

NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon (UO) will hold the following public meeting remotely with a video livestream available for members of the media and the public. Subjects of the meeting will include remarks from the committee chair and university provost, and updates on Oregon Rising goal one: enhancing pathways to timely graduation and goal two: career preparation.

Video livestream information is available at: <https://trustees.uoregon.edu/meetings>. Meeting materials are available at: <https://trustees.uoregon.edu/upcoming-meetings>. If telephone conference, sign language for the deaf or hard of hearing, or accessibility accommodations are required, contact trustees@uoregon.edu at least 48 hours in advance of the posted meeting time. Please specify the sign language preference if applicable.

The meeting will occur as follows:

Monday, September 21, at 11:00 a.m. Pacific Time
Remotely via Zoom

**Office of the University Secretary
Board of Trustees**

112 Johnson Hall
6227 University of Oregon, Eugene, OR 97403-6227
541-346-3166 | trustees.uoregon.edu

The University of Oregon is an equal-opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee | Public Meeting
11:00 a.m. | Monday, September 21, 2026
Virtual Meeting Via Zoom**

Convene

- Call to order & Roll Call

1. Chair's Report. Elisa Hornecker, Academic & Student Affairs Committee Chair.

2. Provost's Report. Chris Long, Senior Vice President and University Provost.

3. Updates on Oregon Rising:

3.1 Goal 1: Enhancing Pathways to Timely Graduation. Ron Bramhall, Associate Vice Provost for Academic Affairs and Acting Vice Provost for Undergraduate Education and Student Success.

3.2 Goal 2: Becoming a Leader in Career Preparation. Kate Morris, Executive Vice Provost for Academic Affairs and Heather Edelblute, Director of Career Communities Engagement.

Meeting Adjourns.

Agenda Item #1

Committee Chair's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #2

Provost's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #3 Updates on Oregon Rising:

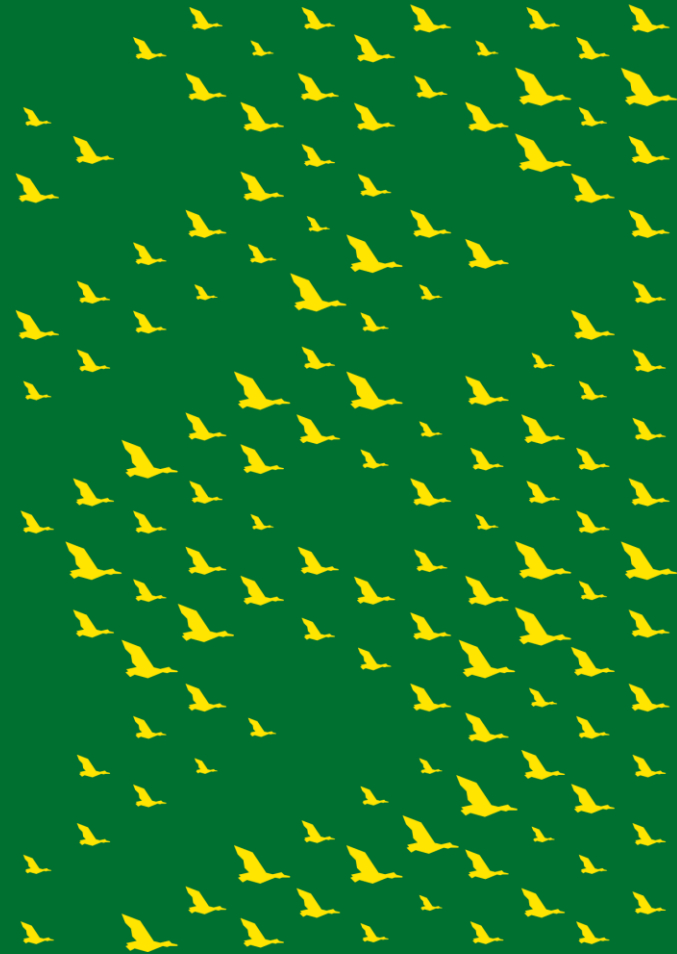
3.1 Goal 1: Enhancing Pathways to Timely Graduation

Ron Bramhall, Associate Vice Provost for Academic Affairs and
Acting Vice Provost for Undergraduate Education and Student
Success



Timely Graduation Update

What our students experience — and what it asks of us



OUR PROMISE



*Every student who walks through our doors
deserves two things:*

A Transformative Experience

Deep learning, growth, connection to something
larger than a transcript.

A Path to Graduation

Not just admission—but a real, supported route to
the finish line.

*That's the commitment we make to
every student who enrolls.*

OUR TARGETS



01 Enhance Pathways to Timely Graduation

Key Performance Indicators:

- **FOUR-YEAR GRADUATION** 70%
- **SIX-YEAR GRADUATION** 85%
- **EQUITY GAPS** 0%

OUR TARGETS



01 Enhance Pathways to Timely Graduation

Key Performance Indicators:

- **FOUR-YEAR GRADUATION** 70%
- **SIX-YEAR GRADUATION** 85%
- **EQUITY GAPS** 0%

RETENTION TO SECOND YEAR

~94%



But Here's What's Actually Happening

For too many students, that promise doesn't fully deliver.

