

## Status Report: Institutional Accreditation, Program Accreditations and Academic Programs in Development or Review

### INSTITUTIONAL ACCREDITATION

Oregon State University is accredited by the Northwest Commission on College and Universities (NWCCU), one of seven institutional accreditation agencies in the U.S. recognized by the Council for Higher Education Accreditation. The accreditation process is designed to build a culture of evidence, promote a commitment to continuous institutional improvement, validate institutional integrity, and provide opportunities for feedback that improves the accreditation process.

The following is OSU’s institutional accreditation evaluation schedule, based on NWCCU’s 2020 Standards for Accreditation and Eligibility Requirements:

- Annual Report – due August 15 of each year
- Progress Report – submitted Fall 2020
- Mid-Cycle Evaluation (Year Three Report) – April 25 & 26, 2022
- Ad Hoc Report with site visit – Spring 2023
- **Policies, Regulations, and Financial Review (PRFR – Year Six Report) – Spring 2025**
- **Evaluation of Institutional Effectiveness (EIE – Year Seven Report) with visit – Spring 2026**

Changes since the **March 2025** report to the committee are shown in **blue** text:

| Institutional Accreditation Activities                                                                                                                                                                                                                                                              |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annual Report<br><ul style="list-style-type: none"> <li>• Focused on Enrollment and Financial data</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Submitted July 25, 2024</li> </ul>                                                                                             |
| Year Six Report (Policies, Regulations, and Financial Review)<br><ul style="list-style-type: none"> <li>• Institutional Kickoff Event</li> <li>• Steering Committee Formed</li> <li>• Drafting Year Six Report</li> <li>• Reviewing Year Six Report</li> <li>• Submitted Year Six Report</li> </ul> | <ul style="list-style-type: none"> <li>• March 20, 2024</li> <li>• July 2024</li> <li>• Spring and Summer 2024</li> <li>• Fall 2024</li> <li>• February 2025</li> </ul> |
| Year Seven Report (Evaluation of Institutional Effectiveness)<br><ul style="list-style-type: none"> <li>• Report Planning and Kickoff</li> <li>• Evidence Gathering and Content Development</li> <li>• <b>Key Performance Indicators Development</b></li> </ul>                                     | <ul style="list-style-type: none"> <li>• Fall 2024</li> <li>• Winter 2025</li> <li>• <b>Winter/Spring 2025</b></li> </ul>                                               |

**PROGRAM ACCREDITATIONS**

In addition to the institutional accreditation, individual academic and administrative programs may hold a specialized or professional accreditation that is evaluated on a regular cycle by the respective accrediting body.

Reviews scheduled for AY 2024 are summarized in the tables below. Changes since the **March 2025** report to the committee are shown in **blue** text.

| <b>Accreditation Reviews and Site Visits in Progress or Scheduled AY 2024-25</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Unit</b>                                                                      | <b>Program/Unit and Accrediting Body</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Status</b>                                                                                 |
| <b>Academic Program Accreditations</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                               |
| Carlson College of Veterinary Medicine                                           | <b>Oregon Veterinary Diagnostic Laboratory</b><br>[American Association of Veterinary Laboratory Diagnosticians, (AAVLD)]                                                                                                                                                                                                                                                                                                                                                                         | <b>OVDL was granted full accreditation for an additional 5 years until December 31, 2029.</b> |
| College of Business                                                              | <b>College of Business</b><br>[Association to Advance Collegiate Schools of Business (AACSB)]<br><br>Programs covered by this review: <ul style="list-style-type: none"> <li>• Accountancy</li> <li>• Business</li> <li>• Business Administration</li> <li>• Business Analytics</li> <li>• Business Information Systems</li> <li>• Finance</li> <li>• Innovation Management</li> <li>• Marketing</li> <li>• Organizational Leadership</li> <li>• Supply Chain and Logistics Management</li> </ul> | <b>The site visit occurred February 23-25, 2025. We are awaiting results.</b>                 |

## **ACADEMIC PROGRAM DEVELOPMENT AND REVIEW**

Proposals for new academic programs are initiated by academic units with the knowledge and approval of academic leadership. Program proposals go through approval processes involving the Faculty Senate, the Provost's Office, the Board of Trustees, and externally with the Statewide Provosts Council, the Higher Education Coordinating Commission, and the NWCCU.

### **New program proposals that are in early stages of the curricular approval process**

- College of Business – MS in Information Systems
- College of Business – MS in Business Analytics and AI
- College of Business – BS in Sports in Business
- College of Education – BS in Social Work
- College of Science – BS in Data Science

### **New program proposals for review by the Academic Strategies Committee**

- None

### **Newly approved program proposals en route to the SPC, HECC, or NWCCU**

- College of Health -- BS in Healthcare Administration
- College of Forestry -- PSM in Wood Innovation and Sustainability
- College of Business – MS in Supply Chain and Logistics Management
- College of Business -- Extend the BS in Accountancy to OSU-Cascades

### **Significant Changes to Existing Programs**

- None

## **ACTIONS FROM NWCCU RELATED TO ACADEMIC PROGRAMS**

No new certificates have been approved by the NWCCU since the last report to the committee.



**Oregon State  
University**

## The Board of Trustees of Oregon State University

### Meeting of the Academic Strategies Committee

March 7, 2025

9:15 – 11:20 a.m.

