

Internationalization and Global Engagement

BACKGROUND

In an increasingly interconnected world, economic, social, health and environmental challenges and opportunities span the globe. Research itself – especially on the leading frontier of knowledge – is an international, collaborative effort, as demonstrated vividly during the pandemic. Successfully advancing OSU’s mission requires a research and innovation enterprise that cultivates partnerships with outstanding institutional partners from other countries; educational and extracurricular programs that prepare graduates to work effectively in diverse societies and as global citizens; and a university climate that helps attract and support the success of talented international scholars and students. OSU’s roadmap for building these strengths is outlined in the university’s [International and Global Engagement \(IGE\) Strategy](#), which was developed and launched in 2020. This report summarizes work underway and progress achieved.

Leadership and Model

At OSU, advancing the university’s internationalization goals is a shared responsibility. Multiple leaders and units help shape institutional goals and are accountable for success, both separately and in collaboration:

- Vice Provost for Faculty Affairs Richard Settersten serves as OSU’s designated senior international officer (SIO), providing overall leadership, stewarding the IGE strategy and related initiatives, overseeing international partnerships and agreements, and managing faculty development efforts supporting international work.
- Vice Provost for Student Affairs Dan Larson oversees support programs for international students and scholars and the development of co-curricular global experiences for all OSU students.
- Vice Provost for Academic Affairs Alix Gitelman oversees education abroad programming and global learning in the undergraduate and graduate curricula, the latter in partnership with Vice Provost and Dean of the Graduate School, Philip Mote.
- Vice Provost for Enrollment Management Jon Boeckenstedt oversees international enrollment strategy in partnership with the Executive Director of INTO OSU, the university’s recruiting partner.
- INTO OSU Executive Director Bob Gilmour supports international student recruitment and marketing in partnership with the vice provost for enrollment management. The [INTO OSU Center](#) provides academic preparation, English language training, and student support services to most OSU’s international students during their first terms.
- Vice Provost for Extension and Engagement Ivory Lyles supports publicly engaged international scholarship and Extension partnerships and activities overseas.
- Vice President for Research Irem Tumer oversees programs supporting international research and import/export compliance.
- Interim Vice President and Chief Diversity Officer Scott Vignos works with leaders across the university to advance inclusivity, diversity, and equity goals for all students and employees, international and domestic.

January 27-28, 2022, Board of Trustees Meeting

- Faculty, deans, heads, directors, and staff at the college and academic unit level develop and deliver curricula; develop study abroad programs and excursions; build and manage research partnerships abroad; and help recruit, mentor, and support international students and scholars.

Since the last full briefing for the Board in January 2020, the former Office of Global Affairs was merged formally into the Office of Faculty Affairs. This clarifies leadership and takes better advantage of shared contributions among a larger group of staff. In addition, Ms. Julianna Betjemann joined the Office of Faculty Affairs in the position of Global Affairs Associate. She is responsible for helping coordinate among different contributors to internationalization, assisting with the implementation of the IGE strategy, facilitating collaborations with colleagues across the institution.

This briefing provides the following information:

- An assessment of the impact of COVID-19;
- Progress on special initiatives and projects for 2020-21 introduced in the last report;
- Metrics related to key areas of global activity;
- Priorities for 2021-22;
- Opportunities and threats to OSU's internationalization and global engagement.

COVID-19 IMPACT

Virtually no dimension of the university's international activities has escaped the impact of COVID-19. The most recent national data for fall 2020 (released November 2021) reveals a 15% decline in international student enrollments across the US. Study abroad was brought to a standstill in the 2019-20 academic year.¹ Impacts at OSU match the national pattern. Beginning in spring 2020, many international students returned home, and both existing and new students had difficulty getting to the US in fall 2020. In the 2020-21 academic year, many students studied remotely from outside the US. This presented significant challenges for students in terms of time zone differences, connectedness to other learners, and immersion in an English-language environment.

