



**Board of Trustees  
Academic and Student Affairs Committee Meeting**

**Thursday, November 19, 2015  
1:30 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**MEETING MINUTES**

**Call to Order and Preliminary Business**

Chair Sayre called the meeting to order at 1:30 p.m.

**Roll Call**

The following committee members were present: Teresa Sayre, Judy Shih, Joanna Steinman and Steve Vincent. Les AuCoin participated by video teleconference.

The following members were not present: Sheri Bodager and Shea Washington.

Others in attendance included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Sabrina Prud'homme, Board Secretary; Jason Catz, General Counsel; Chris Stanek, Director of Institutional Research; Lisa Garcia-Hanson, Associate Vice President for Enrollment and Retention; Dr. Amy Belcastro, Professor of Education and Director of Bridge Program; Dr. Daniel DeNeui, Director of Social Sciences; Dr. Jody Waters, Associate Provost and Director of Graduate Studies; Dr. Kristin Nagy Catz, Director of University Assessment; Dr. Vicki Purslow, Professor of Music and Chair, Music Program; Marjorie Trueblood-Gamble, Director, Diversity and Inclusion; Ryan Brown, Head of Community and Media Relations; Kathy Park, Executive Assistant; David Coburn, OSA; and Olena Black, League of Women Voters.

**Consent Agenda**

Trustee Steinman moved to approve the October 15, 2015 meeting minutes. Trustee Shih seconded the motion; it passed unanimously.

**Public Comment**

No public comment was made.

**Provost's Report**

Dr. Walsh reminded the committee that 1) they approved and recommended to the full board that staff move forward with developing an SOU-Rogue Community College (RCC) and an SOU-Klamath Community College (KCC) faculty/staff rate MOU; and 2) the full board approved and authorized that course of action. Staff continue to work on the MOU and are coordinating with Mr. Catz. Dr. Walsh spoke with Kirk Gibson, Vice President of Instruction at RCC, and he is excited about the initiative.

Chair Sayre announced that KCC selected SOU as its Partner of the Year. The boards will celebrate this honor on December 11th on the KCC campus.

**Enrollment Update**

Chris Stanek reviewed the official fourth-week numbers, noting a slight uptick in headcount

and FTE. He further stated that SOU has surpassed its retrenchment target by about 4.7 percent at this point in time. These fourth-week numbers do not determine SOU's funding; that is based on end-of-term numbers.

SOU has begun pre-registration for winter 2016. After one week, they recorded a 1.7 percent increase in headcount (2,944) and 6.5 percent increase in FTE (2,384) over the first week of pre-registration for winter 2015.

Trustee AuCoin asked about the underrepresented groups that the HECC will be tracking. Mr. Stanek said those numbers are holding steady, as they have been for the last 3-4 years.

Lisa Garcia-Hanson pointed out that SOU has exceeded both the fall 2014 and fall 2015 targets and stressed that it is growth over growth. SOU has fared well in the numbers the HECC evaluates and SOU and OIT were the TRUs that were up substantially. EOU is down, which may be concerning as a retrenchment partner, and WOU is down, but the reason is unknown. Trustee Vincent expressed interest in what is happening at EOU and WOU because their markets are similar to SOU's. He added that, at the OIT advisory board, Dr. Chris Maples shared the numbers per campus and OIT headcount is down significantly in Klamath.

Regarding retrenchment metrics, Mr. Stanek said at the end of fall 2015, numbers for SOU's report to the HECC will be solidified. Some of the key items are: (1) average class size at 26.5 versus target of 25; (2) low-enrolled courses at 28 versus target around 40; (3) the FTE increase over target by 4.7 percent; and (4) beating the applications target for fall 2015 by 18 percent.

### **HECC Reporting Update**

Mr. Stanek explained that SOU will give an interim progress report to the HECC at its December 10<sup>th</sup> meeting. There will be two parts to the report. The first part is financial and operational metrics presented by Brian Fox. Then, President Saigo and staff will give a presentation focusing on the mission and decision-making framework, including mission refinement, program rationalization, contributions to 40-40-20 and retention initiatives.