14%

LEAVE IN YEAR ONE

First-time students · recent cohorts

22%

LEAVE BY END OF YEAR TWO

Nearly 1 in 4 students never reaches junior year

Equity Gaps occur primarily in the first two years:

(First Generation, Pell, or Underrepresented Race/Ethnicity)

5% gap in first two years

7% gap at 4-year grad

Not Everyone Faces the Same Odds

Attrition isn't random — it falls hardest on specific groups of students.



Unmet Financial Need & Pell-Eligible

HIGHER RISK ↑

*Leave at significantly higher rates.
Compounding barriers emerge early and
widen over time.*



Academically Underprepared

HIGHER RISK ↑

*Students with lower HS GPA and no college
credits face steeper early attrition — less
academic runway to work with.*



Underrepresented Students & First-Gen

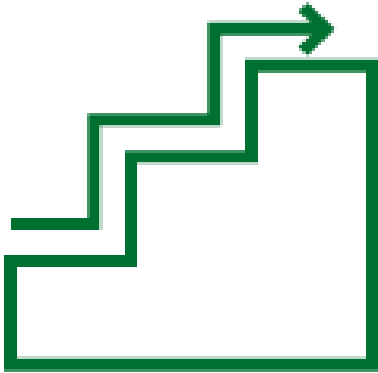
HIGHER RISK ↑

*Face identity barriers and weak campus
connection alongside academic pressures.*

Gaps emerge early — and widen over time.

What These Patterns Tell Us

Persistent gaps point to structural—not individual—causes.



Affordability

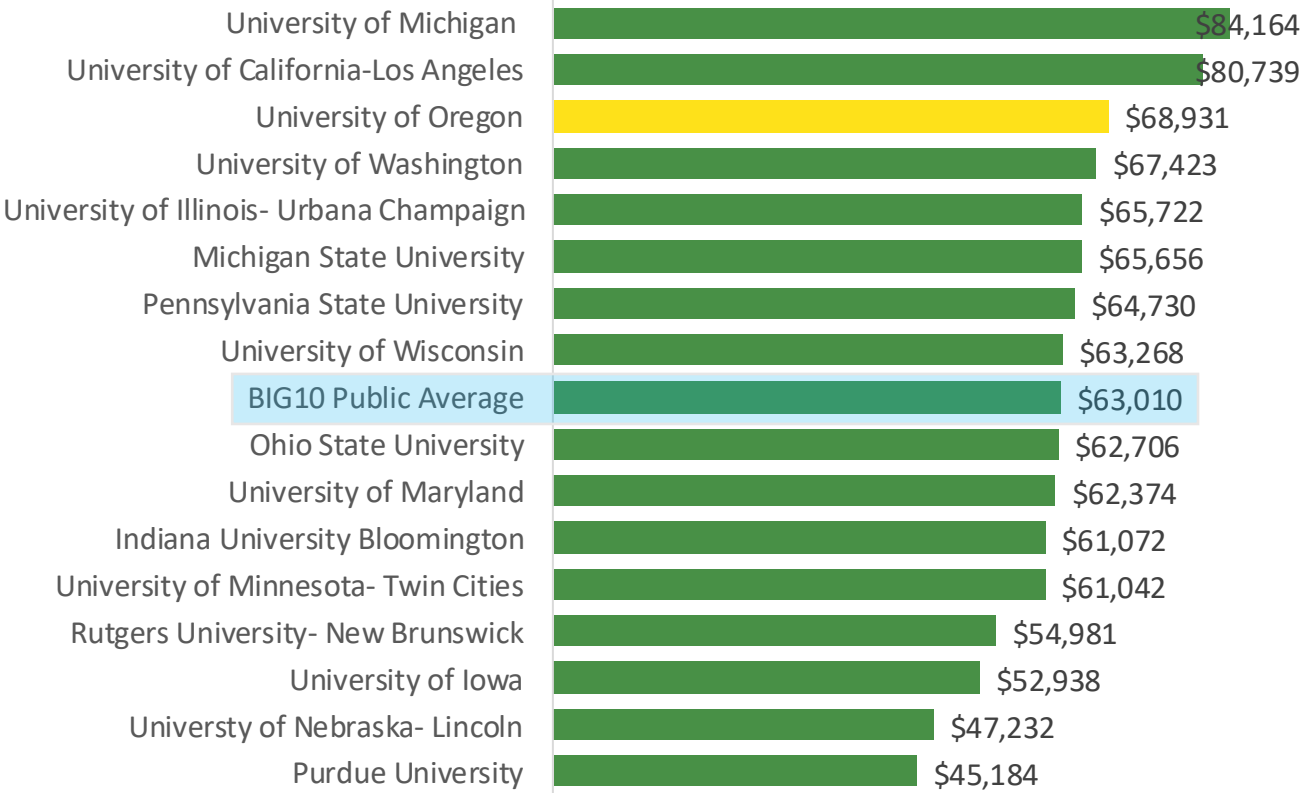
- Among the most expensive institutions in the Big 10, with very limited need-based aid resources