Virtual meeting held by Zoom

### MINUTES

Committee members present: Stephanie Bulger (*vice chair*), Kate Carter-Cram, Ed Feser (*ex-officio*), Greg Macpherson, Román Hernández (*ex-officio*), Julie Maning (chair), Camille Palmer, Irem Tumer (*ex-officio*)

Other trustees present: Kassy Bonanno, Julia Brim-Edwards, Susan Clark, Grant Kitamura, Toby Luther, Elise McClure, Marlena (MJ) Mirho, Jayathi Murthy

University staff present: Jackie Bangs, Jon Boeckenstedt, Gigi Bruce, Katie Fast, Alix Gitelman, Becca Gose, Carla Ho‘ā, Jen Humphreys, Stacy Jeffries, Philip Mote, Paul Odenthal, Rob Odom, Julie Penry, Patti Snopkowski, Irem Tumer, Scott Vignos

#### 1. Call to Order / Roll Call / Declaration of a Quorum

Committee Chair Julie Manning called the meeting to order. Board Secretary Jackie Bangs called the roll and verified a quorum.

#### 2. Provost’s report

##### a. Status Report: Institutional accreditation, program accreditations and academic programs in development or review

Provost and Executive Vice President Ed Feser delivered his 33<sup>rd</sup> and final report to the committee, providing updates on a range of topics.

He reported positive results from the recent College of Business accreditation site visit, noting that the accrediting body will recommend full reaccreditation. He also commended the college’s efforts to improve student success.

Feser reported that his office was working to ensure a smooth transition as the end of his tenure as provost approaches, with Interim Provost Designate Belinda Batten scheduled to begin her appointment on April 1. He added that the Office of the Provost has also commenced planning for eventually onboarding a new permanent provost.

He reported that OSU is taking a deliberate and measured approach to the federal administration transition, with a team of university leaders and subject matter experts acting quickly to gather information and assess potential impacts as federal actions and executive orders occur. He added that senior leaders are meeting weekly to discuss emerging issues and stay informed.

The provost provided updates on the implementation of *Prosperity Widely Shared*, the strategic plan launched just over a year ago. He noted that implementation is being led by the provost and guided by an implementation steering committee chaired by Senior Vice Provost for Academic Affairs Alix Gitelman and including 18 domain leaders who have developed a framework for implementation.

Feser reported that two university-wide summits are planned to ensure that the university community is actively engaged in strategic plan implementation. He noted that the first summit – focused on student success – is scheduled for April 22 and the second summit – focused on research and innovation – is scheduled for October 20. He added that the summits would be held annually moving forward.

The provost provided updates on key executive searches, noting that finalists for four positions had interviewed during the past few weeks and that the searches were expected to conclude soon:

- Dean of the College of Engineering
- Dean of the College of Health
- Vice Provost for Enrollment Management
- Vice Provost for Extension and Engagement

Feser concluded his report with congratulations to Professor of Mathematics Elise Lockwood, who was recently selected to receive the Presidential Early Career Award for Scientists and Engineers, the highest honor bestowed by the U.S. government on outstanding scientists and engineers early in their careers.

Feser shared his parting thoughts about the committee, highlighting the careful approach to board governance and commending trustees' dedication. He recognized current and former board secretaries Jackie Bangs and Debbie Colbert for their support.

He offered positive feedback on the structure of the committee, which allows senior leaders to present their domains every year, and acknowledged the contributions of the board secretaries and chairs in developing this model. In conclusion, Feser expressed gratitude for the work of the committee, saying it has made his job as provost easier and helped improve strategic issues.

Committee Chair Manning thanked the provost for his report and expressed gratitude to Belinda Batten, who will serve as interim provost designate after Feser's departure.

### **3. Consent agenda**

#### **a. Minutes of the Jan. 16, 2025, Academic Strategies Committee Meeting**

A motion to approve the consent agenda was made by Trustee Macpherson, seconded by Trustee Palmer, and approved by all committee members in attendance. The motion carried.

### **4. Discussion items**

#### **a. Research Update**

Vice President for Research and Innovation Irem Tumer and Vice President and Chief Diversity Officer Scott Vignos described the university's approach to planning and response to the federal administration transition, including navigating the quickly changing landscape and monitoring and responding to executive orders and actions.

Tumer noted that the speed and scope of proposed changes have been overwhelming, particularly for faculty and researchers in certain disciplines. She reported that the university leadership team is coordinating responses and developing contingency plans to at least help backstop some temporary funding impacts.

Tumer noted that university leaders are also actively engaging with federal and state legislators to stay informed and provide information on the impacts of funding cuts to research universities,

adding that a dedicated OSU work group is monitoring the situation daily, analyzing directives and court orders and supporting principal investigators (PIs).

Tumer noted that initial temporary restraining orders preventing federal implementation of funding freezes have now turned into preliminary injunctions, allowing time for OSU to assess and prepare for potential impacts. She said the university has received 14 stop work orders out of over 1,900 active awards, with some already rescinded, adding that payment system holds on several grants have been lifted.

She said OSU is offering coaching sessions to support PIs working on new proposals, and efforts are being made to diversify funding sources by increasing partnerships with industry, national labs and other partners

Tumer concluded her portion of the update by emphasizing the importance of continuing research work and meeting milestones despite uncertainties.

Vignos discussed the university's approach to diversity, equity, and inclusion (DEI) in light of recent executive orders and actions.

He noted that OSU's efforts are framed in terms of inclusive excellence, which values diverse perspectives and backgrounds, and stressed that the university is committed to creating access and opportunity for all while promoting a culture of curiosity and critical inquiry.

Vignos reported that, after careful review, the university is confident that its programs and curricula are compliant with state and federal laws. He noted that programs are open to all, and decisions related to admissions, hiring and other areas are not based on race, color, national origin or gender.

He said the university has been engaging with faculty, students and community stakeholders to provide guidance and support, including sessions for PIs and leadership groups to address concerns and provide information.

Vignos concluded his update by reiterating the university's commitment to its mission and values and stressing the importance of continuing to support faculty and students

The following topics were addressed during conversation with trustees:

Trustee Palmer commented on the positive impact of the university's firm commitment to its principles and values and asked about messaging for faculty concerned about funding reductions. Tumer acknowledged the uncertainty and added that changes in the funding landscape are inevitable. She said that she and Vignos would continue to hold sessions with PIs and maintain open channels for PIs to contact them.