Mr. Stanek clarified the HECC's term "program rationalization," noting that accreditation is guiding how SOU is assessing programs and is affecting mission refinement. Once SOU has completed the accreditation process in 2016 and new leadership is in place, SOU can establish a strategic plan and can focus on any necessary mission or program refinement. Dr. Walsh added that Ben Cannon and others at the HECC appreciate SOU's focus on accreditation, understand SOU is in a transitional period, and are giving SOU flexibility in how the institution defines and approaches those items. Mr. Stanek said SOU can then present information on organizational structure, engagement of the Board of Trustees, academic reorganization, integration of academic and student affairs areas, enrollment analysis, and reaffirmation that SOU is implementing the retrenchment plan and has made great progress.

Trustee Vincent asked about the depth of the recruiting, enrollment and retention data (e.g., tracking retention or enrollment by county or transfers from other institutions). Ms. Garcia-Hanson said SOU does track that sort of detail and many geo-demographic markers, which shows where the institution needs to focus. Mr. Stanek named several markers, saying SOU does not track by familial status (e.g., if students are parents or if they still live at home) but does track by county, veteran status, rural high school, socio-economic status, etc. As a new data point, SOU recently began tracking each of the 280-290 rural high schools that the HECC identified as eligible for bonus points.

### **Provost's Council**

Dr. Walsh updated the committee on the Provost's Council's discussions, saying it will define its role based on the role of the President's Council in relation to the HECC. They also had conversations about the new structure.

Dr. Walsh and Mr. Morris attended a HECC meeting in Portland where an agenda item discussed how the seven institutions were spending the additional \$30 million the legislature allocated. Some similarities were noted, such as hiring more advisers and initiatives to help students. Mr. Morris said the commissioners seemed impressed with the presentations, pleased with how institutions are spending the funds, and will advise the legislature that the funds are being spent in accordance with the guidelines provided.

### **Race Awareness Week**

Marjorie Trueblood-Gamble discussed Race Awareness Week, which was November 2-6. SOU has held Race Awareness Week for about six years, usually the week of Martin Luther King Jr's birthday. This year it was moved to November because of other national events that were being held in November and to space-out related events. The events included Lee Mun Wah as a guest speaker, who provided several sessions.

There were areas of success and areas for improvement. There were 533 participants at the ten events, a large increase over previous years. Ms. Trueblood-Gamble worked closely with faculty to have them include events in their syllabi. She was disappointed in the level of participation by certain community groups, such as the Chamber of Commerce and the mayor's office. She met with them prior to Race Awareness Week and will meet with them again in an effort to secure their future participation.

Ms. Trueblood-Gamble also discussed recent race-related events nationwide and the racist postings on Yik Yak, a regional social media outlet.

Trustee Vincent suggested that participation may be increased by holding an event that could meet a private-sector human resources diversity training requirement. Ms. Trueblood-Gamble mentioned her work with the Race Equity Coalition to create an Inclusive Ashland campaign where businesses would commit to inclusivity. Chair Sayre suggested holding events on the Medford campus.

### **Bridge Program Update**

Dr. Amy Belcastro briefed the committee on SOU's Bridge Program—a program that invests in at-risk students. The program is in its first year and still developing infrastructure. The program identified 21 students, all Oregon residents, who have strengths not necessarily reflected on SAT scores or in GPAs, such as leadership or commitment to a cause, which can be nurtured and developed to help the students succeed.

Dr. Belcastro's inclusive model for institutional reform provides context to support program decision making (e.g., how they identified and put forth a program to support at-risk students). Administrators examined which underserved population to focus on, the state's 40-40-20 goals, and a commitment to Oregon students. In her presentation, Dr. Belcastro said the outcomes were supported by research on high-impact practices nationally and the study aligned with SOU's National Survey of Student Engagement findings. Students' relationships with faculty members were a major driver to overall satisfaction and success.

