on campus, each teaching > 30 undergraduate students each term, they have over 30,000 undergraduate student contacts each week. By partnering with the Center for Teaching and Learning on GTA orientation, and offering the Graduate Certificate in College and University Teaching (GCCUT), we strive to assist GTAs in being effective in undergraduate student education. We established an Accelerated Masters Platform (also called 4+1) allowing undergraduate students to count 9 graduate credits taken as an undergraduate toward a masters degree in specific programs. Fourteen programs have opted to participate in this effort.
   - *Advance learning through course design, assessment and faculty development* – We manage the annual assessment process for all graduate programs as well as oversee 10-year external reviews for 6 – 8 programs/year. This process includes the provision of data profiles annually;

compilation and review of program evaluation and assessment reports on university graduate learning outcomes; and working with programs to implement necessary changes based on annual reports, external reviews, and data trends. The Graduate School maintains the graduate faculty database for the university, and offers annual orientation for new graduate faculty. We assist in faculty development by using data from Academic Analytics (www.academicanalytics.com/) to understand areas of strength and those in need of improvement for select measures of faculty productivity, as well as by offering ongoing mentoring workshops and resources to enhance mentoring skills.

- *Grow online education and explore new pedagogical models* – Associate Dean Jennifer Dennis has begun an effort to grow online graduate degree programs, particularly professional masters degrees, in collaboration with Ecampus. We initiated Applied Graduate Learning to train faculty in flipped and hybrid classroom approaches to enable student learning though problem solving. We are moving the GCCUT and the Environmental Sciences Graduate Programs online, and we offer cross-disciplinary training for career advancement both online and on campus. http://gradschool.oregonstate.edu/about/hge

- *Enhance our comprehensive Healthy Campus Initiative* – The Graduate School has been a leader in organizing a collaborative effort to advance an Ethos Statement for the Provost's Council, and advance empathy as a foundational change in support for people representing a diversity of identities http://main.oregonstate.edu/civility . We continue to move forward with efforts to enable a Human Library event collaborative with Student Affairs and the Ombuds Office. Finally, we are exploring the development of a graduate learning outcome in Difference, Power and Discrimination (DPD) among 8 graduate programs over the next year as the foundation for initiating a university-wide DPD learning outcome in future years.

- *Expand strategies to recruit diverse and high-achieving students* (Corvallis, Cascades, Ecampus) – In addition to individual scholarship and fellowship awards, the Graduate School works with faculty and programs to develop student funding policies and strategies that support the recruitment and retention of high quality and diverse students. We developed and implemented the Diversity Scholar Recruitment (DSR) Award, a recruitment incentive for faculty; 10 DSR awards were made for 2015-16. This award incentivizes recruitment of new, diverse students and supports recently hired faculty. It requires mentoring plans for the students and full funding for duration of the student's program.

    We increased our outreach to program directors, staff and students through participation in 25 events on campus and nationwide with approximately 1100 potential students in attendance specifically expressing interest in OSU graduate programs.

    Associate Dean Jennifer Dennis will use Tenured Faculty Diversity Initiative funds to begin building pipelines between OSU and HBCUs. The Graduate School is the sponsor for the Black Graduate Students Association at OSU, and we support efforts by this organization and SACNAS, and have supported a PROMISE intern.

    In other ways advance student success. – We have established the Graduate Student Success Center (GSSC) in the Memorial Union to facilitate opportunities for Graduate students to work together across graduate programs, and create a social environment that allows students from diverse identities to interact in a common space. Though the GSSC is facilitated through the Graduate School and housed through the Memorial Union, it is a student-led space. A Graduate Research Assistant, appointed by the Graduate School, staffs the GSSC and collaborates with other graduate students to offer programming opportunities for graduate student success, academic progress, professional development, and interdisciplinary dialogues. Reservable meeting rooms are available for graduate student clubs/organizations, or academic meetings

with committees or group members. A $10,000 Learning Innovation Grant helped fund the technology for the GSSC.

