# OSU GRADUATE SCHOOL: 2013-14 PROGRAMMATIC ACHIEVEMENTS

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 OSU's three signature areas. Our graduate programs train a diverse student body in both core disciplinary principles and employment-relevant skills while also encouraging collaboration and effective communication across disciplines in an effort to solve complex societal problems. The Graduate School:

- Assists programs with recruitment, especially of under-represented minorities;
- Processes and reviews all applications, admissions, matriculations and enrollments;
- 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 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.

1. Key initiatives undertaken and noteworthy outcomes achieved in the following areas:

a. Student engagement and success: Student engagement and success is at the heart of the Graduate School mission and is coordinated around the student life-cycle, from recruitment, admission, retention and degree completion to alumni relations.
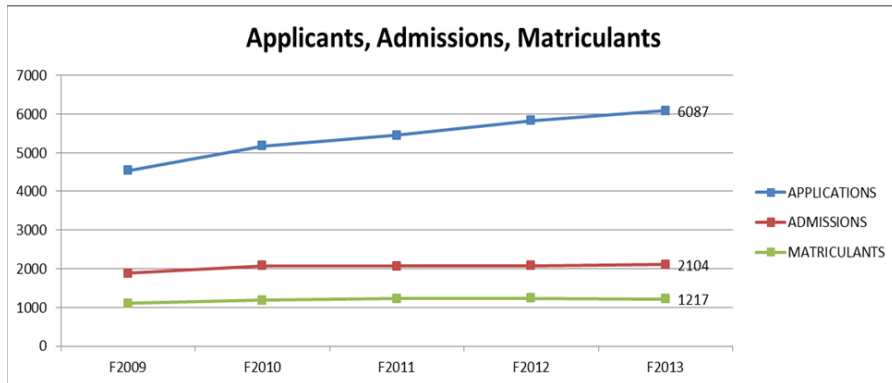
Recruitment. The Graduate School works with programs to recruit the best and brightest
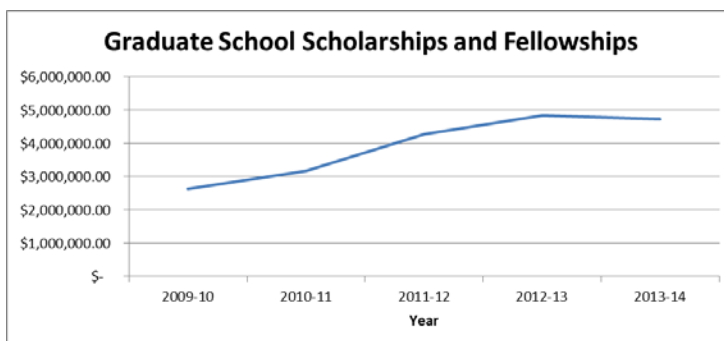
students to OSU. This past year, we distributed over $4.7 million in tuition waivers, scholarships, fellowships, and loans to students. Domestic recruiting efforts have focused on diversity recruitment, by collaborating with SACNAS, the California Forum for Diversity, LSAMP, MARC and our campus 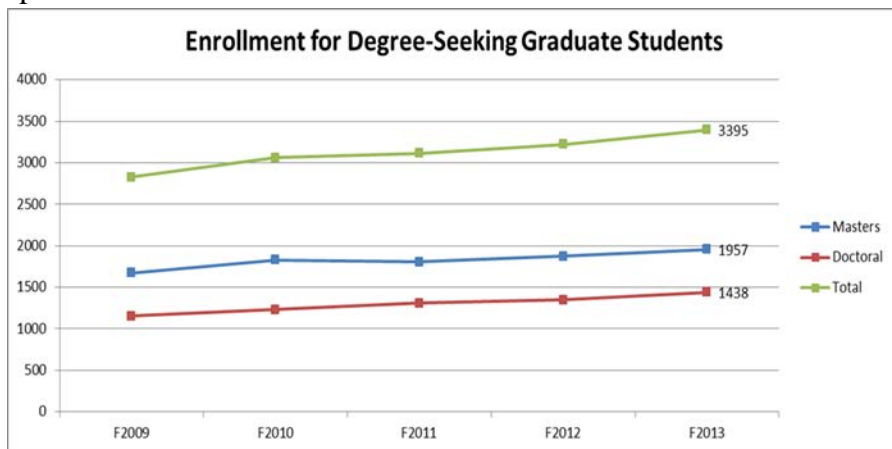intercultural services offices. We reached nearly 300 prospective students through our campus recruitment events. We met with program directors to discuss ways the Graduate School could complement their recruitment efforts. Programs are challenged with international recruitment, while interest in expanding Pathway programs and international relationships with other universities.