Preparedness

- Among the least selective in the Big Ten

How Do We Compare? Total Cost of Attendance

Out-of-State 2025-26 Cost, Big10 Publics

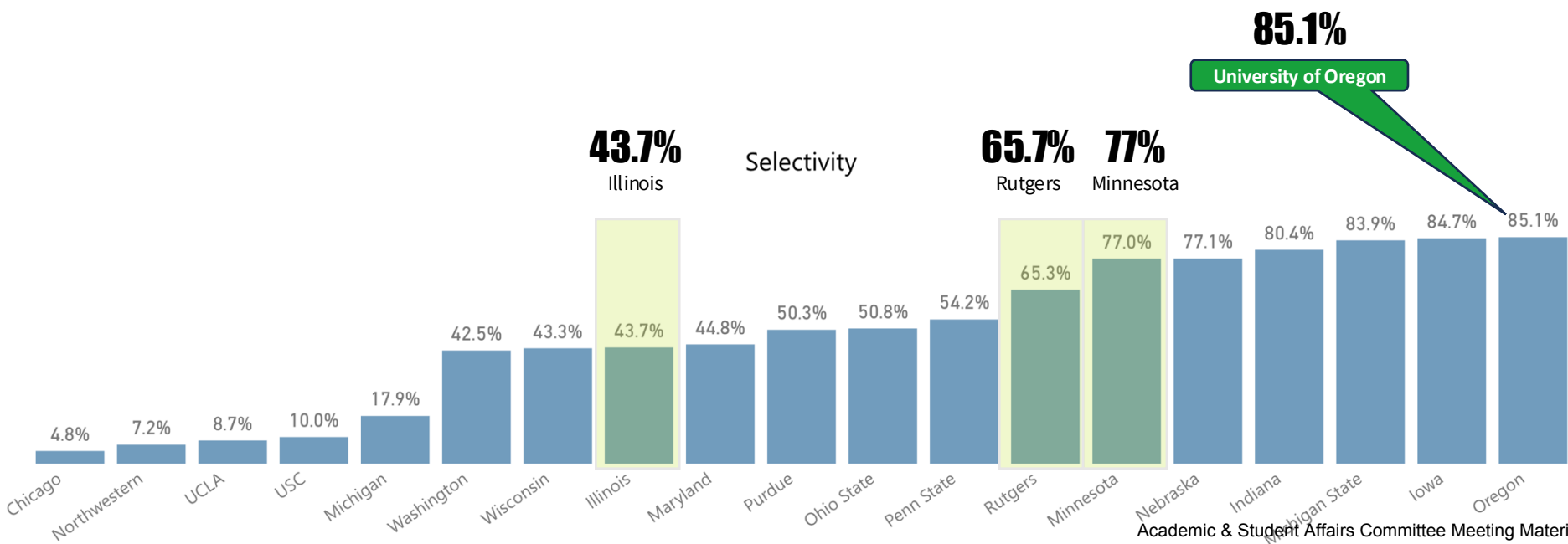


Retention by PELL Eligibility

	2023 cohort		2024 cohort		2025 cohort	
Student group	N	Retention Y2	N	Retention Y2	N	Retention Y2
All first-time, full-time students	4,979	86.4%	5,038	85.7%	4,972	(official data coming in Dec. 2026)
Resident, not Pell eligible	1,688	89.0%	1,637 	90.5% 	1,728	
Resident, Pell eligible	799	86.2%	929 	82.9% 	902	
Nonresident, not Pell eligible	2,120	86.7%	1,986 	87.1% 	1,902	
Nonresident, Pell eligible	333	71.5%	453 	68.0% 	386	

Selectivity and Academic Performance:

Selectivity of Big-10 Institutions (those with 85% 6yr Grad Rates highlighted)