Board Vice Chair Chávez-Haroldson commended university leadership for addressing faculty anxiety and appreciated the coaching sessions and support being provided to them.

Committee Vice Chair Bulger commended efforts to diversify the research portfolio and inquired about building on current relationships for diversification. Tumer said the university's investment in the Jen-Hsun Huang and Lori Mills Huang Collaborative Innovation Complex and its supercomputer was setting the university up for success as a leader in the field of AI. She mentioned that the EDIR (Economic Development and Industry Relations) office is seeking opportunities to diversify outside of federal agencies through partnerships with industry and national labs.

**b. Academic Programs: Undergraduate and Graduate briefing**

Senior Vice Provost for Academic Affairs Alix Gitelman and Vice Provost and Dean of the Graduate School Philip Mote provided an overview of the undergraduate and graduate student population at OSU, including a summary of the distribution of students across various academic colleges and disciplines.

Gitelman noted that the College of Engineering has the majority of undergraduate students, followed by the College of Business and the College of Liberal Arts. She added that the computer science post-baccalaureate degree offered through Ecampus had the highest number of post-baccalaureate students.

Mote reported that the College of Engineering is also the largest college for graduate students, adding that the College of Education has the second highest enrollment of graduate and professional students, while the College of Science has the highest proportion of PhDs and the College of Agricultural Sciences has the largest number of certificate-only enrollees.

Gitelman also provided an update regarding Core Education – the university's effort to create a more modern and impactful general education program – a multi-year curricular reform process that will launch this summer. She acknowledged that implementation of Core Education has been a heavy lift and thanked the faculty and staff who have worked tirelessly to make the launch a success.

Gitelman also discussed academic unit assessment, a comprehensive review process that looks carefully at the health and success of all academic colleges, the Honors College, the graduate school and OSU-Cascades, noting this work will feature heavily in upcoming university accreditation efforts.

Mote discussed student success metrics, focusing on retention and completion rates for graduate programs, noting that the eight-year completion rate for doctorates is 67%, which is above the national average and the four-year completion rate for master's programs is around 85%.

He noted the uncertainty about research funding and its impact on graduate research assistants, with some OSU programs being cautious with offers to incoming students. He added that the university is thinking through ways to support current graduate research assistants and postdocs if research funding takes a pronounced downward turn.

Mote discussed the university's long-term vision for renovating academic programs, which looks different at the undergraduate, master's, and PhD levels. This includes rethinking core courses, transitioning PhD students more quickly into research and building opportunities to learn transferable skills.

Gitelman and Mote addressed the following topics during discussion with trustees:

Committee Vice Chair Bulger asked about the transitions course that is part of the new Core Education program and if there were conversations with partners about preparing students for OSU. Gitelman explained that there are two levels of the transitions course – one for first-time full-time freshmen and one for transfer students – adding that communication with community college partners has been ongoing.

Board Chair Hernández shared his personal experience as a transfer student and emphasized the benefits of the transitions course.

Committee Vice Chair Bulger inquired about trends in arts and humanities and social sciences.

Gitelman noted the national trend of decline in humanities and stressed the importance of creating

interdisciplinary programs. Mote stressed that OSU has much to offer in the graduate space and that robust thinking across disciplines was key to the future.

Trustee Macpherson asked about legislative efforts to manage the transfer process and the effectiveness of these interventions. Gitelman explained challenges with the major transfer maps in particular, adding that the common course numbering effort has been successful and will ultimately be more helpful to transfer students than major transfer maps.

Committee Chair Manning inquired about student success and the six-year graduation rate. Gitelman noted the upcoming launch of core education, the new model for academic advising with additional central support and a new yearlong student onboarding program, with the hopes that those initiatives will have positive impacts on the numbers – though she stressed that reliable metrics measuring those impacts would take some time.

**c. Enrollment Management and Financial Aid briefing**

Vice Provost for Enrollment Management Jon Boeckenstedt provided an enrollment overview.

Boeckenstedt expressed gratitude for the opportunity to serve at Oregon State University and acknowledged the dedication of his colleagues as he nears the end of his tenure at the university.

Boeckenstedt emphasized the complexity of enrollment management and the importance of context in understanding enrollment data. He also noted the critical nexus between academia and external factors like markets, demographics, economics and politics.

Boeckenstedt reported that OSU has achieved 28 straight years of fall-over-fall enrollment growth – a statistic unmatched by any other public university in the nation. He attributed this success to the university's forward-looking approach and resilience.

He noted the rebound of enrollment at the Corvallis campus – which has reached record levels. Boeckenstedt also recognized steady growth at the Cascades campus and the meteoric rise in student numbers and credits at Ecampus as contributing factors to overall enrollment growth. He added that the increase in non-resident, full-time undergraduates at the Corvallis and Cascades campuses has boosted revenue and helped lower costs for Oregon residents.

Boeckenstedt discussed future challenges to enrollment, including population decline, income gaps, college costs and public concerns about the value of higher education. He emphasized the importance of strategic planning and adapting to external realities. He also highlighted the potential impact of executive orders on financial aid programs.

Boeckenstedt addressed the following topics in discussion with trustees:

Trustee Macpherson asked about the decline in high school graduates and if there was a need to bring in more out-of-state students. Boeckenstedt explained the importance of balancing resident and non-resident enrollment, adding that resident enrollment has remained flat or declined despite OSU's commitment to accept all qualified Oregonians.

