

## Academic Programs: Graduate and Undergraduate Briefing

### EXECUTIVE SUMMARY

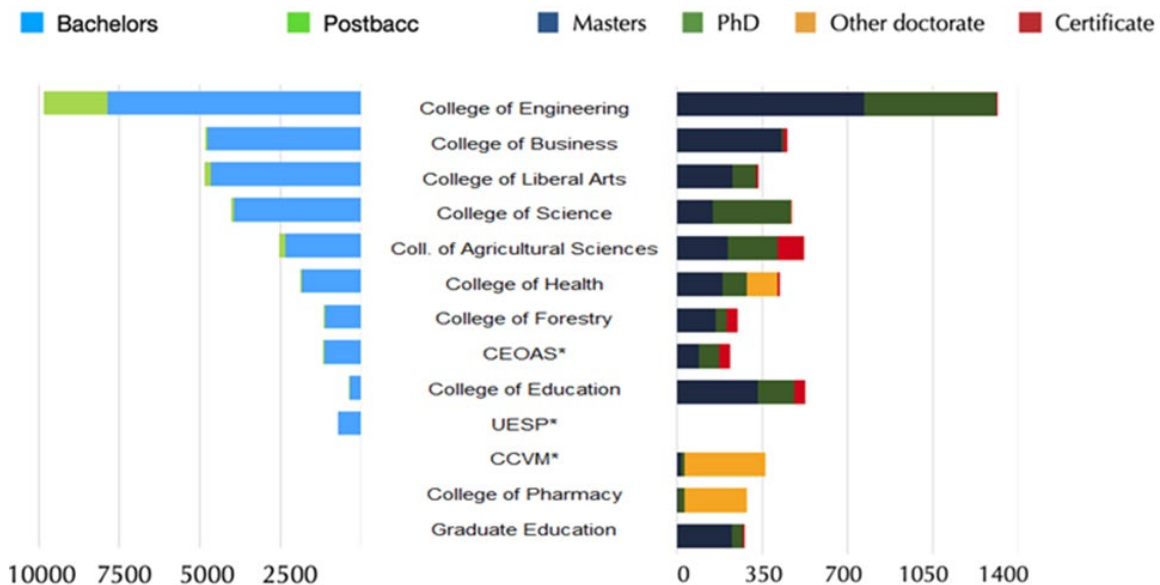
In this briefing we catalog enrollment in the colleges across degree types and across locations and modalities as well as changes to the academic program portfolio over the last five years. We also provide updates on key metrics of undergraduate student success and report the progress of ongoing initiatives. Key takeaways:

- In the last five years we have added 19 new programs; expanded six existing programs to OSU-Cascades and 25 programs to Ecampus. During this time, we have discontinued 11 programs.
- We continue to make gains in first-year retention of undergraduate students, and the most recent six-year graduation numbers are lower than the previous year likely as an after effect of the COVID-19 pandemic.
- We are making good progress in supporting undergraduate student success and in creating greater flexibility in master’s-level programming.