The program provides a strong orientation to SOU and the world of higher education. There

was a one-week summer pre-session, worth one tuition-free credit and free room and board. The success was amazing: students connected with each other, to other people and to resources and were ambassadors to new students. The program also provides Bridge jobs on campus.

The program offers holistic advising, targets mentors for participants and has a weekly class specifically for these students. Students discern a major, identify their personal strengths and the program teaches students how to use those strengths to their advantage. The curriculum is developmentally-designed and is a balance between hard and soft skills--cognitive and non-cognitive skills. It also provides significant writing support.

The program wants to expand to serve 50-60 students next year. These will be first-time freshmen, Oregon residents with a high school GPA between 2.5 and 3.0, and Pell-eligible. The first students from the Pirates to Raiders program are beginning to attend SOU and will be invited to participate in the Bridge Program. The program also wants to bridge into high schools to target students who have not considered college and into communities by exploring what success looks like, having community mentors and developing internships.

Trustee AuCoin was extremely impressed by the presentation. Following Dr. Walsh's comment that this program was put together in record time and is a national model of inclusive student success, Mr. Morris added that this is not the first time the Provost's office has created a program that has received national attention.

### **College Transition Collaborative (CTC)**

Dr. Dan DeNeui began the CTC presentation by asking the committee members if, in a new academic or social setting, they have ever felt as if they did not belong. Dr. DeNeui, Director of Social Sciences and former professor of psychology, noted "belongingness mindset intervention" as his research focus.

Dr. DeNeui contacted David Yeager at University of Texas regarding research they were conducting. The project lead at Stanford responded and invited SOU to be part of the CTC, which is a research project. Eighteen schools are included; some of the partner institutions are Yale, Cornell and Dartmouth. SOU was selected, partly to examine if the approach is scalable. SOU is now getting national press by participating in this collaborative.

The CTC is about mindset intervention, addressing students' feelings that they do not belong in college for whatever reason, which results in them withdrawing from the academic environment and not seeking available resources. It is particularly salient for at-risk students. With mindset intervention, these students are introduced to alternative behavioral responses.

Last spring, in focus groups at SOU, researchers from University of Indiana interviewed about 30 students on their first-year experiences. The program had to recruit and offer incentives but did not hand select; they wanted broad representation and got a good mix of students.

Over the summer, 1,188 of this year's new students participated in interventions in one of three experimental conditions by responding to vignettes. This spring, the 1,188 participating students will be given follow-up surveys. They will look at broad outcome measures, such as retention, persistence, graduation and GPA. They will also look at covariate measures, including loneliness, belongingness, sense of community at SOU, academic performance, connections with faculty, social network, campus involvement and physical health.

The project will be modified for year two based on what worked well or did not. In years three

and four, SOU can make it more “our own.” Trustee Vincent asked if the program will be expanded to all students or just a select few if the results show that certain message points lead to higher retention. Dr. DeNeui believed they would be obligated to make the program available to all students. For example, it could be delivered online through vignettes. If that is not sufficient, then maybe it has to be face-to-face interaction.

### **Accreditation and Assessment - Progress and Timeline**

Dr. Jody Waters and Dr. Kristin Nagy Catz discussed progress on accreditation and assessment. Dr. Waters reminded the committee that accreditation is a cyclical process and SOU is accountable to a set of bodies. Accreditation is the ongoing and regular self-study of what the institution is doing and how well we are doing it. Assessment is the collection of artifacts that can speak about certain topics and accreditation is the process that goes around the collection of these artifacts. The Northwest Commission of Colleges and Universities (NWCCU) is SOU’s regional accreditor.

Dr. Waters described some of the benefits of accreditation such as federal and state financial aid, employer tuition assistance programs, transferring credits, admission to graduate programs, and faculty recruiting and retention. She stressed the strong culture of assessment at SOU and the enthusiasm of the committee.

SOU must show adherence to NWCCU’s accreditation standards, which are “principle-based statements of expectations of quality and effectiveness.” Prior reports addressed the standards of (1) mission, core themes and expectations and (2) resources and capacity. The year-seven report will focus on the standards of (1) planning and implementation, (2) effectiveness and improvement and (3) mission fulfillment, adaptation and sustainability.

