

## **Bachelor of Science in Natural Resources 10-Year Review: Action Plan**

August, 2016

### **Introduction**

The Natural Resources BS degree program underwent a 10-year review in May, 2016. The review team of external peers (Drs. Carla D’Antonio, Ben Wu, and Joel Hartter) and OSU faculty (Drs. Michael Harte and Daniel Stroud) visited with faculty, administrators, staff, and students in Corvallis and Bend. The team noted that their engagement with faculty at Eastern Oregon University (EOU) was quite limited, and therefore the report generally does not include EOU. Nevertheless, we took the liberty of extending their recommendations to EOU as we felt appropriate.

We greatly appreciate the time and careful attention of our reviewers. They identified many points we have been considering, but also new perspectives and suggestions to strengthen the program. The program review was generally positive and supportive, but it identified several opportunities for improvement and expansion.

In this document, we focus on the review’s recommendations; to see the review’s comments on program strengths, readers should consult the Program Review document. Our responses and action plan are organized below according to the structure used in the Program Review. This action plan was prepared by the Natural Resources program leads (Troy Hall, Ron Reuter, and Pat Kennedy) and has been reviewed by College of Forestry Associate Dean Randy Rosenberger and OSU-Cascades Interim Dean of Academic Programs Julie Gess-Newsome).

### **Program Governance**

*1. Recommendation:* Develop two governing committees – a Steering Committee to make program decisions and a Curriculum Committee to oversee curricular matters. The first would include representatives from all campuses; this appears to be what now exists as the Program Committee (made up of faculty and administrators from all campuses and the four participating colleges). The second would be made up of representative faculty who teach courses in the program, along with academic advisors.

*Response:* We did not perceive any substantial criticism of the existing Program Committee in the reviewers’ report, so we take their recommendation as simply dividing the current work of the Program Committee between two committees. We plan to retain the Program Committee and clarify its role through a written charter and governance policy.

We see the merit in appointing a new faculty/advisor committee to oversee curricular matters. However, we need to gauge the level of commitment and capacity among faculty colleagues across the Corvallis campus, as well as at OSU-Cascades and EOU, to take on this work. Few Corvallis or Ecampus faculty teach courses where a majority (or even substantial minority) of the students are in the NR program. Therefore, it is not clear that faculty from other colleges and programs will feel a strong awareness of or commitment to the NR program. However, some faculty in the FES department have developed and begun offering new NR classes, and these individuals may be suitable for a curriculum committee. Also, some faculty from OSU-Cascades and EOU serve many NR students in their classes.

We will engage the existing Program Committee on this topic, exploring whether a broadly representative Curriculum Committee is viable and needed, or a FES-centered Curriculum Committee is sufficient to best serve this need and meet the needs of NR students.

The Program Committee will discuss these recommendations during a fall 2016 retreat and decide whether to form two committees or retain just one.

Action	Personnel	Status	Completion date	Metric/outcome
Decide program governance structure	NR Program Committee & leads	Planned	November, 2016	Committee(s) composition
Draft charter(s) for committee governance	Program Leads & Pgm Committee	Planned	January, 2017	Written charter(s)

**2. Recommendation:** Appoint a dedicated 1.0 FTE Faculty Director, who holds tenure in the College of Forestry. The director would report to the FES Department Head, be responsible for all program administration and coordination, and teach one of the core NR classes.

*Response:* Presently, the NR program director is FES Department Head Hall. Hall has no dedicated FTE assigned to NR or the other programs under her supervision. Therefore, a program as large and complex as NR would certainly benefit from having a 1.0 FTE Faculty Director. However, we believe that 1.0 FTE may be more than the program needs or can afford at this time. The solidification of the Program Coordinator's position as 0.75 FTE (see below) provides support capacity to accomplish some of the administrative work that would otherwise be done by the Director. Additionally, our primary need at present is for faculty to teach backbone NR courses, and this need takes priority over appointing a Director at this time. However, should anticipated growth in NR program enrollment occur, we will revisit this recommendation for a Faculty Director in the future.