Admissions. The number of applications continues to increase each year, and programs seem to be more selective. Approximately 1 of 6 international applicants is likely to be offered admission, while roughly 1 of 2 domestic applicants is offered admission. We have enacted the Graduate Council policy change to allow exceptions for English language test scores, allowing

Applicants, Admissions, Matriculants

[Line chart showing APPLICATIONS, ADMISSIONS, MATRICULANTS from F2009 to F2013. Y-axis 0 to 7000. Applications rise to 6087, Admissions around 2104, Matriculants around 1217.]
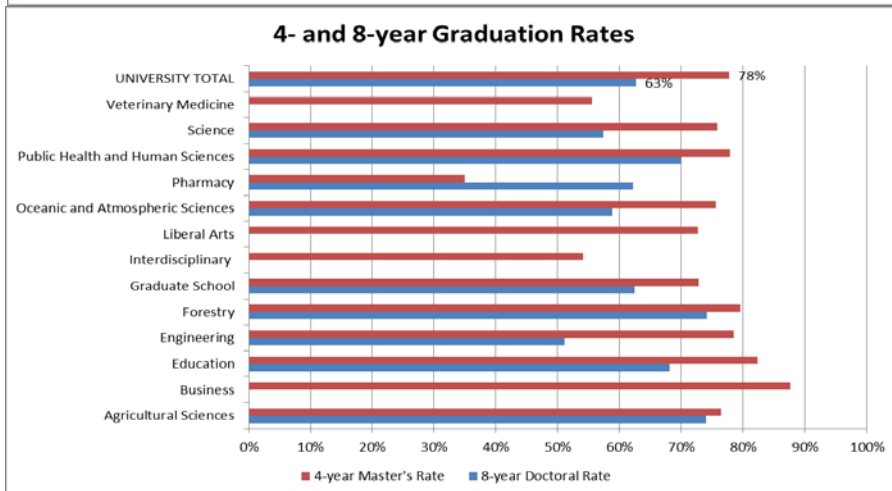
programs the ability to easily submit requests and provide evidence of English language capacity when they have interacted with an applicant that is qualified for admission. Professional degrees are now accepted, thus allowing flexibility to

programs. The Iraqi pilot program led to a total of 121 applicants since fall 2013, with 30 sponsored students admitted; an additional 15 are pending. The pilot's success prompted a visit by the Deputy Cultural Attaché for Iraq in August 2014. We developed an acceptable billing structure for research support for sponsored students, that encourages more programs to consider sponsored students.

Enrollment for Degree-Seeking Graduate Students

[Line chart showing Masters, Doctoral, Total enrollment from F2009 to F2013. Y-axis 0 to 4000. Total rises to 3395, Masters to 1957, Doctoral to 1438.]