As of fall 2021, most international students who wanted to return to in-person study at OSU have been able to do so. However, OSU's international student enrollment numbers have not fully recovered, largely because of changing policies abroad. Impacts on international employee hiring were more modest and driven by the university's general hiring freeze, but short-term academic scholars faced a visa processing shutdown and considerable delays that led to a drop from 262 scholars in fall 2019 to 108 in fall 2020 and only 80 in fall 2021.

In response to the pandemic, OSU implemented technological and student service changes to improve access to support services which remain in place as OSU has transitioned back to in-person operations. OSU launched a fully online orientation via Canvas for both directly admitted international students as well as those receiving support through INTO OSU. This enabled students to access information well in advance of arrival, to have a written record of important information, and to be able to refer back to it, as compared to past practices of receiving the same information primarily through in-person orientation. It also allowed directly admitted international students to join new student experiences on the same timeline as domestic students, which helps foster connections between international and domestic students and had not been possible in the past. Student appointments with staff, which were previously only available in person or by phone, are now offered virtually. This access to service has also been

¹ <https://opendoorsdata.org/>

popular for students who are on-campus, in addition to those who are travelling or living outside Corvallis or Bend.

The future of education abroad and global learning have been permanently altered by the events of the past two years. The Black Lives Matter movement and national efforts to advance diversity, equity, inclusion, and social justice have raised awareness about the importance of ensuring that more students are able to access global learning opportunities. The pandemic illustrates how interconnected humanity is worldwide, and that the major challenges facing the world – especially related to public health, equity, and climate change – demand intercultural understanding and a capacity to act effectively at the local, national, and international scales. It is the university's commitment that no student should graduate from OSU – from any program, at any level – without an enhanced understanding of global interconnectedness.

The university's response to COVID-19 has made virtual experiences more widely available, which allows greater access for students who have barriers to being internationally mobile. The future will bring additional opportunities such as linked virtual classrooms and virtual international internships, as well as more local or domestic opportunities to have global learning experiences. These efforts are being termed “glocalization.” Additionally, there is some national momentum gathering around restoring international student enrollments to pre-COVID levels and developing a national strategy for international education, to maintain the U.S. higher education system's strong positioning in the global market.² OSU will be working to capitalize on this momentum.

PROGRESS ON SPECIAL INITIATIVES AND PROJECTS

The following special initiatives and projects were outlined in the fall 2020 report.

1. Public roll-out of Internationalization and Global Engagement (IGE) Strategy

Following a robust engagement and development period, OSU's [Internationalization and Global Engagement Strategy](#) was released by the University in December 2020 (Appendix A). Implementation of the plan was delayed by the pandemic and turnover in key leadership positions and is now a primary focus for 2021-22. The plan covers 2020-23, concurrent with the remaining period of the University's Strategic Plan (SP4.0).

2. Expand education program innovation efforts

Program innovation is driven in large part by market research and awareness of international student demand provided through the INTO OSU partnership, and in collaboration with colleges and units such as Ecampus. Two recent innovations introduced in previous reports, [International Direct](#) (ID) and [Master's International Direct](#) (MID), had their first cohorts of students matriculate in fall 2020. Unlike Pathway programs, ID and MID provide degree-seeking status to students from the outset and were a strategic development in response to research indicating they would help OSU become more competitive and attractive in the international student market. Although the pandemic negatively impacted recruitment and momentum of these innovations, these programs nevertheless helped buffer international enrollment decline, even relative to other INTO partner universities in the US. Comparing fall 2019 to fall 2021, the INTO North America partner network saw a 45% decline in new student enrollments while INTO OSU experienced a 33% decline. There was a 52% decline in total enrollments across the

² [Joint Statement of Principles in Support of International Education](#), NAFSA: Association of International Educators webpage: [“Establishing a National Strategy for International Education.”](#)

network, while INTO OSU saw a 41% decline and had the strongest enrollments in the network.³

International Online, an initiative piloted to expand OSU's impact through global education, has been active since 2020. It extends the reach of OSU Ecampus programs with the support of OSU's global network through the partnership with INTO. This phase of the pilot is identifying key opportunities and challenges, including international perceptions of online learning, legal obstacles, and limited availability of online classes. The next phase of the pilot will explore direct connections with international high schools, professional development for businesses overseas, and increased access for transfer students.

