

Introduction

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Oregon State
University
Self Study
2001

Introduction

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Introduction



The Oregon State University Mission charges the University to stimulate a lasting attitude of inquiry, openness, and social responsibility, and expresses OSU's commitment to provide excellent academic programs, educational experiences, and creative scholarship.



Executive Summary

Significant changes have dominated Oregon State University (OSU) during the past decade. While the basic land-grant mission of the University has not changed, the context in which the University pursues its mission continues to be transformed.

As the University enters a new century filled with a new set of challenges and opportunities, it seems particularly appropriate to reflect on past events and accomplishments, assess present circumstances, and prepare for future considerations. During the past ten years, the University has experienced growth, some retrenchment, new directions, and renewed commitments. Above all, it has experienced a decade of dramatic change. It is opportune that the University's full accreditation self study is occurring at this time.

OSU's future is built on the foundation of its past and present achievements. Institutional quality, both academic programs and administrative services, have, by most measures, been improved. The caliber and productivity of the faculty has never been higher. OSU students are brighter and more diverse than ever before. The demand for an OSU educational experience is at an all-time high and is growing. The University has maintained a commitment to access, while continually setting new standards of excellence through its mission of teaching and learning, research and discovery, and meaningful engagement with the constituents it serves. Throughout the self study, there are references to the University's goals of creating a compelling learning experience (teaching and learning), finding new and innovative ways to aspire to top-tier status (research, scholarship, and innovation), and reaching out to the citizens of Oregon with the promise of educational opportunities (services and outreach). The three goals mirror and extend the traditional mission of a land-grant institution, as well as provide a context for fulfilling OSU's mission as a contemporary research university.

OSU has consistently prepared students to meet the needs of a changing world society while encouraging their personal and professional growth. The University is keeping more of Oregon's best and brightest students in the state for their college education, making important and significant contributions to the vigor of the state and national economies, and serving an increasing number of lifelong learners. OSU is succeeding in preparing students for active and effective participation in a world where knowledge grows exponentially and technology changes even more rapidly. Today the University is charting a new course with energized vision. One initiative focuses on the creation of the first branch campus by a public or private institution in Oregon, while another strives to make the state's most comprehensive engineering curriculum among the top twenty-five in the nation. The University has the expectation of reaching new heights of national stature through excellence and innovation, while at the same time serving the diverse and ever-changing needs of Oregon citizens.

During the past decade, a number of challenges occurred over which the University had no control. Each biennium, the University renews its collective efforts to develop viable new initiative strategies designed to remedy perennially persistent problems. However, state assistance for higher education continues to be chronically anemic. Without a sustained infusion of state funds and a championing commitment to higher education by the Legislature and the citizens of Oregon, several problems will continue to strain the University's ability to find practical solutions. Faculty salaries, for example, continue to be below those of OSU's peer institutions. This fact was noted in both the 1990 and 1995 accreditation site visits. The ability of the University to be competitive in the recruitment and retention of outstanding faculty members will continue to be a challenge in the coming years without sustained support from state appropriations. A concern also



The University is poised for reaching new heights of national stature through excellence in what we do and innovation in how we do it, always continuing to serve the diverse and ever-changing needs of Oregon citizens.

exists with regard to deferred building maintenance. Although this is a problem common to all of the Oregon University System (OUS) institutions, it is becoming particularly acute at OSU. There are also internal issues that will necessitate careful attention by senior administrators and the entire University community during the coming decade. Enrollment management will require careful and prudent attention because of the University's desire to attain greater diversity, to continue the current trend in improving the quality of its new students, and to sustain prudent growth as enrollment figures are linked to the new budget funding model. During the coming decade, new academic programs will be initiated, and existing programs will need to be retooled so they are responsive to the diverse needs and demands of potential students. Programs that are determined to be no longer viable will need to be terminated. Tough decisions, following careful review, analysis, and consensus, will be required of the OSU enterprise.

Standard 1: Institutional Mission, Goals, Planning, and Effectiveness

OSU has a newly revised mission statement that incorporates clearly-stated University goals and values. Although the words have been changed, the basic land-grant tenets of the mission remain the same: teaching and learning, research and scholarship, service and outreach.

The mission and goals together give synergy and direction as the University enters the 21st century. Academic and administrative units develop annual and biennial budgets and identify their individual planning goals and strategies in light of the University's stated mission and goals. The mission and goals allow the University to rapidly adapt to changing environmental conditions. The traditional obligation to serve the local community and the state has been greatly expanded to include a national and international perspective. The University is continuously examining and taking advantage of its strengths, addressing and ameliorating its weaknesses, and tackling new

challenges. OSU has the capacity to identify specific areas for future growth, and its mission statement provides a springboard to foster excellence.

OSU engages in ongoing planning to achieve its mission and goals, although this process has dramatically changed over the past decade. The University's current approach to planning is decentralized and non-traditional, but it yields tangible results. Evaluation and assessment are ongoing activities, both at the institutional level and in the individual academic and administrative units. Success has followed effort. Planning and evaluation is balanced by incremental decision making that is responsive to the rapidly changing playing field in which the University operates. The traditional rubric of strategic planning is seen as cumbersome, time-consuming, and largely unresponsive to OSU's dynamic needs. Planning today must be quickly responsive through shared experiences and collaborative decision making. The continuing challenge is to find innovative ways to accomplish OSU's mission and goals with fiscal responsibility and accountability.

Standard 2: Educational Program and Its Effectiveness

OSU has focused its educational program efforts on its three strategic goals. The University continually reaffirms its commitment to: (a) extending the University into every community in Oregon; (b) creating an atmosphere of intellectual curiosity, academic freedom, diversity, and personal empowerment; and (c) enhancing the quality of undergraduate and graduate educational opportunities that help lead to the creation of top-tier instructional programs. With regard to these stated goals, the University has developed and implemented a decentralized model of assessment that demonstrates the effectiveness of its educational program.

Implementation of the Baccalaureate Core in 1990 significantly strengthened the general education component of the undergraduate program. The wide selection of Core courses available to students provides learning outcomes in skills, per-

spectives, and synthesis. Also featured are an emphasis on critical thinking and writing skills, as well as a recently reviewed and improved curriculum in Difference, Power, and Discrimination. Students have responded favorably to the Core, and employers have indicated satisfaction with the quality of OSU's graduating seniors.

OSU has established several innovative dual enrollment/joint admission agreements with community colleges, allowing participating community college students to make a smooth transition to OSU. Efforts to increase student retention have been successful, with the rate of retention increasing eight percent over the past four years.

Retention strategies have included introducing new approaches for recruiting high ability/high achieving students, expanding new student orientation activities, developing a sense of campus community, establishing student-student and student-faculty mentorships, and improving various aspects of student learning experiences. Student satisfaction with the quality of advising has also improved, due in large measure to a series of Academic Advising Workshops offered since 1997, as well as greater attention to student advising on the part of colleges and departments.

OSU continues to build on its reputation as an outstanding institution offering a comprehensive education. Where classroom lectures, library research, and occasional fieldwork were once the main learning mechanisms, now a myriad of technological innovations provides new and exciting ways for OSU to impart knowledge. Universal access to education has taken on a new meaning as interactive satellite and internet connections have made it possible to take a wide range of classes off campus. To prepare all students for effective participation in today's society, OSU has repeatedly shown that contemporary curriculum needs to effectively bridge the arts and sciences and professional disciplines, connecting past to future and theory to experience, providing the basis for conversation across cultural differences and professional specializations, and

developing the capacity for critical inquiry and understanding.

OSU is devising and implementing educational methods that utilize technological advances, create opportunities for hands-on learning and mentored research, revitalize its commitment to undergraduate teaching, and strengthen its technical and specialized programs. The challenge will continue to be how best to meet the intellectual and professional needs of a vibrant and demanding student body that is interested in acquiring the best possible educational experience.

Standard 3: Students

Student programs and services at OSU support the achievement of the University's mission and goals by contributing to the out-of-classroom education of OSU students. An array of co-curricular opportunities complement and supplement academic areas and provides students with various services deemed necessary for a holistic college education.

Student Affairs and Academic Affairs have noted success with the new three-tier orientation program; new marketing, recruiting, and retention efforts; the new Minority Education offices, and newly expanded scholarship opportunities. A point of pride is the advanced electronic network that provides high-quality data and enables self-service features that can be directly accessed by students and faculty.

Student Affairs is guided in its activities by its *Campus Compact: A Statement of Vision, Values, and Commitments*. To help serve students more effectively and efficiently, several critical areas will be addressed in the near future. These include: (a) the re-establishment of a Dean of Students position; (b) a more engaged and responsive leadership model for Student Involvement, particularly those units that deal with diversity, Greek life, and women's programs; (c) a more academically aligned Residential Life program; (d) improvements in diversity programming; and (e) more responsible academic advising and learning support for students.



The University works to further its service to students through co-curriculum activities that complement academic areas and help provide a holistic college experience.