Communications with the graduate community, including new incoming and current students, plus graduate faculty and staff, have been significantly enhanced. The Graduate School developed weekly and monthly newsletters to the graduate community using software to acquire page-click data used to improve design and development of the Graduate School web site and communications. We began a "New Student" communication plan initiative which welcomes and informs all new incoming graduate students with a consistent message, important reminders, and valuable resources, prior to start of fall term. In addition a Student Success web page was launched, providing a comprehensive source for graduate students to find support resources: http://gradschool.oregonstate.edu/graduate-student-success.

The graduate student success care team responded to over 80 student cases this last term. Students reviewed by this committee often have multiple, complex issues and require outreach to programs and other support offices to reach resolution. While 63% of the cases were resolved in 1-2 weeks, 13% required 9 or more weeks to reach resolution. Students were assisted with problems ranging from academic, financial, personal, to health issues that impacted their progress toward degree; the graduate student success care team created flexible and equitable solutions to help rectify the academic impacts and to promote successful degree completion. In addition, proactive monitoring and outreach has allowed the team to intercede in academic issues common among graduate students. .
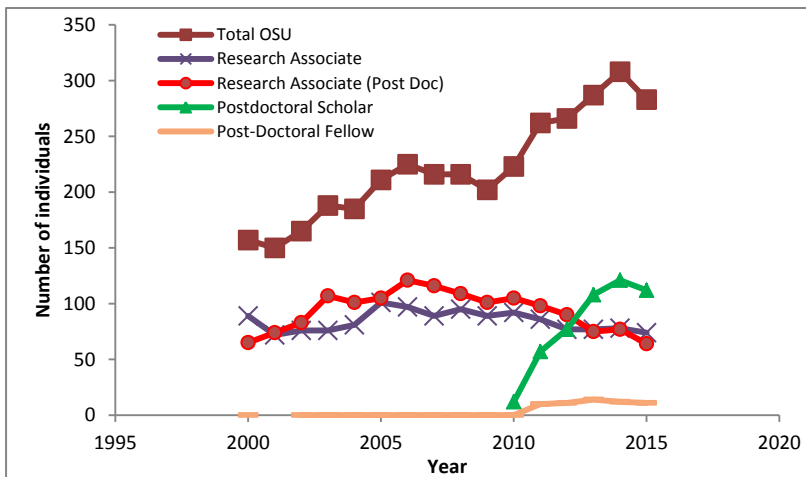
Ongoing student success assessment includes the third Graduate Open Forums and Survey. The results of the survey show that 70% (n=980) of the respondents are satisfied or very satisfied with the quality of their academic experience at OSU. Areas of improvement noted in the survey include decreased "slash" courses, increased information on course offerings so students can plan their sequence of classes, and a desire to move from the quarter system to the semester system in order to gain more time learning and teaching.

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

- *Attract and retain high quality faculty* – The Graduate Dean participated on the team charged with overseeing the Faculty Diversity Hiring initiative for this past year. Also, our DSR program is designed to enable newly hired faculty to more effectively recruit graduate students. Our learning modules to support improved faculty mentoring are designed to help new faculty develop best practices, and improve their productivity and scholarly output.
- *Expand and cultivate transdisciplinary research (on campus or through partnerships)* – We have met with faculty across 6 degree programs to explore a multi-program field of study in Social Justice. That group is developing a framework to establish a common option in each program. We also continue to oversee MAIS, Environmental Sciences, MCB, and Water Resources Interdisciplinary Graduate Programs.
- *Increase the quality, capacity and impact of graduate programs* – In the past few years we have added the following graduate degrees to OSU's graduate program offerings: Environmental Engineering (masters and doctoral), Business (doctoral), Public Policy (doctoral), Robotics (masters and doctoral), Comparative Health Sciences (master and doctoral), and Women, Gender and Sexuality studies (doctoral). We currently are in the process of seeking approval for Psychology (masters and doctoral), Environmental Arts and Humanities (Masters), and Athletic Training (Masters). In the past year, we conducted decadal external reviews for: Civil Engineering, Biochemistry & Biophysics, Soil Science,

Crop Science, and Water Resources Science. We also administer an Advanced Degree Recipient Exit survey to all graduate students upon degree conferral; data from this survey help us to improve programs, student experiences, and the post-graduation success of our graduates. We oversee annual assessment planning and reporting for all graduate programs, and the development of Individualized Development Plans (IDPs) for post-doc Scholars.

