

# **Standard 1**

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Institutional  
Mission, Goals,  
Planning, and  
Effectiveness

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

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# Institutional Mission, Goals, Planning, and Effectiveness

Oregon State University (OSU) is vastly different today than it was ten years ago. Despite the challenges the University has faced over the past decade, it has sustained the mandate of its original charter and mission. In the process, it has improved student interest and access, academic success, research and scholarly achievement, services to the state, and all-around excitement in higher education in Oregon. The continuing challenge is to sustain this momentum into the next century.

Since the last full accreditation evaluation by the Northwest Association of Schools and Colleges (NASC) in 1990 (Exhibits 1.1 and 1.2), OSU has dealt with external factors that have continuously required the attention of faculty and administrators. A decrease in legislative appropriations from the state and a corresponding decrease in student enrollment dominated the challenges of the first two-thirds of the decade. A major organizational

restructuring was undertaken. An administrative review of processes and services resulted in the University becoming more effective and efficient. Campus-wide discussions led to the production and implementation of a University vision statement, a set of aims, and a new set of University planning goals. The University Mission Statement was re-examined and changes were made to clarify its current and future responsibilities to students and to the citizens of Oregon.

Today OSU is moving forward with renewed confidence. A new budget allocation model, directly tied to the University's mission and goals, has been implemented. Student enrollment is increasing along with the quality of incoming students, faculty are very successful in capturing research grants and contracts, and the University is offering substantially more courses, programs, and lifelong learning opportunities to a growing number of individuals throughout the state.



**“Momentum is now the most common word used to describe Oregon State University. Momentum captures the University’s progress—or forward motion—in many of our most important endeavors: rapidly increasing student enrollment; increasing quality of students and significant growth of the Honors College; increased faculty success in capturing competitive grants and contracts; and the significant growth in OSU Statewide, offering education and lifelong learning opportunities to an ever expanding market.”**

—President Paul G. Risser

**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.**

## Mission and Goals

OSU serves a unique role as the state's land-grant, sea-grant, and space-grant university. It fosters learning, scholarship, and service in the core areas of liberal arts and natural sciences, as well as in the professional fields of agriculture, business, education, engineering, forestry, health and human performance, home economics, oceanic and atmospheric sciences, pharmacy, and veterinary medicine. The variety and choices of professional disciplines and academic programs is the essence of the University's comprehensive approach to higher education. OSU's character arises from its vision of teaching/learning, research/scholarship, and service/outreach functions as interdependent, mutually supportive, and central to its mission and goals.

### *The OSU Mission*

In 1998, OSU began to review its existing mission statement (Appendix 1.1). Although the statement had periodically been reviewed to ensure its

currency and accuracy, no changes had been made since it was adopted as part of a strategic planning process in 1987. A revision was drafted, based on preliminary conversations with senior administrators and the academic deans. Over the course of nearly a year, several drafts of the revised statement were made available on the Web for review by faculty, staff, and ASOSU leadership. About 200 individuals on and off campus submitted comments and recommendations (Exhibit 1.3). During this period of dialogue, it was decided to incorporate a set of institutional goals and values to convey a direction and provide a context for the Mission Statement's implementation. The most time-

consuming part of the drafting process was coming to consensus on the values to be included and their definitions.

Finally, a proposed draft was submitted to campus governing bodies for approval. Involved in this level of review were the President's Cabinet, the Dean's Council, the Provost's Council, the Faculty Senate Executive Committee, the Faculty Senate, the Provost and Executive Vice President, and the President. The final proposal was then submitted to the Chancellor's Office and the Oregon State Board of Higher Education in the summer of 1999 and approved in December 1999. A copy was submitted to the Northwest Association of Schools and Colleges as part of the 2001 Accreditation Annual Report.

The new OSU Mission Statement expresses the University's charge to stimulate a lasting attitude of inquiry, openness, and social responsibility and its commitment to provide excellent academic programs, educational experiences, and creative scholarship. The statement provides the University with direction for academic program planning; student, faculty, and staff recruitment; and budgetary resource allocations. Together the stated mission and its accompanying goals and values emphasize a continuing commitment to excellence in teaching, scholarship, and service (Figure 1.1).

The OSU Mission Statement is widely distributed on and off campus. The statement is included in the hard-copy and online editions of the *OSU General Catalog* (Example: Appendix 1.2), the *OSU Graduate Catalog*, and the *Faculty Handbook*. It is also available in the *OSU Fact Book* and on the OSU Web Home Page at [osu.orst.edu/dept/gencat/links/mission.html](http://osu.orst.edu/dept/gencat/links/mission.html). The statement will be added to the 2001 edition of the *Summer Term Catalog* and the 2001–2002 edition of the *Distance and Continuing Education Handbook*. Copies of the mission statement are provided at orientations for new faculty and classified staff.

**"It's wonderful that OSU**

**leadership is engaging the**

**community on several fronts . . .**

**This approach [via the Web]**

**enables a lot of people to access a**

**very important topic—the mission**

**of the University."**

**—Chester Bateman, Graduate  
Research Assistant, referring to  
the review process for OSU's new  
mission statement**

individuals on and off campus submitted comments and recommendations (Exhibit 1.3). During this period of dialogue, it was decided to incorporate a set of institutional goals and values to convey a direction and provide a context for the Mission Statement's implementation. The most time-

**Figure 1.1 Oregon State University Mission Statement**

### **Preamble**

Oregon State University is a comprehensive, public, Doctoral/Research-Extensive university and a member of the Oregon University System. It is the State's land-grant, sea-grant, and space-grant institution, and has programs and faculty located in every county of the state. OSU views the State of Oregon as its campus, and works in partnership with Oregon community colleges and other OUS institutions to provide access to educational programs.