### ACADEMIC PROGRAMS

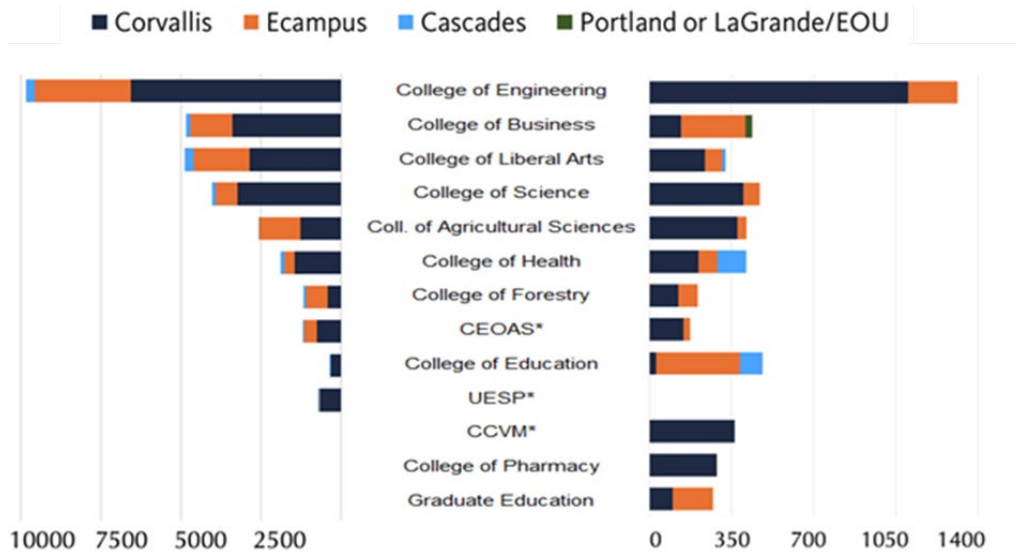
#### Enrollment

Enrollment by types of degrees and arranged by colleges is shown in Figure 1. The College of Engineering dominates in both undergraduate and graduate enrollment. It is notable that the College of Education has a larger graduate student population than undergraduate. Pharmacy and Veterinary Medicine do not serve undergraduate students, nor does the Office of Graduate Education.



**Figure 1.** Unduplicated degree type headcount by primary college, fall 2025. Colleges are ranked by total enrollment. Unduplicated means that students pursuing multiple degrees, or a degree and a certificate, are only counted once. CEOAS = College of Earth, Ocean, and Atmospheric Sciences; UESP = University Exploratory Studies Program; CCVM = Carlson College of Veterinary Medicine.

A similar view of enrollments arranged by primary campus **and** modality and by colleges, appears in Figure 2.



**Figure 2.** Unduplicated primary campus or modality headcount by primary college, fall 2025. Colleges are ranked by total enrollment.

**Program Changes**

In the last five years, OSU launched 19 new academic programs, seven graduate and 12 undergraduate. In addition, several existing programs expanded reach, six undergraduate programs expanded to OSU-Cascades and 25 expanded to Ecampus. Over this same period, eleven programs—two undergraduate and nine graduate programs—were discontinued. Program details are shown in the tables below, highlighting the college, level (graduate or undergraduate), program name, location, and effective term.

**New Programs**

College	Level	Program Name	Location	Effective Term
Business	Grad	Supply Chain and Logistics Mgmt. (MS)	Corvallis	Summer 2025
	Undergrad	Supply Chain and Logistics Mgmt. (BS, HBS)	Corvallis (Ecampus Fall 22)	Spring 2021
		Sports Business (BA, HBA, BS, HBS)	Corvallis & Ecampus	Winter 2026
Earth, Ocean, and Atmospheric Sciences	Undergrad	Climate Science (BS, HBS)	Corvallis	Summer 2022
		Geology (BS, HBS)	Corvallis	Summer 2022
		Oceanography (BS, HBS)	Corvallis	Summer 2022
Engineering	Grad	Engineering Mgmt. (Meng)	Ecampus	Fall 2024
		Artificial Intelligence (Meng, MS, PhD)	Corvallis	Spring 2021
	Undergrad	Computer Science-Applied (BS, HBS)	Ecampus	Summer 2026
Forestry	Grad	Wood Innovation for Sustainability (PSM)	Ecampus	Fall 2025
Health	Professional	Physical Therapy (DPT)	Cascades	Fall 2021
	Undergrad	Healthcare Administration (BS, HBS)	Ecampus	Fall 2025
Liberal Arts	Grad	Communication (MA, MS)	Corvallis	Summer 2022
		Writing (MFA)*	Cascades	Summer 2024
	Undergrad	Applied Humanities (BA, BS)	Ecampus	Summer 2022
		Contemporary Music Industry (BA, BS)	Ecampus	Summer 2022
		Theatre Arts (BA, BS, HBA, HBS)	Corvallis	Summer 2022
Marine Studies (BA, BS, HBA, HBS)	Corvallis	Winter 2021		
Science	Undergrad	Data Science (BS, HBS)	Corvallis	Winter 2026

**Table 1.** New programs launched over the last five years. The Computer Science-Applied degree has been offered as a post baccalaureate degree but will now also be available as a bachelor's degree.