Standard 4: Faculty

OSU faculty members are heirs to an academic tradition that blends national and international leadership with a linkage to the people of Oregon. Faculty teach, develop, and manage educational programs, advise students, conduct scholarly activities, and provide a wide range of public services throughout Oregon, the nation, and the world.

During the past decade, several changes have directly or indirectly impacted OSU's faculty members. The promotion and tenure process was thoroughly reviewed and modified in the mid-1990s. Assigning Extension Service faculty to academic homes in 1995 emphasized the importance of individual position descriptions and the statewide mission of the University. The post-tenure review process, now being introduced, will be a way to help faculty members maintain a high level of productivity throughout their academic careers. Faculty are actively involved either directly or through representation in the governance of the University, including changes and improvements to curricula, academic policies, and the budget allocation process.

Several chronic problems remain largely unresolved since 1990. Over the past decade, faculty salaries have continued to fall in relation to peer institutions, despite a 5.25 percent salary increase in the 2000-2001 academic year. In some disciplines, faculty recruitment and retention is a persistent issue. Faculty need new facilities, updated equipment, more space, more staff, and larger operating budgets.

The number of research awards and the total dollar value of research expenditures have risen during the past decade, although OSU rankings have slightly slipped when comparisons are made with other universities. Although the University continues to make significant advances in securing research grants and contracts, OSU peers are also moving ahead and attaining higher levels. At the same time, OSU is becoming increasingly involved in large, multi-investigator, multidisciplinary, and multi-institutional research projects.

In the past decade, the University has changed the definition of research to include both scholarship and creative activities. Scholarship and creative activity are also understood to be intellectual work that is validated by peers and communicated not only through professional journals and monographs, but also through formal presentations at professional meetings and comparable peer-evaluated forums. These changes are now reflected in the promotion and tenure guidelines.

Where research was once the domain of faculty and a few select students, undergraduates are now increasingly involved as partners in discovery. Like all land-grant institutions, OSU is devoting more research efforts toward scientific applications and social ends. The creation of knowledge and its transmission to present and future generations through outreach programs such as the Extension Service is the very essence of a public research university. Today these efforts are aided by new technology and cooperative investigative approaches that are breaking down barriers among faculty, students, disciplines, and colleges. Despite these expectations for creating and communicating new and applied knowledge, OSU continues to operate on limited public funds and is increasingly reliant on public/private partnerships and other sources of support.

Standard 5: Library and Information Services

During the past decade, the technology explosion has redefined how information is created, shared, used, and stored. Recognizing the need to coordinate the diverse technology service of the University, OSU created the Division of Information Services in 1994. As part of this reorganization, the Valley Library was merged with the University's information technology units. Several years later, a response to the need for infrastructure enhancements and technological information services across campus, coupled with a lack of adequate budgetary oversight, resulted in the Division incurring a \$5.6 million deficit.



Faculty at OSU teach, develop, and manage educational programs while advising students, conducting their own scholarly research, supervising student research, and serving the University and its constituencies in the state, the nation, and the world.

Despite the deficit and limited resources for the past five years, significant improvements and contributions in this area have been realized. The Valley Library was significantly expanded, and was also recognized as Library of the Year. The University was named one of the “most wired colleges” in the nation in terms of the effective use of the Internet and other electronic aids for students. Hundreds of Web-based courses were developed by faculty and staff as part of an expanded distance and continuing education effort.

In addition to the deficit reduction, the biggest challenge continues to be inadequate funding for various units of Information Services. The OSU Libraries is particularly interested in improving its financial situation so they can achieve the minimum requirements for membership in the Association of Research Libraries.

Standard 6: Governance and Administration

OSU has a long tradition of collaborative and shared governance. The University’s structure allows for active participation on the part of faculty, staff, and students in making meaningful contributions to the institutional mission and goals. OSU has a “strong dean” structure in which fiscal and administrative decisions are made by deans at the college level and by vice presidents and vice provosts at the administrative level. The faculty has a vigorous and active Faculty Senate, and students have an equally robust Associated Students of OSU organization that provides avenues and forums for meaningful contributions to the operational and policy decisions of the University.

The past decade has seen a large number of personnel changes at the senior administrative level. In 1993, the duties and responsibilities of all administrators were adjusted, and since that time have evolved to better reflect the University’s mission, goals, and values.

A comprehensive examination of the programs and organizational structure of the College of

Home Economics and Education is currently underway. In addition, the faculty and administration will soon become involved in the complex process of creating a new branch campus in Central Oregon. As the Oregon University System (OUS) continues to become more decentralized, and OSU is granted greater autonomy in terms of its own future, continual improvement of the communication linkages among all governance and administrative bodies will be needed. Also during the next several years, OUS and its member institutions will be involved in a comprehensive review of documents relating to policies and procedures. Additionally, the University has acknowledged the need for improvement in the area of institutional research and will be reorganizing this function to expand its efforts and improve its effectiveness.

Standard 7: Finance

From a financial perspective, the past decade has been remarkable and anything but routine. The passage of Ballot Measure 5 in 1990 resulted in major budget shifts away from state appropriations to higher education. As a result, academic programs were merged, reduced, or terminated. Some staff positions were lost. Student enrollment declined for six years. In response to these changes, the organizational structure of the University was redefined. Administrative processes and products were scrutinized, resulting in numerous changes and modifications. In an effort to increase revenues and help make up funding deficiencies, tuition and fees were raised, grant and contract applications were increased, and fundraising efforts were expanded.

In addition to the decline in state appropriations, the University has also had to deal with intense competition for new faculty hires, relatively low faculty salaries when compared with peer universities, and an increasing dependence on revenue from tuition and fees, all while facing significant cost increases in a wide array of budget elements.

The OUS adopted a new funding model in 1999. The challenge has been to clearly define how the



Despite impressive gains in the past five years, the University’s goal remains to improve support for the OSU Libraries toward achieving membership in the Association of Research Libraries.



The OSU campus is both beautifully landscaped and well-managed—despite chronic financial deficiency for maintenance.

University will distribute the budget appropriation to sustain existing base budgets, provide funds for improvements to existing programs and services, and still find the resources required to encourage and support new initiatives. Under the new budget funding model, funds are increasingly being identified for particular needs, rather than flowing traditionally through the organized structure. The University is continuing to explore ways of improving the dissemination process of budget allocation information. The highest priorities for future budget initiatives include promoting excellence in the educational environment, increasing student financial aid, enhancing faculty and staff salaries, and addressing the deferred maintenance backlog.

The organizational structure associated with fundraising activities has recently been changed. Development officers who previously resided in colleges have been merged into the OSU Foundation, Inc. Since 1990, the Foundation has received donor contributions totaling nearly \$300 million. Working in collaboration with OSU's president, the Foundation has identified six fundraising initiatives designed to help support the University's goals and strategic initiatives. These include supporting a comprehensive approach to education and training; strengthening programs in the humanities, arts, and sciences; advancing technology; conserving and astutely using natural resources; improving human health; and assisting in the resurgence of OSU athletics.

Standard 8: Physical Resources

OSU has a beautifully landscaped, well-managed campus despite chronic deficiencies in financial resources. During the past decade, the University has enjoyed the construction or expansion of twenty-five major buildings totaling more than \$150 million. All academic programs are ADA accessible, and efforts are underway to make all buildings fully accessible.

While these new or modified changes to the University's campus are gratefully acknowledged, they have come at a price. Once approval has

been granted by the Legislature, the state provides little or no operating and maintenance funding for continued upkeep and maintenance. The lack of adequate resources to maintain University facilities has resulted in a deferred maintenance backlog that exceeds \$50 million and plant adaptation needs that exceed \$130 million. In addition to building deterioration, many departmental classrooms and labs have obsolete equipment, outdated technology, and inadequate furnishings, or are in need of refurbishment. Two buildings have been identified for demolition. These conditions have required Facilities Services to streamline operations and maximize limited resources.

Still, these economies of scale can only be stretched so far. Projected student enrollment increases in the next five years will place even greater demands on already limited space and facilities. New and innovative strategies are continually being examined to make the most effective and efficient use of extremely limited resources.

Standard 9: Institutional Integrity

A long tradition of clearly defined and articulated policies and procedures guide the University's approach to integrity, ethical standards, conflicts of interest, personal and academic freedom, and communication with the public. The policies and procedures directed to OSU from the state and the Oregon State Board of Higher Education through a series of statutes, rules, and directives are employed consistently and congenially.

The University, through its own set of policies, procedures, and regulations, consistently applies the values articulated in the University's mission statement. The mission statement includes a set of values that the University promotes and practices, including institutional accountability, diversity, respect, responsibility, and truth.

Future efforts will be directed at updating (and keeping current) the University's policies and procedures handbooks and manuals, including the Faculty Handbook. The University will continue the practice of placing policies and procedures on

the Web. A one-stop Website for these documents will be designed to allow ongoing input from faculty, staff, and students.