### **Mission**

Oregon State University aspires to stimulate a lasting attitude of inquiry, openness, and social responsibility. To meet these aspirations, we are committed to providing excellent academic programs, educational experiences, and creative scholarship:

### **Goals**

Three strategic goals guide Oregon State University in meeting its mission.

#### **Statewide Campus**

Oregon State University has a historic and unique role in Oregon. As a land-grant university, our heritage is articulated in the statement "the State of Oregon is the campus of Oregon State University." We emphasize the importance of extending the University into every community in Oregon. OSU will provide learning opportunities for Oregonians, and will create and apply knowledge that contributes to the prosperity of the State and its quality of life.

#### **Compelling Learning Experience**

Oregon State University is committed to creating an atmosphere of intellectual curiosity, academic freedom, diversity, and personal empowerment. This will enable everyone to learn with and from others. This compelling learning experience celebrates knowledge; encourages personal growth and awareness; acknowledges the benefits of diverse experiences, world views, learning styles, and values, and engenders personal and societal values that benefit the individual and society. OSU will develop curricula based on sound disciplinary knowledge and input from practitioners. Students

will acquire skills and knowledge for a lifetime of learning, and will be involved in scholarly and creative pursuits.

### **Top-Tier University**

Oregon State University aspires to be a top-tier university. It is a Carnegie Doctoral/Research-Extensive University, a sea-grant institution and space-grant program, in addition to being a land-grant institution. We will measure our success by: the caliber of entering students, the accomplishments of students and alumni, the quality of the faculty, the quality of instructional and research facilities, the effectiveness and productivity of engagement with businesses and constituents, and the support for research and scholarship.

### **Values**

Oregon State University recognizes that our mission and goals must be supported by sound institutional values. As we pursue our mission and goals, we recognize that the individuals comprising our extended University community are the source of our creativity, reputation, and vitality. The following values are fundamental to our success:

#### **Accountability**

We are committed stewards of the loyalty and good will of our alumni and friends, and the human, fiscal and physical resources entrusted to us.

#### **Diversity**

We value diversity because it enhances our education and because it provides tools to be culturally respectful, professionally competent and civically responsible.

#### **Respect**

We encourage respect, humanity, and integrity in our treatment of each other, and we care for the well being and safety of others.

#### **Responsibility**

We have a responsibility to society to contribute to its social, cultural, political, aesthetic, ethical, and economic well being.

#### **Truth**

We honor and impart principles of academic honesty, freedom, truth, and integrity.

## *Institutional Goals*

OSU has three major goals that guide University planning efforts. These goals were originally developed and implemented during the 1996–1997 academic year following the arrival of President Paul Risser, and were later incorporated into the 1999 revision of the OSU Mission Statement. The three goals, which serve to guide and direct OSU in meeting its mission, are as follows:

- To serve the State of Oregon as the campus of OSU.
- To create a compelling learning experience for students, staff, and faculty.
- To be recognized as a top-tier university on all appropriate measures.

### **“Oregon State University**

**Extension Service: Delivering research-based objective information to help people solve problems, develop leadership, and manage resources wisely.”**

**—OSU Extension Service  
Web Home Page**

The University’s goals apply to the learning needs of Oregonians in their many roles—as students, parents, workers, and citizens. OSU designs and delivers programs and services to meet stakeholder needs in an effective, efficient, and economical manner. This is accomplished through employing the University’s many strengths in collaborative and productive ways.

### **Statewide Campus**

Proclaiming the phrase, “The State of Oregon is the campus of Oregon State University,” has as much to do with OSU’s heritage as it does with its destiny. OSU’s historic status as a land-grant institution conveys a responsibility to extend the University into every county of the state to meet the needs of individuals and communities.

Through an innovative OSU Statewide program, several educational approaches bring together credit, non-credit, and research activities for delivery throughout the state. OSU Statewide uses Distance and Continuing Education, the OSU

Extension Service, Agricultural Experiment Stations, the Forest Research Laboratory, and other programs to meet the educational needs of people anywhere in the state. More than sixty locations participate in OSU Statewide offerings through degree programs, high school outreach, evening and weekend classes, professional development opportunities, and a variety of Extension Service programs. Rapidly developing distance learning techniques are dissolving the traditional concept of “campus.” Many of OSU’s academic programs—in the arts and sciences, as well as in natural resources, high technology, and other areas—are being made available in convenient formats for the benefit of all Oregonians. With creative commitment and state-of-the-art technology, OSU is reaching out to deliver the promise of higher education to all citizens of the state and beyond.

### **Compelling Learning Experience**

The concept of a “compelling learning experience,” transformed into a goal, enables OSU to define precisely the conditions and behaviors necessary to provide such an experience for students and all who access the knowledge of the University. It ensures that the University continues to energetically pursue the development of learning experiences that celebrate knowledge; encourage personal growth and awareness; acknowledge the benefits of diverse experiences, world views, learning styles, and values; and engender values that benefit the individual and society.

