

## Student Life and Success Briefing

### BACKGROUND

This report provides a snapshot of initiatives that directly contribute to advancing student access and success in the context of Strategic Plan 4.0 (SP4.0), updates on previously reported priority areas, and highlights emerging student life issues. Examples of efforts to apply student input will be evident throughout this report, including areas such as bolstering student success, student transition support, mental health and wellbeing, career readiness, and new initiatives such as OSU Assist and Beaver Hub.

### PROGRESS AND METRICS RELATED TO STRATEGIC PLAN 4.0

#### Strategic Plan Focus Area: A Culture of Belonging, Collaboration and Innovation

##### *Community Climate Workgroup Launch*

Many sources of information illustrate the state of our university climate for students, faculty and staff. Last year, the Office of Institutional Diversity brought together leaders from Student Affairs, Academic Affairs, Equal Opportunity and Access, Faculty Affairs, Human Resources, the Ombuds Office, General Counsel, and Audit, Risk, and Compliance to form the Community Climate Workgroup. Each of the units affiliated with this workgroup shares data that inform our understanding of the OSU climate. The goal of this group is to build a more comprehensive understanding of how students, faculty, and staff experience OSU and to use that information to take meaningful actions to influence the university climate.

##### *Student Success*

In the next phase of OSU's efforts to significantly improve student success outcomes—most importantly, graduation rates—the university is transitioning from the current Student Success Committee to a team-based model overseen by vice provosts Alix Gitelman and Dan Larson. Steve Wuhs, Associate Vice Provost for Academic Success and Brandi Fuhrman, Associate Vice Provost for Student Affairs and Executive Director of Career Development will co-lead a Student Success Core Team that will focus on three main priorities:

1. Catalyzing and supporting college efforts to set student success goals and metrics that will measure progress towards those goals.
2. Identifying cross-cutting central priorities and student-success strategies and metrics, setting centrally-driven priorities for large scale, collaborative projects under the following focus areas:
  - a. Making an OSU education financially accessible;
  - b. Successfully integrating new students into the university;
  - c. Fostering belonging and connection for students;
  - d. Integrating/emphasizing applied learning experiences from/in varied settings;
  - e. Supporting degree progression and completion;
  - f. Building an organizational and IT architecture that ensures a collaborative approach to student success.
3. Creating professional development strategies so the OSU community continues to grow understanding and skills that advance student success, and keeping the community informed of the status of large student success efforts and opportunities to engage.

The Undergraduate Education Council (UEC) and the Provost's Council of Deans (PCOD) will also be important sources of leadership for this effort.

***Promising Student Success Practice: Supplemental Instruction***

Supplemental Instruction (SI) is a resource that offers peer-led, group study tables for challenging courses during fall, winter and spring terms. SI meets weeks 2-10 of the term for 50 minutes each week. Study tables are led by SI Leaders, students who have taken and succeeded in the course in a past term and who continue to attend lectures. Study tables differ from lectures in that they are highly interactive; students engage in a variety of learning activities to understand and master course concepts.

SI underwent a scale up, funded by the Division of Academic Affairs and grant funds, which expands capacity to support students enrolled in large, Baccalaureate Core, multidisciplinary lectures where SI has not historically had a presence. Despite being in a pilot phase and navigating multiple COVID transitions, the scale-up was an overwhelming success, nearly tripling the number of courses supported throughout the entire year and doubling the number of student contact hours from last year. In addition to the scale-up, SI entered into new partnerships with Ecampus to expand course support for online students, and with the Valley Library to provide SI tables in a more central location.

Students who completed SI earned a new average course grade 0.52 grade points higher than their non-SI peers. In the group who had previously withdrawn from the course, students who completed SI earned an average course grade 0.49 grade points higher than their non-SI peers. While the data suggest that students retaking courses generally do better on their subsequent attempt, there is strong evidence to suggest that SI helps students earn higher course grades and pass the class at a higher rate, potentially offering a larger benefit for students retaking courses than the general student population.