Action	Personnel	Status	Completion date	Metric/outcome
Appoint a 1.0 FTE Faculty Director	College of Forestry	Not planned	NA	NA

## Administration

**3. Recommendation:** Maintain consistency in advising and support for advisors.

*Response:* We recognize that, at the time of the program review, the NR program was experiencing transitions in advising for students at Corvallis and Bend, as well as Ecampus. From their comments, it is apparent that the review team was aware of student uncertainty and anxiety. Since the site visit, both the College of Forestry and OSU-Cascades have hired new academic advisors. These hires were based on competitive searches, and highly qualified individuals were brought on board. We are optimistic that this will alleviate student anxiety over the coming months.

Action	Personnel	Status	Completion date	Metric/outcome
Stabilize advising	Kent, Rosenberger, Hall, Reuter, McGinnis	Complete	Summer, 2016	Complete staff of advisors

4. *Recommendation:* Increase Program Coordinator McLachlain’s administrative duties and reduce her duties in advising. Specifically, the review recommended a 75/25 split in duties. The additional administrative responsibilities should include alumni tracking, engagement of current students, program assessment, and coordination of the Program Committee and Curriculum Committee (if established).

*Response:* In accord with the review, the College of Forestry has increased the Program Coordinator’s administrative FTE to 0.75. We will continue to work with OSU-Cascades and EOU to improve administration of the degree on those campuses.

Action	Personnel	Status	Completion date	Metric/outcome
Increase Pgm Coordinator’s FTE to 0.75	CoF	Complete	Spring, 2016	Position description

5. *Recommendation:* Grow Ecampus enrollment, especially through international recruitment.

*Response:* We agree with the review team that Ecampus may provide a venue to grow enrollment in the NR program (though we believe that enrollment in Ecampus programs appears to be reaching a plateau). OSU is presently conducting a natural-resource focused recruitment campaign, and the NR program is part of that effort. Additionally, the CoF has dedicated support through the office of Marketing and Communications to put toward marketing and recruitment. We intend to consider alternative course delivery mechanisms (e.g., modularized classes, certificates) that may be more appealing to working Ecampus students than traditional delivery models.

With regards to on-campus enrollment at OSU-Cascades, we are planning to emphasize the Individualized Specialty Option for new students so they can customize their degree to meet their career goals and not be restricted by the two available options. We will encourage our recruiters to engage with potential students around the idea that they can create the option they want. As we increase the breadth of classes at Cascades through growth in NR, ENSC, and BI coursework, we expect this will encourage recruitment (The ISO being the largest option package with Corvallis). Recruiters will use actual student examples during recruitment activities.

Presently, no marketing and recruitment efforts are planned at Eastern Oregon University, given the limited capacity of faculty, absence of recruiters, and lack of financial support dedicated to the NR program.

With regards to internationalizing the student body, at present, we have limited resources to launch an international recruitment campaign. Our efforts with INTO thus far have yielded minimal results, and we are hesitant to put our resources into international marketing at this time. Instead, our focus will be to increase the number of under-represented domestic students.

Action	Personnel	Status	Completion date	Metric/outcome
Grow Ecampus enrollment	CoF Marketing & Student Services; Ecampus	On-going	June, 2017	Adoption of CoF Enrollment Management Plan and Recruitment Strategic Plan
Increase international enrollments	Pgm leads; Ecampus	Not Planned	NA	NA
Improve recruitment at OSU-Cascades and EOU	Pgm leads	Planned for Cascades, not EOU	June, 2017	New recruiting materials, example ISOs

## Resourcing

*6. Recommendation:* OSU should develop a trial budget model to reward faculty and departments for engagement in interdisciplinary programs, in an effort to incentivize participation by non-CoF faculty and units to participate.

*Response:* We appreciate the review team's recognition of a major challenge faced by interdisciplinary, inter-collegiate, and inter-campus programs like NR. While we agree with the sentiment of the recommendation, it is beyond the scope of our action plan to address this larger funding issue, especially when the university is transitioning to a new budget model. Nonetheless, we will provide this recommendation to the appropriate Vice Provosts' offices for their consideration and engagement with their related financial and educational councils.

Action	Personnel	Status	Completion date	Metric/outcome
Develop new university-wide budget model for ID programs	Provost	Not planned	NA	NA

*7. Recommendation:* OSU and CoF must commit resources if the CoF Dean's goal of doubling enrollment is to occur. In particular, the program at Cascades and EOU will require more resources. The review recommended adding at least one full-time teaching faculty member to the Cascades program to help ensure that students can complete the degree without needing to take Ecampus classes and to stabilize course offerings.