Enrollment. Fall 2013 enrollment was 1,438 doctoral students, 1,957 master's students and 938 non-degree graduate students, for 4,333 total students. Enrollment on average has increased by 200 students per year for the past five years. ***Retention.*** We lose 22% of our master's students and 37% of our doctoral students before they receive a degree. To improve student success, we have launched individualized, proactive outreach to students and faculty by forming the Graduate School Student Success Team. Approximately 60 students were assisted with problems ranging from academic and

4- and 8-year Graduation Rates

[Bar chart showing 4-year Master's Rate and 8-year Doctoral Rate by college: University Total, Veterinary Medicine, Science, Public Health and Human Sciences, Pharmacy, Oceanic and Atmospheric Sciences, Liberal Arts, Interdisciplinary, Graduate School, Forestry, Engineering, Education, Business, Agricultural Sciences. University Total shows 63% and 78%.]

financial to health issues. The Graduate School is now also represented on the campus Student Care Team in order to triage complex issues that impede student success. In addition, monitoring has allowed the Team to intercede in academic issues common among graduate students, including low grades, breaking of continuous enrollment, approaching the master's degree time

limit or, for doctoral students, the time allowed between oral prelim and final examination. The Team also held 7 meetings with academic programs and student service units and they identified 5 areas that influence student success: Academics, Mentoring, Funding, Professional
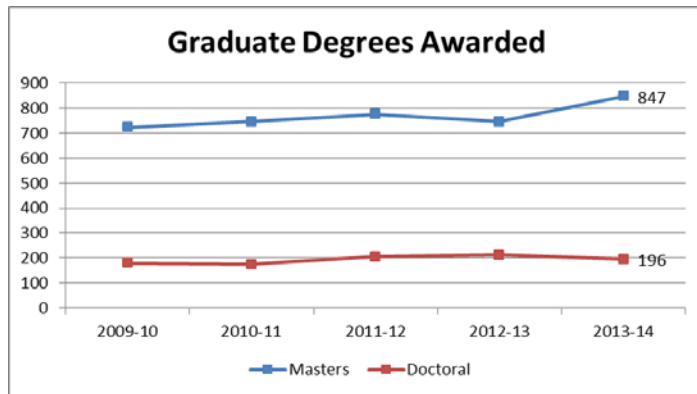
Development, and Environment and Community. We will collaborate with academic programs to address all of the five themes for first term graduate students during our new student orientation and subsequent workshops. *Degree Completion.* The median time to degree completion was 5.1 years for doctoral degrees and 2.4 years for master's degrees for the 2008-13 graduating cohorts. There was an 8.8% increase in the total degrees certified during 2013-14 compared to the previous academic year.

b. Research and its impact: Approximately 59% of graduate students have published or exhibited their scholarly work before graduating from OSU and 72% have presented at a professional meeting. The work of our graduate students receives considerable attention. During any one month, 37,000-245,000 downloads of theses or dissertations are made from ScholarsArchive. We continue to work with the Library to make research results and data more widely available.

c. Outreach and engagement: The Graduate School partnered with the Library, Center for Teaching and Learning, International Programs, and others to offer "Grad Connect" week, including the new student orientation attended by 370 graduate students. Sixteen sessions were available to new students and a resource fair provided information about OSU and community resources. A "Picnic in the Park" was attended by 600 graduate students and families.

Later in the year, educational consultant Hugh Kearns provided students and faculty (100+ participants) with insights on graduate student success in writing, time management, presentations and personal confidence. One program review workshop and two orientation and mentoring workshops were offered to nearly 100 faculty members and program leaders. In collaboration with the Graduate Council chair Jim Coakley, assessment and evaluation informational meetings were held for each college to inform and answer questions about the new annual program assessment and evaluation reporting requirements. Workshops on Graduate Fellowship management were also held for programs (collaboratively with OPAA). The annual Graduate School Awardee Luncheon recognized recipients of awards administered by the Graduate School and later in the year we hosted a reception for all graduate student award winners during Celebrating Excellence Week.