**Programs Expanded to OSU-Cascades**

The six undergraduate programs expanded to OSU-Cascades has experienced mixed results with meeting or exceeding their projected enrollment.

College	Program Name	Effective term
Earth, Ocean, and Atmospheric Sciences	Environmental Sciences (BS, HBS)	Winter 2020
Liberal Arts	Economics (BA, BS, HBA, HBS)	Summer 2022
Liberal Arts	Political Science (BA, BS, HBA, HBS)	Summer 2022
Science	Biochemistry and Molecular Biology (BS, HBS)	Winter 2023
Engineering	Mechanical Engineering (BS, HBS)	Summer 2024
Business	Accountancy (BS, HBS)	Summer 2025

**Table 2.** Undergraduate programs expanded to Cascades campus listed chronologically by effective term.

**Programs Expanded to Ecampus**

Twenty-five programs have expanded to Ecampus over the last five years.

College	Program Name	Expansion to Ecampus
Agricultural Sciences	Animal Sciences (BS, HBS)	Fall 2025
Business	Accountancy (BS, HBS)	Fall 2023
	Design & Innovation Management (BS, HBS)	Fall 2024
	Innovation & Entrepreneurship (BA, BS, HBA, HBS)	Summer 2025
	Supply Chain and Logistics Management (BS, HBS)	Fall 2022
Earth, Ocean, and Atmospheric Sciences	Geography and Geospatial Science (MS, PhD)	Fall 2022
Education	Education (EdD, MS, PhD)	Winter 2021
	Elementary Education (BS, HBS) *	Spring 2022
Engineering	Biological & Ecological Engineering (Meng, MS, PhD)	Spring 2026
	Computer Science (Meng, MS, PhD)	Fall 2022
	Architectural Engineering (BS, HBS)	Spring 2026
	Chemical Engineering (BS, HBS)	Fall 2025
	Civil Engineering (BA, BS, HBA, HBS)	Fall 2025
	Construction Engineering Management (BA, BS, HBA, HBS)	Fall 2023
	Electrical and Computer Engineering (BS, HBS)	Summer 2025
	Mechanical Engineering (BS, HBS)	Summer 2023
Forestry	Tourism, Recreation & Adventure Leadership (BS, HBS) *	Summer 2024
Health	Kinesiology (BS, HBS)	Fall 2021

Liberal Arts	History (MA, MS)	Winter 2022
	Communication Studies (BA, BS, HBA, HBS)	Fall 2026
	Creative Writing (BA, HBA)	Winter 2025
	Marine Studies (BA, BS, HBA, HBS)	Summer 2024
Pharmacy	Pharmaceutical Sciences (MS, PhD)	Summer 2024
Science	BioHealth Sciences (BS, HBS)	Fall 2021
	Data Science (BS, HBS)	in progress

**Table 3.** Academic programs expanded to Ecampus. Elementary Education launched at OSU-Cascades; Tourism, Recreation, and Adventure Leadership launched at both OSU-Cascades and in Corvallis; all other programs launched in Corvallis.

**Terminated programs**

College	Level	Program Name	Effective Term
Agricultural Sciences	Graduate	Wildlife Science (MS, PhD)*	Summer 2025
Business	Graduate	Design and Human Environment	Summer 2024
Earth, Ocean, and Atmospheric Sciences	Undergrad	Earth Sciences (BS, HBS)*	Summer 2022
Education	Graduate	Mathematics Education (MA, MS, PhD)	Summer 2022
		Science Education (MA, MS, PhD)	Summer 2022
Engineering	Graduate	Medical Physics (MMP, MS, PhD)	Summer 2022
	Undergrad	Radiation Health Physics (BS, HBS)	Summer 2025
Graduate Education	Graduate	Molecular and Cellular Biology (MS, PhD)	Summer 2023
Liberal Arts	Graduate	Contemporary Hispanic Studies (MA)	Summer 2019
		Environmental Arts and Humanities (MA)	Summer 2025
		History and Philosophy of Science (MA, MS, PhD)	Summer 2025

**Table 4.** Academic programs terminated across the last five years. \*These program terminations correspond to launch of related programs or to program renaming.