*Response:* Because Corvallis-based and Ecampus students have access to many courses offered by a wide variety of departments, and because FES faculty are beginning to offer new NR classes, we feel we have the capacity to sustain an enrollment increase in these two branches of the NR degree, should it occur. However, we agree with the reviewers' conclusions about the constraints faced by the program at OSU-Cascades, which has 1.5 FTE of dedicated faculty and more than 100 students. Given the current funding model, which separates OSU-Cascades and Corvallis budgets, financial support for any such increase would be the responsibility of OSU-Cascades. OSU-Cascades is a growing campus and will add faculty to the NR program as enrollment numbers permit. As explained below in the section regarding OSU-Cascades, current faculty expansion plans include a 1.0 FTE instructor hire to be split with NR and ENSC, a new degree program at Cascades.

Additionally, we recognize that it will be difficult to grow the NR program at EOU with current resources. EOU faculty consider the NR program to be one of the most rapidly growing programs, with the greatest potential for growth at that campus. However, at present, the CoF has no plans to invest in additional faculty support at EOU. This matter should be further discussed by upper administration, if there is a desire for the Corvallis campus to support programs at EOU.

Action	Personnel	Status	Completion date	Metric/outcome
Add new full-time faculty member at OSU-Cascades	Gess-Newsome	In planning	Not specified (dependent on enrollment)	New 1.0 faculty member

*8. Recommendation:* Look for ways to increase revenues, particularly at the Cascades campus (e.g., conduct workshops available to the general public).

*Response:* We agree that additional revenues would allow us to improve the NR program, for example by offering scholarships and enhanced field experiences. The CoF has hired a new development director, and we have communicated our desire to broaden our traditional development activities to organizations, individuals, and companies more aligned with the NR program than our traditional donors. The EOU program lead is in the process of appointing an advisory board for the set of programs offered by CAS at EOU, and she has begun conversations with foundations and potential donors. However, OSU-Cascades is exploring summer field camps for the community across different age levels, possibly partnering with regional parks and recreation groups. These camps have the potential to provide some financial support for the OSU-Cascades NR program.

Action	Personnel	Status	Completion date	Metric/outcome
Seek ways to increase revenues from non-traditional donors	CoF Development; EOU pgm lead	On-going	Not specified	New scholarships or program support
Hold workshops to increase revenue	OSU-Cascades faculty	Not planned	NA	NA
Explore summer camps in Bend as revenue generators	OSU-Cascades pgm lead	Planned	June, 2017	Decision
Appoint advisory board for EOU programs	EOU pgm lead	Planned	Winter, 2017	Convening of advisory board

## Curriculum

*9. Recommendation:* Define the program, particularly in contrast to Environmental Sciences, Sustainability and Fish and Wildlife. Emphasize career opportunities for NR students.

*Response:* The review team expressed concern about lack of differentiation between interdisciplinary environmental programs at OSU. This might perhaps be due in part to their own affiliations with Environmental Science programs at their home universities (vs. natural resources programs). It also reflects an awareness that “fish and wildlife” and “environmental science” are more readily recognizable by potential students interested in natural resource programs, which tend to be “discovery” degrees. In our experience, however, we have not found that students express confusion about the differences between the programs. Last year, the NR Program Coordinator worked with Fish & Wildlife and Environmental Science to develop a fact sheet articulating the differences between the programs, and communications are good between the advisors of the different programs. Therefore, we view this recommendation as a low priority.

The discussion about intersections among degree programs prompted us to meet with the Sustainability Double Degree program director in September. This resulted in useful clarifications regarding how students may count classes toward each degree (so called “double counting”). It also highlighted opportunities and needs for additional courses that could become part of both programs.

CoF currently administers a pre-graduation employment survey and 1-yr and 3-yr post-graduation surveys. These surveys provide limited information regarding career pathways; therefore we also plan to implement tracking of graduates to improve our ability to communicate to prospective students about the types of career paths they might follow. We will collaborate with CoF to ensure the surveys align with NR needs, and the NR Program Coordinator will investigate different ways universities track graduates (e.g., through social media).