***Beaver Hub: The Enterprise-Wide Student Experience CRM***

In September 2021, OSU launched an effort provide coordinated, unified and consistent communications to students via an enterprise-wide Constituent Relationship Management (CRM) software tool. Using input from the project's student interns, "Beaver Hub" was chosen as the name of the platform. With inclusion of both functional and technical staff, the group collected input from across campus to author and release an RFP, involving stakeholders in a selection process of a system. These efforts culminated with a Statement of Work to deliver a Student Success Hub product by June 2023. The selected product is Salesforce and the implementation partner is Attain Partners. This process also resulted in the creation of the Core Team; the group responsible for keeping the project on track for delivery.

In November 2022, the project Steering Committee and Core Team identified and began engaging Work Group Leads and Members from across campus. Work Group Leads and Members were selected by leadership to champion the project; identify opportunities to align and focus areas of need; participate in cross-functional discussions; provide feedback to inform design, management, and training needs; and engage peers. In the background, OSU's data and integration professionals have been working in coordination with Attain Partners to build the tool. Staff in UIT Integrations and in the Office of the Registrar have worked long hours to help OSU meet this aggressive deadline.

During the month of May, the Core Team is establishing a Change Champion network to participate in train-the-trainer activities, formalize user permission sets, and establish a deployment

support plan. Other priorities include completion of an interim university-wide Communications Policy and documenting operational roles and responsibilities to support the ongoing iteration of the Beaver Hub.

***Student Transition Support: START and OSUWelcome***

OSU onboards incoming students through START (orientation) and OSUWelcome. Intentional and collaborative efforts have been taken to establish more collective engagements with university partners. Informational sessions have been created for partners to learn about START, how it works, what they can expect, and where they can get involved. Additionally, the newly established OSUWelcome Coordination Committee includes a variety of partners from all of the colleges, Admissions, Athletics, and Student Affairs. The committee created five work groups that are geared towards academic transitions, assessment, community connections with Corvallis, communications, and large-scale programming. Of note, this year members of the committee are planning to explore how students are welcomed at OSU-Cascades, what their needs are, and where it makes sense to partner.

Looking forward, the divisions of Student Affairs and Academic Affairs are working together to develop a comprehensive vision for student onboarding for Corvallis campus, OSU-Cascades, and Ecampus; both first time first year and transfer students. This includes re-imagining the student onboarding experience from admissions through the end of their first year. The integration of Admissions, Financial Aid & Scholarships, START (Orientation), OSUWelcome, the new Transitions course, and advising throughout the first year will be critical to ensure consistency of messaging and learning outcomes for students. We recognize the importance of being intentional about how students begin their experience at Oregon State, and hope to implement a new vision for our students and their families next year.

***OSU Assist***

OSU Assist is a multidisciplinary support team that provides mobile crisis response and wraparound services for students facing mental health challenges or experiencing other forms of distress on the Corvallis campus. This program launched in September 2022 with three crisis responders and a program coordinator. The hours of operation are Wednesday – Sunday from 1pm to 1am with the plan to be 24/7 soon.

OSU Assist has responded to calls such as, mental health, suicide ideation, welfare checks, and interpersonal violence, and works in close collaboration with OSU Public Safety. The team responds when there is no report of violence, weapons, or access to weapons. The bulk of their responses have been to residence halls with a few other locations being Reser Stadium, the parking garage, and Cascade Hall.

Staff have reported that utilizing OSU Assist to help with their students has been impactful. Currently, OSU Assist is accessed through calling dispatch at the Department of Public Safety. Moving forward, with appropriate training, staff within UHDS, CAPS, and SHS will be able to connect directly with OSU Assist.

