

Division of Student Affairs Overview

Unit Leadership and Structure

Student Affairs Executive Leadership Team

Dan Larson	Vice Provost for Student Affairs
Amas Aduviri	Executive Director, Grant Funded Programs
Brandi Fuhrman	Executive Director, Career Development Center
Damoni Wright	Executive Director, Student Experiences & Engagement
Grace Atebe	Executive Director, Office of International Services
Ian Kellems	Executive Director, Counseling & Psychological Services
Jen Humphreys	Operations Associate for Student Affairs
Jenny Haubenreiser	Executive Director, Student Health Services
Jesse Nelson	Associate Vice Provost for Academic Achievement
Janet Nishihara	Executive Director, Educational Opportunities Program
Kevin Dougherty	Associate Vice Provost & Dean of Student Life
Leah Hall Dorothy	Executive Director, Recreational Sports
Stephen Jenkins	Associate Vice Provost & Executive Director, University Housing & Dining Services
Steve Hoelscher	Associate Vice Provost for Operations

View the [organizational chart](#) and details about the divisional leadership structure on our website.

Introduction

The Division of Student Affairs at Oregon State is comprised of over 35 unique departments and 11 portfolios. The division supports holistic student development and academic success via numerous services and leadership opportunities for students. These co-curricular experiences contribute to the persistence, degree completion, and professional or educational advancement for all students at Oregon State.

Connection to SP 4.0

The Division of Student Affairs at Oregon State is pleased to see its work firmly embedded within the recently adopted university-wide Strategic Plan 4.0 (SP 4.0). In fall 2019, the division embarked on a two-year emboldened effort to transform our practices, processes and policies to improve student success particularly among students of color, students who are first-generation and students with high financial need. Principally, student affairs is uniquely positioned to contribute to Goals II and IV of SP 4.0.

Goal II, “Transformative Education that is Accessible to All Learners,” relates to equity in access and achievement among learners from diverse backgrounds with an emphasis on experiential learning. In alignment with our division priority and our divisional commitments, we have initiated and dedicated resources to the [Black Student Access & Success Initiative](#) which provides university-wide services and programming, including academic support, career development, recruitment and outreach. Additionally, recognizing the toll that immigration status has on some of our students, the [Dreaming Beyond Borders Resource Center](#) opened spring 2019. Experiential learning opportunities exist across many of our division’s units. Notably, [Community Engagement & Leadership](#) (CEL) engages students in community-based learning, direct service and advocacy.

Goal IV, “A Culture of Belonging, Collaboration and Innovation,” speaks to the heart of the work that we do within student affairs, including demonstrated commitment to diversity, equity, inclusion and justice; support



of career progression and long-term success of our staff; and nimbleness in the face of rapidly changing forces in higher education.

Enhancing the sense of belonging on behalf of our students and faculty remains an utmost endeavor for our divisional work. We do this through many avenues, including our seven [cultural resource centers](#), our support of the annual [Klatowa Eena Powwow](#), oversight of quality programming via [Student Experiences & Engagement](#), and by providing robust health and wellness resources through [Recreational Sports](#), [Student Health Services](#), and [Counseling & Psychological Services](#).

Metrics

Each department in the Division of Student Affairs conducts program-level assessments in an effort to understand the ways in which their work influences students and their ability to succeed at OSU. As a part of the division's annual reporting process, departmental summaries are compiled to tell the broader story of how the Division of Student Affairs has made progress on the areas outlined in the divisional agenda. As the division transitions away from metrics established in a previous divisional strategic plan, we are in the process of redefining metrics for the Division of Student Affairs that will aim to demonstrate and monitor the effects of the unique contributions that student affairs units make to the university's persistence, completion and advancement goals, particularly as it relates to the divisional priority.

In addition to divisional metrics, the Division of Student Affairs gathers feedback from students relating to feelings of inclusion and belonging via the [Student Inclusivity Survey](#), as well as student engagement via the [National Survey of Student Engagement](#). These data are reported out in numerous ways, and are used as part of the University Accreditation Yardsticks. Results are shared with relevant subcommittees working with the [University Student Success Initiative](#).

Key Initiatives, Projects and Priorities

Divisional Agenda – The division's work spreads across the institution in nearly every aspect of Oregon State students' [experience](#) during their educational journey. There are seven areas of focus in the [divisional agenda](#), including student health and well-being, with an emphasis on reducing high-risk behaviors and advocating for mental health; support of the Undergraduate Student Success Initiative (USSI), which is a cross-institutional effort initiated by the provost's office; financial and resource stewardship; innovative partnerships with colleges to leverage resources and expertise in support of student success; social justice, community and belonging; professional development for the long-term success of our employees; and increased access and success for historically underrepresented student populations. Many of these agenda items are reviewed in greater detail throughout the brief.