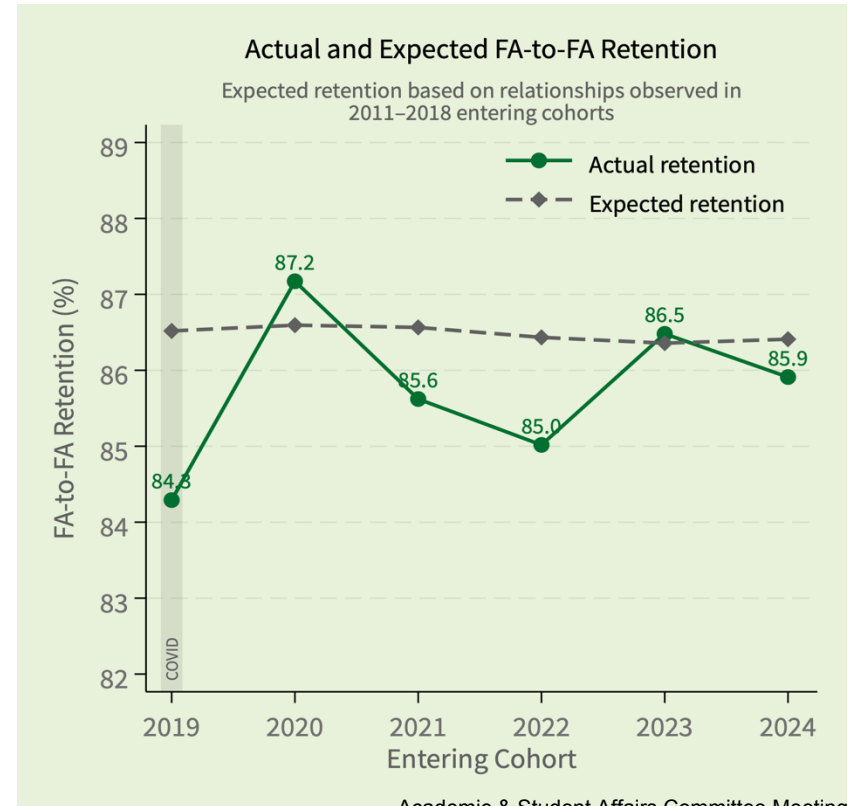


Actual vs Predicted Retention

What is the ceiling for retention under current conditions?

Initial model based on outcomes from 2011-18 cohorts indexed by the following incoming student attributes:

- Underrepresented minority
- Domestic and Non-resident Pell Eligible
- Incoming college credits
- First-generation students
- HS GPA



These levers matter...and they take time.

Reaching 85% graduation will require progress on affordability and student preparedness.

Affordability

- **Work underway:** Just-in-time funding strategies
- **Long term:** Meaningful change will require transformational, sustained investment (e.g., need-based aid endowment).

Preparedness

- **Work underway:** Admissions strategy refinement (e.g. PURA)
- **Long term:** Changing the academic profile of entering students will require sustained gains in recruitment, yield, and rankings in an increasingly competitive market.

Promising Program

Provost Undergraduate Research Assistantship (PURA)

The Provost Undergraduate Research Assistantship is an invitation-only opportunity for high-achieving incoming students who want to begin their University of Oregon experience with curiosity and exploration. The program introduces students to research and creative work during their first year, encouraging them to approach new ideas and academic fields.

PURA was offered to the top 1.8% of admits (624 non-residents and 54 residents) and yielded at a rate of 7.0% for the highest achieving non-resident admits. Admitted 57 students Fall 2026

Several students and parents offered unsolicited testimonies that PURA was their determining factor for choosing the UO, in many cases over institutions with higher academic rankings.

We must create the conditions so that every admitted student can succeed.

This is the most immediate lever in our control for improving timely graduation.



Belonging & Connection

Ensure students feel known, valued, and connected to peers, communities, and faculty/staff.



Targeted Support

Direct intensive advising, financial, and academic supports to student need.



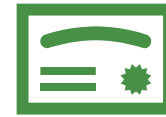
Academic Momentum

Ensure students move smoothly through courses and pathways without stops, delays, or excess credits.



Structural Barriers

Reform policies and systems that unintentionally slow or derail student progress.



High-Impact Experiences

Ensure all students access experiences linked to success, including career preparation



Data Infrastructure

Use timely data to act early, assess impact, and continuously improve student outcomes.

Building the Conditions for Success

Selected examples of work underway that we are going to highlight today:



**Target Support to Students
at Highest Risk of Attrition**



**Early Credit-Momentum and
Progress Toward Degree**



**Ensure First-Year Student
take Courses they can be
Successful In**



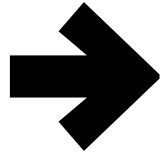
Removing Barriers

From Heroics to Shared Habits

HEROIC EFFORT

Individual faculty and advisors going above and beyond.

- **Not scalable.**
- **Not equitable.**
- **Depends on who students happen to encounter.**



WE NEED

SHARED HABITS

Common practices built into normal academic workflows.

- **Scalable.**
- **Equitable.**
- **Every student benefits — regardless of who they know.**

Sustainable change requires shared structures — not heroics.

UESS - Indicators of Success

Percentage of undergraduates registered for **15+ credits each term**

Based on data that shows students who take larger courseloads continue to take larger courseloads and graduate faster than students who take smaller courseloads.

Focuses on the first three years of all students rather than just the first term.

All undergraduates with fewer than 135 total credits

Academic

Percentage of students who see an advisor in the first year.

Based on an understanding that access to advisors is one of the best tools for students to deal with academic challenges and bottlenecks.

First-time full-time students

Academic

Percentage of students who participate in a first-year experience.

Based on data that shows students who participate in curricular-based first-year experience programs perform better in college and graduate faster.

Includes participation in:
Academic Residential Community (ARC)
Residential Community (RC)
Freshman Interest Group (FIG)

First-time full-time students

Social

Percentage of students with a **D/F/W/NP** in the first year.