- *Expand and increase high-profile programs in the arts and humanities* – We have worked with faculty from 4 colleges and leadership in the College of Liberal Arts to move the Category 1 proposal on Environmental Arts and Humanities forward for approval.

- *In other ways advance leadership in research, scholarship and creativity*. Over 800 Graduate Research Assistants and 200 Post-docs are the workforce behind the $285 million in external research conducted at OSU. They contribute to refereed journal articles, presentations at professional conferences, and producing other scholarly works. Graduate students submit theses and dissertations to Scholars Archive, which are accessed nearly 1.5 million times per year, giving OSU research tremendous visibility worldwide.

- OSU postdocs contribute in instrumental ways to the research mission at OSU, teach courses, and mentor undergraduate and graduate students in their respective labs. They organize the annual Research Symposium, which is open to all students, faculty and staff at OSU. In October 2014, the event attracted 120 participants. Together with the Research Office, we financially support the OSU Postdoctoral Association (OPA), in part to encourage professional and career development events that they organize along two career tracks: academic and industrial. These events are open to anyone and benefit both the broader postdoc community and graduate students. Recent events include a discussion on leadership; an industry resume and interview workshop; strategies for work/life balance; and how to fund your future research. The distribution among the different postdoc categories continues to change in response to the introduction of the Postdoc Scholar category in 2010 (see figure left). OSU currently has 130 Postdoc Scholars, for whom we manage IDP submission and review, as well as annual reports that are filed and reviewed annually prior to reappointment.

3. Strengthen impact and reach throughout Oregon and beyond.

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

- *Grow rural and urban regional centers to advance social progress* – Graduate students are active participants in research and outreach at our Agricultural Experiment Stations and Centers across the state (e.g., Food Innovation Center in Portland, Seafood Center in Astoria).
- *Drive economic development* – Graduate students and post-docs participate in the Innovation Accelerator Program designed to put new discoveries into production. The Graduate School is teaming with the OSU Advantage to promote OSU's Industry Exploration Program (IEP), which focuses on connecting and engaging post-docs and graduate students with non-academic opportunities and careers in Oregon. Workshops, on-site company visits, and events continue annually with significant engagement. The IEP was originally launched by postdocs at OSU. In the coming year, the IEP will launch two additional initiatives: an Internship Program and a Mentorship Program modeled after programs at UC Berkeley and MIT.
- *Increase study abroad and strategic international research partnerships* – We have worked with academic units to establish a dual degree program in Nuclear Engineering with the Warsaw University of Technology, and a three-way agreement in Water Policy with Delft (Netherlands) and the University of Peace (Costa Rica). We are also working to establish similar arrangements with other international partners, and we are moving the existing partnerships from a dual degree to a joint degree arrangement.
- *Engage alumni and other external partners to advance our goals* – In addition to the 1000+ courtesy and affiliate faculty contributing to graduate education at OSU, we are collaborating with Career Services to place more attention on finding internships for graduate students through alumni and collaborator contacts. Also, in order to support more students in their research, we have raised over $2 million collaboratively with other units on campus to establish graduate fellowships.