Committee Chair Manning asked about international enrollment trends and the university's strategy for managing international enrollment. Boeckenstedt emphasized the importance of adaptability and weighing the benefits of international students against non-resident students from a revenue standpoint. He stressed the role of the INTO OSU partnership and noted tactical challenges in international enrollment, which include factors beyond the university's control, like wait times for visas. President Murthy added insights from a recent trip to Taiwan, Thailand, South Korea and Vietnam, emphasizing strong interest in those countries for a U.S. education.

**5. Adjournment**

With no further discussion or business before the committee, Committee Chair Manning adjourned the meeting.

Respectfully submitted,



Stacy Jeffries  
Executive Assistant, Office of the Board of Trustees

## Student Life and Success Briefing

### EXECUTIVE SUMMARY

In this briefing we highlight significant initiatives to enhance student life and support both academic and personal growth and success. Top takeaways include:

- One of the key focus areas of Every Student Graduates is improving New Student Onboarding. Implementation of the New Student Onboarding initiative, centered around five key pillars aimed at improving the student experience, is in its implementation stage with launch of initial elements in summer 2025.
- In spring 2025, a Mental Well-being Improvement Plan that includes evidence-based recommendations for all campuses will be completed. The plan will be a central focus of the newly established Health Promoting University initiative, with working groups collaboratively advancing these recommendations.
- The Corvallis Campus Housing and Dining Vision is designed to transform the housing and dining experience and address the need to quickly grow on-campus housing capacity in response to existing and future demand. An architect and contractor have been selected and phase one of the vision is in design.

### PROGRESS AND METRICS RELATED TO PROSPERITY WIDELY SHARED

#### Every Student Graduates Update

The Every Student Graduates (ESG) initiative aims to improve retention, persistence, and graduation rates by addressing all elements of the student experience. For Academic Year 2025 (AY2025), ESG focuses on improving New Student Onboarding, enhancing applied learning experiences, and increasing financial accessibility. These efforts emphasize data-driven decision-making, cross-campus collaboration and integrating student success initiatives. The Office of Institutional Diversity supports these goals by developing strategies and implementing best practices to achieve targets of increasing 6-year graduation rates to 80% and equalizing graduation rates across different student communities.

College Leadership Team (CLT) meetings, now in their second year, provide valuable insights into supporting students and identifying challenges. Key themes include fundraising needs, varied student services approaches, interdependence among colleges and closing opportunity gaps.

Six stakeholder engagement sessions held during winter terms contribute to strategic development, with input from university colleagues. The ESG Student Success Summit on April 22 will allow the OSU community to reflect on progress, discuss emerging priorities and shape future strategies.

#### New Student Onboarding

The New Student Onboarding (NSO) efforts are designed to provide a comprehensive experience for incoming students. The design phase began in June 2024 with a taskforce

---

*May 8-9, 2025, Board of Trustees Meetings*

consisting of over 50 faculty and staff from various departments across the university. The structure of the design is centered around five key pillars: CONNECT, NAVIGATE, PREPARE, ENGAGE, and BALANCE. These pillars aim to establish relationships and an inclusive community, assist students in navigating OSU's support systems, develop academic skills, engage in new experiences, and adopt strategies for personal and community well-being. The NSO scaffold outlines the framework for design, implementation, and assessment of the NSO experience. It takes into account the distinct onboarding experiences and needs of different student populations, including adult learners, online learners, and transfer and international students.

Following the conclusion of the design phase, implementation commenced in December 2024, with the goal of launching initial elements in summer 2025. The implementation structure is led by an NSO core team, which includes the steering committee and leads for specific workgroups, responsible for providing leadership and guidance throughout the process. NSO programming incorporates several key components aimed at improving the student experience. For summer 2025, the focus includes online modules to guide students through their onboarding experience; virtual advising and registration; new traditions for in-person orientation elements during both the summer and pre-first term; and applied learning experiences to help students build connections to OSU and explore the various learning opportunities available. The implementation process is iterative, involving continuous collaboration among relevant stakeholders, including students, faculty and staff.

### **Mental Health**

Over the past year, OSU has embarked on an initiative to develop a mental health improvement plan aimed at enhancing well-being at OSU-Corvallis, OSU-Cascades, and for Ecampus students. This project involved reviewing existing data on mental well-being outcomes and services, as well as creating tailored surveys for students and employees. More than 2,300 students and over 400 employees completed these surveys, and 100 participants attended focus groups to assess experiences and perceptions, providing recommendations on improving mental well-being for all OSU students. In spring 2025, this information will be used to formulate a Mental Well-being Improvement Plan that includes evidence-based recommendations for both campuses and the online modality. The plan will be a central focus of the newly established Health Promoting University initiative, with working groups collaboratively advancing these recommendations.

Counseling & Psychological Services (CAPS) has also ensured that all undergraduate students receive foundational mental health education and have opportunities for peer-to-peer support. CAPS contributed to the creation of a mental health module within the Transitions course in the new Core Education curriculum. This module will cover education, skills development, and resource awareness to support mental well-being throughout the student experience and beyond. Starting spring 2025, the [Beavers Belong Support Network](#) will offer three weekly drop-in sessions (two for undergraduate students and one for graduate students). These sessions will foster an inclusive community where students support each other's identity, mental well-being, and daily lives through peer-facilitated spaces and community events. Six paid student leaders,

trained in group facilitation and well-being resources, will lead these supportive spaces to ensure welcoming environments and facilitate inclusive dialogue.

### **Beaver Hub: Enhancing Student Engagement and Success**

Beaver Hub is OSU's comprehensive Student Experience Customer Relationship Management (CRM) tool, designed to provide an in-depth understanding of the student journey. By centralizing essential functions and resources, Beaver Hub empowers students with personalized content and support, supporting them in achieving their academic goals. Advisors and student support staff benefit from seamless access to comprehensive student data, including academic information, messages, tasks, alerts and appointments. The case management feature assists students in resolving queries and locating assistance, while appointment management allows staff to efficiently manage their schedules.