Action	Personnel	Status	Completion date	Metric/outcome
Review program requirements of EnvS, F&W, and develop FAQ	McLachlain	Complete	Spring, 2016	Fact sheet
Meet with program lead for Sustainability Double Degree	McLachlain, Hall	Complete	September, 2016	Decision on using courses in degrees
Track graduates' career paths	McLachlain & advisors	Planned	Begin implementation, spring, 2017	List of exit questions for graduating students
Appoint representative from Env Sci to NR Program Committee	Reuter, Hall	Planned	Fall, 2016	New member of Program Committee

*10. Recommendation:* Reduce the number of categories in the NR Core; reduce the number of Specialty Options; reduce number of credits in Options. The review highlighted the fact that NR students have essentially no free electives because they must take courses in 21 categories of “NR Core” and 7 categories of “NR Breadth,” as well as a 40-credit Specialty Option (compared to a minor, which is typically around 27 credits). Although they have many choices among classes in the Core, Breadth, and Specialty Option categories, they have virtually no ability to take classes that do not fulfill some NR degree requirement.

*Response:* We agree that the NR degree includes many required categories of classes. The particular set of Core and Breadth categories has not been reviewed and deliberated in several years, and it is time to take a critical look to ensure we have the right number and content of categories, particularly for the Core and Breadth. We also know that some Specialty Options have low-enrollments or are difficult for students to take (e.g., Law Enforcement). Therefore, we plan to discuss these issues with the Program Committee to develop and adopt a proposal for changes. A new initiative to promote student success is development of an on-line “course” or “workshop” about choosing an option that students will need to complete.

Action	Personnel	Status	Completion date	Metric/outcome
Review existing program requirements and rationale	Pgm leads and Program Committee	Planned	Fall, 2016	Notes on discussion and alternatives
Develop proposal for changes	Pgm leads	Planned	Spring, 2017	Written proposal & justification
Adopt changes	Program Committee	Planned	Fall, 2017	Record of vote
Implement changes	Pgm leads	Planned	Winter, 2018	Cat II proposal
Develop on-line “course” for choosing option	McLachlain	Planned	Winter, 2017	New “course” and requirement for completion

*11. Recommendation:* Retain the ISO and strengthen guidance for students to develop solid ISOs.

*Response:* We agree that the process for developing and approving ISOs has not been systematic or rigorous in the past, and students sometimes waited until the last minute to seek approval. Over the past year, the program coordinator developed a system for requiring ISOs to be approved in a timely fashion, as well as a template for describing how the courses provide knowledge and skills toward employment and career goals. In addition, the review highlighted a discrepancy across campuses in the use of ISOs, and we plan to discuss whether and how to help students at EOU and Cascades develop

ISOs. At OSU-Cascades, program expansion in Natural Resources, Biology, and Social Sciences will increase the number of potential courses for ISO development for Cascades students, which will make the ISO a more viable and marketable option at Cascades. The new on-line “course” on choosing an option should help student decide whether the ISO is appropriate for them.

Action	Personnel	Status	Completion date	Metric/outcome
Implement a process for ISO review and approval	McLachlain, Hall	In progress	December, 2016	Template for ISO; timeline for gaining approval; % of students who file ISO on time
Develop explicit policy on use of ISO at EOU and Cascades	Pgm leads	Planned	Fall, 2016	Written policy
Develop on-line “course” for choosing option	McLachlain	Planned	Winter, 2017	New “course” and requirement for completion

*12. Recommendation:* Improve the consistency of delivery of key courses across all campuses.

*Response:* Although there are currently few required NR courses, we recognize that different instructors have taught courses differently over time and at different campuses. It is critical that the bookend classes be delivered in ways that ensure that learning outcomes are addressed in comparable ways. Therefore, we plan to obtain and review the syllabi for each version of the bookend classes (NR 201, NR 455), as well as the other “key” classes we identified in our self-study. Analysis will reveal the consistency in learning outcomes, course content, and delivery approaches. We plan to call a meeting of the instructors to discuss any issues that arise and ways that NR 201 and NR 455 can be more strongly linked. This is a good task for the Curriculum Committee to evaluate.

Action	Personnel	Status	Completion date	Metric/outcome
Review syllabi for key courses	McLachlain	Planned	Fall, 2016	Analysis of similarities and differences
Convene instructors for leveling of courses	Hall, McLachlain, instructors	Planned	Winter/spring 2017	Revised syllabi (as needed)
Consider how to offer NR 201 and NR 455 at OSU-Cascades and EOU	Program Committee	Planned	Winter/spring 2017	Decision

*13. Recommendation:* Add interdisciplinary (vs. multidisciplinary) course(s) to the NR Core, and expand the set of courses required of all students (NR “backbone”). This will enhance students’ competency in interdisciplinary problem solving and promote community building.