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

- **Enhancing diversity**
  - *Increasing diversity of faculty, staff and students* – We have a significant effort focused on recruiting students that will increase the diversity of our student body (see recruitment efforts, above). We also increased the diversity of identities present among our staff in the Graduate School through recent hires. The Dean also participated in DPD training and serves on the OSU ADVANCE grant Internal Advisory Board. Associate Dean Dennis' initiatives will focus on developing a pipeline of potential students from selected HBCUs. The Graduate School is the university sponsor for the Black Graduate Students Association. The Dean was invited to present on LGBTQ+ inclusion at national meetings in Pittsburg, Anchorage, and West Lafayette (Purdue University).
  - Assistant Dean Byington presented this spring on partner accommodation policies to increase the participation of women in STEM fields at the NSF Advance PI meeting.
  - We led an effort to modify academic and employment applications to include information that would allow us to assess the success of members of the LGBTQ+ community.
- Stewardship of resources
  - *Enhancing resources through private philanthropy* – Despite eliminating Foundation support for fundraising for the Graduate School, we collaborated with academic units to raise over $2 million in support of endowed graduate fellowships.
  - *Develop an integrated infrastructure recapitalization plan* – Despite failure of two previous plans to move the Graduate School into space where we are meeting expectations of our

students, faculty and meeting FERPA regulations, we are now planning a move into Gilkey Hall, co-located with the Office of Undergraduate Programs, sometime in 2017.

- Technology as a strategic asset
  - o *Share relevant information to make effective decisions* – The Graduate School has been a leader in development of data available through CORE. We also provide data to 80 graduate programs to allow them to make more informed decisions. We have led the development of Salesforce applications both internal and external to the Graduate School. Indeed, our Graduate School IT team will be working collaboratively with Vice Provost Lois Brooks' Team to advance Salesforce campus-wide. The Graduate School IT team is also actively working with other central offices to explore eSignature solutions with the express goal of finding a solution that will meet campus needs. Once identified, the solution will be implemented and integrated with Salesforce to streamline and automate many timely Graduate School processes. Further, the Graduate School is actively participating in conversations around the integration of primary and supplemental university systems such as Canvas, Digital Measures, Academic Analytics, Salesforce, Banner, and CORE with the intent of reducing redundant data management, improving data quality, and increasing the depth, breadth and availability to institutional knowledge for reporting and decision making functions. We continue our collaboration with the Research Office and Provost's Office in leveraging Academic Analytics for making strategic, data-informed decisions around grant market shares and faculty development. We also collaborate with APAA in using SharePoint to make accessible all data, planning, and reporting materials related to assessment processes.
  - o *Invest in information technology to enable educational innovation* – We are beginning development of data analytics tools to identify attributes of students who might be at risk of not completing their degree as well as development of personalized communications (via Salesforce) to ensure that students remain on schedule for completion of their degree.
  - o *Enhance the quality of service in administrative processes* – With over 7000 applications per year, we are moving toward a digital workflow system (Salesforce) and away from paper to facilitate the efficiency with which we can meet the needs of students and faculty.

5. Submit performance on **college-level metrics**

RECRUITMENT
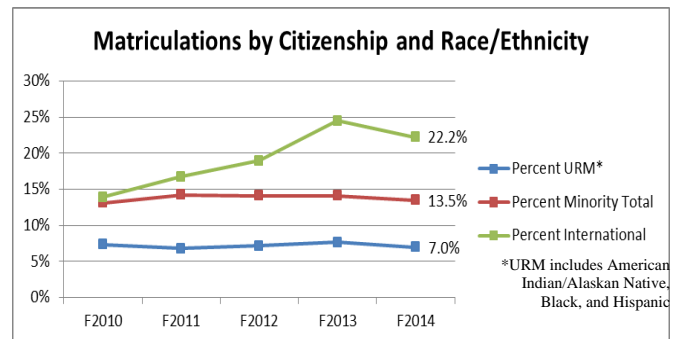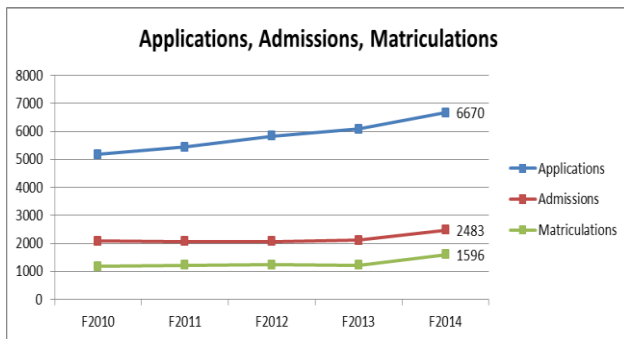
Applications, admissions and matriculations increased by 9.6%, 18% and 31%, respectively, from F2013 to F2014. International applications, admissions, and matriculations increased by 7.9%, 18.2%, and 19.1%, respectively. Applications, admissions and matriculations for under-represented minorities increased by 12.6%, 11.5%, and 19.3%, respectively. Total minority applications, admissions, and