Divisional Priority – In support of SP 4.0, the Division of Student Affairs has identified one [strategic priority and three related actions](#) to improve student success. These efforts aim to change systems and structures that create inequitable student outcomes. Our strategic priority states:

Our systems and structures are creating inequitable outcomes for students of color, students who are first generation and students with high financial need. We own our roles in perpetuating this inequity and will assertively transform our practices, processes and policies to improve student success.

The actions that support our strategic priority focus on fostering a cultural transformation among employees; examining our approaches to serving students with deep and thoughtful curiosity to determine why we produce inequitable outcomes; and transforming our systems and structures that are producing inequitable outcomes.

Food Insecurity at OSU – Oregon State University is a leader in advancing the health and wellness of our communities. As such, we are acutely aware of how student food insecurity at Oregon State directly impacts student success, and therefore our success. Additionally, we recognize that students of color and those with other marginalized identities experience food insecurity at disproportionately higher rates. With inclusivity and

community well-being at the center of our mission, the Taskforce on Food Insecurity at OSU has been charged to identify and evaluate opportunities to increase the scale of our programs and services so that we make a greater impact on reducing food insecurity among our students. This effort is led by Associate Vice Provost & Dean of Students Kevin Dougherty and Senior Instructor/Food in Culture & Social Justice Program Coordinator Sarah Cunningham. Further, the [Human Services Resource Center](#) supports students who are facing food insecurity by offering a food pantry, a food assistance program and other resources. The HSRC also helps students navigate available federal resources and offers other services to help students meet their basic needs, including emergency housing assistance and the Textbook Lending Program.

Mental Health & Well-Being – The ever-increasing demand for mental health services for students matches national trends. [Counseling & Psychological Services](#) (CAPS) is serving 58% more students than it was just five years ago and 138% more than it was 10 years ago. [Student Health Services](#) (SHS) is also a great support of students' mental health, with more than 20% of SHS visits being connected to a mental health issue. To meet this continual demand in the context of declining resources, we must be innovative. CAPS takes a stepped-care approach with a range of services available depending on the particular circumstances of each student. For the last several years CAPS has expanded these services with a focus on efficiency and timely access to high-quality care. This expansion includes a drop-in clinic, where students can visit without an appointment, and the Single Session Clinic, where students can attend a one-time session for help addressing a specific problem. CAPS also offers more than 30 therapy and support groups each term.

To provide broader support to students, there are multiple efforts to foster a culture of caring across the entire Oregon State campus. A mandatory syllabus statement that encourages students to “reach out for success,” and provides a list of wellness resources, is now included in all course syllabi. Division leadership and the College of Public Health and Human Sciences have convened the Healthy Campus Coalition, a cross-sector, multi-disciplinary collaborative that connects stakeholders from health and wellness areas, as well as partner organizations across campus that contribute to the holistic well-being of OSU students, faculty and staff. Kognito is a recently funded online interactive program that trains faculty and staff to have helpful, supportive conversations with students experiencing mental health struggles. Finally, the Beavers Belong Support Network (BBSN) is a collaboration between CAPS, SHS and the Associated Students of Oregon State University. Realizing that many of our students struggle with feelings of loneliness, the BBSN empowers OSU students to create an inclusive community through peer-facilitated weekly groups and monthly community events.

Opportunities and Threats

Partnerships with Colleges – Within the division we are working closely with college partners to improve how we support students. For example, [Supplemental Instruction](#) (SI) offered through the Academic Success Center and enacted through partnership with colleges, provides peer-led support for challenging courses and has proven to help students succeed at higher rates and contribute to student persistence, completion and advancement. Over the last four years, students who participated earned higher course grade averages and withdrew at lower rates than students who did not participate. Further, 99% of SI participants said they would recommend it to a friend. In addition, the [Career Development Center](#) has embedded career services support personnel within colleges across the institution to tend to the unique needs of students graduating with specific majors.

Broad Trends Facing Higher Education – An increasing demand on mental health services, rising tuition and student debt, and decreasing enrollment are part of broader trends facing higher education institutions that present challenges to the division. Elements of all of these trends are discussed further throughout this brief.

National Trends

Mental Health Trends – Nationwide, the utilization of mental health services over the past seven years has increased five to seven times faster than enrollment. There has been a clear upward trend of anxiety and depression over the past four years, with anxiety being the most prevalent mental health issue for students

since 2009. There has also been an increase in suicidality and students are presenting more complex issues upon arrival at higher education institutions. These trends are evident at Oregon State University, as outlined above, and CAPs has made a number of service adjustments to better reach a broad range of students effectively during a period of declining resources.

Career Development – Rising tuition and student debt have increased discussions about financial accountability and return on investment in higher education. Prospective students — and their parents — are worried about their return on investment, and they want career services to be part of their education. Since 2010, 86% of incoming freshmen have said that getting a better job represents a critical factor in their decision to enroll in college, compared with only 73% between 2000 and 2009. Career services also has an impact on persistence; research indicates that students who begin career development and exploration in their first year are more likely to remain on campus and graduate. From the beginning of students' academic careers, the [Career Development Center](#) (CDC) is committed to strengthening students' career competencies and helping students build a network of meaningful relationships. The center focuses on an ecosystem of support across campus with assistant directors working within colleges and alongside college faculty and staff to determine how to integrate career development within their infrastructures. The CDC has also responded to trends of increased internet usage by improving its website and adopting a number of online tools that support students' professional development (the use of online tools also allows the center to reach more students).