**STUDENT SUCCESS**

**Undergraduate**

Over the last ten years, OSU has made meaningful gains in first year retention for our first-time, full-time (FTFT) students. First year retention increased from 84.8% for the fall 2015 cohort to 89.0% for students who began in fall 2024 and registered in fall 2025.

Six-year graduation rates are higher than in 2015 but show a modest decline in the most recent year. Graduation rates increased from 64.3% in 2015 to 69.2% in 2020, before declining slightly to 67.6% in 2025. This modest post 2020 decline is consistent with national research and institutional reporting that point to lingering COVID19–related disruptions—such as learning loss, mental health challenges, and delayed enrollment and completion—as affecting pandemicera cohorts. -year graduation rates are higher than in 2015 but show a modest decline -2020 decline is consistent with national research and institutional reporting that point to

lingering COVID-19–related disruptions—such as learning loss, mental health challenges, and delayed enrollment and completion—as affecting pandemic-era cohorts

While first-year retention has improved across student groups, disparities are more pronounced in six-year graduation outcomes, particularly for students with Pell status, Students of Color, and non-Oregon residents, indicating that equity gaps widen later in the student experience. Please refer to Table 5 in the appendix for more detail.

## **CONTINUOUS IMPROVEMENT**

### **University Accreditation**

OSU's seven-year institutional accreditation site visit will occur April 7 – 10, 2026. In preparation, we submitted a six-year report, called the *Policies, Regulations, and Financial Review*, in March 2025. The *PRFR* covers institutional governance; academic freedom; policies and procedures; institutional integrity; financial resources; human resources; student support resources; library and information resources; and physical and technology infrastructure.

The *PRFR* will be followed by a seven-year report, called the *Evaluation of Institutional Effectiveness*, to be delivered six weeks prior to the site visit. The *EIE* focuses exclusively on the assessment of student learning. Both reports provide inputs to inform the year-seven site visit.

### **Academic Unit Assessment**

The second full round of Academic Unit Assessments occurred during AY 2025. These biennial assessments are data-driven evaluations of each academic college, and its constituent departments or schools, as well as the Honors College, the Office of Graduate Education, and OSU-Cascades. Metrics related to undergraduate and graduate academic program health and effectiveness (e.g., enrollments, completions, program assessment information) are considered as are metrics related to research and scholarship.

### **Annual Program Assessment**

All graduate and undergraduate academic programs submit annual assessment reports. The university assessment team rates these assessment reports on several dimensions according to best practices in program assessment. Of particular relevance for continuous improvement of programs, staff evaluate program assessments for the extent to which they lead to changes designed to improve student learning. For example, programs that regularly convene faculty to discuss and respond to assessment of student learning are given a high rating. These assessment ratings factor into Academic Unit Assessment, and they feature prominently in the *EIE* report for the university's 2026 reaccreditation.

## **SPECIAL INITIATIVES**

### **Undergraduate**

#### ***Every Student Graduates***

The “Every Student Graduates” group continues its cross-functional work elevating student success across Oregon State. After two years, the group has adapted its membership and approach to advance focused priorities associated with the five dimensions of student success, including the review and revision of academic policies through an equity framework, the development of a course forecasting tool to enhance degree planning for students, and the assembly and distribution of best practices to reduce DFWs (i.e., rates at which students earn a D, an F, or Withdraw from a course, which typically causes at least a delay in graduation and at worst attrition from the university). In the latter case, ESG has devoted a year to working with colleges to understand the distribution of their DFWs and the root causes of student performance (which could include needed prerequisites, improved assessment tools, and many more). With that knowledge, ESG is now collecting proven successful interventions across the university and designing a roll-out of that information, including at the Student Success Summit it is organizing for March 16.