Over the past year, OSU has focused on refining and expanding Beaver Hub's capabilities. Enhancements include access to new data, leveraging the student portal for targeted marketing campaigns, and integrating event communications and registration. The Office of the Registrar, in collaboration with Student Affairs and campus stakeholders, has developed a new communication policy to inform best practices for the platform. Additionally, Beaver Hub is being expanded as an onboarding tool for new students. After completing a new student module in Canvas, incoming students will be seamlessly transitioned into Beaver Hub, where they can complete a series of onboarding tasks and connect with an advisor.

### **Academic Advising Renovation**

Effective academic advising is critical to fostering student academic progress and overall success. Recognizing this importance, OSU initiated an Academic Advising Renovation (AAR) review and design process in fall 2022. Concluding in spring 2024, this initiative aimed to evaluate OSU's undergraduate advising programs to ensure they provide valuable and equitable experiences for students across all colleges and throughout their academic journey. The review resulted in a proposed structural model and set of recommendations designed to enhance the experiences of both students and the advising community. These proposals were vetted with the Provost's Council of the Deans (PCOD) in April 2024. The AAR implementation process then began with a webinar for the OSU community later that month.

Since spring 2024, OSU has successfully completed two out of four AAR implementation phases. Phase 1 involved establishing University Advising within Undergraduate Academic Affairs; hiring the inaugural executive director of University Advising, who assumed the role in November; appointing the director of New Student Advising; developing standardized advisor position descriptions; and collaborating with colleges on their specific AAR implementation plans. Phase 2, completed in mid-February 2025, encompassed finalizing the remaining advising position descriptions, gaining approval from HR Classification & Compensation, and creating the Advising Agreements and Standards of Practice document for academic advisors responsible for student caseloads.

During Phases 3 and 4, colleges are submitting their final AAR implementation plans to University Advising and HR Classification & Compensation by mid-April. Additionally, University

---

*May 8-9, 2025, Board of Trustees Meetings*

Advising will support the development of an advising community learning and development plan and enhance the availability and utilization of academic advising data and technological systems. The completion and launch date for the AAR is scheduled for July 1, 2025.

### **Housing and Dining Vision**

As presented in spring of 2024, we have developed a comprehensive Corvallis Campus Housing and Dining Vision to transform the housing and dining experience. The vision calls for diversifying the housing unit mix to better serve upper-division and graduate students, building new residence halls, modernizing and upgrading existing residence halls, and investing in enhanced dining facilities to create vibrant community hubs. Recognizing the need to quickly grow on-campus housing capacity to respond to existing and future demand, we aim to increase the bed count from 5,000 to 7,500, helping to support student recruitment and success and allowing for sustainable enrollment growth that is currently constrained by the Corvallis housing shortage. Woven throughout the vision is a commitment to providing consistently high-quality residential experiences and offering developmentally appropriate living options to foster student engagement, community, and well-being.

Since last year, we have selected an architect and contractor and we are designing phase one of the vision. University Land Use Planning is actively working with the City of Corvallis on Land Development Code changes to support future development. University Housing & Dining Services and the Division of Finance and Administration continue to evaluate financing options to ensure sufficient institutional debt capacity. We anticipate returning to the Board of Trustees in May 2025 to seek approval for stage gate one, marking a key milestone in the implementation process. If approved, the first building in the first phase is expected to begin construction on schedule, with anticipated openings in 2027.

### **Access OSU**

Access OSU is an initiative aimed at improving OSU's interaction with pre-college students, community-based organizations, and youth programs. This year, the initiative work is focused on strengthening partnerships by mapping out processes, systems, communications, and user experiences. This effort will help the leadership team identify and address areas for enhancement. One proposed solution from this mapping is the creation of a CRM with an interactive portal where community-based organizations can engage with OSU staff, schedule experiences, track participant information, publicize events, etc. The data generated from this system will be used for Community Based Organization (CBO) reporting, and internally, we will consider how to best use these data to promote a sense of belonging among youths who interact with OSU. Additionally, this mapping initiative will guide us in creating more opportunities for early exposure to campus life and connections to programs that support success at OSU for those who attend.

### **Early Childhood Education Plan**

We continue to actively address the statewide early care and education (ECE) crisis through strategic engagement and advocacy initiatives. The university leads the Higher Education Early Learning Partnership of Oregon (HEELPO), a statewide partnership focused on demonstrating

---

*May 8-9, 2025, Board of Trustees Meetings*

quality ECE and advocating for publicly funded programs. This partnership supports academic research, career pathways, and community collaborations. Additionally, we are involved in national and state-level organizations such as the National Association for the Education of Young Children (NAEYC) and the Oregon Association for the Education of Young Children (ORAEYC) to further advocate for ECE quality and accessibility. The Office of Government Relations is also instrumental in increasing public funding for ECE programs and campus centers.

In terms of operations, our ECE centers are facing a severe workforce shortage, impacting their ability to provide quality care. The ECE Explore program, which focuses on career exploration and degree pathways, has been developed to address this issue and is in its second year of implementation. We are also undertaking renovation and construction projects to improve facilities and increase capacity at the Azalea ECE Center in Corvallis and the Little Kits ECE Center in Bend. Advocacy efforts include the development of legislative initiatives such as HB 3011, aimed at securing stable operational funding for ECE centers. We continue to pursue federal and state funding streams to support its ECE programs, ensuring that parenting students and young families have access to quality early care and education.

### **Accessible Campus Map**

The Accessible Campus Map Project is a bold step forward in our ongoing commitment to inclusivity and accessibility, aligning with OSU's ADA31 Taskforce recommendations, our newly adopted Digital Accessibility Policy, and the upcoming ADA compliance changes set for 2026. This project is a cross-university effort with key contributors from various departments, including Student Affairs, UIT Digital Experience, Division of Finance and Administration IT, Public Safety, University Relations & Marketing, Equal Opportunity and Access, and Disability Access Services.

