Division of Undergraduate Studies
Annual Report
2015-2016

Submitted by:
Dr. Susana Rivera-Mills, Vice Provost & Dean for Undergraduate Studies
Since June of 2015, the Division of Undergraduate Studies (DUS) has worked to promote and improve undergraduate education and success at Oregon State University (OSU) with a particular emphasis on advancing the University’s Strategic Plan 3.0 Goal #1: *Provide a transformative educational experience for all learners.* The central work of the division focuses on increasing and equalizing undergraduate retention and graduation rates across all student populations. DUS is home to many of OSU’s key academic and student support programs and is responsible for organizing, coordinating, and overseeing first year experience programs, proactive academic advising, facilitating the campus adoption of high impact practices, and integrating the use of data and learning analytics to inform student success related decision making and practices. In addition, DUS crafts and advances university strategies to improve student success through working in partnership with academic colleges, Academic Affairs, International Programs, Information Services, Student Affairs, and others.

The Blueprint for Undergraduate Student Success was prepared by Vice Provost and Dean Dr. Susana Rivera-Mills to align with the strategies and goals of the OSU Strategic Plan 3.0, Goal #1, and provides the institution with a detailed and action-oriented plan to guide the coordinated efforts that will move us toward the goal of an equalized, inclusive, and transformative undergraduate experience.

In the 2015–2016 academic year, DUS focused on and furthered several areas of the Blueprint. The year was marked by the division’s proactive approach to building collaborative partnerships, securing grants, and building our internal infrastructure and capacity. Through the dedicated work of the administrative team, the many academic and student support units within the division, and partners inside and outside of the institution, we have taken important steps toward our shared goal.
Moving the Blueprint Forward: DUS Division-wide Contributions

First Year, Second Year & Middle Years Engagement

This strategic area of the Blueprint contributes to enhancing the learning environment to raise and equalize student success. This year, DUS emphasized improvements to the First Year Experience (FYE) orientation courses (U-Engage & FYE), FYE advising, as well as engaging in early planning for the second-year and middle years engagement plan through the UCSEE. Next year, DUS will focus on expanding FYE to a full year of engagement, making all resources relevant for every OSU campus, as well as reviewing and implementing key components from the UCSEE recommendations for a second year experience.

Improvements

With the changing and diversifying profile of our incoming students, it is important that we have relevant, targeted support and orientations to increase and equalize all students’ “college knowledge.” This year, DUS expanded and improved on the following FYE advising elements:

First Year Advising Syllabus

Substantial revisions were made to this university-wide tool making it more interactive, comprehensive, and integrated with the OSU Blueprint for Undergraduate Success.

Transfer START Plenary

The addition of this session to Transfer STARTs introduces common institutional policies and procedures to help transfer students transition to and navigate OSU.

First Year Advising Communication Campaign

The campaign and messages were improved with revised content, layout, and robust analytics to improve the design and streamline content.

Support and Encourage Curricular Redesign with APL and HIPs

Curricular redesign that incorporates Adaptive and Personalized Learning tools (APL) and High Impact Practices (HIPs) contributes to the university priority of enhancing the learning environment to raise and equalize student success as well as making high impact learning a hallmark of undergraduate education. In the 2015–2016 academic year, DUS laid important groundwork for this strategy through securing grants to fund investment in technology that will enable educational innovation, identifying key courses that are current roadblocks for student success, and partnering with Campus, Information Services, the Graduate School and others to host an on-site Adaptive and Personalized Learning Open House event with over 10 APL providers.

Identification of Roadblock Courses

This year, the Division of Undergraduate Studies completed an analysis of high enrollment courses with historically high rates of D, F, W, or U grades that overlapped with courses identified by the EAB Student Success Collaborative as highly predictive of attrition. This analysis resulted in a list of 28 “Roadblock Courses” that have been targeted for additional support and curricular innovation with APL and HIPs. This is one way that DUS shared relevant information with the institution about undergraduate student success to help make effective decisions.

Quick Snapshot

The First Year Advising Communication Plan is a series of 31 messages sent to all domestic first-year Corvallis campus students entering with less than 36 credits. These messages provide just-in-time reminders, answers to frequently asked questions, and links to resources and tools shown to help first-year students be successful. The reach of the campaign is substantial with each distribution averaging 3,688 recipients with an open rate of over 70% in fall term. With the addition of the new analytics, these messages will be honed and improved to achieve greater impact.

TRIO Student Support Services

SSS supported many of their program participants with funding for leadership conferences and other experiential learning opportunities, including an internship in Ecuador to work as a human rights advocate and OSU course in Hawaii to study the conservation of coral reefs.