In the next several years, OSU will be participating in an OUS-led review and edit of the state and system level statutes, rules, policies, and procedures. This process will continue the decentralization, resulting in OUS institutions having greater autonomy to make decisions in areas that are currently the purview of the Oregon State Board of Higher Education or the Chancellor's Office.

History and Overview

OSU has a long, proud tradition of instruction, research, and service to Oregon and the local community. The University's programs have become tightly woven into the social and economic fabric of the state. Accordingly, high-quality education for Oregon citizens, and assistance in the effective use of human and natural resources dominate the priorities of the University. Today that tradition of higher education excellence extends far beyond county and state boundary lines. As a nationally ranked and internationally respected comprehensive higher education institution, OSU is committed to providing a wide array of quality educational programs in the sciences, liberal arts, and selected professions. In addition, OSU is committed to providing research, knowledge, and services that will benefit the citizens of Oregon, the nation, and the world.

Located in Corvallis, a city of approximately 52,000, OSU retains the ambience, friendliness, and convenience of amenities found in a small town. Corvallis lies in the heart of the beautiful Willamette Valley, at the confluence of the Willamette and Marys Rivers, about an hour's drive from the Oregon coast to the west and the Cascade mountains to the east. The larger metropolitan cities of Portland and Eugene are eighty-five miles to the north and forty miles to the south, respectively.

The University originally occupied a site on Fifth Street between Madison and Monroe Avenues in

downtown Corvallis. In 1868, the State Legislature designated Corvallis College as the "agricultural college of the State of Oregon." To make sure the state's designated land-grant college remained in Benton County, the local citizens purchased a thirty-five-acre farm west of downtown Corvallis in 1871. The first Oregon Agricultural Experiment Station was established on the Lower Campus college farm in 1888. The College moved from downtown Corvallis to the present campus site, occupying Benton Hall (also a gift of the citizens of Benton County) in 1889.

In 1909, the Olmsted brothers, famous for their design of Central Park in New York City, were commissioned by OAC President William Jasper Kerr to design a master plan for the campus. Their plan featured an open, pedestrian-oriented campus core with strategically placed and functional quads as the basic organizing component, and called for buildings of similar styles to be constructed with similar materials.

The College began to expand statewide with the building of the first off-campus Agricultural Experiment Station in 1901 and the formation of the state's Extension Service in 1911. Agricultural Experiment Stations and Extension Service offices were established in the ensuing years to provide an OSU presence in each of Oregon's thirty-six counties.

In addition to the main campus, OSU today owns, leases, and operates several experimental farms, an arboretum, and two teaching/research forests (McDonald and Dunn Forests). The land managed by OSU totals 54,847 acres, most of which is located adjacent to or minutes away from the OSU campus. As part of OSU Statewide, the University now has forty OSU Extension Service offices; twelve Agricultural Experiment Stations scattered throughout the state, including the new



"Our lives are to stand as testimonials to the efficacy of the work that our college is doing. Education, true education, such as our own college gives us, is preparation both for a life of appreciation of the world and for a life of service to the world.... OAC has contributed in a wonderful way to solving the multitude of problems arising in the state; but the improvements which have been made in the past few years, great as they are, are small compared with those yet to be accomplished."

—Linus Pauling, Senior Class Oration, 1922

OSU Today



- OSU is one of the nation's premiere land-grant, sea-grant, and space-grant universities. It is one of only ten in the nation with all three designations.
- The Carnegie Foundation has classified OSU as a Doctoral/Research-Extensive University. It is one of only two in Oregon and one of only four in the Pacific Northwest with this highest institutional classification (the others are the University of Oregon, the University of Washington, and Washington State University).
- OSU is one of seven institutions within the Oregon University System and adheres to the policies of the Oregon State Board of Higher Education.
- OSU is a member of the National Association of State Universities and Land-Grant Colleges. It is one of only sixty-eight institutions in the nation and the only one in Oregon designated and dedicated to providing research-based Extension Services throughout the state.
- OSU is one of only thirty-three universities in the nation to offer ROTC training and commissions in all three major branches of military service.
- OSU offers more degree programs (220), attracts more high school students with the highest GPA (3.46), and hosts more recruiters than any other public institution in Oregon. (Over 400 organizations annually send recruiters to the campus.)
- OSU has awarded 163,184 degrees and enrolled more than 356,000 students since its founding.
- OSU students come from every county of the state, every state in the nation, and more than eighty countries.
- OSU has 16,777 students (Fall Term 2000): 53 percent are male and 47 percent are female; 82 percent are undergraduates; 78 percent are Oregonians; 87 percent are full-time; 25 percent are 25 or older; 14 percent are students of color, and 7 percent are international students. A total of 2,831 faculty members (all ranks) and 1,311 classified staff are employed by OSU.
- OSU has more than 114,881 alumni residing in all 50 states and in 129 countries. About 55 percent reside in Oregon.
- OSU participates in intercollegiate athletic programs as a member of NCAA Division IA and the prestigious Pacific-10 Conference. Men's programs include football, basketball, wrestling, baseball, crew, soccer, and golf. Women's teams compete in volleyball, basketball, gymnastics, swimming and diving, softball, soccer, crew, and golf.
- OSU is a public (state-assisted), coeducational, four-year comprehensive research university which operates on a quarter-term academic year calendar, and is authorized to offer baccalaureate, master's, doctoral, and first professional degrees as well as undergraduate and graduate certificates.

Food Innovation Center in Portland; the Mark O. Hatfield Marine Science Center located in Newport on the Oregon Coast; and the OSU Seafood Laboratory in Astoria.

The University currently collaborates with five Oregon community colleges to offer dual-enrollment programs, and in the fall of 2001 will begin to offer undergraduate and graduate degree programs at Oregon State University-Central Oregon, OSU's new branch campus in Bend. For multiple purposes and functions, the University also operates the OSU Portland Center and the OSU Central Oregon Center in Bend. Student advising offices are located in Beaverton's Capital Center and in Coos Bay and Salem. Degree programs are offered in conjunction with most of Oregon's community colleges and are delivered in several cities. In addition, numerous international programs and offices are geographically distributed throughout the world.

In 1889, Corvallis College consisted of just one building, Benton Hall, which housed the entire operation of the college, including classrooms, research laboratories, library facilities, faculty offices, administration offices, and physical maintenance. Today, OSU is a higher education enterprise and research engine with approximately seventy-five educational, research, laboratory, and service facilities located throughout the state.

The First 120 Years

Oregon State University, the oldest state-assisted college or university in Oregon, is now in its 133rd year of existence. The University's roots go back to 1858 with the founding of an academy incorporated as Corvallis College. The curriculum of the college was typical of liberal arts colleges of the period. Classical courses were designed for those who wished to obtain a Bachelor of Arts degree, while scientific courses led to a Bachelor of Science degree. In 1870, two men and one woman had fulfilled the requirements for baccalaureate degrees, becoming the first graduates of a state-assisted college in the western United States. As a direct

result of the institution's expanding role in providing educational opportunities for students, the first advanced degree, a Master of Arts, was awarded in 1876. The first Doctor of Philosophy degrees were conferred in 1935. From a class of four college students enrolled in 1865, to a total enrollment of 16,777 in 2000, OSU has progressed to recognition as one of the finest institutions of higher education in the world.

In 1858, Corvallis Academy, the first community school in the area, became incorporated as Corvallis College. Two years later, the College was sold to a Board of Trustees with ties to the Methodist Episcopal Church, South.

The evolution of the institution from a private liberal arts college operated by the Methodist Episcopal Church, South, to a public, state-controlled institution with a unique higher education mission began on October 27, 1868, when the state legislature designated Corvallis College as the "agricultural college of the State of Oregon." The land-grant status was a direct result of the Morrill Act of 1862, which provided grants of federal land to the states for the purpose of endowing, supporting, and maintaining publicly controlled colleges. The College received 90,000 acres located in southeastern Oregon to help provide the funds required to support this land-grant mission. Even though the institution became the oldest state-supported college or university in Oregon, financial support from the state was then, and has continued to be, limited.

Until 1885, the college continued to operate under the direction of two governing boards—a Board of Trustees appointed by the Methodist Episcopal Church, South, and a state Board of Commissioners. In 1885, the state of Oregon assumed full control of the institution and operated on the approval of a Board of Regents appointed by the governor.

Following full state control, subsequent federal legislation further refined and expanded the mission of the institution, which in 1885 was renamed the Oregon Agricultural College. The Hatch Act of

1887, the Second Morrill Act of 1890, and the Smith-Lever Act of 1914 expanded the educational opportunities for Oregon citizens in the areas of scientific, technological, professional, and liberal arts fields. In addition, these federal acts helped to establish programs of research and extension work which today include the Extension Service offices in each of Oregon's thirty-six counties, as well as the research efforts of the Agricultural Experiment Stations and the OSU Forest Research Laboratory. With the sea-grant designation in 1971, OSU became one of only eighteen universities in the nation with both land-grant and sea-grant responsibilities. After the addition of the space-grant program in 1992, OSU became one of only ten universities in the nation with all three designations and three very diverse and unique areas of responsibility.