The Graduate School, CGE, ASOSU and the OSU Postdoctoral Association (OPA) co-sponsored a screening of the PhD Movie as a community-building event. We also collaborated with the OSU Policy Analysis Laboratory (OPAL) to examine gendered mentoring disparities among graduate students and faculty, in conjunction with PCOSW. Finally, 38 graduate students participated in the 2nd annual Scholars' Insights competition; presenters had three minutes to communicate their research or scholarly activity; http://gradschool.oregonstate.edu/insights . The winners competed in the first statewide 3MT competition among OSU, OHSU, PSU and UO. The Oregon Council of Graduate Deans remains active as a means of sharing information.

d. Community and diversity enhancement initiatives: In addition to our focused diversity recruiting efforts, we provided seven tuition waivers ($108K) as part of our McNair Scholar Incentive Program. We made awards through the Graduate Diversity Recruitment Bonus Program ($10K); the Thurgood Marshall Fellowship ($4K) and the Diversity Advancement Pipeline Fellowship Program ($78K). We partnered with OEI, Ombuds, Student Affairs and the Library on a campus-wide inclusivity and civility initiative to promote a climate of compassion and empathy across OSU.

e. Other initiatives

Grad Education Toolkit. By Fall 2014, **t**he Admissions Phase of this project will replace the current Graduate Application, letter of reference system, individual program supplemental web apps and Grad Self Service portal with a single system that enhances functionality and integrates with Banner, Nolij, and TouchNet. Our work with Salesforce could be leveraged by other units across campus for their own student and faculty/staff engagements.

Office of Postdoctoral Programs. Dr. Barbara Bond retired effective June 30, 2014, and Dr. Dorthe Wildenschild was appointed Associate Dean to oversee the Office of Postdoctoral Programs (OPP) and serve as a liaison with the Research Office. OPP has been very active:

- Created an OSU-specific Individual Development Plan for postdocs as a requirement for all new postdoctoral scholars in January 2014. The strategy and template was shared informally at the 2014 meeting of the National Postdoctoral Association and was widely admired.
- Established minimum levels of compensation for postdocs.
- Worked with the Offices of Legal Counsel, Academic Affairs and Human Resources to clarify distinctions between postdoctoral scholar and research associate (postdoc) positions.
- The Center for Teaching and Learning (Robin Pappas) offered a 5-session series of seminars on University Teaching as a professional development opportunity.
- Worked with the Honors College to train postdocs to teach Colloquia.
- Distributed a weekly newsletter to all postdocs and organized monthly postdoc pizza lunches.
- Began an Industry Exploration Program to introduce postdocs and graduate students to a wide range of professional opportunities outside of academia. OPA subsequently organized a series of on-campus presentations for postdocs and grad students on non-academic opportunities for PhDs in a variety of disciplines.

Accelerated Graduate Platform. Academic Affairs, the Graduate School and the Honors College collaborated to develop a mechanism for outstanding undergraduates to apply to a graduate program in their junior year, and then begin taking graduate classes and working on their research or project in their senior year.

Holistic Graduate Education. The Graduate School has embarked on a comprehensive initiative to provide graduate student and postdoctoral scholars with expanded learning opportunities that help them to distinguish themselves from their national peers. Courses and workshops were available or in development to inculcate and provide experiential learning in six core professional skills areas: 1) Graduate program success and acculturation, 2) research integrity and professionalism, 3) teaching and mentoring, 4) technical and non-technical oral and written communication, 5) diversity and inclusivity and 6) financial literacy. A seventh area is envisioned in research innovation and commercialization.

Graduate Certificate in College and University Teaching. In 2013-2014, the 18-credit GCCUT certificate completed its first year, enrolling a full cohort of graduate students. A proposal to offer the certificate via an Ecampus format was developed with the intent to launch an entirely online version of the GCCUT in winter 2015, pending approval by Faculty Senate.