#### ***Academic Advising Renovation***

Having completed the formal renovation of academic advising, our attention turned to the next steps of ensuring effective advising for OSU undergraduate students. Two developments are most critical: the adoption of university-wide performance evaluation tools for all academic advisors (to be used in Spring 2026’s review cycle) and an external assessment of OSU’s academic advising. In addition, directors of academic advisors have been deeply integrated in the First-Year Retention and Registration (FYRR) early outreach efforts critical to achieving the graduation rate targets established in *Prosperity Widely Shared*.

#### ***General Education Implementation: Core Education***

Core Education has launched, and our attention has shifted to gathering data to support continuous improvement of the model as the university assessment team’s formal review cycle begins. Initial review efforts are focused on the Transitions course that all new students should encounter in their first OSU term. A Transitions after-action review analyzes enrollment patterns to assist colleges in their planning and staffing processes, considering modifications in curriculum based on input from college leadership, instructors, and students, and examining whether additional policy changes are needed to ensure that the course positions new students for success. Core Education leadership and colleagues in the Center for Teaching and Learning are also analyzing the effect of a decision to elevate course caps in two Core Education categories (Arts & Humanities and Difference, Power and Oppression) during the first year of implementation to address budgetary concerns raised by colleges.

#### ***Common Course Numbering and Statewide Transfer***

While continuing to engage with statewide transfer-related initiatives like Common Course Numbering, Oregon State sought to independently improve its ability to partner effectively with Oregon community colleges and support transfer student success. The University Council on Community College Partnerships was established to enhance OSU’s ability to support educational programs and pathways, pursue workforce development initiatives, and identify other potential joint project in research, teaching, and engagement. The Council includes representatives from Community College partners along with leadership from Academic Affairs,

Enrollment Management, Extension and Engagement, and Educational Ventures to enhance internal collaboration, reduce confusion for our partners, and ultimately to better support transfer to OSU and transfer student success.

## Graduate

### *Alternative Summative Assessment*

The number of master's students at OSU has grown considerably over the past 10 years. Nationally, employment in occupations that typically require a master's degree for entry is projected to grow by **10% between 2024 and 2034** ([Employment Projections program, U.S. Bureau of Labor Statistics](#)). In this context, maintaining OSU's competitiveness in graduate recruitment requires providing programs with the flexibility to innovate in program offerings and curricular expectations.

Prior to 2018, all master's students were required to complete a thesis or a project and were required to take an oral exam, which was evaluated by a three-person faculty committee. In 2018, the Graduate Council of the Faculty Senate determined that alternative summative assessments (ASAs) could be substituted for a traditional thesis or project, and the evaluative committee did not need to be comprised of 3-4 graduate faculty members. Master's degrees that were allowed this flexibility did not include MA and MS degrees. Below are examples of programs that currently utilize an ASA instead of a thesis/project accompanied by an oral exam.

- Master of Education (MEd) - students who complete the nonthesis option also complete a capstone defense
- Master of Public Policy (MPP) - students complete an applied policy capstone project
- Master of Business Administration (MBA): students submit capstone projects that are assessed at the curricular core and graduate option levels
- Master of Counseling (MCoun) - students must successfully pass a nationally administered exam
- Master of Engineering (MEng) and Master of Radiation Health Physics (MHP) - students in most, but not all majors may complete degree requirements by successfully completing a portfolio or project course

This year, the Graduate Council determined that any masters' program, including MA and MS degrees, can propose an ASA, normed against peers where the necessary assessments could reasonably occur outside of an oral defense and/or by a full committee.

The Graduate Council emphasized that this is not what some universities call a "course work only" degree in that there are requirements above simply passing all courses to earn the degree. The ASA can happen within the context of a course (typically the capstone), a portfolio, a licensing exam, or something else and be reviewed by as few as a single faculty member instead of a full committee. There is quite a bit of flexibility.

In the context of rising master's enrollments, expanded online delivery, and heightened competition for master's students, this change provides programs with increased flexibility to remain competitive within their respective fields.