OSU provides students with opportunities for such powerful learning experiences both in the classroom and through an array of co-curricular activities. The University attracts high-achieving students and delivers the best learning experiences possible in a rich, inspiring atmosphere with multiple avenues for intellectual exploration. As a foundation for post-collegiate success, OSU provides programming to support the development of the following basic competencies:

## Statewide Campus

- Complete bachelor's degree programs in Environmental Sciences and Natural Resources are available on the Warm Springs Indian Reservation. The program, sponsored by the GTE Foundation, allows Native American students to complete all course requirements without having to leave the reservation.
- OSU and Linn-Benton Community College in Albany pioneered a joint admission/dual enrollment program for students in agriculture, business, and engineering. The OSU/LBCC partnership is a prototype of the University's growing alliance with Oregon community colleges. There are now three joint admission/dual enrollment programs (involving five community colleges) in operation.
- The Scientist Education Partnership, created in Corvallis to help K-12 students gain a better exposure to science in elementary and secondary schools, has been expanded to statewide participation.
- Oregonians in the northeastern part of the state gain greater access to agricultural education through a Tri-State Degree Program (BS in General Agriculture) jointly offered by OSU, Eastern Oregon University, Blue Mountain and Treasure Valley Community Colleges, the University of Idaho, and Washington State University.
- An OSU Alumni College, which began in 1997, allows graduates to maintain a "living" transcript, register for classes without re-enrolling, and have a lifelong e-mail address. OSU was one of the first major higher education institutions in the U.S. to offer this opportunity.
- In the Oregon Outreach program of the OSU Extension Service, Latino youths (grades four through twelve) participate in leadership, technology, and cultural appreciation activities designed to enhance their skills, encourage school retention, and prepare them for jobs, careers, and higher education.

- Communication skills, including writing, speaking, reading, and listening.
- Quantitative and analytical skills, especially basic mathematics and statistics.
- Problem solving skills, including analysis and critical thinking.
- Interpersonal skills, such as working in groups and providing leadership.
- Computer literacy.
- Knowledge in a major discipline.
- General knowledge in other core disciplines of the humanities and sciences.
- An understanding and appreciation of cultural diversity from historical and intellectual perspectives.
- An understanding of the values and operations of the professional workplace.

New students learn about the University through orientation programs such as OSU START and OSU CONNECT (the summer and fall orientation and advising programs), and OSU Odyssey (a one-credit course that examines all aspects of campus life in small weekly seminars with more than eighty faculty mentors, including President Risser).

To provide a better support system for African American, Hispanic/Chicano/Latino, and Asian/Pacific American students, the University recently opened three new Minority Education Offices. Modeled after OSU's successful Indian Education Office, the offices help to strengthen advising and counseling support for enrolled students, improve retention, and enhance ties with Oregon's ethnic communities. The new offices join OSU's existing Educational Opportunities



**The University is committed to providing all students with powerful learning opportunities.**

Program and four cultural centers in providing student support.

Adding to the diversity of the OSU campus is a wide range of programs and services provided by the Office of International Education. These

**“There is an interesting blend of cultures at OSU. The cross-cultural exchange that occurs on campus has been a big part of my education.”**

**—Sathya Ravichandran,  
Singapore**

include a selection of international opportunities such as student and faculty exchanges, cooperative research and learning experiences around the world, an International Studies degree program, and curriculum development to foster global perspectives and understanding among nations and peoples. In addition, about 1,100 international students and 400 visiting scholars from more than eighty countries are part of the OSU community.

Faculty members are vital to a compelling learning experience, and OSU has some of the best. Among the many who have received teaching awards is Janine Trempy, 1996 Oregon Professor of the Year. Other noteworthy resources that enhance OSU’s learning environment are the

recently expanded Valley Library, the Undergraduate Research Experience Program, the University Honors College, and the *Campus Compact* that outlines core values guiding the work of Student Affairs practitioners.

### **Top-Tier University**

Academic and research excellence is the hallmark of a top-tier university. As one of the nation’s outstanding universities, OSU continues to foster its state, national, and international reputation for scholastic and research excellence. Various objective measures are used to note top-tier universities in the nation, and OSU’s goal is to excel in as many as possible. In general, top-tier status is judged by the quality of incoming students; the accomplishments, outcome assessments, and graduation rates of current students; the dollar amount of competitive grants and contracts; the quality of classrooms, laboratories, libraries, and other instructional facilities; the quantity and quality of faculty research; and the national rankings of undergraduate and graduate programs.

### **A Compelling Learning Experience**

- OSU students can study almost anywhere in the world by taking advantage of a variety of Study Abroad programs. In addition to traditional student exchange programs, OSU offers its unique International Studies degree program and Global Graduates internships that allow students to gain professional work experience in other countries.
- OSU recently awarded its first doctoral degree in Pharmacy (PharmD), preparing graduates for a new era of pharmacy study and an increasingly complex career in modern medicine.
- Signer Motors of Corvallis hired the OSU Marketing Club to create a college marketing program for its cars and trucks. Using a \$2,500 budget, the club created its own public relations firm and staged promotional activities for General Motors.
- OSU is twenty-first among all colleges and universities in the United States in producing Peace Corp volunteers. Since 1961, a total of 946 OSU alumni have served in the Peace Corps.
- The Multiple Engineering Cooperative Education Program (MECOP), a national model for internship education, provides nearly 250 OSU engineering students per year with paid work experience in their chosen field. In many cases the students also receive opportunities for post-graduation employment.
- More companies and corporations recruit students from OSU than any other public or private higher education institution in Oregon.
- Students graduating from OSU have a success rate of getting into medical schools that is twice the national average.

## Top-Tier University

- OSU is one of only four institutions in the Pacific Northwest designated as a Doctoral/Research-Extensive University by the Carnegie Foundation.
- The University Honors College enrolled a record of 573 students during fall term 2000.
- OSU offers a nationally recognized and emulated concurrent BA degree program in International Studies.
- Entering freshmen consistently have the highest mean GPA among Oregon's public universities (3.46 for the fall term of 2000).
- The College of Oceanic and Atmospheric Sciences has the fifth-ranked graduate research program in the United States, according to the National Science Foundation (NSF) and the National Academy of Science (NAS).
- The College of Engineering ranks in the top third of all engineering programs in the United States.
- In 1999 the University Exploratory Studies Program was recognized as an Outstanding Institutional Advising Program by the National Academic Advising Association.
- The Valley Library was named the 1999 Library of the Year by the *Library Journal*, the first time this honor has been bestowed on an academic library.
- The ROTC pilot selection rate ranked number one in the nation at 100 percent over the past two years.
- The Fisheries and Wildlife Science BS degree program is one of the top five such programs in the nation, according to the National Association of University Fisheries and Wildlife Programs.