3. Improve cataloging, tracking, and communication of OSU's global activity

OSU has developed [online interactive maps](#) which display data related to international agreements, the nationalities of international students and exchange faculty, Fulbright activity, and study abroad. A new dashboard is currently being designed to help academic advisors support students interested in study abroad. However, tracking the international research activity of faculty is an ongoing challenge. As a large and complex university with extensive activity across eleven colleges, two campuses, and our Extension offices, OSU still lacks an effective or comprehensive method of cataloging and tracking the global activity of our faculty.

Academic Analytics, a company with whom OSU contracts to help track the productivity of units and their faculty, has begun to build out data on international collaborations and international funding within its dashboards, which is the first time OSU has had access to a more comprehensive profile of international faculty activity (see Metrics section). OSU renewed its Academic Analytics contract this year and will be evaluating the merits of continuing the contract beyond 2022. The need for this type of information will be considered within the review.

4. Attend to concerns about national security and undue foreign influence, and evolving challenges related to federal immigration policies

Because these concerns are ongoing and shared by multiple offices, the Global Engagement Compliance Committee continues to meet regularly to review developments and coordinate or recommend appropriate actions to maintain OSU's obligations. The Research Office maintains a [Global Engagement Compliance](#) webpage to support faculty conducting research with international funding or partners and a goal going forward is to provide more outreach and education to faculty on regulatory and compliance requirements.