The growth and development of the institution's academic programs are further discussed in Standard 2; expanding physical facilities are addressed in detail in Standard 8.

The Past Twelve Years

The amount of change the University has experienced during the past twelve years has been nothing less than remarkable. The following section briefly highlights some of the events, activities, and decisions that shaped the past decade and continue to impact the University in the first decade of the new millennium.

Long-Range Planning

Just before the last full accreditation in February 1990, the University completed four major campus-wide efforts. The first and last of these involved long-range planning. Shortly after Dr. John Byrne became president in 1984, a significant planning effort involving the entire campus was initiated. The University collectively assessed the changing external environment, evaluated its institutional capabilities, articulated the mission statement, examined special topics, prepared unit

**"Oregon State is a great place to go to school. I like the location, the educational programs, and the fact that it's in a small college town. Oregon State has a very beautiful campus. For me, OSU was definitely the way to go."
—OSU Undergraduate Student**

plans, and developed a planning process. Four broad challenge areas emerged as a result of these activities—fostering human development, creating knowledge and beauty, assisting the economic and social development of Oregon, and establishing an environment for success. A total of 21 goals and 425 objectives were formulated in 1987 as part of a comprehensive plan to guide the University for a five- to ten-year period.

“Today’s efforts in our classrooms, laboratories, institutes, studios, and field stations will contribute to tomorrow’s economic, social, and cultural vitality. “
—Creating the Future, OSU 1990 planning document

The next planning iteration coincided with preparation of the decennial re-accreditation review of the University by the Commission on Colleges of the Northwest Association of Schools and Colleges in 1990. Since a traditional self study involves most members of a university community in the collection and analysis of information associated with specific standards, OSU decided to use this opportunity to revise its 1987 long-range plan. This effort resulted in a “non-traditional” self study. *Creating The Future*, which was published in time for the 1990 accreditation, identified ten goals and sixty-nine objectives.

Two other major activities influenced OSU’s decision to undertake a non-traditional self study. Just before the 1990 full accreditation site visit was scheduled, most of the campus faculty and staff had just been involved in an extensive revision of the general educational requirements for undergraduate students and had suffered through an aborted semester conversion effort.

The Baccalaureate Core

After several years of diligent efforts involving all of the academic units, the Faculty Senate in 1988 approved a new set of Baccalaureate Core requirements that went into effect beginning fall term 1990. The last major change to the general education requirements had taken place in the mid-1970s. The “Bac Core,” as it has come to be known, requires a total of forty-eight quarter credit hours in three areas (skills, perspectives, and synthesis) and a writing intensive course in the student’s major. A few minor adjustments to the Bac Core have been implemented during the

past decade, including greater emphasis in the perspective area of Difference, Power, and Discrimination.

Semester Conversion

In 1987 the Oregon State Board of Higher Education decided to change from the current quarter calendar system to a semester system to be implemented in 1990. The Board’s decision, however, ran afoul of faculty, students, business leaders, legislators, and community colleges. The Board had provided no funding for the conversion and had not investigated the implications of such a change. Nevertheless, OSU proceeded as directed to convert all of its courses and academic programs from quarters to semesters. This monumental undertaking was three-quarters complete when the Board decided in 1988 to suspend plans for the semester conversion.

Looking on the bright side, the University wisely used the semester conversion exercise as an opportunity to continue a thorough and thoughtful review of both its curriculum and its academic degree programs. The possibility of converting to semesters is once again being discussed by the Board, the Chancellor’s Office, and the System’s seven institutions. An exchange of faculty views on this subject was recently placed on OSU’s Faculty Senate agenda.

Ballot Measure 5

In the November 1990 general election, just nine months following the last full accreditation, the citizens of Oregon approved Ballot Measure 5, a property tax limitation measure similar to California’s Proposition 13, which had been passed a few years earlier. Although Ballot Measure 5 was to be phased in over the following three bienniums rather than all at once, the detrimental effects were nonetheless swift, immediate, and devastating to public four-year, higher education institutions in Oregon. The phase-in dramatically reduced the level of the state’s higher education appropriation. In the first year following the passage of Ballot Measure 5, OSU enrollment

decreased by 1,109 students (-7.4 percent).

Enrollment continued to decrease until fall term 1996 when it reached a thirty-year low with just 13,784 students. Coinciding with the enrollment decreases was a corresponding increase in tuition and fees that were imposed to reduce and help offset the impact of a \$12.5 million decrease in the Education and General Funds allocated to the University by the state government.

In the face of these unprecedented budget cuts, the University was forced to terminate several academic programs and either close or merge several departments and colleges. For example, undergraduate degree programs were terminated in Journalism; Religious Studies; and Hotel, Restaurant, and Tourism Management. The Departments of Journalism, Religious Studies, and General Science were closed, and the College of Home Economics and the College of Education were merged. Students and their parents found the tuition and fee increases and the instability of the University's academic program offerings unsettling. Many of Oregon's best and brightest students opted to go to other states to pursue their higher education experience. Many graduating high school students who stayed in Oregon chose to attend a community college for two years before transferring to a four-year institution to complete their baccalaureate degree program. Students and parents were faced with difficult financial and educational choices due to the rapidly increasing costs of attending OSU or other OUS institutions.

In the ten years since the passage of Ballot Measure 5, tuition and fees for a resident undergraduate student have risen over 95 percent. Today, OSU has a tuition and fee rate that is among the highest in the western United States. Although the worst of the budgetary repercussions associated with Ballot Measure 5 have now passed, the ripple effects of this destructive measure will continue to linger in Oregon and at OSU for many years to come.

Total Quality Management

The primary goal of Total Quality Management (TQM) is to increase customer satisfaction through continuous improvements in the quality of services and/or products. This was a business concept which was tried and tested at OSU and other higher education institutions across the nation during the early 1990s. In the fall of 1989, the University embarked on a seven-year effort to discover ways to focus in on its customers, to adopt a philosophy of continuous quality improvement, and to more effectively utilize limited human and financial resources to improve the University's many services, programs, and products. OSU's vision of TQM was to involve the entire University community and to enhance the quality of the University's many and varied academic and administrative endeavors.

Where academics were concerned, new TQM courses were introduced in the Colleges of Business and Engineering. TQM teams were formed across campus.

Individuals who performed or were directly affected by the specific services being scrutinized were asked for suggestions and recommendations for improvements. The TQM teams were empowered to identify ways to improve services and products by making them more efficient and effective, streamlining particular processes, eliminating waste, and reducing costs. A quarterly newsletter was produced and an annual TQM Fair was held to celebrate successes.

Numerous assessment surveys to evaluate customer satisfaction were developed and administered from 1990 through 1996. From 1991 to 1993, OSU was considered to be one of the leading higher education institutions in the country using the TQM approach to assess and implement changes that enhanced the services, programs, and products considered vital to a healthy university. This period of TQM efforts was particularly timely because it coincided with the budget cuts imposed as a result of Ballot Measure 5.



Efforts in private fundraising made the extensive renovation of the Valley Library a reality despite major financial setbacks as a result of Ballot Measure 5's impact on state funding.

Administrative Review Committee and Leadership Implementation Team

At the close of the 1991 legislative session, the Board Administrative Review Committee (BARC) was established in response to a budget note to Senate Bill 5519. BARC's mandate was to conduct a comprehensive administrative review of the Oregon State System of Higher Education (OSSHE). In doing so, BARC developed budget reduction guidelines and asked OSSHE colleges and universities to develop scenarios in which administrative costs would likely be reduced by 10, 20, and 30 percent respectively for the subsequent three biennia. At each level of cuts, the colleges and universities were to comment on the impact the identified cuts would have on their institutions. OSU's share of the reduction in the higher education appropriation was \$12.8 million for each year of the 1991–1993 biennium. OSU's 1993–1995 biennium budget process was required to prepare for cuts in its state-appropriated funds of \$23 million for each year of the biennium, with up to half of these cuts taken in administrative/support functions.

OSU established an Administrative Review Committee (ARC) comprised of deans, faculty, staff, and a student to work with a project team from the KPMG Peat Marwick consulting firm to assess the University's administrative cost/structure. ARC undertook this review in order to identify ways to improve the effectiveness and efficiency of its services, thus minimizing budgetary impacts on the University's academic programs. In 1992, ARC developed six major recommendations:

- Reduce the number of leadership and management positions.
- Reduce the number of Assistant and Associate Vice Presidents, non-academic Deans, and Directors. Realign and consolidate departmentalized and fragmented functions.
- Consolidate academic and program administration.
- Consolidate selected business processes and activities into a central location and streamline and simplify essential processes and procedures.

- Outsource, privatize, or eliminate functions currently provided internally.
- Continue the investment in the Banner software program, or complete a requirements definition study to identify computing needs, search the market for attractive vendors, purchase software, and implement new systems.