**The Forest Ecology program is ranked first in the United States.**

For years, OSU has attracted an entering freshman class that has the highest grade point average of any public institution in Oregon. The student profile of those admitted to the University Honors College is comparable to the top ten universities in the *U.S. News and World Report* top twenty-five list. In recent satisfaction surveys of Oregon University System students, OSU students were the most likely to rate their education as excellent or very good for their chosen career. At the graduate level, OSU was ranked first in full-time employment and educational satisfaction.

Still, many of Oregon's brightest students have been leaving the state for higher education institutions such as Stanford, Harvard, and MIT. Admission officers at OSU have discovered that what most high-achieving students want are challenging courses taught by top faculty in intimate settings, competitive scholarships, a sense of excitement and commitment, and educational resources and programs that will propel them successfully into the job market as they graduate. In

response, OSU has set out to create a quality, top-tier, public university with all the advantages of a prestigious small school.

The University continually produces nationally recognized scholars. The two most recent Oregon-educated Rhodes Scholars have been OSU graduates. In addition, OSU receives more external research dollars than any other university in the state and is one of only two Oregon institutions to receive the Carnegie Foundation's highest ranking for education, doctoral programs, and research. Quality of research has long been a standard at OSU. Over the past five years, University faculty have received more than a half billion dollars in external support for innovative research efforts. In FY 2000 alone, the University received more than \$106 million in research support from federal, state, and private sources. OSU's research environment enables faculty to bring new knowledge into the classroom and new information, ideas, services, and products directly into contemporary use.

## *Analysis and Projection*

The mission of OSU is clearly defined and easily understood by stakeholders. When asked, most faculty members will paraphrase their duties (and OSU's mission) in the traditional categories of teaching, research, and service. The recently revised OSU Mission Statement provides direction for present endeavors and will continue to guide the University as the future unfolds. The University's present status is inextricably linked to specific aspects of the University's future and continuing mission:

- As one of only two Carnegie Doctoral/Research-Extensive institutions in Oregon, it is OSU's mission to lead and significantly contribute to the state's research and graduate education programs.
- As Oregon's land-grant, sea-grant, and space-grant university, it is OSU's mission to provide teaching/learning, research/scholarship, and service/outreach across the disciplines.
- As Oregon's largest and highest-ranked engineering program, with a special strength in computer networking, it is OSU's mission to enhance the state's high-technology sector.
- As the university that enrolls the largest number of Oregon resident undergraduate students and those with the highest entering high school grade point average, it is OSU's mission to provide the finest and most comprehensive undergraduate educational programs and experiences for the state.
- As the university with the strongest and greatest number of connections with the community colleges in Oregon, it is OSU's mission to expand these connections through joint admission/dual enrollment agreements, distance and continuing education opportunities, and other programs that will benefit all the citizens of the state.

- As the university in Oregon with the greatest number of professional students and programs, it is OSU's mission to provide research, technical assistance, and educated employees for urban and regional economic development.

Documented progress in accomplishing the University's mission and goals is widely available to students, faculty, alumni, employees, and the community via published reports and through the University's Website ([osu.orst.edu](http://osu.orst.edu)). The Vice Presidents, Vice Provosts, Deans, and Department Chairs/Heads discuss the results of assessment activities, budgetary decisions, and future initiatives with their respective divisions, colleges, and units. In addition, the President discusses OSU's progress with the University's Board of Advisors, the OUS Chancellor's Office, the Oregon State Board of Higher Education, and during quarterly "fireside chats" with the campus community and OSU constituencies.

The OSU Mission Statement provides direction to individual academic and administrative units as they develop annual and biennial budgets and identify their planning goals and strategies. Unit mission statements are annually reviewed to make sure they are aligned with the University mission, and unit goals along with budget requests are submitted to the President's Cabinet for review and consideration.

OSU budgets and recruitment have suffered over the past decade due to decreasing state appropriations and substantial increases in student tuition and fees. From fall term 1990 to fall term 2000, tuition and fees for undergraduate resident students rose 95.6 percent, from \$1,878 to \$3,654. With the partial implementation of a new budget model that allocates resources based on the number of student credit hours generated, OUS institutions have greater flexibility, are more competitive, and operate under higher expectations of accountability. OSU has learned from past

fiscal mistakes that led to budget deficits in several academic and administrative units. As a result, the University has increased its attention to student recruitment, enrollment management, and retention; balanced its budget; and instituted a system of checks and balances for all units.

OSU is now more committed than ever to excel in the following endeavors:

- Improving the quality of undergraduate and graduate education.
- Invoking, by example, the stated values of the University.
- Improving faculty advising and counseling services.
- Becoming more effective and efficient in student recruitment and retention activities and programs.
- Enhancing the diversity of student services and student life.
- Attracting, retaining, and supporting an ethnically diverse student body, faculty, and staff.
- Expanding and broadening the University research enterprise.
- Exploring new and exciting means of delivering quality programs and courses to the campus, throughout the state, and beyond.
- Maintaining and developing the physical plants at all locations, not only the central campus.
- Providing a stable financial environment, enhancing resource acquisitions, and assuring an equitable distribution of available resources.