Educational Opportunities Program

This year, EOP created and filled a new Academic Counselor position with dedicated FTE to provide high impact and experiential programming such as service projects and faculty-led short-term study abroad opportunities.

Integrate and Support Experiential Learning

This strategic area of the Blueprint contributes to making high impact learning a hallmark of undergraduate education. Experiential learning opportunities, such as internships, undergraduate research, study abroad, and leadership opportunities, are at the core of high impact practices that raise and equalize student success. The promotion and creation of opportunities to engage traditionally underrepresented students and those early in their undergraduate experience is one of the primary functions of the division. DUS is home to the Office of Undergraduate Research as well as many student support programs, such as EOP, ROTC programs, CAMP, and SSS which encourage and connect these students with financial support as well as meaningful and relevant experiential learning opportunities.

Grand Team Challenge

The Office of Undergraduate Research piloted a new program, The Grand Team Challenge for Student Scholars, which supported undergraduate students working on interdisciplinary teams with faculty mentors to creatively problem solve and address issues with local and global relevance. In the spring of 2016, 19 undergraduates from Corvallis and Cascades campuses engaged in projects that linked OSU Spanish-speaking students with K-12 communities, connected Oregonians and their histories with the state’s geography and ecology, and addressed community and environment-related issues such as harmful urban wastewater runoff, flood water management, and riparian restoration.

Provide Holistic and Financial Interventions for Students in Need

This strategic area of the Blueprint is intended to help the institution equalize success and enhance diversity by being inclusive and responsive to all student needs. To accomplish this, we aim to extend targeted support to students who historically face financial or other systemic barriers to accessing and progressing in higher education. For the first time in the Spring of 2016, 100 first generation and Pell eligible first year students were each awarded a $2,000 Reser Persistence Scholarship to help them continue their undergraduate education at OSU.

Navy ROTC

64% of midshipmen were placed in summer cruise training (paid internship) to fleet concentration areas, as well as overseas locations in Hawaii, Japan, Korea, Bahrain, and Australia.

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Academic Success Center (ASC)

**Quick Facts:**
- Students served: 6,520 with over 25,000 individual engagements
- 50% of students who accessed the ASC did so more than once

**Demographics:**
- 42% Freshmen, 7% Transfer
- 39% Students of Color & International
- 27% First Generation, 32.5% Pell eligible
- 79% of undergraduate students who accessed the ASC and started the year in negative standing ended in good standing
- 87% of first year students who accessed the ASC ended the year in good standing (compared to OSU average of 74%)

**Highlights:**
- Enhance the learning environment to raise and equalize student success: The Writing Center provided writing support in the Cultural Resource Centers and the Residence Halls to increase accessibility to writing support.
- Supplemental Instruction (SI) students earn, on average, higher grades in the supported classes and have an average pass rate of 97.6% compared to 81% for non-SI students. Additionally, the gap in success between underrepresented minority (URM) students and non-URM students in the SI supported classes is eliminated when evaluating for GPA and pass rate for the students who complete four or more SI sessions.

**Invest in Tools & Resources to Support Data-Informed Decision Making**

- There is growing national recognition in higher education that we must adapt and change the way we analyze and think about student data and indicators of student success to better reflect the evolving and increasingly diverse experiences of all students. To help advance our ability to make effective data-informed decisions in this area, the Division of Undergraduate Studies is committed to investing in and helping to build powerful and relevant data tools. Along with initiatives to bring learning analytics, an early alert system, and predictive advising tools to OSU, the division is leading a campus effort to build a comprehensive and customizable set of Student Success Metrics within the OSU Cooperative Open Reporting Environment (CORE) that will be accessible to colleges and departments across the institution. By investing in tool development and predictive models, metrics across the entire student life-cycle have been incorporated to increase the ability of our institution to enhance the learning environment, recruit and retain diverse students, and use relevant information to make effective decisions.

**Collaboration & Partnership**

- The first year of the Student Success Metrics project was marked by the heavy collaboration and the collective wisdom of the members of the task force. DUS convened a group of data and student success experts from Enrollment Management, Student Affairs, Institutional Research, Ecampus, the Graduate School, Information Services, CORE, and others to draft a proposal for the first set of metrics. Moving forward, DUS will continue to collect feedback on the metrics and work with CORE to produce the initial set of customizable reports by the spring of 2016.

**Academic Success Center**

- **Army ROTC**
- **Air Force ROTC**
- **Navy ROTC**

Beyond their contributions to the Blueprint, the dedicated DUS student support units further enhance student success, diversity and transform the learning environment at OSU through their programs, cross-campus collaboration, and leading campus-wide student success, learning, and supporting special student populations. Below are highlights and accomplishments of these DUS student success units.