matriculations increased by 11.4%, 15.1%, and 25%, respectively. Despite these improvements in raw counts, the proportion of total graduate applications, admissions, and matriculations from international, minority and URM students decreased.
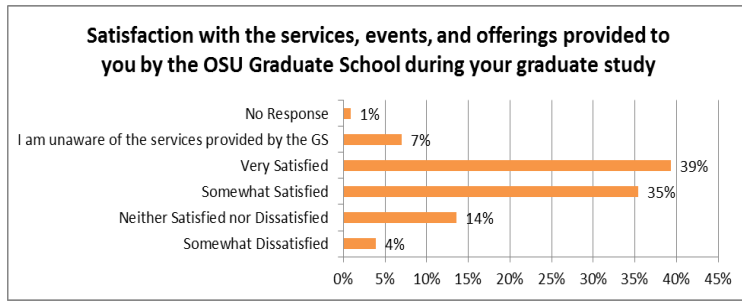
ENROLLMENT
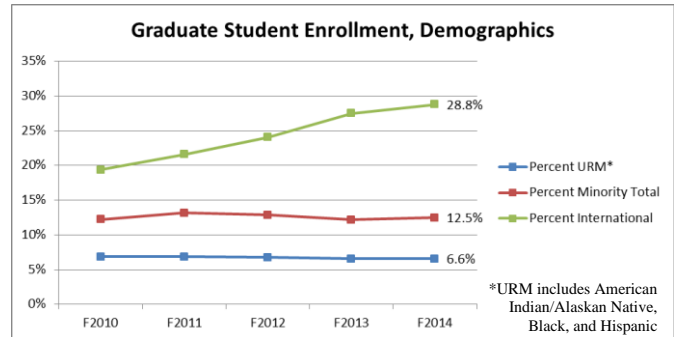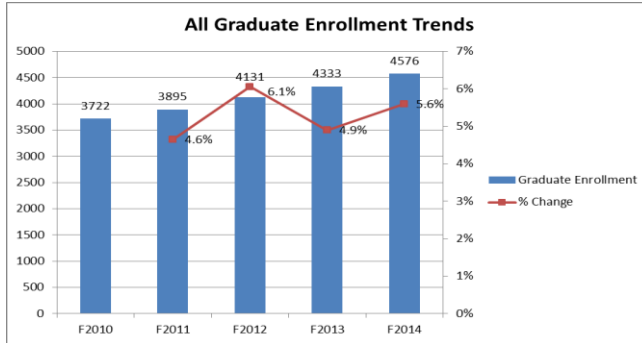
Graduate student enrollment has steadily increased over the last five years with a 5.6% increase seen in total enrollment from F2013 to F2014. In F2014, we had 1997 master's students, 1501 doctoral students, and 1078 non-degree seeking graduate students. Despite consistent increases, the proportion of the total student body that is graduate students has remained steady for the last five years at 15% due to rapid growth in the undergraduate population. Enrollment by students identifying as international, racial/ethnic minorities, and under-represented minorities increased by 10.6%, 8.3%, and 5.6%, respectively. However, the proportion of the total graduate student body that identifies as international, racial/ethnic minority, or under-represented minority has remained relatively unchanged.