***Mental Health and Wellbeing***

OSU launched My Student Support Program (MySSP) in July 2022 for the Corvallis campus, OSU-Cascades, and Ecampus. MySSP is a mental health resource, delivered through an app, that provides students with 24/7/365 access to counselors. Students can choose to text, call, or have a video session, and can receive support in five different languages (English, Mandarin, Cantonese,

Spanish, and French). Utilization of the program is steadily increasing; as of April 1, 628 people from Corvallis campus downloaded the MySSP app and 261 students received a total of 412 clinical support sessions. Promotion has included marketing campaigns tailored to specific high-risk student groups (e.g., student veterans, students with high financial need, LGBTQ+ students, international students, BIPOC students, and Engineering students).

In response to student requests, OSU has continued to hire counselors with specialized experience supporting marginalized student communities. Counseling and Psychological Services (CAPS) has hired two Coordinators of Mental Health and Wellness (MHW) for Black/African-American students, a Coordinator of MHW for Indigenous students, and is currently searching for a Coordinator of MHW for LGBTQ+ students and a Coordinator of MHW for Military-Connected students. These coordinators are counselors, but they aren't just counselors—they spend time in the cultural centers, are visible across campus, and focus on strengthening marginalized students' sense of belonging at OSU.

CAPS is engaged in an innovative collaboration with the College of Engineering (CoE) to support Engineering students' mental health. As a result of this CoE-initiated partnership, CoE hired a mental health counselor and based them in Johnson Hall. CoE has also formed a mental health advisory board consisting of faculty, staff, and students who are informing a college-wide needs assessment. This approach highlights the importance of not only providing students with clinical support, but also attending to systemic factors that impact community mental health.

Mental health and well-being have been important topics within the ongoing general education reform conversations. This has resulted in the proposed creation of mental health modules, which will be included in the Transitions course soon to be required of all students.

Given the immense mental health challenges our students are navigating, OSU is making efforts to adopt a more comprehensive approach. In addition to prioritizing access to mental healthcare, this approach also prioritizes attending to systemic factors (e.g., policies) that impact student mental health on a population level. To inform this shift to a more population-level focus, OSU is in the initial stages of planning to conduct a landscape analysis, which will comprehensively review the mental health climate at OSU.

### ***Interpersonal Gender-Based Violence and Prevention***

The Center for Advocacy, Prevention, and Education (CAPE), co-directed by Allison Riser (Advocacy) and Elizabeth Kennedy (Prevention), has been operating at full capacity for the last eight months. CAPE provides a continuum of programs and services designed to prevent gender-based violence (GBV) and that support and respond to survivors of domestic and sexual violence. CAPE is also part of the OSU university-wide IPV Stakeholder Advisory group, that ensures survivors receive compassionate and trauma-informed responses when disclosing and seeking support. Additionally, CAPE promotes primary prevention strategies by providing training to OSU colleges, student organizations, and administrative departments.

In collaboration with our Ecampus partners, CAPE's advocacy program provides outreach to distance learning students, faculty and staff at OSU-Cascades, and Portland and Hatfield centers in addition to serving the Corvallis campus. Specialized training on trauma-informed responses to disclosures, CAPE services, and support outreach/awareness campaigns are provided to the OSU-Cascades as well. The team works with students across the U.S. and internationally to navigate safety, wellbeing and continued academic success. CAPE works in partnership with both community-based programs (CARDV, Sarah's Place, Furniture Share, etc.) and on-campus partners (EOA, DPS, OSU Assist, DCE, DAS, Student Care, etc.) to ensure that the OSU

community has access to supportive services for survivors, and spaces to learn and engage in prevention activities. Through a robust peer education program, the CAPE Prevention unit administers prevention programming to raise awareness and educate our community on sexual health, bystander intervention and other engagement opportunities.

At the beginning of fall term 2023, SHS will launch an in-house prevention training program for all new students on campus, tailored to the OSU community, replacing our former vendor contracted program. The program encourages students to reflect on their personal values pertaining to relationships; uses scenarios from diverse perspectives to provide a relevant and inclusive experience; challenges harmful and demeaning language and attitudes; and provides guidance for supporting friends and community members who may have experienced sexual violence. The program content will also discuss the effects that alcohol and other substances can have on individuals and our community, and provides guidance on how to foster a safe, healthy, and welcoming community.