*Response:* As the reviewers noted, the NR program is a multidisciplinary program with few courses that specifically teach principles of interdisciplinary thinking or analysis. We have begun to address this gap with a set of new classes offered by FES faculty, some of which have already been offered. However, we are reluctant at this point to make any of these courses mandatory, because we would then be required to offer them at all campuses. Presently, we do not have resources to do so. We have also begun developing a new option (“Integrated Conservation Analysis”) that makes use of new and existing classes, but we are waiting to submit the proposal for approval until we have sufficient faculty to offer

all the courses (timeframe unknown). We believe one reason for limited resources is the current budget model that does not adequately address delivery of interdisciplinary programs, as identified by the reviewers above.

Action	Personnel	Status	Completion date	Metric/outcome
Develop new ID courses	FES faculty	On going	Unknown	Enrollment in new courses
Add ID courses to the NR Core	Program Committee	Not planned	NA	NA
Create ICA option	Hall	On hold	Unknown	Cat II approval and all courses offered

*14. Recommendation:* Add two required “bookend” seminars: first-year seminar for new students, focused on career path, degree roadmap, and community building; and a senior seminar in which students collect artifacts of learning, evaluate them, reflect on growth, and develop a professional e-portfolio.

*Response:* The recommendation addresses known concerns about NR students feeling a lack of community and potentially being overwhelmed by the complexity and variety of the NR degree. However, we do not plan to add a first-year seminar for two reasons. First, we recently eliminated the “career” class (FES 207), because Corvallis-based students now receive substantial career guidance from the Student Services team, who will also be developing a 1-credit career development class that should meet this need. At OSU-Cascades and EOU, students receive this type of guidance from their faculty. Second, most of the NR students are transfer students, and we have very few first-year students. Most Ecampus students are non-traditional (older than average, employed in natural resource fields). These groups of students may not be well served by having to take a 200-level introductory class.

OSU-Cascades will be developing NR201 to be offered in Fall, 2017. This course will serve as a primary contact point for NR students and include a module on degree planning. OSU-Cascades will also be establishing continuity between NR201 and NR455 to track student progress in both program learning objectives and student success in navigating the degree. As always, transfer students will find this navigation trickier, depending on the level of transfer they bring to the table.

We see potential value in the senior seminar, particularly as a venue for program assessment. Therefore, we will discuss this recommendation at the Program Committee’s Fall, 2016 meeting. Based on the outcomes of that discussion, we may develop a proposal for the course. A decision will be made by Spring, 2017. Part of this need may be served through a 1-credit professional development Junior seminar in development by the Student Services team.

Action	Personnel	Status	Completion date	Metric/outcome
Add a 1 <sup>st</sup> year required seminar within the NR curriculum	Pgm Committee	Not planned	NA	NA
Offer a 1 <sup>st</sup> year seminar (optional) for students in CoF	CoF Student Services	Planned	Fall, 2017	Course enrollment
Decide whether to require a senior seminar	Pgm Committee	Planned	Spring, 2017	Decision



15. *Recommendation:* Add a required internship (which could be waived for students with sufficient relevant work experience).

*Response:* Internships greatly enhance students’ academic experience and subsequent employment prospects. Other degree programs in the CoF have mandatory work experiences, and some offer or require an internship. The reviewers recommended requiring an internship in the NR program, with explicit learning outcomes, engagement with faculty mentors, and products documenting accomplishments and learning. For a program with >500 students, the resources required to administer a high quality internship would be considerable and are well beyond our current capacity. Therefore, we do not plan to add an internship requirement. However, the Program Committee will discuss whether there should be a work requirement. (Even this requirement would create a demand on the program leads to review and approve work.) However, CoF has invested in an Internship and Cooperative Education Coordinator position that will increase awareness and opportunities for NR students to voluntarily engage in experiential learning similar to required work experiences.

Presently, there is nowhere in the curriculum for students to use internship (or study abroad) credit in categories of NR Core, NR Breadth, or established options. This forces students to use the ISO if they want to pursue an internship. We plan to discuss this issue with the Program Committee to explore how we might better integrate internships, study abroad, and other experiential learning opportunities into the curriculum.