GRADUATION
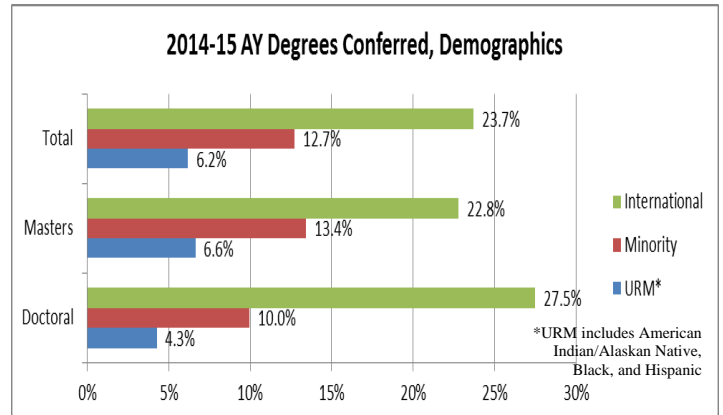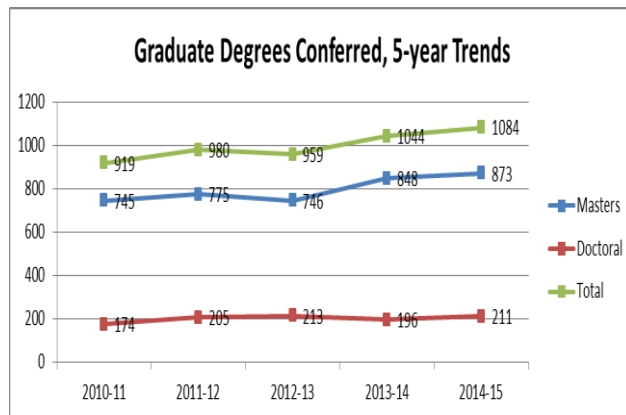
The total number of graduate degrees conferred increased by 3.8% from the 2013-14 AY to the 2014-15 AY. Master's and Doctoral degrees increased by 2.9% and 7.7%, respectively. In the 2014-15 AY, of the total number of graduate degrees conferred, 23.7% were to international students, 12.7% to racial/ethnicity minority students, and 6.2% to URM students. Additionally, we awarded 79 graduate certificates. Our 8-year and 4-year graduation rates for doctoral students and master's students, respectively, remained steady from previous years at 63% (doctoral) and 78% (master's). We continue to advance targeted student success efforts to improve these rates.

SATISFACTION

Satisfaction with the services, events, and offerings provided to you by the OSU Graduate School during your graduate study

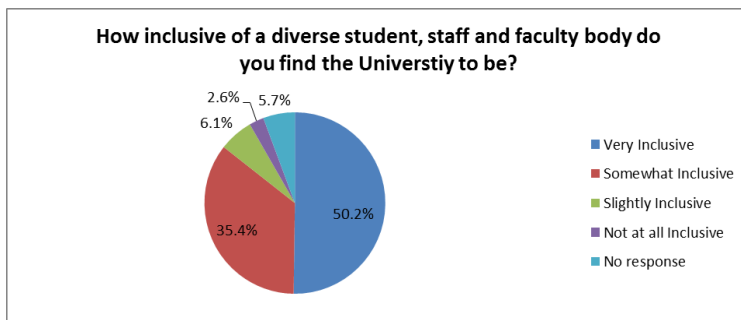| Category	Percent
No Response	1%
I am unaware of the services provided by the GS	7%
Very Satisfied	39%
Somewhat Satisfied	35%
Neither Satisfied nor Dissatisfied	14%
Somewhat Dissatisfied	4%

Respondents of the Advanced Degree Recipient Exit Survey (n=229, U2014-W2015) indicated overall satisfaction (75%) with the Graduate School. Additionally, 88% indicated they would recommend their graduate program to a colleague, friend or family member looking to OSU for their graduate studies.