### ***Fundraising in Support of Student Access & Success***

The Division of Student Affairs is expanding its impact through its fundraising efforts, which support its programs and services. For example, the division raised \$175,000 during Dam Proud Day in April 2023 and secured a number of major gifts in the past year. We have experienced an increase in donor and alumni participation this year as well. Examples of participation opportunities included a brief introductory meeting with President Murthy at the fall meeting for the Student Affairs Leadership Council, followed by highlights and progress updates of several services available to students. The April meeting included a tour of the new Student Health Center, a networking opportunity with current students, participating in the ribbon cutting of OSU's newest childcare center - [Dixon Kits Early Care and Education Center](#), and a reception with the Student Affairs Executive Leadership Team. In addition to meeting attendance, participation by donors and alumni was also evidenced by a significant increase in matching contributions by SALC members for this year's annual Dam Proud Day.

### ***Updates to OSU's data environment***

Using student success analytics to change institutional policies and practice, and to empower students in their learning, remains central to the promise of diversity, equity, inclusion and access (DEIA) in higher education. The Division of University Information and Technology (UIT) is working in close partnership with units across the institution to inform student success analytics as a key initiative to enable more data informed decision-making. Through this effort, we will focus on:

1. Institutional Analytics – Describes students and their outcomes at the population level. Used for the purposes of understanding OSU-level outcomes and trends.
2. Learning Analytics – Focuses on the learner rather than the institutional outcome, used to understand and optimize learning and the environments in which learning occurs.
3. Academic Analytics – Describes academic outcomes and used to optimize academic offerings and programs, with a focus that is less granular than learning analytics.

A key consideration when identifying opportunities for action from a student success analytics initiative is that decisions should be data-informed rather than data-driven given the complexity of student success.

**Strategic Plan Focus Area: Transformative Education that is Accessible to All Learners*****General Education Reform***

General Education (GE) implementation is well underway. On April 13, 2023, the Faculty Senate adopted Learning Outcomes, Criteria, and Rationale (LOCRS) for the new curriculum. Ninety faculty and staff volunteers spent the last four months creating LOCs across all 13 new categories. Colleges and faculty are now preparing for the GE Course Installation plan that will guide the university to our target launch in summer 2025. This has been a university wide effort that spans divisions and colleges. Staff from the Career Development Center, Counseling and Psychological Services, and Student Health Services have been involved in creating LOCs for Transitions and Beyond OSU and will continue to contribute their expertise. We are looking forward to revealing a new name and brand for GE that speaks to our students, university, and mission and goals of the curriculum.

***Career Competencies and Career Readiness: Beyond OSU***

In the May 2022 Board of Trustees meeting we provided a high-level overview of [Beyond OSU](#), an institutional approach in which career readiness and development are built into the student experience. Through career preparation and experiences, all students will develop career-ready skills and gain connections to help them achieve their goals. There are four key elements of Beyond OSU:

- [Career-relevant curriculum](#).
- [Tailored career support](#), in their field.
- [Relationships with employers and alumni](#) to build their personal networks in the fields that they desire.
- Engagement in [co-curricular activities](#) that help connect to potential careers.