Action	Personnel	Status	Completion date	Metric/outcome
Decide whether to adopt a work requirement	Program Committee	Planned	Spring, 2017	Decision
Decide where internships and study abroad could be used to fulfill degree requirements	Program Committee	Planned	Spring, 2017	Decision and revised curriculum, approved Cat II

16. *Recommendation:* Provide more experiential learning opportunities across all options.

*Response:* Experiential learning is an especially effective way to deliver much of the content in the NR program and is well suited to NR students’ expressed desires to be outside. However, there are challenges to our ability to increase experiential learning dramatically – most of the courses taken by NR students are outside of the program’s control (offered by other colleges and departments), and some types of experiential learning, such as field trips, pose additional financial costs to students. Nevertheless, we can discuss experiential learning opportunities with faculty who teach key courses taken by NR students and capitalize on CoF and OSU initiatives for increasing internship, global learning, leadership, professional development, and mentored research opportunities. A list of such opportunities will be provided to advisors to help guide students and encourage broader participation in these opportunities (NR students have participated in all experiential learning opportunities in the past—our goal will be to increase the level of participation).

Action	Personnel	Status	Completion date	Metric/outcome
Identify instructors of key courses	McLachlain	Planned	Fall, 2016	List of instructors & syllabi
Discuss experiential learning with instructors	Pgm Leads	Planned	Spring, 2017	List of experiential learning opportunities
Discuss adding requirement for specified number of “high experiential” options	Program Committee	Planned	Spring, 2017	Decision

*17. Recommendation:* Strengthen the capstone class (NR 455). Consider a blended approach. Consider developing competency-based online learning modules to help fill gaps in prerequisites for students with different preparation. This recommendation is based on the recognition that the capstone class is taken by students with very different backgrounds, and the instructor cannot assume common coursework or training.

*Response:* Challenges with NR 455 have been one of the major issues facing the NR program in recent years. The problems associated with students' varying types of preparation have been compounded by having different instructors and a wide range of specialty options. We plan to review the different versions of the NR 455 class (Corvallis, Cascades, and Ecampus) and work toward more permanent instructors. We will also explore the recommendation to develop online remedial modules. If the decision is made to develop such modules, we recognize that it will take two to three years to have them fully developed.

Action	Personnel	Status	Completion date	Metric/outcome
Review different versions of NR 455 and purposes	Pgm leads, NR 455 instructors	Planned	Spring, 2017	Revised syllabus
Secure consistent instructors for NR 455	Hall	On-going	Spring, 2017	Revised PDs
Decide whether to develop online modules	Pgm Cmte, pgm leads, instructors	Planned	Spring, 2018	Decision

## Assessment

*18. Recommendation:* Use curriculum mapping to identify where each SLO is introduced, reinforced, and assessed. Familiarize students and faculty with this curriculum map. Develop a plan to collect assessments and/or artifacts of student work in specific courses for individual program learning outcomes. Strengthen direct assessment of student learning, guided by rubrics.

*Response:* As part of our self-study, we made important steps toward mapping the NR SLOs across courses. As we noted, and the reviewers recognized, this effort is difficult in the NR program, where only two classes are required of all students. We opted to focus on key courses taken by many NR students, and obtained the syllabi for all of them. Our self-study report contains the curriculum map, showing in which classes each SLO is a major focus, minor focus, or not a focus. To further this map, we will meet with instructors of the key courses to discuss precisely how they deliver and assess material pertinent to the NR SLOs. We hope that we can implement a system whereby instructors provide artefacts or assessments of the performance of NR students in their classes.

Action	Personnel	Status	Completion date	Metric/outcome
Obtain syllabi for "key" courses taken by NR students	McLachlain	Complete	May, 2016	File of syllabi
Convene meeting of instructors to review NR SLO maps, identify key artifacts/assignments	Pgm leads & instructors	Planned	Spring, 2017	Refined SLO map; list of assignments/artifacts for assessment
Develop rubrics for assessment	Instructors, Hall	Planned	Winter, 2018	Collection of rubrics
Develop process for students to file assessment artifacts on line	McLachlain	Planned	Fall, 2018	% of students filing artefacts
Develop annual process for evaluating SLOs in student artifacts	Pgm leads	Planned	Spring, 2019	Annual report on SLOs

19. *Recommendation:* Guide students in senior seminar to analyze their own learning artifacts to reflect on their learning and growth.