GCCUT application and enrollment data for AY14	
No. of applicants	40
No. of students admitted for entering cohort	32
No. of students matriculated	28
No. of students matriculated *by degree type*	20 doctoral, 6 master's, 2 certificate only
No. of students matriculated *by college*	7-COS, 6-PHHS, 3-CAS, 3-COEng, 2-COEd, 2-CEOAS, 1-CLA , 1-COB, 1-VetMed
No. of students matriculated *by gender*	17 women; 11 men
No. of students matriculated *by residency status*	25 domestic; 3 international
No. of students completing certificate	10
No. of students in-progress/active	16
No. of courses offered	9 (2-Fall, 4-Winter, 3-Spring)

Applied Graduate Education. The Graduate School asked faculty to submit proposals to develop flipped classes designed to challenge graduate students with real problems brought to them by external and internal stakeholders. Four new classes will be developed in the 2014-15 academic year under the leadership of Dr. Sally Duncan, Director of the Oregon Policy Analysis Lab, who has used this approach successfully.

Mentor/Mentee Relationships. A workgroup on Graduate Student Mentoring and Advising, composed of faculty, staff and students, continues to meet to improve mentor-mentee relationships. The group is developing best practices, trainings and outreach materials as professional development and engagement opportunities for students and faculty. Two annual workshops for faculty focus on mentoring.

Graduate Student Center. Our graduate liaison led an initiative with 20+ other graduate student leaders from across campus to create the first ever, campus-wide Graduate Student Center (GSC) at OSU. The Memorial Union Advisory Board approved the GSC, to be located in the Memorial Union beginning in 2015. This Center will provide a communal space for graduate students. Graduate students working in the Center will collaborate with the Graduate School to facilitate graduate student academic and social success.

Support for International Students. We surveyed over 250 students with the assistance of a GRA. Based on these data, an international student success coordinator will focus efforts to address international students' needs of navigating the university experience, social and cultural experiences and emotional, financial and academic support. An international graduate student orientation will be held again this year. We have partnered with International Programs to reduce the red tape that new international students face during their first term.

Dual Degrees. The dual degree task force presented a set of recommendations and practices to the Graduate Council for approval. Five dual-degree proposals are in varying stages of preparation.

2. Assessment of efforts: what worked; areas that need improvement; major barriers
Enrollment and graduation rates. Although we have responsibility for growth in graduate student enrollment, we do not have the authority to ensure that it occurs. While applications have increased by 4.4% from F2012 to F2013, acceptances have only increased slightly (1.5%) and total matriculants decreased by 1.7%. Although application processing improvements have allowed much faster faculty review while reducing processing time, we lose many top students

because many graduate programs continue to review application files too late to allow timely notification of admission. Nonetheless we had an increase in total graduate degrees awarded.

Student Financial Support. The Graduate School is actively reviewing its scholarship and fellowship award programs, specifically the Provost Fellowship and Laurels Scholarship, to determine the best ways to meet program requirements and incentivize recruiting efforts toward increased enrollment and achievement of strategic goals. We need to ensure that our investments are achieving the desired results which may lead to restructuring of our support programs.

Challenges. We face several major obstacles to increasing student enrollment, increasing student success and increasing doctoral graduation rates: 1) the recently announced GRA/GTA remission caps (necessary as a result of budget issues) and projected declines in research awards will constrain enrollment growth, 2) we lack adequate space (a Graduate Student Success Center) conducive to providing support to enhance student success, and 3) we lack a budget model that incentivizes graduate student enrollment and success.