METRICS

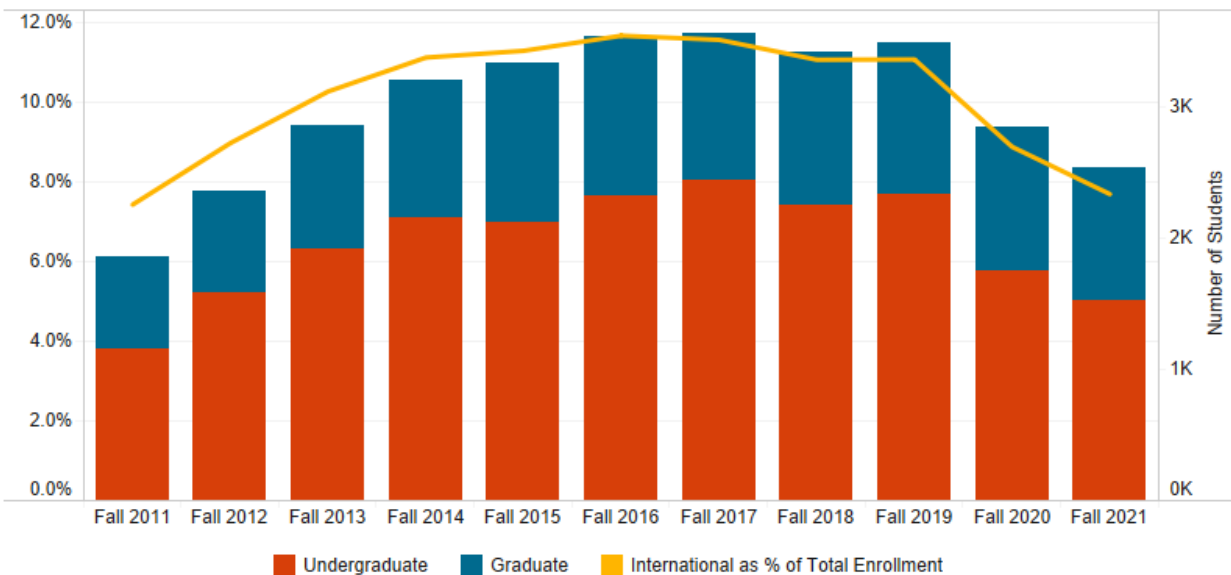
INBOUND INTERNATIONAL STUDENTS, SCHOLARS, AND EMPLOYEES

International Student Enrollments. International student enrollment is managed by the Division of Enrollment Management in partnership with INTO OSU. OSU is aiming for an overall enrollment of approximately 15% international students on the Main Campus (Corvallis and Ecampus combined), although OSU has struggled to crest at 12% as domestic enrollments have been growing significantly. As seen in Figure 1, the pandemic brought the total percentage of Main Campus international enrollments below 10% for the first time since 2013. As a percentage of Corvallis campus enrollment, international students peaked at almost 14% in fall 2016 and is currently just over 10% for fall 2021.

³ INTO OSU Board Report data, presented on December 13, 2021.

Nationally, there was an average 15% drop in international student enrollments for fall 2020 and the state of Oregon saw a 22% decline. OSU experienced a decline over 18% and a further 10% decline for fall 2021, also as seen in Figure 1.⁴ Undergraduate student enrollment saw a drop of around 25% from fall 2019 to fall 2021, most particularly in new student enrollments for fall 2020 and fall 2021, which account for the majority of the losses and are further discussed in the next section on enrollments from China. Graduate international student enrollments have been fairly stable over the past seven years but saw about a 12% drop between fall 2019 to fall 2021. The pandemic had a severe impact on OSU’s Intensive English programs, which lost nearly half of its enrollments, declining from 113 students in fall 2019 to 53 students in fall 2021.⁵

Figure 1. International student enrollment for the Main Campus (Corvallis and Ecampus), 2011-2021



Source: Fall Term Enrollment Summaries, OSU Office of Institutional Research

Enrollments from China. Recent U.S. national policies and rhetoric have had a cooling effect on international student recruitment. Furthermore, tense national relationships with China and China’s shifting policies to incentivize their students to study in China have resulted in substantial drops in Chinese student enrollments across the U.S. The impact at OSU has been significant.

While fall 2021 is showing signs of recovery in terms of international student enrollments from other parts of the world, predictions are mixed about the timeframe and extent to which there will be recovery in enrollments from China. OSU’s enrollment management professionals project a minimum of 3-5 years to rebuild Chinese enrollments to 60% of pre-COVID numbers.

⁴ <https://opendoorsdata.org/>

⁵ INTO OSU Board Report data, presented on December 13, 2021.

INTO OSU identified reliance on China as a significant risk as far back as 2014. Mitigation strategies were initiated in 2015 and took several years to develop and launch, including the redesign of the Graduate Pathway program to help it remain competitive (relaunched in 2018), the Master's International Direct and International Direct (2019) noted above, and expanded scholarship funds through the OSU [Regional Awards](#) (2020). These innovations helped grow enrollments from other regions, which helped mitigate losses from China. For fall 2020, losses from China accounted for about half of all enrollment losses, with a total drop of 645 students, including 314 fewer students from China. In fall 2022, the university lost 362 students from China but only lost 312 students overall due to enrollment growth from other regions. Both the loss of Chinese students and the gains from other regions can be seen in Figure 2.

International Student Enrollment Diversity. Diversity of the international student body is an ongoing focus for recruitment efforts and scholarship funds are designed and awarded intentionally to support this goal. Nationally, Chinese students account for approximately 35% of total international student enrollments (40% at OSU in 2019). One positive in the decrease in Chinese enrollments is a more diverse overall nationality mix, with Chinese students now accounting for 28% of the total for fall 2021.