Data shows that students who receive a D/F/W/NP in the first year are more likely to get similar low grades in future terms and are less likely to graduate. Understanding who is most likely to receive lower scores can help align resources and interventions.

First-time full-time students

Curricular

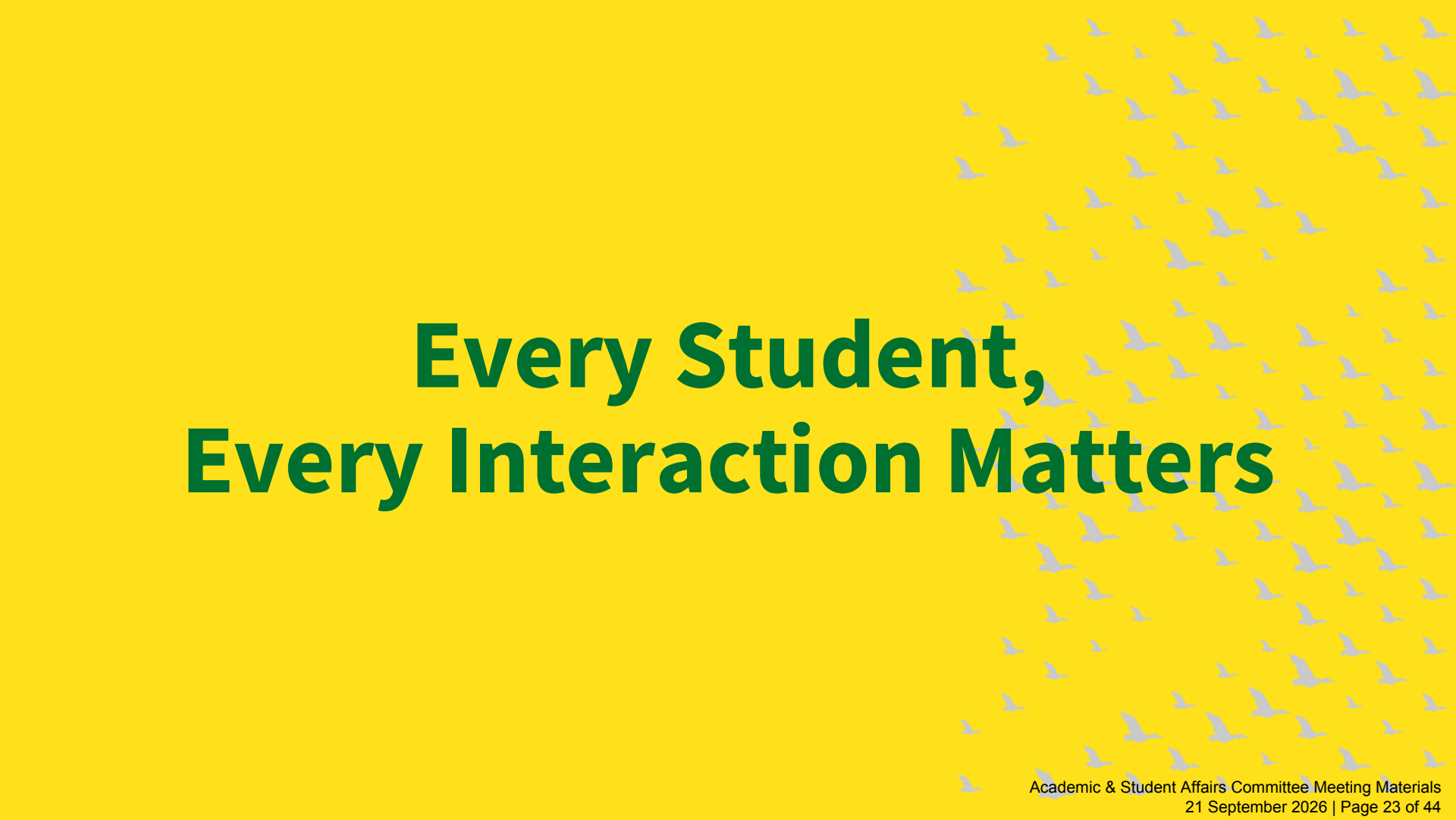
Retention rate through the first three years of college:

winter1, spring1, fall2,
winter2, spring2, fall3,
winter3, spring3, fall4.

Approximately 15% of our first-year students do not retain to the second year. We lose 4% by the first winter. By understanding the pattern of where we lose students we can target strategies and interventions at students before they leave.

First-time full-time students

Academic



Every Student, Every Interaction Matters

Target Support to Students at Highest Risk of Attrition

**INDICATOR OF SUCCESS:
First Year Retention**

Our least prepared students

The students most likely to leave early are also the least likely to access early support without proactive institutional action.