Under the new budget model that became operational in 1999, funds are increasingly being earmarked to address particular needs, rather than flowing traditionally through the organizational structure. At first glance, meeting the needs of

Oregon by educating individuals and contributing to the prosperity of society would appear to be very similar to past expectations. OSU was expected to meet its mission obligations largely by teaching, conducting research, and providing services in a conventional manner, hoping that the results would match up favorably against the needs of the state and the expectations of students. Today, and into the foreseeable future, however, OSU will must place needs first, and then design programs to meet those needs as they relate to students and the state as a whole. It is an entirely different approach and will lead to a dramatically different university.

In the meantime, the University continues to strive for clearer connections and processes to monitor progress associated with fulfilling University and unit missions and goals and the interrelated functions of planning, decision making, and budgeting. In the future it would be desirable to express the University's goals in terms of needs to be addressed and objectives to be measured. In this way, faculty and staff (as well as students in some cases) would realize what is being asked of them, complete with a timeframe and a set of reachable targets. Once these objectives are reached, the campus could celebrate particularly noteworthy achievements and units could be praised and rewarded. The University must also be more aggressive and courageous in identifying those programs or services that may be terminated or curtailed so that recommended new programs and initiatives may proceed or existing programs expand and prosper.

Today it is common for universities to take great pride in describing the excellence of their academic programs, the quality of their faculties, and the beauty of their campuses and communities. While OSU will continue some of these activities,



**As the largest and highest-ranked engineering program in Oregon, OSU has worked to enhance the state's high-technology sector.**

it is the University's intention to go beyond the status quo and fulfill its stated mission and goals by:

- Providing the highest quality at the lowest possible cost.
- Operating in a coherent and integrated manner.
- Experimenting with many new and ingenious ideas and approaches.
- Integrating its academic programs when appropriate.
- Continuing to review and revise the undergraduate core program.
- Educating individuals at the time, in the place, and by the appropriate methods most preferred by them.
- Pursuing and combining new knowledge and research in the service of the state, the nation, and the world.

The University has the capacity to adapt to the rapidly changing conditions it faces. OSU's mission statement, the three progressive planning goals, and the supporting institutional values together permit the University to address the needs of Oregon, the nation, and the world, while maintaining its position as one of the nation's top universities.

**The University plans to take a bold approach for integrating academic programs and experimenting with new approaches to learning.**



## Planning and Effectiveness

OSU engages in ongoing planning to achieve its mission and goals, although this process has dramatically changed over the past decade. Evaluation and assessment are also ongoing activities, both at the institutional level and in the various administrative and academic units.

### *OSU Planning*

During the last full accreditation in 1990, OSU prepared a non-traditional self study (Exhibit 1.1), the focus of which was a strategic planning exercise. A new evaluation and planning document, *Creating the Future* (Exhibit 1.2), was prepared as part of the process. It replaced a previous strategic planning document that had been published in 1987 (*Preparing for the Future*, Exhibit 1.4). A University Strategic Planning Committee, with representatives from across campus, was established to monitor the goals and objectives of these cyclic planning documents.

Less than a year later, OSU faced the daunting task of preparing for budget reductions connected to the passage of Ballot Measure 5 by Oregon voters. This initiative placed a cap on property taxes to be phased in over three consecutive biennia beginning in 1991. An anticipated 10 percent state appropriation reduction was to be followed in subsequent biennia with 20 percent and 30 percent reductions. The passage of Ballot Measure 5 can be described as nothing less than an electoral earthquake that created major fissures in the state's fiscal foundation. In preparation for these changes, the University community developed a vision statement describing what the University must be like ten years into the future. *OSU: Beginning the 21st Century* (Appendix 1.3), which was distributed in April 1992, identified major assumptions and themes and determined the University could best prepare for its future by:

- Sustaining the land-grant commitment to intellectual leadership and excellence, finding ways to anticipate and solve practical prob-

lems, and extending education to people across the state and around the world.

- Developing more flexible majors that integrate knowledge and skills from traditionally separate disciplines.
- Leading the integration of outreach efforts across the state as new technologies make OSU's education accessible to those who are geographically isolated.
- Improving opportunities for groups that are underrepresented.
- Encouraging interinstitutional integration, as appropriate, to strengthen academic programs and provide opportunities for serving students and the citizens of Oregon more effectively.
- Distinguishing itself as an international university by bringing the world to Oregon and Oregon to the world.

In 1992, OSU also became engaged in a University-wide review of its administrative processes and services, as dictated to all OUS institutions by a Legislative budgetary note (Senate Bill 5519). An Administrative Review Committee (ARC) was formed to work in partnership with the KPMG Peat Marwick consulting firm over an intense six-month period of information collection, analysis, and interpretation. The resulting recommendations detailed opportunities for economies, efficiencies, and substantive improvements in the services provided to all of OSU's constituents (Exhibit 1.5). Suggested actions bore upon all aspects of the University, including a complete reorganization of the University's reporting structure, closure of the Horner Museum, and a new hiring autonomy of classified employees within the Office of Human Resources.

A Leadership Implementation Team (LIT) was appointed to advise the President on how to proceed with the recommendations from the ARC report. This effort identified dozens of ways to improve the University's administrative functions and services. Extension and continuing education

functions of the University were also studied, and a series of recommendations, later implemented, resulted in a very different organization and conceptualization of the University's extended education mission (Exhibit 1.6).

About this same time, the University was one of thirteen institutions selected by the W.K. Kellogg Foundation to undertake efforts that would help the nation's land-grant universities build capacity to address social needs of the 21st century, including those of the global food system. Through extensive training programs for nearly 2,000 internal and external stakeholders, OSU leveraged this initiative to change norms and practices of communication and partnership among its administration, faculty, staff, students, and external constituencies. This has created an environment in which stakeholders across the campus are actively involved in talking to each other and sharing ideas, trying new approaches, and working in teams that collectively influence the character of the University and its direction. One of the new planning-related practices in some parts of the University is to regularly debrief with others about what is being learned from current programs. That learning is then incorporated into designs for future programs (Exhibit 1.7).