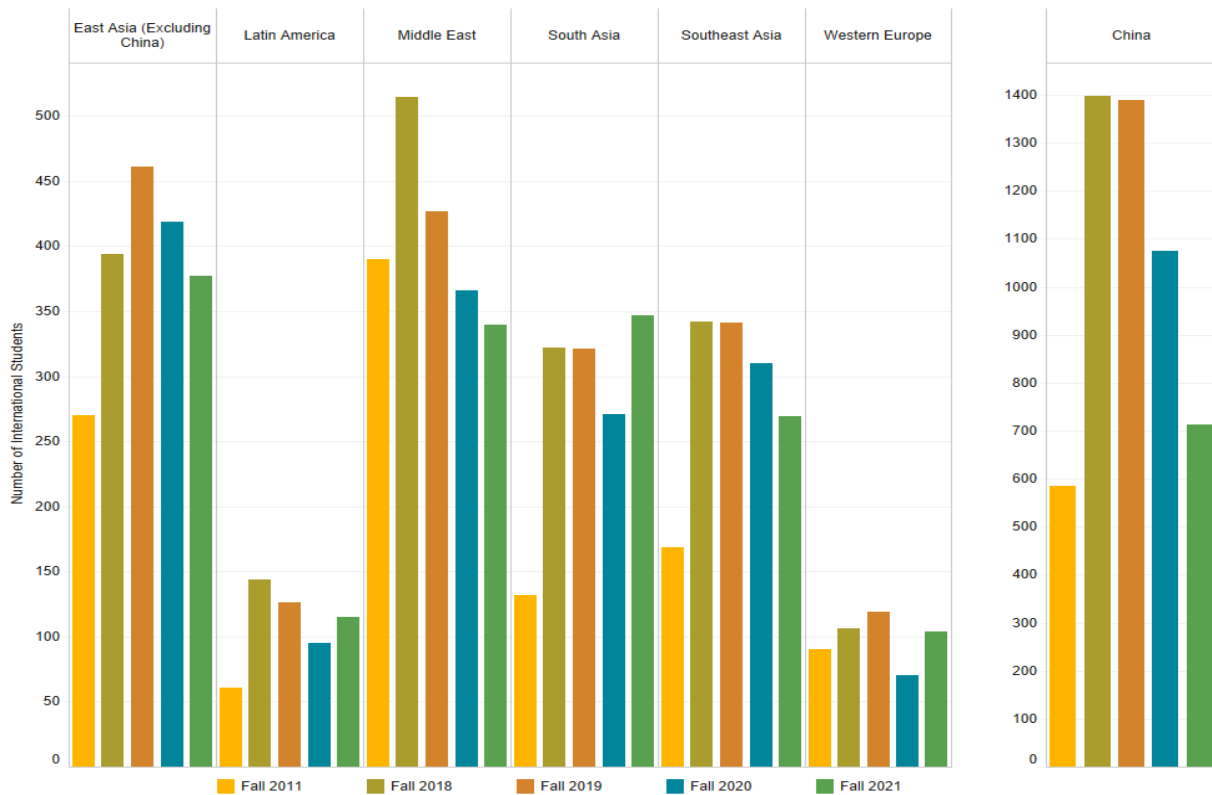
Figure 2 also shows modest recovery and growth in fall 2021 from Latin America, South Asia, and Western Europe, though total numbers are still relatively small. New student enrollments at INTO OSU have seen 205% growth from South Asia (from 19 in fall 2019 to 58 in fall 2021), primarily in graduate students from India coming to Graduate Pathway and Master's International Direct, and 100% growth from Europe and Central Asia (from 9 in fall 2019 to 18 in fall 2021).⁶

Sponsored Students. Table 1 shows that sponsor enrollments dropped notably between 2015 and 2018, due to changes in the Saudi Arabian Cultural Mission's program as well as the end of the Brazil Science Mobility Program. In fall 2015, sponsored students were close to a third of all international student enrollments at OSU. Since then, sponsored enrollments have fallen to around 15% of all international student enrollments. Sponsored students can be a somewhat unpredictable student population, which, as will be discussed below, poses both an opportunity and a threat.

For fall 2021, enrollment is showing recovery from pandemic impacts and holding relatively strong despite heightened competition and increasing expectations from sponsors. OSU received students from four new sponsors since Fall 2020: two additional sponsors from Indonesia and the first sponsors from Kenya and India.

⁶ INTO OSU Board Report data, presented on December 13, 2021.