The OSU Leadership Implementation Team (LIT) was formed to analyze the recommendations presented in the KPMG Peat Marwick/ARC report. Three LIT subcommittees were established to evaluate ARC's six major recommendations. LIT's evaluative process was guided by the University's mission and vision statements. As a result of this 1993 review, the following changes were implemented:

- The organizational structure of the University was significantly modified. The President and Provost were moved to the same box in the organizational chart, but separated by a dashed line to recognize the Provost's position as the chief academic and operating officer of the University and acknowledging the close working relationship between the President and the Provost and Executive Vice President.
- The organizational structure was modified to: (a) emphasize the centrality and interconnectivity of the University's education, research, and service mission, (b) reflect the role that student activities play in the achievement of the University's mission, and (c) recognize the need for the Chief Institutional Advancement Officer and the Director of Intercollegiate Athletics to report directly to the President.
- Administrative processes were significantly impacted by the LIT's recommendations. Fourteen University Process Review (UPR) teams were established to evaluate existing campus processes and to make recommendations on improving their effectiveness and efficiency. UPR teams mapped existing processes, gathered customer information, and used benchmarking techniques to develop proposals for improvement. The areas impacted included academic recruiting and hiring, accounts receivable, budgeting, classified and management service recruiting and hiring processes, curriculum, employment



Loss of revenue prompted a comprehensive administrative review of the University to determine the most efficient means of maintaining its services and minimizing impact on academic programs.

reporting, general ledger review, grant and contract accounting, payroll, purchasing and accounts payable, remodeling, student recruitment/new student programs, travel, and waste management.

- LIT considered ARC recommendations for elimination and outsourcing, and after careful consideration, supported the following, among others:
 - Horner Museum should be closed.
 - The Hatfield Marine Science Center Aquarium and the OSU Press should become fully self-sustaining.
 - The OSU Portland Center should become a more effective, more self-supporting operation or be terminated.
 - The OSU Book Store contract should be renegotiated.
 - Quick Copy/Mailing Services and Grounds Maintenance should be retained and not outsourced.
- The ARC recommendation to consider academic mergers was set aside. A special task force commissioned by the Provost later concluded that the University would be better served by concentrating its efforts on strengthening the quality and effectiveness of its educational programs rather than merging existing programs.
- A special committee explored extended education at OSU and recommended a restructured model with the establishment of an Office of Extended Education, headed by a Dean, that would include the OSU Extension Service and the Office of Continuing Higher Education. This change was an important forerunner of OSU's Statewide effort, which was implemented in 1996.

This two-year period of intensive review and self-examination, which was followed by fundamental changes in the University's organizational structure and many of its academic and administrative processes, represented an important assessment and planning process. Strengths, weaknesses, and challenges were identified. Because much of the campus was involved to a greater or lesser degree, a formal strategic or long-range planning effort was sus-

pending. Instead, the University developed a vision statement (1992) and a set of aims (1995) to help focus and guide future goal planning endeavors.

Budget Deficits

In 1995, OSU converted from the Financial Management System (FMS) to the new SCT Banner Financial Information System (FIS) and Data Warehouse. While FIS had some distinct advantages over the old financial information program, there were difficulties in monitoring unit budgets. Before FIS, the Office of Budgets and Planning generated monthly budget status-at-a-glance reports that were used by the President's Cabinet to monitor the financial management of individual units within OSU. Unfortunately, these monthly reports were not reinstated when the new system came online. As a result, the President's Cabinet was no longer provided with the information necessary to notify units that were incurring deficits.

As a result of this situation, and the absence of central oversight, several units were operating with inadequate budget information during the 1995–1997 biennium. The ongoing Intercollegiate Athletics deficit was over \$2 million and growing (it would eventually exceed \$10 million by 1999). Other deficits included \$2 million in the College of Science and \$5.6 million in the Information Services Division. The deficit incurred by Information Services was, in part, in response to demands for World Wide Web access and Web page development for the campus, installation of student information kiosks, and the wiring of all University residence halls for Internet access.

In fact, every unit within OSU experienced severe budget challenges during the 1995–1997 biennium. The University had a \$2.5 million reduc-

“Organizations and organization charts do not, and should not, remain static. For OSU to remain a nationally and internationally recognized leader in higher education, we must continually strive for improvement. This dynamic nature of the institution should take place both in response to external forces acting upon us, but also from our desire for continuous internal improvement.”

**–President John Byrne,
September 1993**

tion in its education and general funds revenue as a result of the continuing decline in student enrollment. At the same time, budgets were being reduced across campus, the cost of labor was increasing. Unclassified salaries were increased by 6 percent, and student wages were increased to \$6.00 an hour. The University's budget reserves were compensating for these budgetary deficits, and the University remained solvent. However, the reserves were being depleted and drastic times called for drastic measures.

The central administration decided that those units with budget deficits would not be forgiven their accumulated debts. Plans were implemented to assure sound fiscal policies in the future for the entire University. A new accounting system was implemented for Intercollegiate Athletics, all administrative units were placed under a budget service center that would provide periodic budget reports, fiscal training was provided for administrators, internal and external audits of all academic and administrative units were instituted, and stringent budget reduction plans were implemented to reduce identified budget deficits, especially for Information Services, the College of Science, and Intercollegiate Athletics.

This budget deficit period was an important learning experience. Budget managers have been and know they will be held accountable. Since then, there has been continuing emphasis on the importance of sound fiscal management at all levels of the University.

Assessment

Assessment policies and practices have been a continuing, mostly decentralized function of the University during the past decade. As already indicated, two major long-range planning efforts occurred with the publication of the 1987 and 1990 planning documents. The mission statement was also reviewed and revised in 1987. These major planning efforts were followed respectively by a vision statement in 1992, a set of three aims in 1995, establishment of three major goals in 1997, and a revision of the mission statement in 1999.

In addition to these traditional strategic and long-range planning efforts, the University was also involved in reexamining its general education requirements (referred to as the Baccalaureate Core), reviewing its curriculum and academic programs in the aborted semester conversion effort, and using Total Quality Management and the ARC/LIT review process as means of identifying and improving the effectiveness and efficiency of its academic and administrative processes, services, and products.

Overall, the University has been implementing a large number of assessment policies and student outcome measurements in a generally non-systematic fashion. For example, OSU now conducts academic program reviews of both undergraduate and graduate programs on a ten-year cycle. In addition, the Curriculum Council now requires that all new courses include a statement in the course syllabus that identifies the course objectives and student learning outcomes. Most professionally accredited academic programs, such as the engineering programs accredited by the Accreditation Board for Engineering and Technology (ABET), now require assessment and student learning outcomes as integral elements of the curriculum.

In addition to these actions, a number of departments have been implementing capstone courses (Physics, for example), reviewing critical thinking aspects of their courses and programs (Philosophy), requiring a senior thesis (Honors College), and investigating the student acquisition of important skills such as team participation, computational mastery, and competency with verbal and written forms of communication (most departments).

A recent campus-wide survey revealed that every college and department has implemented multiple assessment activities, including capstone course(s), course and program objectives, current student assessment surveys, employer assessment surveys, exit interviews of students, exit or competency exams, external advisory boards, peer assessments of teaching and advising, portfolio reviews, post-graduate alumni surveys, senior research papers or theses, senior seminars, student assessments of



The University has undergone a comprehensive assessment of its undergraduate core curriculum and general education requirements to help measure student learning outcomes.

teaching and advising, undergraduate internships, and measures of expected student learning outcomes. In addition to these academic measures, administrative units are also involved in annual assessment activities, including customer surveys designed to improve and increase the level of effectiveness and efficiency while at the same time reducing costs.

The University will continue to explore viable and resourceful ways of assessing its services, programs, and curriculum in order to be fully accountable to its constituents.

New President

On January 1st, 1996, Dr. Paul G. Risser became OSU's thirteenth president. With the new president came new perspectives and new directions. Since his arrival, President Risser has effectively introduced and led numerous new initiatives. For example, he encouraged the OSU Statewide initiative to take OSU's academic programs to where students reside and help place-bound and time-bound Oregonians pursue their educational goals. As part of this new initiative, the University created the Alumni College, a partnership between the University and the OSU Alumni Association to encourage OSU graduates to continue their education as lifelong learners. Alumni College benefits include automatic admission into post-baccalaureate programs, a living transcript, and a lifetime e-mail address.

President Risser has been successful in turning previously negative trends into unequivocal successes. "Our challenge," "unprecedented opportunities," "potential," and "the momentum of OSU's progress" are phrases that have been used frequently in presentations and written reports by the President to characterize the University. President Risser has been instrumental in encouraging new strategies designed to improve the University's student recruitment. Since 1996, enrollment has increased 22 percent and student retention has increased 8 percent. A University marketing director was hired to assist with student recruitment and to advertise the many contributions the

University makes to the citizens of Oregon. The President has supported intercollegiate athletics programs, returned the University to a sound and stable financial footing, and advocated a new budget model for the University and the other System institutions.