The Accessible Campus Map will ensure that the university provides a fully accessible and compliant map that meets the diverse needs of our community while consolidating various mapping solutions into a single, user-friendly platform. This initiative highlights our proactive approach to digital accessibility, solidifying our leadership in fostering inclusive campus experiences for all. The map will feature a mobile-first, user-friendly design, searchable locations with accessibility filters, event integration, and consistent branding with real-time updates.

### **Student Employment**

Last year, the Career Development Center, in partnership with University Human Resources, developed a position that focuses on transforming student employment opportunities into professional development learning experience, rather than a part-time job. The position has been filled, and the team has been getting to work on integrating National Association of Colleges and Employers (NACE) career-readiness competencies into student employee roles and enhancing support tools for both students and supervisors. This includes developing a tailored career toolbox, a supervisor support toolbox, and boilerplate language for job descriptions, all aimed at improving feedback mechanisms and training. Additional efforts are

underway to guide students on balancing school and work, and creating a template for student evaluation of supervisors, ensuring flexibility in job structures and contributing to overall positive employment experiences.

### **Student Success Fundraising**

Significant fundraising in support of student success has been made over the past year, raising \$145,000 during Dam Proud Day in April 2024 and securing major gifts throughout the year. For this year's Dam Proud Day, 80% of the programs will focus on student success, showcasing student clubs with 57 participating groups to boost engagement and cultivate philanthropy. Donor and alumni participation has increased, exemplified by the formation of the Student Success Campaign Cabinet, which supports funding for student success and the Finish in Four initiative to provide financial aid and academic support for students to complete their degrees on time. Over \$7M has been raised for the OSU Foundations' \$1.75B Believe It campaign, with student success as the largest goal. Additionally, we have launched a recognition society for donors who contribute \$50,000 or more towards scholarships, fellowships, or student programs. This society celebrates over 750 donors and was inaugurated on March 6th with a virtual event featuring President Murthy and OSU students.

### **AI @ OSU: Supporting Student Success**

Generative AI is revolutionizing the landscape of higher education, and OSU is at the forefront of this transformation. We are committed to leveraging the ethical and thoughtful use of artificial intelligence to advance its mission and values. By integrating AI into policies and addressing critical issues such as bias, access, security, and ethics, we can ensure the responsible deployment of AI systems.

AI at OSU is tailored to enhance educational experiences by personalizing learning paths and resources to meet individual student needs, preferences, and learning styles. This approach significantly improves student engagement and outcomes. Tools like Microsoft Copilot are now available to all enrolled students, providing a secure and equitable environment for learning and education. Additionally, AI virtual assistants offered by ECampus and Admissions deliver valuable information to current and prospective students, whether they are exploring programs, seeking admission information, or making general inquiries.

## **NEW PROJECTS AND INITIATIVES**

### **Health Promoting University**

The Health Promoting University (HPU) initiative aims to prioritize the health and well-being of students, staff, and the broader community. This initiative integrates physical, mental, and social well-being into the university's culture, policies, and practices. The HPU initiative will be supported by a peer-led education program that focuses on promoting health literacy among students on topics such as mental health support, substance use, sexual health, nutrition, physical wellness, and hazing prevention. By creating a peer-driven model for promoting well-being, the program ensures that health information is relatable and impactful, aligning with the HPU's goal of fostering a healthy campus culture.

The HPU initiative will involve collaboration across several departments to ensure a comprehensive approach to health and well-being. Key departments involved include the Division of Student Affairs, the College of Health, Extension & Engagement, Finance & Administration, and the Department of Human Resources. We are embracing this initiative due to the alignment of current efforts within these departments and the university's commitment to *Prosperity Widely Shared*.

### **Student Health Insurance Plan**

The Student Health Insurance Plan (SHIP) run through Student Health Services saw a reduction in premiums this academic year and anticipates the same for this upcoming year. Student Health Services will begin billing for most services as an in-network provider for most major insurance companies during the 2025-2026 academic year. We have started the contracting process with insurers and aim to have contracts signed by the end of this academic year, giving us time to set up our billing practices. We expect to see revenue from this process by the end of the 2026 academic year, extending into 2027-2028.

### **Hazing Prevention**

In December 2024, a new federal hazing law came into effect. Student Health Services and the Office of the Dean of Students will expand the hazing prevention program for all new students starting in the 2025-2026 academic year. With a new coordinator to lead campus-wide hazing prevention efforts, they will target groups that could be at higher risk for hazing incidents and increase the understanding of hazing among students. Additionally, all new students will complete an online module on hazing prevention before starting their courses.

## **TRENDING AND EMERGING ISSUES**

### **Growth in Corporate-Sponsored OSU Students**

Through the Division of Educational Ventures' Corporate & Workforce Education Unit (CWE), more working adults across the country can access OSU education online. This year, over 2,100 OSU students benefit from employer tuition support, a 19% increase from last year. Corporate-sponsored students now make up nearly 14% of all online learners, with growth expected from new collaborations.

Recent partnerships in Oregon include the Oregon Association of Chiefs of Policy (OACP) and the Technology Association of Oregon (TAO), representing 90,000 tech professionals. OSU's high-quality online programs drive workforce development in computer science, data analytics, business, and cybersecurity.

### **Online Higher Education Market Update**

Amid declining residential enrollment at many US colleges, online education has become mainstream and is growing. Between 2019 and 2023, fully online enrollments increased significantly. Online education now plays a crucial role in higher learning, adapting to student needs and demographic changes. Nationally, undergraduate online enrollment grew by 35%, adding nearly 1.5 million students, while graduate online enrollment rose by 17%, adding

243,000 students. In 2023, 54% of US institutions offered online programs, with public two-year and four-year colleges enrolling many online students.