The Vision Statement, ARC, and LIT were followed by a set of three planning "aims" in 1995, designed to provide overall guidance for OSU's routine strategic planning and budgetary allocation processes (Appendix 1.4). The three stated aims were:

- **Quality.** In four years, as a result of attention to the quality of all aspects of the undergraduate and graduate learning experience, OSU's reputation for educational excellence will be sufficient to attract and retain a student body of 16,000.
- **Stakeholder Value.** In four years, every unit within OSU will demonstrate major improvements in the levels of satisfaction expressed by their stakeholders.

- **Diversity.** In four years, as a result of attention to all aspects of OSU, the number of faculty, staff, and students from under-represented groups will double.

The publication of OSU's aims essentially concluded the formal, systematic documentation of strategic planning efforts at OSU, although it was not realized at the time. In October 1995, just before his

**OSU today is as dynamic as it has ever been in its 132-year history. Units continue to grow, and are more actively integrating their priorities with action-oriented University-wide goals.**

retirement, President John Byrne charged the University Strategic Planning Committee with developing a regular and institutionalized process for strategic planning and decision making. The intention was to take a bold step beyond traditional strategic planning by developing a process that supported the aims statements, from budget allo-

cations to assessments to outcomes, from listening to learning to leading—a process characterized by “strategic leadership” (Exhibit 1.8).

Since 1996, with the arrival of new leadership in the form of President Paul Risser and several new vice presidents, planning and decision making at OSU has taken a radically different direction. Today, OSU's strategic planning efforts reside in decentralized processes, with initiatives coming forward from all levels of the University's structure. The laborious production of strategic planning documents no longer represents current thinking and is not centrally required by the University.

The processes that link ideas to needs, plans, decisions, and results are more diffused, but certainly no less effective. The mission and goals of the University are central to this more informal planning approach. New initiatives are brought forward for discussion by the President's Cabinet during the budget allocation process. Recent OSU planning and goal-setting efforts include, but are not limited to, the following examples:

- The College of Engineering's bold new initiative to become one of the top twenty-five

engineering programs in the nation (see [www.engr.orst.edu/](http://www.engr.orst.edu/))

- The University's proposal (approved by the State Board) to open a branch campus in Bend in conjunction with Central Oregon Community College (see [cosu.orst.edu](http://cosu.orst.edu) and Exhibit 1.9).
- The College of Health and Human Performance Strategic Plan for the 21st Century (see [osu.orst.edu/hhp/news/1999/January/Strategic\\_Planning2.html](http://osu.orst.edu/hhp/news/1999/January/Strategic_Planning2.html))
- The Oregon Sea Grant Strategic Plan (see [seagrant.orst.edu/inhouse/osgsp.html](http://seagrant.orst.edu/inhouse/osgsp.html))
- The Graduate School Strategic Plan (see [osu.orst.edu/dept/grad\\_school/MainPage/planningprocess.htm](http://osu.orst.edu/dept/grad_school/MainPage/planningprocess.htm))
- The Faculty Senate's Internal Budget Allocation Process Development and Outcomes (see [osu.orst.edu/dept/senate/budgetallo.memo.htm](http://osu.orst.edu/dept/senate/budgetallo.memo.htm))

The University today is as dynamic as it has ever been in its 132-year history. Units continue to grow and have become more effective and attuned to communicating with one another, listening to internal and external audiences, and more actively integrating unit-level priorities with action-oriented University-wide goals. Senior administrators, as well as interested individuals or groups both on and off campus, are encouraged to convey their shared wisdom and experiences; express fears and apprehensions; discuss strengths, weaknesses, and opportunities; and come together to seek the best avenues of shared goals and aspirations. In this regard, OSU's Board of Advisors, Faculty Senate Executive Committee, Dean's Council, and others have input into the planning and decision-making process. The payoff has been in the degree of participatory involvement at all levels of the institution, in the interchange of thoughts and opinions across all disciplines and all administrative boundaries, and in the ability to quickly respond to new challenges and opportunities.

## Assessment and Evaluation

OSU has had a long and honored history of assessment and self-evaluation in terms of its academic programs, its extended education and service mission, and its research activities. OSU is, and has been, fully accountable in the area of assessment and evaluation. And, as with strategic planning, OSU has chosen to fulfill its obligations through a rather non-traditional approach.

The University has generally expected much of its assessment and evaluation activity to be accomplished at the unit level. Departments, colleges, and administrative units are responsible for their own programs and services, periodic reviews, and implementation of changes and improvements as resources allow. All of OSU's academic and administrative units are actively engaged in some form of assessment activity, and most have established an evaluative process that involves responses to the following questions:

- **Mission:** Who are we and why do we exist as an academic or administrative unit or program?
- **Goals and objectives:** What do we want to accomplish both in the near term and the long term?
- **Strategies:** How do we intend to accomplish the identified goals and objectives?
- **Assessment:** How do we measure if our goals and objectives have been met?
- **Analysis:** What were the outcomes of the assessment evaluations?
- **Implementation:** How do we use the outcomes and other information to reform, modify, or change the mission, goals, objectives, and strategies for the next iteration?

With this process in mind, many of the units and programs at OSU have created their own mission statements, identified their goals and objectives for the coming biennium or longer period of time, and developed strategies to accomplish their goals and objectives. They have also found ways

to assess whether the stated goals and objectives have been met and, if not, why not. Assessment information is also used to refine processes, improve methodology or content, and inform future planning. One of the principal limiting factors in these assessment activities has been chronic resource deficiencies.