*Response:* Whether we follow this recommendation will depend on the outcome of the Program Committee’s decision whether or not to require a senior seminar. If we do adopt the seminar and choose to use it for student self-assessment, we will need to create a process for students to retain learning artefacts from their prior courses. As this is a major departure from how most students experience their education, it would need a solid plan, involvement of advisors, and rigorous enforcement.

Action	Personnel	Status	Completion date	Metric/outcome
Decide whether to use senior seminar for assessment	Pgm committee	Depends on other decisions	NA	NA

20. *Recommendation:* Design and conduct structured exit surveys of graduating students.

*Response:* We currently include all NR students in annual surveys of graduating seniors. However, the response rate is low, and the questions do not fully address our program’s learning outcomes. Therefore, we will work with the Associate Dean of CoF and Interim Dean at OSU-Cascades to revise the survey and identify a more effective way to administer it to graduating seniors.

Action	Personnel	Status	Completion date	Metric/outcome
Review & refine existing exit surveys	Pgm leads, Rosenberger	Planned	Winter, 2017	Updated survey;
Survey graduating students each quarter	Advisors or program leads	Planned	Beginning spring, 2017	Survey response rate
Use survey results to refine curriculum and contribute to assessment	Pgm leads	On going	Annually	Summary of survey findings; report to pgm committee

21. *Recommendation:* Improve tracking of graduates, including through social media and networks. Consider building a LinkedIn-type group. Conduct surveys of graduates, employers, and/or LinkedIn profiles to assess student success after graduation.

*Response:* As noted above, we plan to include questions about post-graduation plans in the exit survey of graduating seniors to be administered every quarter. Additionally, advisors will begin collecting permanent contact information from graduating seniors for purposes of longer-term tracking. The CoF will conduct a survey of all NR graduates every five years; the survey will be sent to all students who graduated at least 3 years previously. The survey will focus on adequacy of career preparation, strengths of the NR curriculum, and suggested changes to the program.

We will explore the feasibility and utility of using LinkedIn profiles to track graduates.

Action	Personnel	Status	Completion date	Metric/outcome
Track graduates’ career paths	Advisors & pgm leads	Planned	Beginning spring 2017	% of students providing info
Collect permanent contact information for students	Advisors	Planned	Beginning fall, 2016	% of students with complete info

Conduct post-graduation surveys	Pgm director	Planned	Beginning Fall, 2018; every 5 years	Response rate; report to pgm committee
Use results of post-grad surveys to refine curriculum	Pgm leads & Program committee	Planned	Beginning winter, 2019; every 5 years	Written justification for proposed changes
Explore using LinkedIn to track graduates	McLachlain	Planned	Spring 2017	Summary of findings

### Partnerships/external relations

**22. Recommendation:** Increase appeal, recognition, and student recruitment/retention through new professional and programmatic relationships with external entities and improve marketing. Cultivate relationships with professional sectors and broaden to a larger group of non-profit, public, and private entities. Broaden the program to include consumer products, green technologies, design, food and beverage, etc.

**Response:** The external review team suggested ambitious outreach across a wide range of sectors, including food and beverage, outdoor activity programs, land management, and green infrastructure. We feel that the NR program is better suited to some of these (e.g., land management agencies, restoration) than others. The Sustainability double-degree and other programs (e.g., Environmental Sciences, Fish & Wildlife) are more appropriately oriented to engage with other sectors (e.g., food and beverage, green infrastructure). Nevertheless, we agree that there is considerable room for improvement of the NR program's connections to stakeholders around Oregon, especially for the Ecampus and Corvallis programs. Increasing the use of the ISO at EOU and OSU-Cascades and developing internships will allow the NR program at those campuses to more fully engage the Central Oregon community.

We plan to convene a meeting of the program leads, the CoF Marketing and Communications director, and appropriate Associate Deans to develop a plan to identify and begin connecting with key external stakeholders. This may be an outcome of the work by the Internship and Cooperative Education Coordinator as she fosters relationships and internship opportunities (see discussion of the Student Success Initiative below).