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Full set of ASC annual reports available at success.oregonstate.edu/annual-report

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**Other ways of enhancing student success:** The Academic Coaching (AC) program has seen an 11.5% increase in demand for appointments this year. There is higher rate of participation in AC by underrepresented student populations when compared to the general OSU undergraduate population: Pell eligible = 37%, first generation = 32%, US minority = 35%, Transfer = 19%. Students who participate in the AC program experience increases in their GPA, with higher gains for students who were experiencing academic difficulty. Additionally, those who attend multiple coaching sessions, and/or are from underrepresented populations.

**University Explorer Studies Program (UESP) provides individualized one-on-one quarterly advising for exploratory or migrating students. UESP students persist at rates statistically similar to those of students with declared majors. This year, UESP developed the Exploration To-Do list to help students explore and navigate student success pathways.**

**Academics for Student Athletes (ASA)**

Quick Facts:
- Total Population: 245 Men, 194 Women
- Good Standing: 92.5%
- Credit Hours Passed: 96.2%
- OSU GPA for Male Athletes: 3.93
- OSU GPA for Female Athletes: 3.29

**Highlights:**
- Grow online education and explore new pedagogical models: Student Athletes now take more than 30% of their OSU coursework online. To help incoming student athletes prepare and acclimate to the online learning environment, ASA has adapted the coursework in the BEST summer bridge program to help increase student exposure to and experience navigating the online environment. This includes creating heavy use of online textbooks, Canvas, and online learning modules.
- Enhance the Healthy Campus initiative: ASA now hosts the first CAPS satellite service on campus. Every Tuesday from 8 AM – noon on the ASA (3rd floor of the Beth Ray Center), two therapists are available for private sessions with student athletes as well as INTO and Vet Med students. Both CAPS and the students served have found this to be an important and worthwhile outreach program.
Other ways of enhancing student success:

Phí Kappa Phi is the nation’s oldest, largest, and most selective honor society for all academic disciplines. This year, AYA, in partnership with the Honors College and Student Affairs, worked to identify, support and sponsor student athletes who earned invitations to Phú Kappa Phú. Using the NCA S Student Assistance Fund, ASA covered the enrollment fees for 24 student athletes.

College Assistance Migrants Program (CAMP)
Quick Facts:
37 CAMP students in AY 15-16; All CAMP students are first generation, low income, and largely from rural areas.
First year retention 97.6%
Good Standing at the end of first year: 93.3%

Highlights:
Expand strategies to recruit diverse and high achieving students:
This year, CAMP presented recruitment programs at 25 high schools as well as 15 parent night meetings and college fairs.

Make high impact learning a hallmark of undergraduate education:
10 CAMP students completed year long internships through the CAMP Scholar Internship initiative.
All 37 students participated in the “Paths to Scholarship” winter during term.

Educational Opportunities Program (EOP)
Quick Facts:
360 Undergraduate EOP students in AY 15-16; EOP students are from traditionally underrepresented student groups such as: U.S. Minority, first gen & low income.
First year retention: EOP = 89%; Meyer Bridge first year persistence = 85.5%
6 Year Graduation (Fall 2009 Cohort): 62.4%

Highlights:
Grow online education and explore new pedagogical models: EOP provides research-based best practices in differentiated pedagogy in EOP-supported sections of Math, Reading, and Writing. In addition, EOP is collaborating with the Math Department to develop and adopt a new Open Education Resource (OER) textbook to improve the targeted content for EOP sections of MTH 111 and MTH 112 while simultaneously reducing the cost to students.

Expand strategies to recruit diverse and high achieving students:
EOP conducts outreach and provides support through the admissions process to students with Tuition Equity status. In AY 15-16, EOP created a community building program for students with Tuition Equity status and provided these students ongoing support through their academic support and counseling services.

Engage alumni and other external partners to advance our goals:
EOP met with approximately 20 alumni from the new OSU Alumni of Color group in the Portland area. EOP assisted in the planning of an inaugural OSU Alumni of API alumni gathering as well as the upcoming OSU Alumni of Color reunion.

Reserve Officer Training Corps (ROTC) Units
Quick Facts:
Army ROTC:
90 Cadets; 52% on scholarship
41% on honor roll
Average OSU GPA: 3.2
Commissioned 16 officers into the U.S. Army
Air Force ROTC:
69 Cadets; 33% on scholarship
Average OSU GPA: 3.2
Navy ROTC:
86 Midshipman; 65% on scholarship
86% of midshipmen are pursuing STEM majors
34% on honor roll
Average OSU GPA: 3.28
Commissioned 18 officers into the U.S. Navy & Marine Corps

Highlights:
Make high impact learning a hallmark of undergraduate education:
AF/ROTC students participate in leadership labs which include experiences to develop management skills, effective communication, and working knowledge of military customs and courtesies which culminates in a six-week field training capstone project the summer of their sophomore year.