The assessment of institutional effectiveness has been integrated throughout the University, involving a participatory process and a wide variety of constituencies. In the division of Student Affairs, for example, services provided to students are routinely monitored through satisfaction and use surveys. This information is shared with the Vice Provost for Student Affairs and all office units through the Student Affairs Assessment Committee and used to make informed decisions.

From the perspective of the University, there is institutional commitment to and engagement in ongoing planning and continuous evaluation at the President's Cabinet level, the college level through the Deans, and the department or office level through the various chairs, heads, and directors. The following examples highlight selected assessment and evaluative activities that take place either at the University level or at the unit level:

- **Academic program reviews.** Rotating academic program reviews are conducted for all undergraduate and graduate academic programs at least once every ten years, with follow-up reviews of all new programs five years after their approval.
- **Curriculum.** Thorough curriculum reviews occur whenever new courses, or changes in existing courses, are proposed. Since 1996, all courses are required to clearly state the course objectives and expected student outcomes in the course syllabus. Policies and procedures regarding curriculum are monitored on a regular basis by the Faculty Senate Curriculum Council and published in the *Curricular Procedures Handbook*.

- **Accreditation.** Through the Commission of the Northwest Association of Schools and Colleges, annual reviews are conducted, new academic programs are announced, substantive changes are communicated, five-year interim reports are produced, and ten-year self studies are undertaken. In addition, numerous academic programs undergo a thorough review as part of a professional accreditation process (Appendix 1.5).
- **Performance indicators.** Since 1997, OSU has participated with other OUS institutions in identifying and targeting specific institutional performance indicators. During the first year of performance funding, OSU received the highest amount of fund disbursement by the Oregon Legislature for successfully meeting and exceeding the targets set for student recruitment and student retention.
- **Budget allocation process.** Goals and objectives from academic and administrative units are prepared in conjunction with the budget requests submitted on a fiscal year and biennium basis. Since the adoption of the new budget model, all budgetary requests must align with the University's mission statement and goals. Along with staffing and programmatic improvement needs, innovative initiatives are encouraged and considered.
- **Surveys.** OSU participates in one or more University-wide surveys each year, including alumni surveys five and ten years after graduation and undergraduate and graduate student surveys one year after graduation. In addition, the University has participated in the CIRP and CSS surveys produced and scored by the Higher Education Institute at UCLA. OSU also frequently participates in a wide range of specialized surveys conducted by the National Center for Educational Statistics, the National Science Foundation, the Graduate Record Examination, and other entities. The results of these surveys are shared with senior administrators across campus.

- **University Performance Measures.**

Discussion regarding University internal performance measures is just getting underway. Some desired performance measures have never been collected or stored in a database. The intent is to have as many monthly or quarterly measures as is practical in order to quickly and accurately address changes over time and make knowledgeable decisions based on actual rather than inferred information.

Academic units use a variety of methods and tools to assess their programs and services, a summary of which is presented in Appendix 1.6 and Exhibit 2.7. A set of institutional assessment standards does not exist. Some units, such as the College of Engineering, which institutes practices guided by requirements associated with its ABET accreditation, are doing an excellent job of assessment. Other academic units have just begun addressing assessment activities in a systematic way. This could be because the unit does not have a professional accreditation body specifically requiring these activities, or because the University has not mandated a particular assessment approach to be a part of the self-evaluation processes.

### *Analysis and Projection*

A new president has emphasized decentralized and non-traditional approaches to strategic planning, with tangible results. In the process, OSU has made important changes in its structure and organization, its range and diversity of academic programs, and its capacity to effectively perform its mission and address its goals. As this self study will show, success has followed effort. These changes have occurred in the midst of significant fiscal pressures (including those felt by OSU students), legislative critiques, and numerous ballot initiative assaults on public servants and services, all of which have had detrimental impacts on higher education in Oregon.

Today, planning is directly tied to the University mission and its three goals of being Oregon's statewide university, of creating compelling

learning experiences, and of aspiring to be a top-tier university. Objectives are expressed as part of the new budgeting allocation process that is still evolving, and planning is now counterbalanced by incremental decision making that is quick and 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. In the new century, effective strategic planning must necessarily be a sociological, economic, and at times a political arrangement; it must also be quickly responsive through shared experiences and the acceptance of collaborative decisions.

Much of OSU's experience with strategic planning can be characterized as a search for focus. The University went from 600+ goals, objectives, and action items in 1987 to about 100 in 1990. Two years later, the University had traversed to a one-page vision statement followed by an articulation of three University "aims." It was an informative learning experience. In the process of evolving, OSU gave up the approach of "legitimizing" programs and activities through hundreds of planning goals. Instead, the focus shifted to a stated mission with consistently communicated, oft-repeated, and well-understood institutional priorities. Based on what the University has experienced and inculcated during the past decade, a most important lesson was learned—the purpose of planning is to further the stated mission and goals of the University.

OSU is a decentralized institution with a valued culture of college and departmental autonomy. Declining resources and increasing pressure for accountability, however, compel greater coordination and integration of individual unit efforts. A sustainable planning effort tied to the budget allocation process has been implemented in an attempt to strike a balance between autonomy and central coordination. The President, together with the Provost and Executive Vice President, is responsible for the overall leadership and direction of the institution. Sustainable strategic lead-

ership invokes roles and responsibilities designed to replace traditional strategic planning exercises with a process that is more effective and responsive to the rapidly changing needs of the University. Planning and goal setting, though non-traditional in its approach, is alive and functioning well at OSU.