No college credit, low HS GPA

- Higher incidence of D, F, or W in first term
- Lower likelihood of fall-to-winter retention persistence
- Lower likelihood of fall-to-fall retention

Least likely to access support

- Lower incidence of early advising (fall term)
- Lower incidence of advising in the first year
- Less likely to enroll in a FIG

What we are doing

To better support our least prepared first-year students, we are focusing on several early, proactive interventions:

First-Year Interest Group Redesign

- **10 new FIGs** developed to support least college ready students
- Shift from **opt-in to opt-out** to address over enrollment of our most prepared students
- 1-credit seminar, 4-credit major-aligned core ed course, **embedded advising and academic support**

Proactive Advising

- **Five new advising FTE** allocated to units where capacity is limited and attrition risk is concentrated (LCB, NS-CAS, SOJC)
- **Shared expectation across advising units**, set by the Undergraduate Advising Council, to collectively support least-prepared first-year students
- **Targeted, proactive outreach** by design

Early Alert Outreach

- **Tracking engagement** in Canvas to connect with students who show signs of disengagement
- **Faculty early alert** initiative in courses with highest number of first-year students. Faculty to track early attendance and performance struggles and refer to right resource.

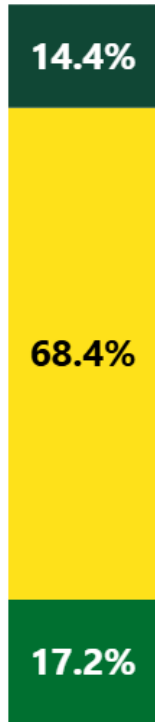
Early Credit Momentum & Progress Toward Degree

INDICATOR OF SUCCESS:

Credit Momentum (15 credits per term)

First year academic momentum is essential for timely graduation.

BY THE
BEGINNING
OF THE
2ND YEAR



Left UO before their second fall.

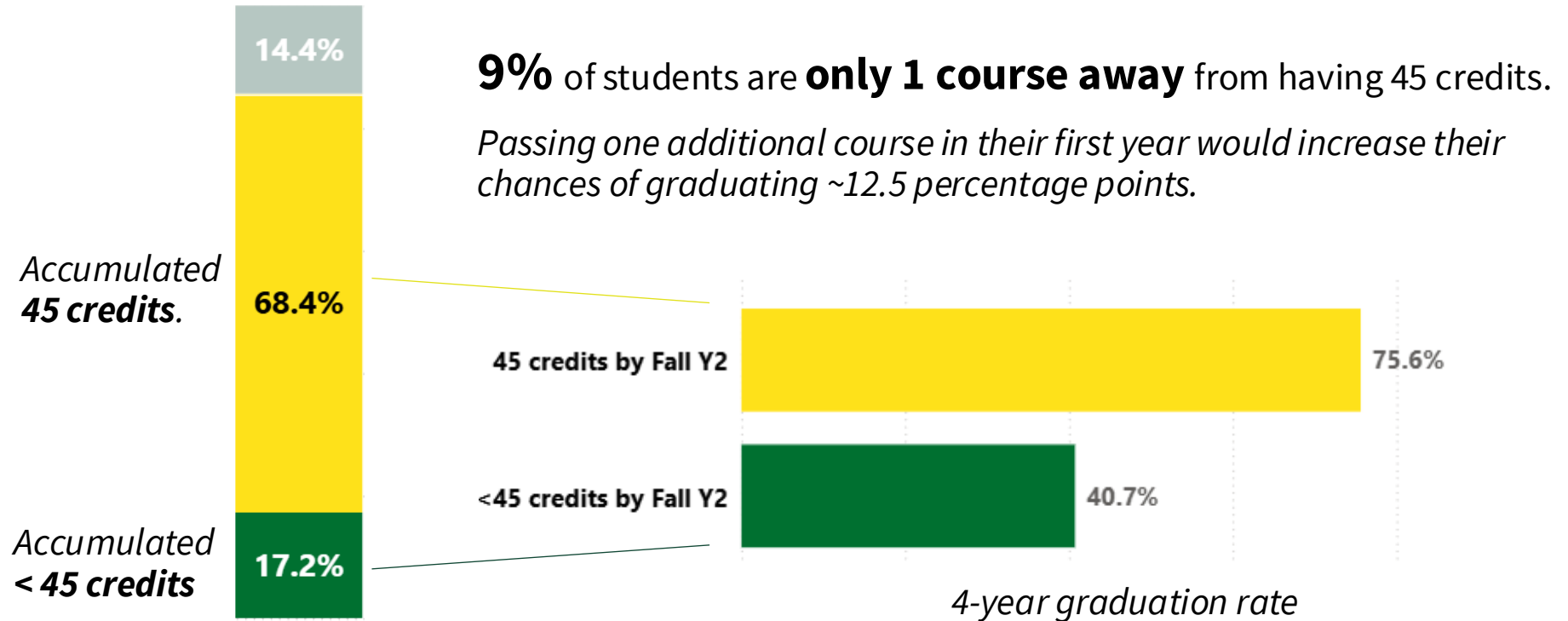
1) Financial reasons, 2) Transfer, 3) Social or Academic Reasons.