Figure 2. Geographic region of origin of OSU students



Source: Fall Term Enrollment Summaries, OSU Office of Institutional Research

Table 1. Number of sponsors and sponsored students at OSU, 2014-2021

Year	Sponsored students	Sponsors
Fall 2014	909	55
Fall 2015	1009	52
Fall 2016	798	59
Fall 2017	639	51
Fall 2018	545	48
Fall 2019	569	45
Fall 2020	409	35
Fall 2021	431	32

Source: OSU Office of International Services, Fall Enrollment Reports (2014-2018), OSU CORE (2019-2021).
 Note: "Sponsored students" are students with a scholarship from an outside organization, usually a home government, embassy, or company. "Sponsors" are organizations or entities that have a third-party billing agreement with OSU to cover specified educational costs.

Other Enrollment Trends. OSU-Cascades has seen some growth, from 10 international students in fall 2018 to 15 students in fall 2021.

International students employed in the US after graduation from OSU on the Optional Practical Training (OPT) program have grown from 531 in fall 2019 to 630 in fall 2021. This is likely due to a variety of reasons, including a new government online application process and improved educational modules for OSU students, as well as travel restrictions possibly contributing to students' need or desire to stay in the US.

International Scholars and Employees. OSU's number of international employees has been fairly steady in recent years, though its ability to bring international scholars was severely impacted by the pandemic (see Table 2). Scholars are short-term, non-employee international students, post-docs, researchers, or visitors invited by a faculty member or department to conduct work for a defined period of time. Visa processing for scholars was halted or extremely delayed, resulting in significant impact on research collaborations.

Table 2. Number of international employees and scholars at OSU, 2018-2021

Year	International Employees	International Scholars	Total
Fall 2018	157	366	523
Fall 2019	151	262	413
Fall 2020	129	108	237
Fall 2021	145	80	225

Source: OSU Office of International Services.

Note: "International employees" are OSU non-student employees for whom OSU sponsors immigration work authorization. "International scholars" are non-employees with whom OSU has a collaborative relationship, such as a courtesy or visiting appointment or internship.

GLOBAL LEARNING OPPORTUNITIES

Study Abroad. OSU has long struggled to grow student participation in study abroad. From 2015-2020, the university's numbers averaged about 600 annually while state universities of comparable size send around 1,000-1,200+ students per year.⁷ Priorities for 2021-22 include increasing study abroad participation and expanding the variety and number of global learning experiences.

When the pandemic began, OSU implemented a travel suspension starting spring 2020, which was not lifted until June 1, 2021, and meant there were no new students who started study abroad programs in 2020-21. The Office of Global Opportunities (OSU GO) launched an international travel petition process to allow resumption of international travel for approved programs from June 2021 onwards. Fourteen (14) students went on international programs in summer 2020 and 58 students in fall 2021.

Other Global Learning Opportunities. OSU is placing a high priority on providing a variety of global learning opportunities to students that do not rely on international mobility. Below are a

⁷ Institute of International Education. (2021). "Total Number of Study Abroad Students: Leading Doctoral Universities", 2002/03 - 2019/20" *Open Doors Report on International Educational Exchange*. Retrieved from <https://opendoorsdata.org/>.

few recent developments that showcase the types of opportunities that may be scaled up and used as models for further innovation.