NROTC unit is largely led and run by midshipmen; each midshipman must assume at least two leadership and mentorship roles in the battalion and are required to participate in the planning and execution of the 14 annual battalion events.

Strengthen impact and reach throughout Oregon and beyond:
NROTC midshipmen and personnel support and participated in Veteran’s Day and Memorial Day observations including:
- Formal Memorial Day ceremonies at the Corvallis National Guard Armory, Honor Guard for the Memorial Day Ceremony at Timber Linn Park in Albany, and Albany’s Veteran’s Day Parade. Additionally, the midshipmen volunteer and mentor in many local organizations, churches, and schools.

TRIO Student Support Services (SSS)
Quick Facts:
235 Undergraduate SSS students in AY 15-16; All SSS students are first generation, low income, and/or students with disabilities
First year retention: 89%
6 Year Graduation (Fall 2009 Cohort): 60%

Highlights:
Enhance the learning environment to raise and equalize student success:
The SSS summer bridge program increased student enrollment by 60% and expanded the program to become the only summer bridge program on campus to include transfer students.

Make high impact practices a hallmark of undergraduate education:
Four SSS students were funded by the program to attend the Circle of Change Leadership Conference in California.

Grants, External Partnerships & Creative Contributions
The Division of Undergraduate Studies is committed to actively seeking resources and engaging external partners to help us innovate and contribute to the research, scholarship and best practices for equalizing student success.

Monitoring Advising Analytics to Promote Success (MAAPS) is a multi-institution research project from the 11 member institution University Innovation Alliance (UIA) that was funded by an $8.9M grant from the U.S. Department of Education. The study will evaluate the effectiveness of proactive advising in terms of retention, progression and graduation rates for 10,000 low-income and first-generation incoming undergraduate students across the 11 institutions.

As a UIA member, Oregon State University is a participating site in the MAAPS project. The UIA provided OSU with a $749,388 sub-award from the First in the World Grant (US Dept. of Education) to be distributed over the four years of the project.

Beginning in Fall 2016, the three new MAAPS advisors at OSU will provide intensive, pro-active advising to a cohort of 450 low income and/or first-generation incoming undergraduate students. A control group of similar students will receive the standard academic advising services offered by OSU. Over the next three years, this longitudinal study will track 10 key success metrics for students in both groups. Across the UIA, the goal is to replicate or exceed the 9% - 14% increase in retention rates for at-risk students consistently observed by similar smaller-scale studies and programs.

Oregon State University was awarded $515,000 through the Association of Public and Land Grant Universities (APLU) to support accelerated adoption of adaptive coursework and personalized learning systems in undergraduate courses. Funding will be used to offer individual and department-level incentives and create a support team of professionals to aid in implementation across the target departments.

The goal is to incorporate interactive computer software to help improve the learning and knowledge retention of college students, especially to overcome the hurdles of highly complex mathematics and science. The project will directly support our institutional goals of raising the first-year retention rate at OSU from 83.8% to 90% and raising OSU’s six-year graduation rate from 63.1% to 70% for all undergraduate students.

This year, OSU’s TRIO SSS program was awarded the SSS STEM grant in addition to the standard program award. The total award has increased to $466,000/year from the Department of Education and will be used to support 295 first generation, low income, and/or students with disabilities as they earn their undergraduate degree from OSU. With the addition of the SSS grant, the program has doubled the size of their professional staff. The new academic counselors are both women of color with extensive experience and varied personal stories that help them identify with and support the SSS student population.

Oregon State University secured $475,000/year grant from the U.S. Department of Education’s Office of Migrant Education to become the site of a High School Equivalency program (HEP) for migrant and seasonal farm workers seeking their high school diploma. The program will be housed with the CAMP and SSS TRIO programs. The first year of the program will include hiring 3-4 staff members and recruiting 38 students.

Oregon State University received $60,554 through the University Innovation Alliance (UIA) from the Bill and Melinda Gates Foundation to help support adoption of IPAS tools for student success.

EOP students were awarded $39,499 in scholarships from private donors and the Alumni Association.
EOP was awarded $8400 by the Women’s Giving Circle to fund an EOP Student Advisory Council.
EOP secured an $8000 research award from Escampus to conduct research on underrepresented students’ perceptions of online learning.
Air Force ROTC received a grant to upgrade the program’s technology resources.
Navy ROTC students where presented with 12 perpetual plaques, 34 awards, 9 medals, and 23 monetary scholarships, 4 swords, 3 jewelry boxes, 1 clock and 1 set of officer rank insignia totaling over $14,000 in awards and scholarships.