Since last Spring, there have been several accomplishments that have advanced this effort. Some highlights include:

- The new General Education will require all undergraduate students to engage in a sequence of three career touchpoints. Students will engage in career exploration through their first term Transitions course followed by a minimum of two noncredit courses. This ensures that every student has the skills and knowledge needed to find meaningful work in their field or advance in their current career after completing their academic journey at OSU.
- As the demand for career development increases at a rapid rate, the Career Development Center has developed an investment strategy in partnership with colleges to increase the reach of our efforts. This has allowed us to increase the dedicated FTE to students in those colleges to 1.0 FTE and we are already seeing the impact of the investments. Our hope is to bring the remaining colleges into this model over the next year so that all students get the same benefits of this type of partnership.
- The Career Champions program, a partnership between the Career Development Center and the Center for Teaching & Learning, is a professional development opportunity for faculty and instructors to learn tangible ways to add career connection in the classroom, while advancing diversity, equity, and inclusion and examining the barriers to access for first generation students, students of color, and low-income students. Since the summer of 2019 we have had 65 faculty members complete the program with an estimated reach of 5,225 students through formal coursework. This Spring includes an additional 13 faculty members in the cohort. Career Champions teach both at the undergraduate and graduate level, as well as through our Corvallis, OSU-Cascades and ECampus classes.

Cascades Edge complements what the broader vision of Beyond OSU is for OSU-Cascades. Cascades Edge has elements under each of the four themes of Beyond OSU, but is branded to specifically speak to the OSU-Cascades student experience. The Corvallis Career Development Center team and the OSU-Cascades career team have continued to work closely together as Cascades Edge has developed.

### ***Increased Childcare***

As a result of the pandemic, and the growing awareness of the importance of quality Early Care and Education (ECE) on children's development, federal and state investments in ECE have significantly increased. Quality center based ECE at OSU will require an operational subsidy, in addition to capital and start up investments. The long-term planning and financial stability of ECE will require an initial shared investment approach between OSU and accessible public and philanthropic funds until new federal and state funds are further dedicated to ECE.

The OSU ECE Ad Hoc Workgroup, charged in late December, conducted a deep dive into all facets of OSU ECE on both the Corvallis and Cascades campuses. In a recent report, one of the driving recommendations is to terminate private equity owned ECE for profit vendor contracts and move all campus ECE operations in house, as self-operated centers that align with the operational model of the Bates Child Development Center, the Dixon Kits ECE Center and the Little Beavs Child Care Center on the Cascades campus. Recent strides have been made in the way of expanding childcare, both at Corvallis campus and OSU-Cascades.

Dixon Kits Early Childhood Education (ECE) Center, a twelve-slot infant toddler program, fully opened on the Corvallis campus at the beginning of winter term, becoming OSU's first self-operated licensed infant toddler program. This infant toddler program primarily serves OSU student parents who qualify for the CCAMPIS (Child Care Access Means Parents in School) federal Department of Education grant, an almost \$1M four-year grant that significantly underwrites the center operations. Eight slots are for parenting students, and 4 slots are for income eligible OSU employees. In AY 2023-24 the plan is to integrate Dixon Kits ECE operations with our Human Development and Family Studies (HDFS) degree program which would further strengthen the program by providing an Infant-through-PreK lab program experience. The timeline for integration will be partly driven by the need to develop an HDFS infant toddler course.

In 2015-2016 Azalea House was partially renovated to create a 46-slot infant through PreK ECE center which opened in November 2017. The 2<sup>nd</sup> floor of the project was eliminated from scope due to financial constraints. In AY 2021-2022, the Family Resource Center (FRC) submitted a request to ASOSU for \$3M in student fee clearing funds which were granted. FRC is now in the early stages of the Azalea 2<sup>nd</sup> floor completion project with an anticipated project completion date of September 2024. The project will yield a doubling of infant toddler capacity, increased PreK capacity and much needed administrative offices for the FRC. Currently, FRC awaits feedback on a capital funding proposal of up to \$4M from the State of Oregon Legislative Fiscal Office that would fully fund the Completing Azalea Child Care Center project, thereby allowing FRC to work with ASOSU to repurpose the \$3M ASOSU funding grant for both operational subsidies of Azalea and future FRC capital projects.