In addition to his effective leadership, President Risser is also an optimistic visionary. He proposed three broad goals for the University: to create a compelling learning experience, to be recognized as a top-tier institution by all appropriate measures, and to make the state of Oregon OSU's campus. He has encouraged a thoughtful review of the University's mission statement, advocated having OSU's outstanding engineering programs delivered to the Portland area, supported dual enrollment partnerships with several of Oregon's community colleges, and has led the University's successful effort to establish the University's first branch campus in Bend. The President is now assisting in a major new initiative to have OSU's engineering programs ranked among the top twenty-five in the nation. Scanning the horizon, President Risser is already thinking about the technology needs of the state, the role of teacher education, health issues, and future limitations of Oregon's natural resources.

OSU Statewide

During the 1996–1997 academic year, a bold new initiative was undertaken. Several of OSU's academic programs had been delivered statewide for decades. A new initiative called "OSU Statewide" would greatly expand and outreach OSU's presence and educational opportunities to Oregonians wherever they resided. OSU Statewide was designed to deliver undergraduate and graduate courses and degree programs at locations throughout the state by varied means of delivery, including Web-based courses and programs. This outreach program has been viewed as one of the most ambitious of its kind in the nation. Through this unique program,

"The OSU Alumni College, the first of its kind in the country, demonstrates the strong commitment of OSU and the Alumni Association partnership to provide lifelong education and service to our alumni in new and innovative ways."

—President Paul G. Risser.

students could complete a degree, get a second degree, add a minor, upgrade basic and technical skills, acquire professional development training, or simply fulfill personal enrichment aspirations.

OSU Statewide replaced “Extended Education” as the name of OSU’s cluster of outreach programs and services. OSU Statewide, defined broadly, includes long-established units and programs

such as OSU’s three statewide public service units (the OSU Extension Service, the Agricultural Experiment Station, and the Forest Research Laboratory); other off-campus units and programs such as the Hatfield Marine Science Center, the OSU Portland Center, the Capital Center in Beaverton, OSU’s leadership role at the Central Oregon Center in Bend, the OSU Alumni College, the High School Outreach Program, and any

future OSU outreach programs. The new structure brought existing distance and continuing education functions together to support academic units in the delivery of OSU academic programs to various sites throughout the state and beyond.

New Budget Model

Beginning July 1, 1999, the OUS implemented a new funding model that tied state appropriations to an institution’s performance, especially in the area of enrollment. The Legislature, though approving the new funding model, only funded it at 88 percent for the 1999–2001 biennium. Complementing the OUS funding model, OSU has developed a new budget allocation process to be used in distributing resources within the University.

The OUS funding model allocates resources based on a funding matrix consisting of three discipline levels and four student levels. Funding is calculated based on a per-student FTE funding value in

each cell and the institution’s number of student FTE in each cell. OSU’s budget allocation process, however, does not use a funding matrix concept. Instead, resources are allocated from a current service level with adjustments for improvements and new initiatives. One of the guiding principles of the new budget allocation process is that it will be guided by and support the University’s mission and goals. An assumption built into the process is that some changes will be needed with each succeeding biennium of experience.

Board of Advisors

In 1999, OSU established a fourteen-member Board of Advisors. Because the University is entering a new era defined by greater independence from the OUS, there will be increased opportunities for entrepreneurial advancements. This new Board, comprised of regional and national leaders in business, education, natural resources, government, and journalism, was created to assist the University and the President in making strategic decisions and strategic investments in response to new opportunities.

Performance Indicators

In early 1997, at the behest of the Oregon Legislature, the Oregon State Board of Higher Education initiated a new project designed to refine priorities, strengthen quality, and improve the productivity of the OUS. Four goals were adopted to help guide Oregon’s public universities: access to degree programs for all qualified Oregonians, quality programs on each campus, cost-effective operations on each campus, and employable graduates. These goals, which grew out of the vision of Oregon’s public higher education in the year 2010 and are articulated in *Education Unbounded*, became Oregon law in 1997. The law directed the Board to develop measures and indicators of public higher education’s performance, and report its progress to the Legislature. This initiative represented a fundamental shift from inputs to results. Performance indicators and targets for improvement were established by each of the OUS institutions to form the

“Oregon State’s transformation

has begun by focusing on major

goals that stress continuous

improvement in quality of and

access to educational opportunity.

The transformation that is required

for recognition as the model land-

grant university of the 21st century

is successfully under way at

Oregon State University.”

—President Paul G. Risser.

basis for an information system that fosters internal improvements and provides for external accountability. The performance funding aspect of the new law now ties institutional action and expenditures to state priorities, provides accountability for public resources, and creates an incentive structure for institutional performance.

OSU has been using the performance indicator initiative as one more opportunity to systematically address outcomes assessment and accountability issues. Currently there are seven performance indicators: five which are shared with the other OUS institutions, and two that are unique to OSU. The five OUS shared indicators include retention, educational experience, research, total degrees awarded, and degree shortage areas. As part of a strategic move to help improve the quality and diversity of OSU's students, the University has added high-ability freshmen (high school GPA 3.75+) and diversity (percentage of students, faculty, and staff) as its two institutional performance indicators. Setting aggressive targets for each indicator illustrates OSU's commitment to using this assessment vehicle as a means of evaluating its mission, refining its priorities, and strengthening the quality and productivity of its programs and services. Establishing performance indicator targets, which is an ongoing and evolving process, will help to direct the University's future planning and budgeting efforts.

Economic Impact

Two separate studies, one internal to OSU and one conducted by OUS, recently addressed OSU's economic impact. Increased public interest in the accountability of public institutions has heightened the demand for this type of evidence, and institutions of higher education have responded to this interest by seeking a better understanding of the benefits of public colleges and universities.

In 1997, OSU conducted an assessment of the University's economic impact on the state and local economies. The published report indicated that OSU, its employees, students, and visitors had a combined total impact that was several

times greater than Oregon's investment in the University.

OUS's 1999 study asked, "What if OSU did not exist?" According to the statewide analysis, OSU expenditures produce up to \$532 million in output annually throughout the state. In FY 1999, Oregon's appropriation to OSU was \$116 million.

Mission and Goals

Beginning in 1998 and culminating in December 1999 with Board approval, OSU re-evaluated its mission and goals. This was a campus-wide effort that involved numerous discussions, modifications, and compromises to arrive at the final wording. The Mission Statement incorporates not only the mission of the University, but also its planning goals and values. A more thorough description of this revision to the University's Mission Statement is provided in Standard 1.

Branch Campus

Throughout much of 2000, OSU was engaged in preparing a comprehensive planning document for a new Central Oregon branch campus to be located on the Central Oregon Community College campus in Bend. The resulting plan, according to President Risser, is "truly remarkable." It brings together the most advanced approaches and technologies for higher education with superb teachers, researchers, and innovative partnerships. The plan is designed to engage the entire community in top-quality, relevant higher education. The Oregon State University-Central Oregon branch campus is envisioned to be continuously responsive to the needs of citizens living in Central Oregon.

Following an exhaustive assessment of OSU's plan and a competing plan prepared by the University of Oregon, the Chancellor's Office recommended to the Oregon State Board of Higher Education that OSU's plan be accepted. The Governor's Budget allocates \$7.2 million for the branch campus and is now being considered by the Legislature. Plans call for the new branch campus to become operational by fall term 2001.



OSU's presence in Central Oregon will be solidified with the development of a branch campus in Bend.



Self evaluation is an ongoing concern at Oregon State University. The administration is committed to being proactive on issues that affect higher education in Oregon.

Summary

As these selected highlights indicate, OSU has been actively and continuously aware of the importance of striving to meet the challenges of its mission and goals. Budget and performance measure strategies have been implemented. Planning and assessment activities have been continuous, if not systematic, with quick, decisive decisions being made in order to adjust and quickly adapt to changing circumstances, especially external factors over which the University has little or no control. The administrators of the University are positioned to respond swiftly to any external opportunity or challenge that may come its way. The University has continuously been characterized by its ability to be proactive to issues involving higher education in Oregon. Although the University tends to be traditional, OSU has shown remarkable resilience in facing years of continuous budget cuts and student enrollment decreases, while moving the University forward on a host of different and exciting fronts. Other examples of exciting developments and changes can be found in each of the nine standards.

The Self Study Methodology

The ten-year accreditation self study process was initiated in the winter of 1998. A representative from the Office of Academic Affairs attended the Self Study Workshop sponsored by the Northwest Association of Schools and Colleges, Commission on Colleges. Following this workshop, the standards were initially reviewed, a viable organizational structure was outlined, and a tentative time schedule for the self study process was drafted and discussed with OSU's liaison to the NASC, the President, the Provost and Executive Vice President, and the Vice Provost Committee. Included in these early discussions were changes that had occurred with regard to the standards since the last full accreditation effort, exhibits that would be required of the self study, the need for full campus involvement, and the importance placed on documenting unit and institutional-

wide assessment activities. A commitment was made to integrate assessment activities throughout the campus infrastructure and communicate the goals and outcomes broadly and openly.