OSU began offering fully online degrees in 2002. Modern learners prioritize flexibility, affordability, and career outcomes over traditional campus experiences. They seek personalized, accessible, and relevant educational pathways.

### **Academic Readiness**

As students transition into higher education, it remains imperative to acknowledge and address how previous learning loss affects the preparedness of incoming students, as well as accounting for the lower K-12 success rates in Oregon. In response, we have implemented strategic interventions that bridge educational gaps, including partnerships with K-12 educators and integrating innovative teaching methodologies, such as AI-assisted learning. These efforts are ongoing and require continuous adaptation to ensure students are adequately prepared for the rigors of higher education.

### **Educational Pathways**

Flexible learning pathways remain a top priority for higher education systems globally. Both college students and adult learners are increasingly seeking educational experiences that deviate from traditional, rigid structures, prompting us to assess our response to evolving expectations. Furthermore, learners now demand customization in their educational experiences. Technology plays a crucial role in this shift, enabling personalized learning. Through online platforms, blended approaches, or competency-based programs, students seek tailored content that aligns with their individual goals and interests. OSU is taking these expectations into account as it develops new academic programs and curricula.

Through our DPP (Degree Partnership Program) 2.0 initiative, we are actively updating the Memorandum of Understanding with LBCC to ease enrollment and support degree pursuits across both institutions. Key priorities include ensuring advising support for students with records at two institutions, optimizing academic program usage, and integrating LBCC students into OSU innovations. These actions are in support of our commitment to creating accessible and comprehensive educational opportunities.

### **Impact of Federal Grant Funding on Programming**

The current uncertainty in the federal funding landscape significantly impacts grant funded programs, creating a ripple effect across various aspects of higher education. With potential reductions or delays in federal grants, we face the possibility of financial instability in some spaces, particularly in programs that support traditionally underrepresented students. This environment of financial unpredictability has caused an uneasiness within our grant funded programs and forces us to examine our priorities, explore alternative funding sources, and develop contingency plans to sustain their programming and support services.

**Incidental Fee Taskforce**

The incidental fee setting process has become an annual point of contention and requires a comprehensive review to ensure transparency, predictability, cost containment, and shared governance. As we continue to evolve our educational offerings and support services, it is imperative to clearly define what constitutes an incidental fee and what programs and services should be baseline university offerings. Additionally, the current fee setting process may not fully comply with state regulations, and there may be opportunities to streamline operations and improve process and governance. A taskforce has been charged by the OSU President's delegate, Vice Provost for Student Affairs, Dan Larson, to complete a comprehensive review of the current process. The taskforce will produce a comprehensive report that includes the following: definition of incidental fees and identification of programs and services that should be considered baseline university offerings or incidental to the delivery of education and support services; review of Oregon Revised Statutes and their implications for the incidental fee setting process and OSU and Recognized Student Government Commitment on Student Engagement in Shared Governance; recommendations for improving transparency, predictability, cost containment, and shared governance; and a detailed process and timeline for implementing the recommended changes.

**ASOSU Comprehensive Review**

In response to concerns about the functioning of the ASOSU student government, leadership has temporarily paused certain activities to facilitate a comprehensive review of the ASOSU's governance, employment practices, legislative procedures and organizational culture. The goal is to address issues related to intimidation, hostile work environments and other performance concerns, ensuring that student leadership remains a positive and developmental experience. Advisors and Student Affairs leaders will guide this process, aiming to reestablish a healthy and inclusive environment for all student leaders, with the process expected to be completed by early May. Specific areas that are under review include governing documents, employment standards, and culture and wellbeing. Additionally, an After Action Review of the most recent student fee process will be conducted as part of this process.

**NEXT STEPS**

The Academic Strategies Committee will discuss the Student Life and Success briefing at its May 8, 2025, meeting.

## **Student-Athlete Briefing**

### **EXECUTIVE SUMMARY**

The document outlines key initiatives, projects, and priorities for student-athlete academic success, community engagement, holistic support, competitive success, and facilities master plan progress.

This year, student-athletes demonstrated exceptional academic achievements with record-breaking cumulative GPAs and high individual performance across terms.

Student-athletes actively contributed to the community through initiatives like clothing drives, sports events for empowerment, and collaborative activities with Special Olympics Oregon, impacting various local organizations and groups.

Oregon State student-athletes continued to benefit from holistic support programs, mental health resources, career development initiatives, leadership opportunities, and Name, Image, Likeness (NIL) partnerships, all aimed at fostering their personal and professional growth.

Once again, student-athletes achieved significant competitive success in various sports, earning individual and team accolades, while also earning recognition for excelling in leadership and sportsmanship.

The provision of comprehensive care, programming, and services for student-athletes is essential for their academic and competitive success. Given the anticipated reduction in conference distribution revenues, department leadership is proactively exploring cost-saving measures and budget reductions, alongside new revenue-generating initiatives. The aim is to achieve budgetary balance while maintaining a focus on the holistic development and well-being of the student-athletes.

### **CONNECTION TO PROSPERITY WIDELY SHARED**

The Department of Intercollegiate Athletics emphasizes the importance of academics and degree completion, which is connected to the goal of every student graduating in Prosperity Widely Shared.

The student-athlete development unit oversees our affinity groups (Beavs United), DEIB workshops, other annual events for student-athletes, all of which are tied to the foundational values identified in PWS.

### **METRICS**

The Department of Intercollegiate Athletics follows the Build the Dam Strategic Plan 2.0, which includes seven goals with sub-objectives and measurable sub-strategies.

