

**College of Agricultural Sciences
Strategic Intent Conversations
Student Success: Background Sheet**

August 29, 2013 11:30 - 1:30 pm ALS 3005
Working Lunch Provided

Strategic Intent Conversations

It is time once again to consider our strategic intent and, to that end, we are initiating a series of conversations that ultimately will engage both internal and external stakeholders. We intend these conversations to ensure we are attentive and responsive to environmental, economic, and social dynamics as well as frontiers of science and advances in pedagogy, and that we allocate our College's resources for maximum benefit.

Student Success

Student success is common terminology among those in higher education and yet the definition is not solidly agreed upon. Webster's dictionary defines "success" as a "favorable or desired outcome." It is not surprising that the term *outcome* drives much of what we do at the University. In part then, perhaps we can rely on some developed outcomes as definitions of student success, for example the University's Learning Goals for Graduates. The University then measures student and institutional success in undergraduate education by examining a variety of indicators of achievement of these goals, including measures of learning, retention, graduation, engagement, health and wellbeing, and opportunities after graduation.

OSU Learning Goals for Graduates 1. Competency and Knowledge in Multiple Fields 2. Critical Thinking 3. Pluralism and Cultural Legacies 4. Collaboration	5. Social Responsibility and Sustainability 6. Communication 7. Self-Awareness and Life-Long Learning http://oregonstate.edu/leadership/provost/initiatives/learning-goals-for-graduates
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As we discuss what we see the College of Agricultural Sciences to be like in 5 years or longer we need to consider what our guiding definition of student success will be and whether we are on a path which will allow us facilitate students meeting their goals successfully.

Process

We have a very short time period to collect information so we will not be spending a lot of time on each idea and we may not get to every question. Our purpose is reflected in Question 5. We will brainstorm for a short period on a question, reflect on what we have collected, and provide opportunity to identify the most important pieces. Please reflect on the questions provided and prepare some notes on this worksheet to guide our conversation. Please focus your thoughts on where we need to be and why - not on how to get there.

Our Questions

- Q1. What defines student success for the College of Agricultural Sciences at OSU? Why are these important?
- Q2. What do we do/provide that impacts student success? What are the drivers of student success? Why are these important?
- Q3. What do we, CAS, do well that has a positive impact on student success?
Why does it have a positive impact? Why do we excel at it?
- Q4. What could we do better that would improve student success?
Why does it have a positive impact? Why do we not excel at it?
- *Q5. What should we be focusing on to maintain or improve our impact on student success over the next 5 years? Why are these important?**

Interested in attending other Strategic Intent Conversations? Visit this webpage
http://agsci.oregonstate.edu/about/strategic_intent/

Academic Program Review data and College Metrics

The following data is provided as background for your thoughts on student success in the College of Agricultural Sciences. This data is provided annually by the Office of Institutional Research. These college metrics represent key indicators of the University's Strategic Plan goals. College Metrics reflect standard indicators from three of the strategic planning goals: 1. Provide outstanding academic programs, 2. Improve the teaching and learning environment, and 3. Increase revenues.

Oregon State University
College of Agricultural Sciences
 Annual Academic Program Review 2012-13

PART 1

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	% Change '11 - '13
Faculty FTE														
Professional	247.8	288.9	295.6	261.6	258.2	267.7	256.4	254.2	232.0	231.0	231.2	251.6	262.2	13.4%
Non-Professional	223.7	270.7	293.1	291.4	267.3	296.9	298.5	317.5	317.6	315.3	320.3	329.8	314.4	-1.8%
Total Faculty FTE	471.5	559.6	588.7	553.0	525.5	564.6	554.9	571.7	549.6	546.3	551.5	581.4	576.6	4.6%
E&G Tenured/Tenure Track	-	-	28.8	23.6	23.6	35.1	23.4	29.7	23.5	28.3	26.5	37.4	30.8	16.2%
Faculty Headcount														
Professional	283	304	307	277	273	279	269	285	244	246	246	271	283	15.0%
Non-Professional	254	297	313	311	306	316	317	336	337	339	346	354	340	-1.7%
Total Faculty Headcount	537	601	620	588	579	595	586	621	581	585	592	625	623	5.2%
E&G Tenured/Tenure Track	-	-	29	24	25	36	25	31	25	29	27	40	39	44.4%
SCH (Academic Year)														
Undergraduate	25244	26040	24607	25340	25246	25342	24529	23833	24741	27220	28479	33983	34677	21.8%
Lower Division	6504	6513	6362	6870	7735	7634	7731	7327	8659	8912	8596	11277	11460	33.3%
Upper Division	18740	19527	18245	18470	17511	17708	16798	16506	16082	18308	19883	22706	23217	16.8%
Graduate	9619	10189	10274	10277	10571	9907	9213	8685	9809	9599	10267	11404	12295	19.8%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL SCH	34863	36229	34881	35617	35817	35249	33742	32518	34550	36819	38746	45387	46972	21.2%
Fall Enrollment by Major														
Undergraduate	1109	1145	1158	1123	1140	1129	1141	1061	1104	1209	1496	1793	2019	35.0%
Graduate	295	304	331	328	339	320	289	280	266	251	253	328	352	39.1%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL Enrollment	1404	1449	1489	1451	1479	1449	1430	1341	1370	1460	1749	2121	2371	35.6%

Oregon State University
College of Agricultural Sciences
 STRATEGIC PLANNING METRICS 2012-13

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	College Targets 2012-13
Goal 1. Provide Outstanding Academic Programs 2004-05 Themes: Increase research and outreach. Increase diversity.												
1.2 Invention Disclosures	13	6	9	13	10	15	6	13	14	12	14	
1.3 % of Faculty, Staff, Students Comfortable with Climate for Diversity.	-	82.7%	-	-	-	-	-	-	-	-	-	
1.4 % of US Minority Students of Total Enrollment	5.4%	5.8%	6.2%	6.5%	7.0%	7.2%	8.7%	9.4%	12.0%	14.2%	14.4%	
Goal 2. Improve the Teaching and Learning Environment 2004-05 Themes: Improve student success and retention. Increase diversity.												
2.1 First Year Retention Rate (College/University)	71.4/ 84.4	74.1/ 84.4	76.3/ 82.7	71.3/ 81.8	72.4/ 82.7	70.5/ 83.6	71.4/ 81.0	71.5/ 82.1	73.9/ 83.9	70.9/ 83.1		
2.2 6-Year Graduation Rate (College/University)	51.3/ 70.7	58.2/ 69.7	46.2/ 62.6	50.9/ 64.8	53.1/ 73.5	53.7/ 70.7	57.0/ 68.9	53.2/ 69.2	43.7/ 59.2	44.2/ 57.7		
2.5 Seniors Participating in Student Engagement Activities (% / Respondents)	-	93.3/ 15	84.8/ 46	-	76.2/ 101	-	-	80.0/ 79	-	-	-	
2.6 Student to Faculty FTE Ratio (Primary Majors/ Course)	23.5/ 15.7	24.9/ 17.9	24.7/ 17.5	21.7/ 16.0	24.9/ 18.9	22.1/ 16.1	23.6/ 18.3	24.1/ 19.0	23.4/ 17.3	21.3/ 15.7	21.7/ 16.2	

Additional Information:

- During a March 2013 Survey on Advising Student Support from the OSU Office of Institutional Research the College of Agricultural Sciences had a 187.65 students per 1.0 FTE Advisor.

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Our Questions	Your Thoughts
	Are we “roughly right and directionally correct” - to meet needs and excel.
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