Two OSU representatives, including OSU's liaison to the NASC, attended the 1999 Self Study Workshop. Subsequent to that workshop, an OSU Accreditation Steering Committee was formed. Robert Burton, chair of the Department of Mathematics, was appointed chair of the OSU Accreditation Steering Committee with the responsibility of directing and supervising the University's self study process. Committee members were appointed in the summer and fall of 1999, based on their knowledge of one or more of the standards, their willingness to fully participate in the self study process, and their possession of at least a moderate amount of institutional memory. Members were also selected with consideration to discipline, gender, ethnicity, and status (administrators, teaching and research faculty, classified staff, and students) to ensure a broad mix.

At one of the Committee's first meetings, OSU President Paul Risser charged the Committee to accomplish the following as part of the re-accreditation process:

- Learn as much as possible about the University and involve as many members of the campus community, both on and off campus, as feasible.
- Organize requests for information in such a way as to provide an enduring portrait of the campus, its strengths, its weaknesses, and its future challenges.
- Gather information and perspectives that can be used to look beyond the accreditation site visit, to vigorously and dynamically change and enhance the University's role in leading higher education endeavors in the new millennium.

At the same time the Accreditation Steering Committee was identified and given its charge, an OSU Accreditation Team was also organized. This team consisted of the Committee chair, staff support personnel in the Office of Academic Affairs,

and several professional individuals who, along with students, were hired under contract to provide invaluable assistance and expertise at various stages in the accreditation process.

Larry Stevens, Deputy Executive Director of the NASC, conducted the first training session and met with OSU senior administrators in November 1999. This informative session was followed by several meetings of OSU's Accreditation Steering Committee. Throughout all stages of the self study process, Dr. Stevens served as mentor and advisor to the Steering Committee and the Accreditation Team. In the early stages of the process, the chair of the Steering Committee briefed several groups on campus such as the President's Cabinet, the Academic Dean's Council, and the Faculty Senate Executive Committee, and several articles about the upcoming re-accreditation process were published in *OSU This Week*, the University's faculty and staff newsletter.

In February 2000, OSU sent four representatives to the NASC Self Study Workshop, providing them with an opportunity to gain important insights and perspectives on the accreditation work plan that had been outlined and put into motion. Assignments were made, an OSU Accreditation Website was established, meetings were held to announce the re-accreditation plan and need for participation, and strategies were initiated to examine the many complex facets of the University. The general process basically followed the guidelines outlined in the *NASC Accreditation Handbook*.

The Accreditation Steering Committee was given the task of collecting data and documenting information that would be included in the self study report, but also serve as a self-examination of each college and department based on a uniform template. The Committee prepared the first draft of the University's response to each of the nine standards, then divided into sub-committees to produce the first written drafts of each standard. At the same time, a request for college and department information was distributed using a common template.

The goal of the self study effort was to tell the University's story with simplicity and clarity. The self study report was prepared with pride and hope that it will play a significant role in shaping the future of the University. The process has helped the University learn more about itself, highlight its strengths, identify areas needing improvement, and prepare to channel future efforts and limited resources into those areas which need the most attention.

The Accreditation Steering Committee

The function of the Accreditation Steering Committee was to guide the self study process, to analyze the results of that process, and to present the findings in the form of a self study document. Each committee member was assigned responsibility for one of the nine standards, and each standard had two or more co-chairs. The co-chairs selected individuals to form a sub-committee to assist in gathering information, drafting a response to each of the sub-standards, and ensuring that all the required exhibits had been collected.

Members of the University community who constituted the OSU Accreditation Steering Committee, and the standards they co-chaired, are listed in the Acknowledgments.

The Accreditation Team

The Accreditation Team ensured that the work of the Accreditation Steering Committee was completed and the copious details of the self study process were effectively managed. The Team's responsibilities were many and varied and included working out the day-to-day details associated with completing the University's self study document; re-writing, editing, and graphically designing the final drafts of each standard; requesting and organizing information to be placed in the college and departmental notebooks; and dealing with a multiplicity of arrangements required for the site visit by eighteen



The goal of the self study effort was to tell the University's story clearly and simply, with pride and the hope that it will play a role in shaping OSU's future.

designated NASC evaluators. It was a Herculean task accomplished within a relatively tight time-frame. Names and positions of Accreditation Team members appear in the Acknowledgments.

Campus Input and Involvement

Many campus constituencies contributed input, ideas, and comments pertinent to OSU's self study. Apart from the campus input that occurred during the early draft stages of the self study process, the campus community (both the main campus and distance sites) were invited to participate (osu.orst.edu/aa/accredit). This Web page includes an introduction to the self study process, a list of Accreditation Steering Committee members, the NASC Standards, and an accreditation schedule.

Requests to review and provide comments were broadly distributed on and off campus. These announcements included articles and notices in *OSU This Week* (the weekly faculty and staff newsletter), the *Daily Barometer* (the daily student newspaper), the *Corvallis Gazette-Times*, the *Albany Democrat-Herald*, and the *Portland Oregonian* newspapers; table tents placed in each of OSU's dining halls (Arnold, McNary, and West) and in the Valley Library; messages were sent out over all of the electronic e-mail lists (including D1-D10, and F1-F3) and to special campus organizations such as the Associated Students of Oregon State University (ASOSU), the Office Personnel Association (OPA), and the Oregon State University Management Association (OSUMA). In addition, informational fliers were distributed campus-wide and placed on bulletin boards, and a special insert was prepared for the paycheck envelopes of all employees.

From this broad appeal for participation, the campus community was invited to review and comment on the self study draft. Feedback was solicited through written and Web-based correspondence. Changes to the draft were considered by the Accreditation Steering Committee and the Accreditation Team, then incorporated as appropriate.

The self study report went through several revisions. The Accreditation Steering Committee

members reviewed their own assigned standard after campus input had been made, and then requested further changes as required. All of the standards went through an internal audit by the Accreditation Team to ensure compliance with the NASC requirements. The standards were edited for content, and a common voice was used for reading consistency. Finally, the self study was technically edited for final accuracy.

The accreditation self study process has been thorough and highly informative. It has identified many of the outstanding features of the University, areas in which the University does quite well, and areas where improvements need to be implemented. This self study report will be used as an important resource when considering further significant improvements in the years to come.

Printed copies of OSU's self study report will be distributed to members of the President's Cabinet, the Academic Deans, the Faculty Senate Executive Committee, the Accreditation Steering Committee, the Valley Library, the OSU Board of Advisors, the Oregon State Board of Higher Education, the Chancellor's Office, and other units upon request. A copy will also be posted on OSU's Website.

Eligibility Requirements

OSU has verified that it meets or exceeds all twenty-five of the Northwest Association of Schools and Colleges requirements for eligibility with the Commission on Colleges:

- 1. The institution has authority to grant degrees.**
OSU is authorized by the state of Oregon to offer undergraduate, graduate, and first professional degree programs, as well as undergraduate and graduate level certificate programs. A detailed list of degrees and certificates offered by OSU is provided in Standard 2 and in the *OSU Fact Book*.
- 2. The institution has a governing board to oversee its mission and operations.** OSU is a member of the Oregon University System (OUS), which is governed by the Oregon State Board of Higher Education. The eleven members (nine regular and two students) that make up the Board are



The self study involved gathering input from several campus groups. The community as a whole was invited to participate via the accreditation Website.

appointed by the Governor. With the exception of an OUS faculty member, Board members do not have contractual, employment, or personal financial interest in the University or OUS. A Chancellor is appointed by the Board to manage the policies and affairs of the OUS.

3. The institution provides intellectual independence for faculty and students. The University upholds the value of free speech and encourages intellectual independence on the part of both faculty and students. The faculty is granted academic freedom by both policy and practice, as articulated and discussed in Standard 9.

4. The institution has a full-time chief executive officer. The President of OSU, a full-time, permanent employee of the University, serves as the University's chief executive officer. The President reports to the Chancellor of OUS, who in turn serves at the pleasure of the Oregon State Board of Higher Education.

5. The institution has a statement of mission and goals. The University is guided by a statement of mission and goals adopted by the faculty and governance bodies of the University and subsequently approved by the Oregon State Board of Higher Education in December 1999.

6. The institution serves the interests of its students. The mission and goals statements clearly state that the purpose of the University is to serve the interests of its students and the citizens of Oregon. The University's revenue is returned to its educational mission through the support of instruction, research, academic services, public service, student services, student aid, physical facilities, and auxiliary services.

7. The institution allows access to all constituents in the formulation of institutional policies.

Institutional policies are formulated with the appropriate involvement of constituent groups such as faculty, staff, students, and administrators, and are guided by the University's policies and procedures manuals.

8. The institution has programs that lead to degrees. The University offers baccalaureate degrees in seventy-eight disciplines with many different options and minors, master's degree in eighty-two disciplines, doctoral degrees in fifty-eight disciplines, and first professional degrees in two disciplines. Also offered are eight certificate programs, seven undergraduate and one gradu-

ate. These degrees and certificates are granted through twelve colleges and two schools.