### **KEY INITIATIVES, PROJECTS, AND/OR PRIORITIES**

#### **Student-Athlete Academic Success**

- The student-athlete cumulative GPA for the Winter term was 3.39, the highest cumulative GPA ever recorded for a winter term. This followed a Fall term cumulative

GPA that reached a record-breaking 3.413, the highest in the past 10 years (our data begins with Fall 2014 when the CUM GPA was 2.99).

- All teams achieved above a 3.0 CUM and term GPA in both the Fall and Winter.
- 84 student-athletes in the Fall and 81 student-athletes in the Winter achieved a 4.0 term GPA.
- 29 student-athletes currently hold a 4.0 cumulative GPA.

### **Community Engagement Highlights**

- By March 2025, 84% of student-athletes have been involved in community engagement, contributing over 1,600 service hours.
- ASOSU x BAST Clothing Drive
  - Student-athletes, ASOSU, and the Sustainability Council organized a clothing drive for the community swap, promoting sustainable upcycling to reduce overconsumption.
- National Girls and Women in Sports Day
  - Student-athletes held a field day for girls from Corvallis and nearby areas, where they played games, shared inspirations, and interacted with female role models.
- Dam Able
  - For the third year, student athletes hosted Dam Able with Special Olympics Oregon. SOO and OSU athletes spent the afternoon trying various sports and activities together.
- Other key partnerships: Vina Moses, Boy & Girls Club, local elementary schools, South Corvallis Food Bank, Corvallis Water Coalition, Team Impact

### **Student-Athlete Holistic Support and Programming**

The holistic well-being of student-athletes remains a priority amid the ever-changing landscape of collegiate athletics. The Sport Psychology team supports student-athletes in coping with these changes as well as the daily stressors of balancing life, school, and sport. The Sport Psychology team has continued to increase their presence with teams by providing mental skills workshops that promote elite performance. Exploring and implementing new modalities of communication and service provision to meet the generational demands of student-athletes are continual goals of our sport psychologists.

Student-athletes have access to various events and programs designed to support them during their time as athletes and as they transition to life after sports. These opportunities include financial literacy workshops to help student athletes become financially knowledgeable and career development events that introduce them to professionals, resources, and careers of potential interest. The programming also includes several affinity groups (Beavs United), DEIB workshops, events, and initiatives aimed at supporting their personal growth and development.

The department relaunched the Woodshop, a Name, Image, Likeness marketplace for student-athletes, in partnership with Teamworks Influencer. This platform allows individuals and businesses to connect and collaborate with student-athletes on NIL opportunities. Athletes can review, accept deals, and receive compensation easily in one place.

Professional development and leadership opportunities are vital for student-athletes. Programs such as Beavs Lead offer leadership workshops, teaching team captains to identify their

strengths and weaknesses and effectively lead diverse teams. Another initiative is Beaver Nation Networking Night, which provides freshmen and sophomore athletes the chance to network with professionals from various industries, offering insights into career exploration and selection.

### **Competitive Success**

- Team Highlights
  - Women's basketball won the WCC Tournament and participated in the first round of the NCAA Tournament.
  - Men's soccer competed in the first round of the NCAA Tournament.
  - Indoor track & field captured the MPSF team championship.
  - Wrestling claimed the Pac-12 championship.
  - Cross Country finished in the top 10 at the NCAA West Regional Championships.
  - Gymnastics placed fourth at NCAA Regionals and Jade Carey advanced to the NCAA Championships.
  - Women's Golf was selected to participate in NCAA Regionals.
  - Football player Dylan Black was one of the 20 semi-finalists for the Witten Man of the year award, an award presented for athletes demonstrating exceptional courage, integrity and sportsmanship both on and off the field.
- Individual Highlights
  - Grace Fetherstonhaugh was announced as a Top 30 honoree for the 2024 NCAA Woman of the Year Award.
  - Head coach Louie Quintana was named MPSF Women's Coach of the Year.
  - Three individual wrestlers won Pac-12 Titles, and five individuals qualified for the NCAA Championships. Trey Munoz placed 3rd, the best individual finish for the program since 2018.
  - Jade Carey was named one of the six finalists for the AAI award, which recognizes the top senior female gymnast in the nation for "their dedication, leadership, and excellence in the sport."

### **Facilities Master Plan Progress**

Reser Stadium was completed in August 2023. Since then, it has hosted 383 events, including the 2024 Special Olympics Oregon opening ceremonies, Student Athlete Development programs, and numerous University and community banquets and gatherings.

The volleyball locker room was remodeled with new lockers, a lounge, a film room, and new flooring, funded by donations to the FEARLESS: Women in Oregon State Athletics initiative.

Completed in September 2024, the Goss Baseball Development Center features analytical technology for hitters, hitting bays, a weightlifting room, and extra offices and meeting space. This \$7.5 million project was privately funded.

The Field Sports Building project, which is currently in progress, had its design architect selected in November 2025, with the construction manager/general contractor expected to be chosen by May 2025. The project is budgeted at \$25 million and aims to provide a facility for track and field, softball, men's soccer, and women's soccer, with an anticipated completion date in Fall 2027. The current design includes locker rooms, lounge space, coaches' offices, training and treatment spaces, equipment room space, and direct access to their fields of competition.

The final design will be altered as needed to fit within the budget of fundraising dollars secured. With \$17.5 million secured in gifts and pledges, active fundraising efforts are ongoing for the Field Sports Building, with all commitments needing to be fully executed by the end of 2025.

**OPPORTUNITIES, THREATS & NATIONAL TRENDS**

The comprehensive care, programming, and services provided to student-athletes are crucial for their academic and competitive achievements. In light of the expected decrease in conference distribution, department leadership is actively seeking cost-saving measures and reductions, along with new revenue initiatives. The objective is to balance the budget while continuing to prioritize the holistic development and well-being of the student-athletes.