Returned to UO and are on-track. (45 credits accumulated)

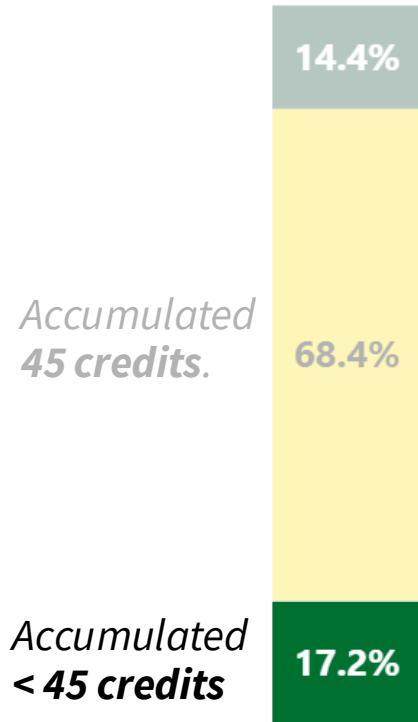
Need 180 credits to graduate, should have 45 by the end of the first year.

Returned but are already **not on-track** to graduate in 4 years.
(<45 credits accumulated)

First year academic momentum is essential for timely graduation.



First year academic momentum is essential for timely graduation.



Most (2/3) of students who have not accumulated 45 credits, did not attempt 45 credits.

Get more students to attempt a full load (15 credits/term).

Others, attempted but did not pass at least one class.

Make sure students take courses they can be successful in

Get more students to attempt a full load (15 credits/term).

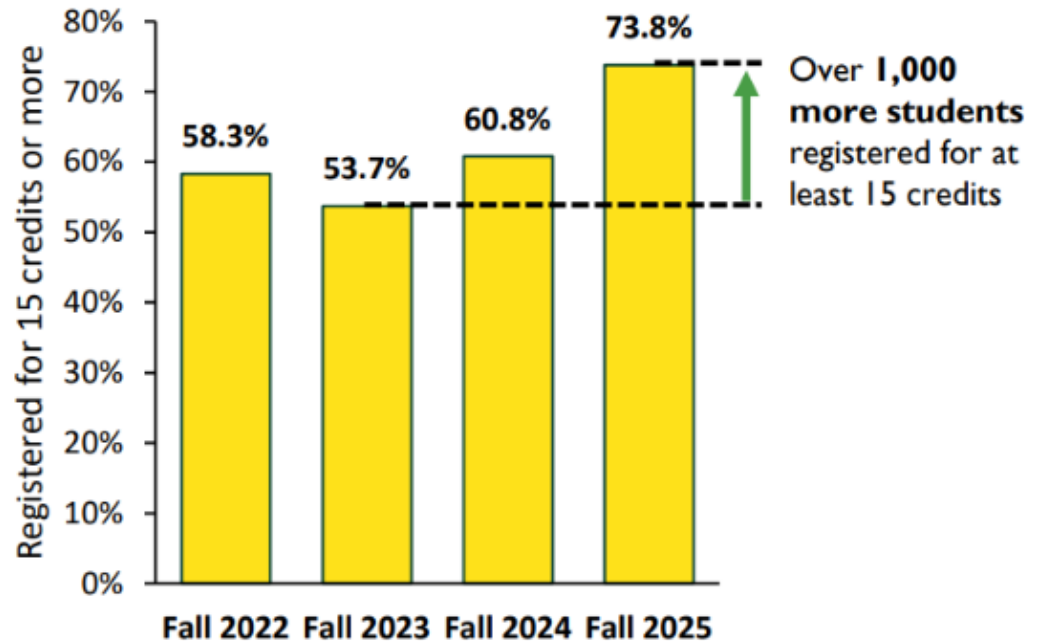
In the last two years, over 1,000 more students registered for 15 credits or more in their first term.

What made the difference?

Advising efforts across advising offices, in schools & colleges.

Proactive central messaging

Return to in-person advising during IntroDUCKtion



Credit Momentum

Percent of Students Meeting Credit Accumulation Threshold				
Year	Term	2023-24	2024-25	2025-26
1st year	Fall	-	-	-
	Winter	78.0%	81.8%	86.0% ↑
	Spring	74.2%	78.9%	82.0% ↑
2nd year	Fall	76.5%	76.9%	82.2% ↑
	Winter	78.2%	78.6%	82.9% ↑
	Spring	76.0%	77.3%	80.8% ↑
3rd year	Fall	78.7%	78.5%	80.6% ↑
	Winter	77.3%	77.8%	80.1% ↑
	Spring	77.3%	77.5%	78.3% ↑
4th year	Fall	81.6%	81.6%	81.1% ↓
	Winter	81.6%	80.6%	80.5% ↓
	Spring	79.1%	79.1%	78.3% ↓
Based on earning 15 credits/term, including transfer and pre-college credits. Only includes FTF students registered in that term.				