9. The institution has clearly articulated degree requirements. The current graduation requirements for undergraduate degrees are printed each year in the Academic Regulations and Procedures section of OSU's *Schedule of Classes*. To earn an OSU bachelor's degree, students must complete a minimum of 180 quarter credit hours, of which 45 must be earned at OSU. Some of OSU's baccalaureate degree programs require 192 or more quarter credit hours. Master's, doctoral, and first professional degree programs require an appropriate level of additional courses that vary by program. The minimum requirement is 45 quarter credit hours for a master's degree (30 credits in residence) and 108 quarter credit hours for a doctoral degree (36 credits in residence and three full quarters of full-time enrollment). Graduate degree requirements are specified in the *Graduate Catalog*. First professional degree requirements are listed appropriately in documents maintained by the College of Pharmacy (PharmD) and College of Veterinary Medicine (DVM).

10. The institution requires a general education core for a baccalaureate degree. All baccalaureate degrees require the completion of the University's Baccalaureate Core, which includes 48 quarter credit hours emphasizing skill development, perspectives, synthesis, difference, power and discrimination, and a writing intensive course in the major. In-depth studies in at least one major (a minimum of 36 quarter credit hours) and individual elective courses are also required. All degree programs require a planned program of specialization.

11. The institution has specific educational objectives for each degree program. Each educational program of the University defines and publishes its educational objectives. The University's curriculum development policies and procedures, as well as regularly scheduled academic program reviews, ensure that objectives are consistent with the level, quality, and standards expected in higher education.

12. The institution requires a foundation for learning skills in all courses. All OSU courses require a solid foundation of learning skills taught in a



Diversity is an essential value expressed in the University's Mission Statement, and the four Cultural Centers on campus help foster an environment that enhances the collegiate experience and academic success of students of color.



Faculty and students enjoy freedom of expression and inquiry as part of the University's commitment to academic freedom.

college preparatory program. Deficiencies noted in placement exams can be addressed in developmental (remedial) courses taught by OSU Distance and Continuing Education (less than 100 level) or through community colleges. Entering freshmen must complete the following college preparatory subjects requirements: English (4 units); Mathematics (3); Social Studies (3); Science (2), Foreign Language (2). Programs of study encourage students to learn both the conceptual foundations of the discipline and their application. As students progress, there is an increasing expectation that they will work independently, engage in critical thinking, deal with abstract concepts, and understand and distinguish among values. The faculty encourages the pursuit of lifelong learning.

- 13. The institution encourages freedom of inquiry and expression.** Faculty members and students are free to examine and test all knowledge appropriate to a discipline within the bounds set forth in the University's policy on academic freedom (see the discussion on this topic in Standard 9).
- 14. The institution has qualified faculty.** The University recruits and employs highly qualified faculty, adequate for the educational levels it offers. A core of full-time faculty members are employed in each area in which the University offers a degree.
- 15. The institution provides an environment for learning.** Student and faculty interactions are encouraged and supported. The University provides an academic environment (classrooms, laboratories, and other instructional facilities) which encourages learning and dialogue through lectures, seminars, recitations, studios, laboratory experiences, research experiences, and independent studies. In addition, the University supports a strong co-curricular program which includes performances, events, and student organizations.
- 16. The institution has library and learning resources appropriate to its mission.** The OSU Libraries and other University information resources are designed to meet the varying needs of students and faculty as they pursue their educational and research agendas. The Valley Library on the OSU campus is highly regarded. The Guin

Library houses a collection supporting the research, teaching, and outreach activities of the Hatfield Marine Science Center in Newport. Cooperative library agreements with other state colleges and universities, courier and electronic transport services, and interlibrary loan capabilities extend available resources.

- 17. The institution has humane and nondiscriminatory policies.** Students and faculty are free to examine and test knowledge appropriate to their discipline, constrained only by ethical considerations. There are no limitations on freedom of inquiry or expression. The University has clearly written policies relating to humane and non-discriminatory treatment of students, faculty, and staff. As stated in the Equal Opportunity/Affirmative Action policy: OSU does not discriminate on the basis of race, color, national origin, sex, sexual preference, marital status, age, religion, creed or political belief, mental or physical handicap or disability, or status as a Vietnam era veteran in admission, access to, or conduct of its educational programs and activities nor in its employment policies or practice.
- 18. The institution has a student admission policy.** OSU has uniform policies specifying admission requirements for first-time undergraduates, as well as transfer, graduate, first professional, and international students. Individual programs may have additional admission requirements beyond the minimum set by the University. All admission policies are consistently applied.
- 19. The institution publishes a catalog and other appropriate publications for student and public use.** The University has several catalogs and publications that describe in detail the University's mission and goals, admission requirements and procedures, rules and regulations for conduct, academic regulations, degree completion requirements, programs and courses, tuition and fee costs, and other appropriate information. The University's core list of publications includes the *General Catalog*, *Graduate Catalog*, *Summer Term Catalog*, *Viewbook*, *Distance and Continuing Education Handbook*, and *Schedule of Classes*. All of these publications are available on the Web. The *General Catalog* and *Viewbook* are also available on CDs.

20. The institution can document its funding base and financial resources.

The University has a funding base from state assistance, tuition and fees, research grants and contracts, private giving, and other funding revenue to carry out its mission. The University practices responsible financial planning and development in support of its mission by demonstrating a balanced budget for state-appropriated dollars and an appropriate level of debt service.

21. The institution conducts an annual financial records audit.

The financial records of the University are audited annually by the State Legislative Audit Division and by the OUS Controller's Office. The audit report includes both a set of findings and a set of recommendations.

22. The institution has completed at least one year of educational programs.

The University was founded in 1858 as Corvallis College and has been chartered by the state of Oregon since October 27, 1868. Now in its 133rd year of providing quality education, research, and services to the citizens of Oregon, the University has adhered to the accreditation standards since it was first accredited by the Northwest Association of Secondary and Higher Schools.

23. The institution agrees to comply with the policies and standards of the Commission on Colleges of the Northwest Association of Schools and Colleges.

The University participates as a member of the Northwest Association of Schools and Colleges, and accepts its policies and standards. The University agrees to abide by the Commission's policies and standards as currently stated or as modified in accordance with due process.

24. The institution agrees to disclose information as might be required for accreditation evaluation.

The University agrees to disclose information as requested by the Northwest Association of Schools and Colleges, Commission on Colleges, in order to carry out its evaluation and accreditation function.

25. The institution understands that the Commission on Colleges may publicize results of its evaluation.

The University agrees that the Commission on Colleges may, at its discretion, make known to any agency or members of the public the nature of any action it takes regarding the University, including the University's status with the Commission.

Response to NASC Reports

OSU received permission to conduct a non-traditional self study for its 1990 full accreditation evaluation. The focus of the self study documents was on strategic planning (Exhibit I-3).

The evaluators commended OSU for its non-traditional approach to self examination. The University's strengths, weaknesses, and future challenges were noted as part of the Evaluation Committee Report (Exhibit I-4). Comments and observations on most of the fundamental aspects of the University's programs and services were provided.

Appendix I.2 briefly highlights and compares several of the more salient comments and observations derived from the 1990 evaluators' site visit. The first part briefly summarizes those suggestions and recommendations that have been implemented or accomplished since the last full accreditation visit. The second part captures those problems or weaknesses that continue to persist at the University. The third section summarizes the "Institutional Recommendations and Concerns," which concluded the 1990 NASC evaluation. Finally, the fourth section summarizes the 1995 site visit report and evaluator comments and observations (Exhibit I.5).

"The American University as we know it today is essentially a construct of the 19th century. It compartmentalizes areas of specialized knowledge, maintaining independence and self-sufficient departments of biology, botany, geology, sociology, English, history, political science, and so forth. We propose a new university, responsive to the complex needs of the 21st century. The University of the 21st century offers a new way of learning that mirrors the ways of the world outside academia. Every program is interdependent with every other, and knowledge is the product, not of individuals working in isolation, but of collaboration among scholars, students, and citizens working together with a common purpose and for the common good."

—OSU President Paul G. Risser

Resources

Appendices

- I.1 *OSU Chronological History*. Oregon State University, Office of Academic Affairs, 2001.
- I.2 *1990 NASC Evaluation Report: Issues or Problems Accomplished*. Oregon State University, Office of Academic Affairs.

Exhibits

- I.1 *Central Oregon State University: A 21st Century University: Branch Campus Proposal by Oregon State University*. Oregon State University, Office of the President, 2000.
- I.2 *Central Oregon Branch Campus: Review of Proposals and Recommendations*. Oregon University System, Chancellor's Office, 2001.

- I.3 *The Accreditation Standards and Oregon State University's Self Study*. Oregon State University, Office of Academic Affairs, 1990.
- I.4 *Evaluation Committee Report, Oregon State University*. Northwest Association of Schools and Colleges, Commission on Colleges, February–March 1990
- I.5 *Report on Interim Visit to Oregon State University for the Commission on Colleges of the Northwest Association (of Schools and Colleges)*. Northwest Association of Schools and Colleges, Commission on Colleges, March 30, 1995.