Such changes have involved every academic and administrative unit of the University in some form of planning and assessment. This involvement has led to increasing cooperation among units and better articulation of University priorities to outside units such as OSU's Board of Advisors, the Oregon State Board of Higher Education, the Oregon Legislature, and the students, parents, and citizens of the state. Current processes encourage all University units to align their mission and goals more appropriately with the University's mission and goals. For example, one of OSU's performance indicators relating to recruitment documents is the percentage of minority students. Individual units can align their recruitment and assessment activities accordingly.

At the same time, the University acknowledges that greater attention needs to be placed on improving and enhancing institutional research functions to meet the varied needs of central administration, colleges, departments, and administrative units. The University also realizes that greater emphasis needs to be placed on evaluating academic and administrative strengths, weaknesses, challenges, and opportunities by utilizing established assessment and evaluative measures. A fully supported office of institutional research and assessment is required to address the ever-growing demands for timely and accurate information that can be applied effectively in the areas of assessment and evaluation. Options and strategies for coordinating and institutionalizing the University's planning, assessment, and evaluation processes are now under consideration.



**The Valley Library was named 1999 Library of the Year by *Library Journal*, the first time this honor was bestowed on an academic library.**

## Conclusions

OSU is a comprehensive, doctorate-granting institution with the largest range of undergraduate, masters, first professional, and doctoral degree programs in the state. Liberal arts and science degree programs are balanced by a wide range of professional programs. The University is fully

engaged in research, scholarship, and creative activity as well as a broad range of educational, professional, community, and public programs and services.

In keeping with its historic mandate, OSU is committed to providing affordable access to higher education for all qualified students in the state. Programs and services are designed to allow students to

realize their fullest potential, and to provide a unique collegiate experience that will prepare them well both personally and professionally. OSU is fully engaged in basic and applied research and in disseminating this knowledge to meet the needs of the state, the region, the nation, and the world. The University promotes diversity and community among its students, its faculty, and its staff. Resources are used effectively and efficiently, and the University is fully accountable for funding received.

As noted in its mission statement, OSU aspires to stimulate a lasting attitude of inquiry, openness, and social responsibility and is committed to providing excellent academic programs, educational experiences, and creative scholarship. That mission is oft-communicated and widely understood, but sometimes difficult to fully carry out as

intended or desired. As a public institution of higher education, OSU is expected to provide affordable access to high-quality education in an environment that has, for the most part and with few exceptions, been the recipient of continually diminishing revenue assistance from the state it serves. Student tuition and fees are now among the highest in the western states and likely to increase during the next biennium. Some members of the University community have questioned whether the mission is perhaps too ambitious, given the rather chronic problems of finding adequate resources to carry out all parts of the mission satisfactorily.

Overall, however, OSU feels that it is well-positioned to meet the higher education challenges of the 21st century. The defined tasks are extraordinarily ambitious and will require that the University vigorously and continuously build on its strengths, examine its performance, and envision better ways of meeting its educational, research, service, and outreach missions.

The best universities of the 21st century will be markedly different from those of the past. OSU's transformation has begun by focusing on a revised mission that recognizes what the future will likely require and by articulating major goals that stress continual improvement in the quality and accessibility of educational opportunities. OSU's achievements in the past decade showcase a University that strives to be recognized for its top-tier academic reputation, for enriching the learning experience of its extended campus community, and for its unmatched value as a resource for all Oregonians. The transformation that is required for recognition as a model land-grant university of the 21st century is successfully underway at OSU.

### **Oregon State University is**

**well-positioned to meet the higher education challenges of the 21st century. The tasks are extraordinarily ambitious, but OSU will build on its strengths and continue to meet its educational, research, and service missions.**

# Resources

## Figures

- 1.1 *OSU Mission Statement: 1999*. Oregon State University, Office of Academic Affairs.

## Appendices

- 1.1 *OSU Mission Statement: 1987*. Oregon State University, Office of Academic Affairs.
- 1.2 *OSU Mission Statement: 1999. (OSU General Catalog: 2000–2001)*. Oregon State University, Office of Academic Affairs.
- 1.3 *Oregon State University: Beginning the 21st Century. OSU This Week*, April 30, 1992.
- 1.4 *Oregon State University's Aims*. Oregon State University, Office of Academic Affairs, March 1995.
- 1.5 *OSU Institutional and Professional Accreditation: 2000–2001*. Oregon State University, Office of Academic Affairs, 2000.
- 1.6 *OSU Baccalaureate Level Assessment Activity by College*. Oregon State University, Office of Academic Affairs, 2000.

## Exhibits

- 1.1 *The Accreditation Standards and Oregon State University's Self Study*. Oregon State University, Office of Academic Affairs, Accreditation Steering Committee, 1990.

- 1.2 *Creating the Future: A Plan for Beginning the 90s*. Oregon State University, Office of Academic Affairs, 1990.
- 1.3 *OSU Mission Statement Project: Comments*. Oregon State University, Office of Academic Affairs, 1999.
- 1.4 *Preparing for the Future: Strategic Planning at Oregon State University*. Oregon State University, Office of Academic Affairs, 1987.
- 1.5 *Oregon State University Administrative Cost/Structure Assessment: Final Report*. Oregon State University and KPMG Peat Marwick, 1992.
- 1.6 *Organizing, Planning, and Implementing Extended Education at Oregon State University: Transition Committee Report to the Provost*. Oregon State University, April 14, 1994.
- 1.7 *InterACTION!: The Oregon Initiative for 21st Century Food Systems Education. Phase II, Year 3 of the Project: May 1999 to May 2000*. Oregon State University, July 1999.
- 1.8 *Strategic Leadership for Oregon State University*. Oregon State University, Strategic Planning Committee, 1996.
- 1.9 *Central Oregon State University: A 21st Century University*. Oregon State University, December 2000.