OUTREACH & IMPACT

Outreach & Impact: Presentations & Publications/Exhibitions

- Publication of Scholarly Articles/Exhibition of Creative Works
- Presentation of Scholarly or Creative Works at Professional Meetings

Category	Publication of Scholarly Articles/Exhibition of Creative Works	Presentation of Scholarly or Creative Works at Professional Meetings
Not Applicable/No Response	8%	9%
No	46%	33%
Yes	46%	59%

Almost 60% of respondents to the Advanced Degree Recipient Exit Survey (n=229, U2014-W2015) indicated that they presented scholarly or creative works at professional meetings; 46% indicated publication of scholarly articles/exhibition of creative works. There are almost 1.5 million downloads of electronic theses/dissertations annually from ScholarsArchive.
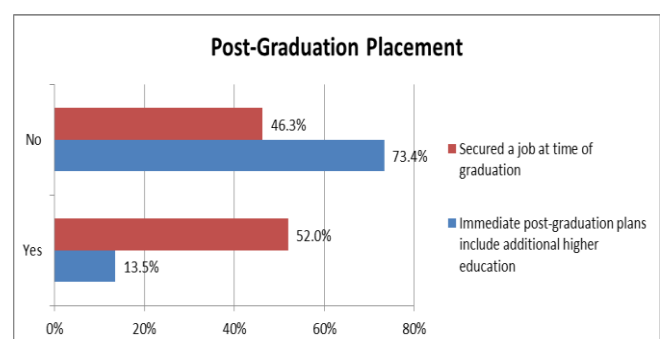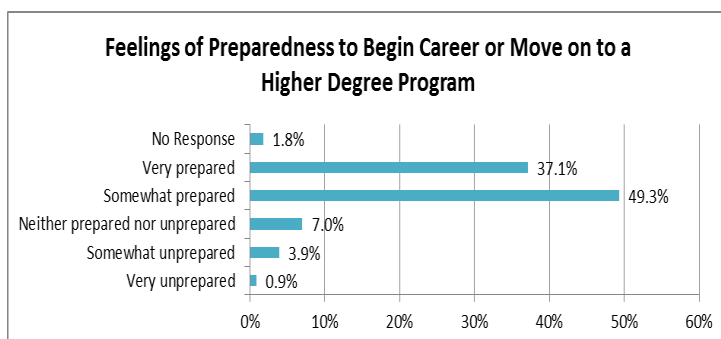
INCLUSIVITY & DIVERSITY

How inclusive of a diverse student, staff and faculty body do you find the Universtiy to be?

- Very Inclusive — 50.2%
- Somewhat Inclusive — 35.4%
- Slightly Inclusive — 6.1%
- Not at all Inclusive — 2.6%
- No response — 5.7%

Only 50% of respondents to the Advanced Degree Recipient Exit Survey (n=229, U2014-W2015) indicated they felt OSU was a very inclusive university.

Additionally, 8.3% indicated they personally were a target of prejudice while at OSU, and 17.9% indicated they witnessed prejudicial behavior.

POST-GRADUATION PLACEMENT

Feelings of Preparedness to Begin Career or Move on to a Higher Degree Program

Category	Percent
No Response	1.8%
Very prepared	37.1%
Somewhat prepared	49.3%
Neither prepared nor unprepared	7.0%
Somewhat unprepared	3.9%
Very unprepared	0.9%

Post-Graduation Placement

- Secured a job at time of graduation
- Immediate post-graduation plans include additional higher education

Category	Secured a job at time of graduation	Immediate post-graduation plans include additional higher education
No	46.3%	73.4%
Yes	52.0%	13.5%

Eighty-six percent of respondents to the Advanced Degree Recipient Exit Survey (n=229, U2014-W2015) indicated they felt somewhat to very prepared for post-graduation career placement or additional higher education; 66% of our graduates had either secured a job at time of graduation or were intending to engage additional higher education.