### **Graduate Certificates and Learning Outcomes**

In 2011, Faculty Senate adopted graduate learning outcomes for master's and PhD programs (see below). These learning outcomes inform students of the skills and competencies they can expect to demonstrate upon completing their graduate degree, while also serving as measurable objectives for faculty to evaluate student learning. *Since then, programs have adapted these learning outcomes to be program specific.*

Over the past five years, there has been a growing interest in transcript visible **graduate certificates**. The current landscape at OSU is as follows:

- 31 graduate certificate programs offered at OSU
- 710 students currently enrolled in a graduate certificate
- 35% (of the 710) are pursuing it as their primary curriculum. The remaining 459 students are pursuing the Certificate concurrently with a master's or PhD degree.

The Graduate Council of the Faculty Senate, along with the Office of Graduate Education, proposed that each graduate certificate should also have appropriate measurable graduate level learning outcomes. On June 12, 2025, the Faculty Senate approved that each graduate certificate include a minimum of two program-level learning outcomes that are appropriate for graduate-level coursework and education. These learning outcomes will be assessed on a yearly basis and reported to the Director of Assessment.

### **OPPORTUNITIES**

- Artificial Intelligence for transformation of student learning and program delivery
- Continued interest in Ecampus and distance learning
- Growing interest in sub-degree credentials like certificates and microcredentials
- Professional Science Master's degrees, both in person and through Ecampus
- International enrollments, especially from India
- Growth in inter- and transdisciplinary research and education

### **THREATS**

- Continued low level of state support for four-year public universities in Oregon, combined with demographic shifts and changes in federal financial aid.
- Policy development at the Higher Education Coordinating Commission related to transfer and general education.

**Appendix: Undergraduate Student Success**

Table **Oregon State University Undergraduate Student Success Metrics**. Cohorts are for first-time college, full-time degree-seeking undergraduates (Corvallis and Ecampus) for the designated fall term or preceding summer term. 2015, 2020 and 2025 one-year retention rates are for students entering in 2014, 2019, and 2024, respectively. 2015, 2020 and 2025 six-year graduation rates are for students entering in 2009, 2014, and 2019, respectively. First-generation status was not collected on application before 2010.

Red typeface indicates areas that need improvement in the most recent year of data.

Undergraduate Student Success	1 Year Retention Rate (%)			6 Year Graduation Rate (%)		
	2015	2020	2025	2015	2020	2025
<b>Cohorts</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>
<b>Overall OSU</b>	<b>84.8</b>	<b>84.5</b>	<b>89.0</b>	<b>64.3</b>	<b>69.2</b>	<b>67.6</b>
Pell	80.7	80.4	83.5	60.7	61.9	57.3
Non-Pell	87	85.8	90.8	66.5	73.3	70.5
Pell – Non-Pell Gap	-6.3	-5.4	<b>-7.3</b>	-5.8	-11.4	<b>-13.2</b>
Students of Color (SOC)	83.6	82.9	87.2	62.1	67.7	63.8
Non – SOC	85.3	85.4	89.9	64.8	69.9	69.4
SOC – Non-SOC Gap	-1.7	-2.5	<b>-2.7</b>	-2.7	-2.2	<b>-5.6</b>
Male	83.8	84.3	89.4	61.1	66.8	65.9
Female	85.7	84.8	88.6	67.6	71.8	63.9
Male – Female Gap	-1.9	-0.5	0.8	-6.5	-5	2
Nonresident	80.7	82.6	87.3	60.7	65	63.9
Oregon Resident	86.1	85.2	90.4	65.3	70.7	68.8
Non – Resident Gap	-5.4	-2.6	-3.1	-4.6	-5.7	<b>-4.9</b>
First-Generation	85.7	84.8	88.6	n/a	64.4	59.7
Not First-Generation	86.2	85.8	90.1	64.3	71.3	69.9
First-Generation Gap	-0.5	-1	-1.5	n/a	<b>-6.9</b>	<b>-10.2</b>