- **Curricular and transcript-visible global learning options:** The College of Liberal Arts has revived the [International Degree](#) dual-degree option and introduced a new [Global Learning Certificate](#). While both offerings are open to students of all majors, they are being promoted primarily to Liberal Arts majors for 2021-22. These new options allow students formal documentation of the global learning components of their educational experience. The intention is to expand these options to also capture non-course-based experiences.
- **Virtual international internships:** The Office of Global Opportunities launched a [virtual internship program](#) in 2020 with host sites in eight countries. The 13 internships cover a variety of academic areas and provide options to students from most colleges, including public health, engineering, biology, business, journalism, and agriculture. These programs are part of the IE3 Global offerings and are just beginning to garner interest. (IE3 Global is a network of study abroad, exchange, and internship programs available to students from other Oregon universities which is housed at OSU.) Virtual internships provide global experiences to students without the need for international travel and can help provide international experiences that are aligned with student's major and career preparation.
- **Connected classrooms and virtual global learning courses:** Faculty from the College of Liberal Arts, College of Earth, Ocean, and Atmospheric Sciences, and Hatfield Marine Science Center partnered with the University of Aruba to offer an interdisciplinary online course in spring 2020: [Coasts Compared: Aruba & Oregon](#). This class offers a compelling model for how to offer impactful global learning experiences that do not require mobility. *Coasts Compared* enrolled equal numbers of OSU and University of Aruba students from a variety of majors. The online course included several innovative virtual learning experiences, including synchronous remote classes, guest lectures from faculty all over the world, and a live remote lab dissection of a zebrafish. The students were paired (one student from OSU with one student from the University of Aruba) to create final project videos on a topic of their choice, ranging from impacts on coastal communities and responsible tourism to invasive sea grasses. Opportunities like this are examples of Collaborative Online International Learning (COIL) and take advantage of the increasing number of virtual learning platforms, including those that provide fieldwork and lab and research activity.
- **Career development for international students:** The Career Development Center (CDC) convened an International Student Career Education Taskforce during the 2020-21 academic year which included representation from CDC, Office of International Services, and INTO OSU. The taskforce developed a set of recommendations for how to improve the international student transition from education to employment. Implementation of those recommendations is underway with the CDC in 2021-22. As noted in the priorities section below, global intercultural fluency is a career readiness competency that the university would like to foster for all OSU students.

INTERNATIONAL RESEARCH AND ENGAGEMENT

Preliminary Academic Analytics data provide a picture of international collaborations and funding sources of OSU faculty. Working from OSU's 2019-20 faculty list, these data show that, between 2015-2021, 621 OSU authors contributed to 2,815 unique articles with collaborators in 102 countries. The analysis also reveals that 444 OSU faculty were engaged in research activity with foreign funding sources. These data are the most comprehensive source currently available although they do not capture all parts of the institution equally, with scholarship in the liberal arts least represented. As this functionality is currently under development, benchmarking to other universities or over time is not yet available.

OSU was selected as one of three institutions worldwide to host a five-year international training program to prepare government leaders to meet climate targets. The [Climate Action and Support Transparency Training Adaptation Academy](#) is an initiative of the United Nations Framework Convention on Climate Change (UNFCCC), and the Corvallis-based international NGO Alliance for Global Water Adaptation (AGWA).⁸ More than 40 government leaders from Central and South American countries participated in a week-long online program in fall 2021, and will visit OSU for three week in August 2022.

2021-22 PRIORITIES

The following priorities are a part of the International and Global Engagement strategy and will guide efforts for the current and upcoming academic years.

1. Global Learning: Reduce barriers and increase access to a broader set of global learning options

“Global intercultural fluency” is one of the eight career readiness competencies identified by the National Association of Colleges and Employers and aligns with career development efforts with students. The more global learning experiences and intercultural skills are part of the OSU educational experience, the better prepared graduates will be. Global learning can be achieved through curricular offerings, study abroad, and excursion programs.

A review of education abroad programs is underway to ensure that the portfolio of offerings is financially sustainable, accessible, attractive, and impactful for students. OSU would like to see participation in study abroad reach 1,000 students per year and introduce a broader range of global learning experiences which do not necessarily require mobility. “Glocalization” and non-mobile global learning opportunities are on the rise. OSU is well-positioned to act on these trends and leverage existing faculty and college relationships to develop new kinds of opportunities for students. This type of program diversification will improve access for underrepresented students and advances the goal of providing global learning experiences for all OSU graduates.

Faculty-led programs are becoming the dominant mode nationally for study abroad. At OSU they account for an average of 40% of total study abroad participation numbers since 2014-15. There are many exciting [faculty-led programs on the horizon](#) for 2022 and this is likely the area of greatest growth potential for OSU's study abroad participation numbers.