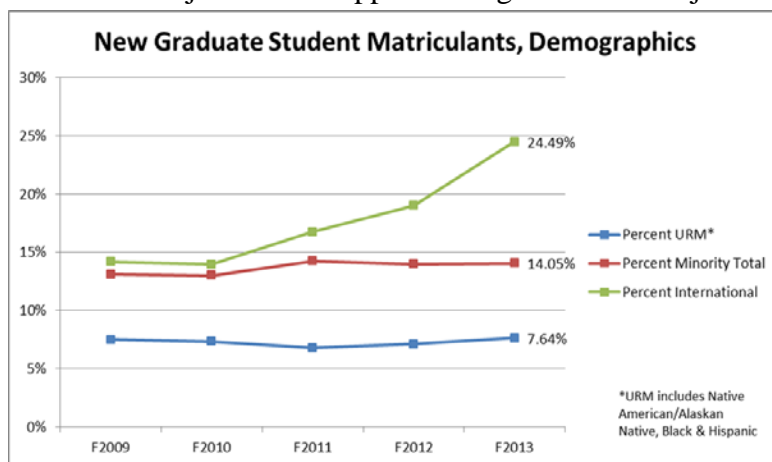**4. Initiatives to leverage E&G and other resources and improve administrative efficiencies**
During each Graduate Program Review we promote Ecampus and INTO pathway programs to build financial resources for programs. We also are reaching out to alumni to build recognition and support for graduate education. A matching program has allowed us to establish 8 new graduate fellowships ($2 million) in collaboration with academic units. Finally, the Graduate Education Toolkit will streamline administrative services and processes, and harvest data for more informed decision-making.

5. Summary of Faculty and Student Awards
The 2014 Excellence in Graduate Mentoring Award will be presented to Dr. Toni Doolen, College of Engineering, MIME, at the 2014 University Day. In addition, we made 508 individual fellowship and scholarship awards to students and we awarded over $43K in travel grants to **7**2 students.

2013-14 RESULTS AND OUTCOMES

Performance on college-level metrics – The Graduate School Strategic Plan lists three goals and a set of objectives to support each goal. These objectives were prioritized by the Graduate School and Graduate Council. We provide an assessment of progress on each of these goals and objectives, but several may need to be reconsidered in light of University Strategic Plan 3.0.

New Graduate Student Matriculants, Demographics

GOAL 1: **Increase our graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students.**

Objective 1.1 – Effectively recruit high achieving students and ensure representation of under-represented minorities. We saw a 4.4% increase in graduate applications and a 1.5% increase in admissions, but a 1.7% decrease in matriculations. We saw a 0.41%, 0.55% and 0.53% increase in applications, admissions and matriculations from under-represented minority (URM) students, respectively, and a 0.56%, 0.92%, and 0.08% increase in total minority applications, admissions, and matriculations, respectively. However, we saw a 0.20% decrease in URM and 0.72% decrease in total minority enrollment, and no change in proportion of the total student body that is graduate students, despite a 4.9% increase in the total graduate student enrollment.

Objective 1.2 – Increase the efficiency of the application and matriculation process, and improve timely and clear communication with applicants and matriculants. The Graduate Education Toolkit will increase the efficiency of the application and matriculation process and improve timely communication with applicants and matriculants. Programs will be able to customize applications, committee workflow and communications. Release of Phase 1 is expected this fall.

Objective 1.3 – Improve communication among the Graduate School, graduate students, graduate faculty, and alumni of graduate programs. We distribute two quarterly newsletters: *Grad Connections* to all graduate students and *The Mentor* to all graduate faculty and program advisors. Facebook, our renovated website, and LinkedIn are also used to communicate with others on and off campus. Thirty-eight percent of students completing the 2013-14 exit survey indicated that they were very satisfied with the services provided by the Graduate School and 60% of participants in the 2013 Open Forums Project indicated they were satisfied with communication they receive from the Graduate School. This year we also contacted over 16,000 of our 38,000 alumni of graduate programs to begin to connect them to the Graduate School.