Action	Personnel	Status	Completion date	Metric/outcome
Convene administrators and pgm leads to discuss existing and potential relationships	CoF Marketing; Assoc. Deans; pgm leads	Planned	Fall, 2017	Written summary of existing and potential relationships and plan for outreach
Develop communication materials for target markets	CoF Marketing	Planned	Winter, 2018	Communication materials
Initiate conversations with key stakeholders	Program director	Planned	On-going; beginning Fall, 2018	Annual Report to Program Committee

**23. Recommendation:** Enhance and maintain web presence on social media, especially to engage recent grads, alumni, and current students.

*Response:* The NR program currently has a Facebook page, which is updated by the Program Coordinator. We will explore the use of other social media, such as Twitter, to engage students and alumni.

Action	Personnel	Status	Completion date	Metric/outcome
Review process for updating Facebook postings	McLachlain & Program Committee	Planned	Spring, 2017	Presentation to Program Committee
Explore use of new social media for connecting with students	McLachlain	Planned	Spring, 2017	Report and recommendation to program committee

**24. Recommendation:** Work with development and others to increase financial support from the private sector.

*Response:* Compared to other CoF undergraduate programs, the NR program lacks direct relationships with external public and private employers. Several CoF initiatives are underway that may help increase connections with employers and result in financial support of NR students. In addition, OSU's Student Success Initiative, a collaboration between OSU, Colleges, and the OSU Foundation, is in direct alignment with this recommendation and has the goals of increasing financial accessibility for all students, recruitment of high achieving students, and supporting experiential learning for all students. We plan to work with these initiatives in prioritizing NR as they identify prospects and increase financial support.

The OSU-Cascades NR program is constantly exploring supporters with the help of the Foundation. As we engage the community more through student internships and community learning activities, we hope that more outside investment will materialize. At EOU, faculty are exploring potential donors for scholarships with the CAS representatives on the Foundation staff.

Action	Personnel	Status	Completion date	Metric/outcome
Meet with CoF Development Director	Hall	Complete	Summer, 2016	None
Identify prospects	Pgm leads & dev. Director	Planned	Spring, 2017	List of prospective supporters
Secure new lines of funding for two NR scholarships	Pgm Director & Dev. Director	Planned	Spring, 2020	Commitment of support

### **Cascades Campus**

**25. Recommendation:** The enrollment potential at Cascades is great; the University and CoF should invest in this growth. (The NR program constitutes 10% of the total Cascades student body.) Investment should include a new 1.0 FTE faculty position to provide needed capacity for teaching, outreach, and professional mentorship. Given resource constraints, the program must be creative and entrepreneurial, leveraging additional resources (e.g., in Business or Engineering).

*Response:* Future expansion plans at OSU-Cascades, which should increase capacity for NR, include a 1.0 FTE Fall 2017 hire split with NR and ENSC, a Fall 2019 hire in political/social sciences, and a Fall 2019 hire in Biological Sciences.

Action	Personnel	Status	Completion date	Metric/outcome
Hire new faculty at OSU-Cascades	Gess-Newsome	Planned	Fall, 2019	New faculty hires

26. *Recommendation:* Align Cascades faculty position descriptions with reality of teaching expectations and program needs.

*Response:* In 2016, OSU-Cascades implemented a more clear measure of faculty load distribution, called “work load units.” This system has resulted in recognition of overtaxed or undertaxed faculty and adjustment in their teaching and service loads. We anticipate these adjustments, with increasing faculty FTE through program expansion, will bring position descriptions into alignment with actual faculty contributions.

Action	Personnel	Status	Completion date	Metric/outcome
Align PDs with teaching expectations	Gess-Newsome, Pgm lead	Completed	Spring, 2016	Revised PDs

27. *Recommendation:* Find a way to return Ecampus revenue to Cascades because a large proportion of their students need to take Ecampus courses. (Note: the reviewers did not include EOU in this recommendation, but NR students at EOU must take several Ecampus classes, so presumably the recommendation would apply to EOU as well.)

*Response:* After “taxes” from university administration, Ecampus revenues currently follow the course instructor, per the CoF Ecampus Policy. We do not envision any change to this. Transferring Ecampus revenue to Cascades and EOU would require increasing the enrollment minima for classes in the CoF policy. It would also mean that many students who take Ecampus classes but are not NR students would be subsidizing NR students at EOU and Cascades. At present, we do not plan to change the revenue model for Ecampus tuition distributions.

Action	Personnel	Status	Completion date	Metric/outcome
Return some Ecampus revenue to Cascades and EOU	Ecampus & CoF leadership	Not planned	NA	NA