Free Speech and Activism – As we approach another presidential election cycle, the division stands ready to support students in their expression of free speech, an essential part of creating inclusive educational environments. In addition to proactive and response protocols, the Office of Student Life provides [resources and guidance on activism](#) to support students while maintaining a safe, inclusive, and education-ready environment for the university community.

Student Engagement and Community – Research shows that students' sense of belonging is a factor in student persistence, and the division recognizes the critical role that we play in creating opportunities for students to connect and grow. Further, service learning and civic engagement are linked to growth in interpersonal skills, self-efficacy and confidence as well as persistence and retention. Student Experiences & Engagement oversees the [cultural resource centers](#) and a broad range of programming, including [Community Engagement & Leadership](#) offerings that engage students in the Corvallis community and throughout the Pacific Northwest during [Alternative Breaks](#) and other service events. Celebrating its 50th year on our campus, the [Educational Opportunities Program](#) is also an important resource for creating a sense of community and belonging among underrepresented student populations. During times of year when local and national data identify trends of high-risk drinking and behaviors, the division offers [Late Night programming](#) as alcohol-free alternatives.

Enrollment Trends – Oregon State has not been immune to decreasing enrollment, similar to the trend seen nationwide. The division shares the university's goal to improve retention rates, which will mitigate some of the impacts of declining enrollment. Institutional Analytics & Reporting recently released the [2019-20 Institutional Retention & Graduation Report](#), which at first glance shows an overall improvement in OSU's retention rate by .8%, to 85.4%. However, we know there is still work to do to bring the retention and graduation rates of students of color and students with high financial need. Those numbers still lag behind the overall percentage and student affairs has a unique role in helping those groups succeed.

Student Fees – The national trend in student fees is similar to the national trend in tuition — student fees are increasing at levels that often exceed standard inflationary levels, earnings growth and the ability of students and their families to afford the cost increases. In recent years, the growth of student fees at OSU has been held to under 5% per year, but the 20-year average annual increase in student fees has hovered around 6% per year due mostly to the cost of maintaining, renewing and replacing aging buildings funded and mortgaged by student fees and the high inflationary costs of OSU employees stemming from underfunded state health care (PEBB) and state retirement (PERS) systems.

Total annual student fees amount to roughly \$43 million of which about \$40 million goes to the Division of Student Affairs to support Student Health Services, Recreational Sports, the Memorial Union, Counseling & Psychological Services, Student Experiences & Engagement, the Associated Students of Oregon State University, the Family Resource Center and the Human Services Resource Center. All student fees are allocated [based on processes articulated by state law](#). For a student carrying a full course load during the academic year, the total cost of student fees in FY20 is \$622.86 per term or \$1,868.58 for the full academic year (three terms). This past summer term the total cost of student fees for a full course load was \$429.95.

Keeping student fees in check while also providing the services and supports students need and want is essential. The division helps guide the Student Fee Committee to minimize ongoing increases, while being mindful of long-term facility requirements. Moreover, keeping student fees at appropriate levels will help to ensure students are able to persist in their degree attainment. Recognizing the national and institutional trends in recent years of problematic student fee increases, Student Affairs has bolstered their engagement with the Student Fee Committee. This engagement is to optimally inform students of budget impacts of increases so that fully informed decisions can be made. Consequently, Oregon State student fees have been held to under 5% per year.

Internal Partners/Stakeholders

Colleges – Through significant collaborations between central units and the colleges, we are enhancing orientation, holistic support for international students, transfer transition programming, first-year curriculum and career services.

Enrollment Management – Strong partnerships with Enrollment Management present opportunities to increase the recruitment of diverse students while laying the foundation for their matriculation and retention at OSU.

Information Services – Partnerships with Information Services units position the university to advance technological solutions that enhance the student experience and support academic success.

Student Fee Committee – A [committee of elected students and unit liaisons](#) who oversee the budgeting process for student fees.

University Budget Committee – This is an [advisory committee](#) under the leadership of the provost and executive vice president that provides building fee and health fee recommendations to the president.

External Partners/Stakeholders

Student Affairs Leadership Council – The Division of Student Affairs, in partnership with the OSU Foundation, has created a [Student Affairs Leadership Council](#) (SALC). The SALC is comprised of alumni and supporters who have found connection and meaning to the work of the division.

Donors – The division recently adopted a new [fundraising strategy](#). With this new strategy, we will leverage our partnerships with external stakeholders and donors to create the most direct and highest impact on student success.

Community Partners – The division partners with local organizations and Oregonian companies and industry leaders to enhance community livability, student services and professional development opportunities.