GOAL 2: Continuously Improve Program Quality

Objective 2.1 – Improve quality assessment of graduate programs.
Our Coordinator of Graduate Program Analytics, in collaboration with Institutional Research, Library Services, Human Resources and other Graduate School staff, provided every graduate program at OSU with graduate core metrics and performance indicators covering the last ten years, and these data were used to assist with development of assessment plans and reports which were collected from all graduate programs. The majority of graduate programs submitted reflective narratives on the status of their programs. All documents are available on SharePoint. Following this inaugural year, core program metrics will be updated and delivered annually to all graduate programs by the end of each fall term. These metrics are intended to assist programs in making data-driven decisions, while also providing support for an iterative process of annual assessment and program evaluation. We continue to work with the CORE project team to integrate these data into the CORE platform and create automated delivery to programs and for future storage. We are also working with the office of APAA to begin compiling all past decadal reports, self-studies, action plans and annual metrics so that every program will have easy access to all past and current assessment data. The Graduate School has continued collaboration with the Research Office and Institutional Research in using data from Academic Analytics to contribute to program metrics and explore new initiatives that support graduate education and faculty success. We also revised our Exit Survey to better capture feedback from our recent graduates and we will be developing an alumni survey during the next academic year.

Objective 2.2 – Grow the number of graduate faculty and their capacity to train students. In fall 2013, there were 3,000 graduate faculty approved for one or more graduate education activity levels; this is an increase of 239 from the previous year, but we continue to seek additional qualified faculty.

Objective 2.3 – Improve and enhance transdisciplinary and interdisciplinary opportunities in graduate education. During the past academic year, there was a 6.1% decrease in total graduate students enrolled in interdisciplinary programs. However, total graduate degrees awarded in interdisciplinary programs increased 15.9% compared to the previous year. A new interdisciplinary program, Comparative Health Sciences, was approved. A doctoral student has been assessing the similarity in course enrollment and curricula among master's and doctoral programs. The results will allow us to identify opportunities for programs to collaborate on cross-disciplinary curricula.

GOAL 3: Grow and invest resources to enhance graduate education opportunities

Objective 3.1 – Create new or restructured graduate programs where there is capacity. During the past year, new graduate degree programs were approved in Comparative Health Sciences (MS, PhD). Robotics (MS, PhD) was approved by the OSU Board of Trustees. We continue to work with academic deans to assist development of new degree programs, with Women Gender and Sexuality Studies (PhD), Psychology (MS, PhD), Applied Science (MS), and Environmental Humanities (MA) likely to be submitted next year.

Objective 3.2 – Create endowments for graduate fellowships. We developed a matching program at the suggestion of the Foundation and collaboratively raised $2 million to support 8 new endowed Graduate Fellowships. We are in the process of identifying individuals who may be supportive of creating additional endowments for Graduate Fellowships. We contacted 16,000 of our 38,000 graduate program alumni this year to begin culturing relationships that may lead to donations to support our graduate fellowships and development of a Graduate Student Success Center. We developed a donor brochure, which features story inserts about several of our extraordinary students, many of whom have received prestigious scholarships and fellowships. We have also expanded our capability to provide fellowships for students collaboratively with the ARCS Foundation. The Graduate School is now the campus coordinator for the Portland Chapter of the ARCS Scholarship Program, a nationally recognized nonprofit organization of women who boost American leadership in science and technology through venture philanthropy. There are currently 37 Oregon ARCS scholars; 19 are from OSU, representing programs in COE, CEOAS and COF. Beginning with 2014-15 awards, program eligibility at OSU was expanded to include students in CAS and COS.

Objective 3.3 – Incentivize assistantship opportunities for graduate students. There was a 12% increase in in the number of GTA positions in the past academic year and an increase of 2.3% in GRA positions. Average salaries increased by 1.2% for all GTAs, but GRA salary average decreased by 1.5%. We continue to seek mechanisms for faculty to provide competitive, equitable assistantship packages as we work to recruit and retain the best graduate students.

Report prepared by the 2013-14 Graduate School Leadership Team: Anita Azarenko, Barbara Bond, Courtney Everson, Rosemary Garagnani, John Henry, Kim Johnson, Brenda McComb, Viki Meink, Fran Saveriano, Jessica White, and Dorthe Wildenschild.