Curriculum Analysis

**Ensure first-year students
take courses they can be
successful in.**

INDICATOR OF SUCCESS:

First Year Course Completion

Percent of students taking any courses at each course level

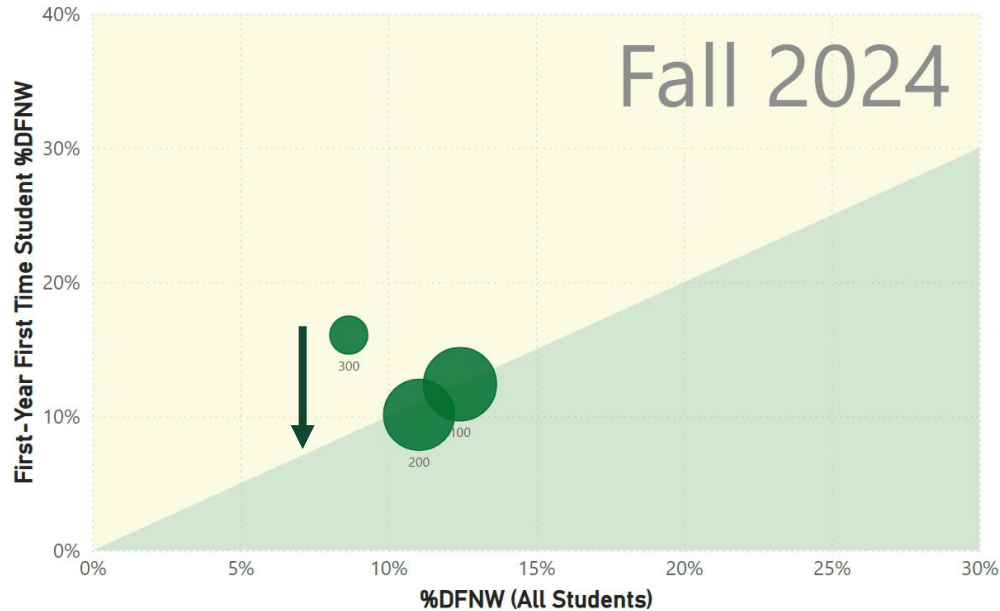
First-Time UG students in F, W, Sp terms from AY22-23, 23-24, & 24-25

Year at UO for First-Time Students					
Course Level		Year 1	Year 2	Year 3	Year 4
	100	99%	88%		
	200	98%	96%	79%	64%
	300		85%	96%	93%
	400		28%	72%	92%

First-Time UG students in F, W, Sp terms from AY22-23, 23-24, & 24-25

Make sure students take courses they can be successful in.

Focus on Core Education Course Availability for First-year students.



CAS-coordinated effort

Hold seats for first year students in 100 & 200 level core ed courses.

Increase capacity in 100 & 200 core ed courses.

In-person advising
(supports aligning students with appropriate coursework)

1.3% more first-year students completed a core ed course.

Academic Support Alignment

We need to target resources where the highest need is.

Tutoring and Academic Engagement Center

- Leading effort to map academic support services across campus
- Tutoring, peer study groups, and other academic support resources will be increasingly aligned with courses that have historically high DFW grade outcomes.

Gateway Course Redesign

We need to continually improve our courses for student success.

Office of the Provost and Select Departments

- Steering committee to determine courses that would benefit from redesign
- Faculty in those departments work with experts from Gardner Institute to redesign courses for student success

Removing Barriers

INDICATOR OF SUCCESS:
Retention and Degree Progress

Holds are barriers to timely registration

For Fall 2025 admits (N=5862) with holds:

- **At start of early enrollment** (week 8) for winter term = **36.5% (n=2076)**
 - Of these, **41.9 % (n=896)** of students with more than **two** holds
- **One** week prior to the start of winter term = **4.9% (n=287)**
- On the **first day** of winter term = **3.9% (n=228)**

Impact of Hold Review

Holds - Fall 2025 Admits - As of 1/7/26

Hold	# of Students
Past Due Student Billing Acct	101
Orientation Requirements	83
Health Svc: Immunization	82
Terms & Conditions Required	54
Transcript	30
UO Housing: Res Life RP Hold	12
Health Svc: Insurance Premium	9
IntroDUCKtion Requirement	8
Advising Required	6
Admin Hold	1
MA: Multicultural Academics	1
Dean of Students	1
SA: Student Conduct	1
Grand Total	389

Key: ~~Discontinued~~ | Redesigned | Left As Is

Automatic Graduation Process

Current Process: Students have to apply to graduate

Result: Over past 6 years, 1,878 students received their degree at least one term after final term of enrollment

- 814 waited two or more terms
- 530 waited three or more terms
- 289 waited more than five terms.

Automatic Graduation Process

New Process: Planned for Winter 2027, the Office of the Registrar will proactively place students at or above 95% completion threshold into graduation processing.

Students will have ability to opt out if they have different plans.

Discussion



Agenda Item #3 Updates on Oregon Rising:

3.2 Goal 2: Becoming a Leader in Career Preparation

Kate Morris, Executive Vice Provost for Academic Affairs
Heather Edelblute, Director of Career Communities Engagement

Materials will be presented at the ASAC meeting