OSU-Cascades continues to operate the Little Beavs Childcare Center pilot in several converted classrooms. Currently offering 28 slots in three rooms for infant through pre-K, the center will open one more pre-K room in September 2023, adding 10 more spots. Thanks to a strong coalition of advocacy at the local, state and federal levels, OSU-Cascades has funding to construct a purpose-built childcare center on campus. Funding for construction has been provided by a \$1M grant from

Deschutes County, a \$1M grant from the State of Oregon and \$1.38M in congressionally directed spending sponsored by Senators Wyden and Merkley. The new center will provide room to grow capacity for infant through pre-K care to 86 slots in seven rooms. The new center at Cascades will continue to serve both OSU-affiliated families and the community at large. Staff are currently working on federally required environmental analysis for the project and expect the center to open in late 2024.

Little Beavs also benefits from a workforce development grant from Deschutes County that funds scholarships for students seeking a career as an early learning educator; these students also gain experiential learning through working in the Center. Through this program and close collaboration with the OSU-Cascades Human Development and Family Science program, and COCC's early education program, OSU-Cascades is addressing one of the biggest challenges in the childcare space – the shortage of qualified staff.

## **NEW PROJECTS AND INITIATIVES**

### **Internal Review of Academic Advising**

The university has undertaken a [comprehensive review of undergraduate academic advising and academic counseling](#). The intent of this review was to consider and assess current structures and practices to ensure that students are having meaningful and equitable experiences with academic advising and academic counseling across the colleges and support programs. During fall term, we conducted an Internal Landscape Analysis to gather input and self-assessment from the academic colleges, OSU-Cascades, Ecampus, and our targeted academic counseling support programs. The information collected in fall term set the stage for a three-day visit from an External Review team contracted through [NACADA: The Global Community for Academic Advising](#) in late January. During their visit, the External Reviewers connected with a broad range of constituents, including students, institutional and college leaders, academic advisors, academic counselors, and key partners in Academic Affairs, Enrollment Management, and Students Affairs. In mid-March, the External Reviewers provided OSU with a report of their observations including both strengths and opportunities for improvements.

Academic Advisors and Academic Counselors are unquestionably committed to student success and care deeply for their students. They are knowledgeable, collaborative, and engage in ongoing professional development. There also is evidence that adjusting some of our practices, processes, and structures could help with consistency across the institution and improve the student experience. Our focus in spring term and as we progress into the next academic year is to process the findings of the review and pinpoint target areas for focus and improvement. Next steps include engaging the broader community on these ideas and developing a strategic and fiscal plan for implementing changes towards the efficacy of our academic advising/academic counseling offerings.

### **New Health Center Updates**

Student Health Services (SHS) has operated out of Plageman Hall on the Corvallis campus since 1936. In June 2023, the clinic will move to the new Health Center at Reser Stadium. The CAPE team will be relocated to the Student Experience Center, and the Health Equity and Wellness team, including the Collegiate Recovery Community will be relocated in the Skoro House.

In January, President Murthy and Samaritan Health Services CEO, Doug Boysen, signed the lease for Samaritan to occupy the second floor of the new Health Center. SHS and Samaritan expect to



receive final approval for occupancy in May. Move-in dates and processes are being coordinated, with Samaritan moving in at the end of May and SHS moving in during June.

At the end of last spring term, SHS sought feedback from students to ensure that, from their perspective, the healthcare services being provided at the university are sufficient for their needs. Based on information received in the feedback, SHS launched a new Rapid Care pilot program at the clinic in Tebeau Hall. The pilot program opened in Spring 2022, and was so well-received that it has become a full-time program. Additionally, an online scheduling option went “live” in January 2023, and students have responded with great appreciation.

A new service being piloted by SHS is the “*Collaborative Care Model of Mental Health for Primary Care*” program. The program increases access to care by providing an option to bypass barriers caused by scheduling and lack of provider availability. Samaritan has been using the model successfully for the past few years, and there is every indication it will be successful for SHS.