To grow global learning, OSU is identifying program types and learning opportunities, resource needs and availability, support systems, and streamlined processes to enable faculty and others

⁸ <https://today.oregonstate.edu/news/oregon-state-host-international-united-nations-sponsored-training-academy-climate-change>

to develop these experiences for students. Consideration will be given to how these experiences integrate with the students' overall educational journeys so that they do not increase time-to-graduation or add significant cost.

2. Faculty Support: Enable faculty success through improved support for developing and conducting global activities

The IGE development process flagged issues such as a lack of internal funding, high costs to build global collaborations, changes/difficulties in securing external funding sources, and lack of clarity or inconsistencies at institutional/college/department levels as to whether international activity is valued or rewarded. A further burden relates to increased national security and foreign influence compliance issues. Universities are tasked with education and compliance but receive little specific direction or support from the federal government. The Office of Faculty Affairs and the Research Office will work together in the coming year to identify initiatives that can provide greater support to faculty for their international activity, including more clearly articulating the priority of global activity, improving information sharing, and streamlining processes.

3. International Enrollments: Diversify international student population through innovative offerings and strategies

Diversifying the mix of international enrollments remains a key priority at OSU. The INTO OSU partnership closely monitors the international student recruitment landscape, gathers market intelligence to inform prioritization, and helps OSU innovate programs and offerings to remain competitive. Program innovation is driven in collaboration with academic colleges and departments by our international enrollment strategy, OSU's academic strengths, and market intelligence. The university will continuously monitor and pursue emerging markets and invest in recruitment efforts to remain competitive and help offset losses.

4. Communication Strategy: Develop a communications plan to support IGE at OSU, including continued improvement of the database and map of global activities

This will be undertaken in partnership with University Relations and Marketing and other stakeholders. The communication plan, targeted at both internal and external audiences, will include specific strategies to showcase engagement, highlight global impacts, and celebrate successes.

Beginning with expanded promotion for International Education Week in November 2021, a calendar of events for the 2021-22 academic year is being built that can serve as a starting point to expand recognition and celebration of OSU's global engagement successes and build a greater sense of community. Events under consideration include faculty panels in winter term, a large-scale student event in spring term, and possible awards or other forms of recognition, both internal and external/national. These and other activities will serve to build connections between OSU faculty, staff, students, and community members, helping us to build a community of people who are globally engaged at OSU.

OPPORTUNITIES AND THREATS

Opportunity: Increase directly admitted international graduate students

Based on current capacity in competitive thesis Master's programs, OSU rejects 90% of direct international graduate applicants. Alternate paths to OSU master's programs offered through INTO OSU such as Graduate Pathway and Master's International Direct are growing dramatically and helping to meet demand for graduate education at OSU. If direct-entry

graduate capacity can be increased, this would result in a growth in international student enrollments for OSU.

To achieve more growth, the university must assess capacity limits in graduate programs and explore the costs and benefits of expansion. One option is to consider a reverse tuition model in use at some peer institutions. Reverse tuition directs graduate tuition directly to the college with a fee paid back to central administration. It has helped grow capacity in graduate programs in some institutions.

Threat: Volatility of government-sponsored student market

Foreign governments may send 50-100 students to OSU and tend to require a high level of relationship management. Enrollment numbers can fluctuate dramatically, with large numbers of students enrolling in or departing from OSU with very short notice. OSU's ability to nurture sponsor relationships has been weakened for a variety of reasons, including increases in the frequency and volume of reporting and documentation requests from sponsors. Some of OSU policies—such as the university's current live-on requirement and the cost of mandated health insurance—can be financially or culturally difficult for sponsors or sponsored students to work with. Thus, OSU's prospects of retaining current enrollments and growing future enrollment of government sponsored students is mixed.

The university will continue to assess the sponsor market and growth potential; evaluate the costs of staffing and coordination to build and maintain sponsor relationships; and consider options for balancing university policies with student and sponsor preferences and cultural or financial considerations.