### **Housing and Dining Vision**

Providing students with affordable and high-quality housing and dining options is a core element of the academic mission of Oregon State University. To this end, UHDS, along with campus partners, are developing an updated vision for housing and dining facilities on the Corvallis campus, which will align with the institution’s strategic plans and enrollment goals. The vision will also consider demographic shifts and market demand for student housing, including data from privatized student housing developers, OSU enrollment trends, and the enrollment management strategy currently under development. Additionally, the vision will establish minimum facility standards and will include a facilities audit of existing structures to inform future decisions regarding facility renewal, new construction, and major renovations. The UHDS dining program will also be evaluated to address current and future needs, such as meal plan options, dietary considerations, facility needs, and dining center layouts and concepts. Finally, the vision will identify opportunity sites for future development, and work with the university’s land use planners to address necessary land use adjustments. We anticipate that the consultant’s work will be concluded in June, 2023 and will be presented to university leadership, along with additional planning around capacity expansion, in Fall, 2023.

### **Access OSU**

Over the past year we have transitioned from planning to operationalizing Access OSU. Serving the Portland metro area, Access OSU targets supports to students and families from Black/African American, Native/Indigenous/Pacific Islander and Hispanic/Latine/x communities, with an emphasis on forming long-lasting relationships that extend from elementary school through transition to, and graduation from, OSU. The initiative is a partnership of the Division of Extension and Engagement, the Division Student Affairs, the Office of Institutional Diversity, and the Division of Enrollment Management. In addition to establishing outcomes, metrics, and budget proposals, colleagues working on the Access OSU initiative have been doing outreach and events within Portland schools and community and working with OSU communications professionals on marketing and communications materials. The steering committee is in the process of planning a community launch event in August 2023.

## TRENDING AND EMERGING ISSUES

### Artificial Intelligence and Academic Integrity

The use of ChatGPT and other Artificial Intelligence (AI) tools has grown rapidly. There are both exciting and concerning implications for higher education and the workplace around the use of these tools, and Trustee Inara Scott has written candidly about the concerns in a recent [Inside Higher Ed article](#). A workgroup formed recently to compile resources for faculty to consider when exploring how AI tools will impact their curriculum. The compiled resources provide information about ChatGPT, the inherent opportunities and limitations of AI tools, resources, and relevant policies and offices that can assist with course adjustments, conduct, and security concerns.

### Addressing the Statewide Childcare Crisis

The Family Resource Center (FRC), funded by the Ford Family Foundation, has made OSU the lead Oregon campus in creating and launching a new statewide coalition of ECE academic and center professionals. The [Higher Education Early Learning Partnership of Oregon \(HEELPO\)](#) was created January 2023 when OSU hosted a statewide convening of ECE professionals from Oregon's community colleges and publicly funded universities. HEELPO's mission:

*We are a statewide network of higher education Early Care and Education (ECE) professionals dedicated to quality ECE on campuses in communities across Oregon. Our partnership demonstrates quality ECE by modeling programs that link knowledge with practice, support academic research, further develop ECE professionalism, provide career pathways in ECE, and share resources. Our quality ECE campus programs advocate for and serve the needs of the ECE profession and Oregon's parenting students. The Partnership is a recognized sector leader and advocates for publicly funded ECE programs and campus early learning centers, universal access to quality care, community collaborations and partnerships.*

Although HEELPO is a nascent organization, it has already leveraged this partnership in advocacy and support of state and federal investments in publicly funded post-secondary ECE academic programs and centers. Quality ECE depends on higher education to deliver on the education and practice of working with young children, birth to five, and their families. We cannot build a qualified ECE workgroup without OSU and Oregon's other publicly funded HDFS and ECE programs. With additional investments in OSU's ECE operations and our HDFS degree program, OSU is primed from an academic, research and operational standpoint to provide significant leadership in this pressing child health and wellness, social and economic issue.

### NEXT STEPS

The Academic Strategies Committee will engage in a discussion about this report at the June 1, 2023 meeting.