Each standard must be measured by indicators. For example, for the standard regarding program curriculum and degree requirements, NWCCU would determine if students are given the proper amount of information on what their degree is going to involve, how they are going to move through it and whether they can find that information. SOU would look at whether the institution publishes a degree plan, makes information available about how that plan is going to be executed, and where and how it is available. As supporting evidence, NWCCU would look at the printed sheets departments use when advising students, review catalogs to ensure information is accurate and complete enough that students would be able to answer questions about their majors, and if there is a rigorous curriculum approval process.

Responding to Trustee AuCoin’s question about how responsible citizenship is demonstrated, Dr. Waters and Dr. Walsh said it is one of the most complicated standards to address and is done through assessments of attitudes and core beliefs; application of the Collegiate Learning Assessment at the beginning and end of a student’s university career; providing learning opportunities and outcomes; and is embedded in the University Studies curriculum.

To get to the year-seven report, Dr. Waters discussed the steering committee’s work, collaboration with campus committees and programs, SOU’s commitment to assessment, and preparing the campus for the on-site visit. On December 4, there will be a retreat to walk the academic programs through their submissions. Then in January and February 2016, the team will begin writing the report.

Attendees, some of whom were NWCCU-trained reviewers, then discussed the mechanics of site visits. SOU submits its report and the NWCCU committee comes to SOU. It is a non-stop visit with campus groups, asking questions to verify the report’s contents. The NWCCU

committee will want to interview trustees and, specifically, members of the Academic and Student Affairs Committee. The focus is on direct measures of student learning outcomes, and how that is measured. The review committee writes its report while at SOU. The NWCCU focuses on the current state of the university rather than previous accreditation reports. In any event, SOU has addressed the soft spots from the prior reports. In the year-three report, SOU was just entering retrenchment and NWCCU will want to look at where the institution is now compared to where SOU was the report was submitted.

Trustee Vincent said that schools have been put on notice or lost accreditation for not having a current strategic plan and for financial reasons. Mr. Morris thought it would be unusual to lose accreditation solely for not having a strategic plan or for a financial problem that was less than bankruptcy. Once put on notice, an institution usually has 2-3 years to correct deficiencies. Mr. Morris concluded by saying that he does not anticipate SOU being at risk of losing its accreditation or even being put on notice.

### **Bachelor of Music**

Dr. Vicki Purslow described the proposal for creating a new Bachelor of Music (BM) at SOU. Although the music department recruits large freshmen classes each year, about 36 percent of those students leave after the freshman year. Music is a highly-specialized program and students want a professional degree of a BM rather than a BA in Music. With a 75 percent retention rate, music is one of the highest retaining programs on campus. Students usually decide in their first year if they want to obtain a BM or a BA in Music. If students stay past the freshman year, retention is in the 90th percentile.

The proposal is for a basic BA in music with no concentration and a BM with a concentration in performance or music education. Dr. Purslow said SOU should be retaining music education students for the MA in teaching program but does not; that program has been revised and increased retention is anticipated. With this proposal, she anticipates better retention at the baccalaureate level. The students are mostly Oregon residents and full-time freshmen.

Chair Sayre pointed out the proposal has been approved by the Curriculum Committee and the Faculty Senate and is now before this committee for action. If approved, Dr. Walsh would take it to the Provost's Council and it would then go to the HECC. Mr. Morris stressed that adopting this program will result in no additional faculty members and no major expenses.

Responding to Trustee AuCoin's inquiry, Dr. Purslow said a BM is a common degree and is offered at Portland State University, University of Oregon (but is not accredited by the National Association of Schools of Music), Oregon State, and either Western Oregon or Eastern Oregon Universities. She believes SOU cannot compete without it.

Chair Sayre added that many music teachers in primary and secondary schools are reaching retirement age. This would be an area that will be very attractive to future music students.

Trustee AuCoin moved that the Academic and Student Affairs Committee approve the proposal of a new Bachelor of Music degree program. Chair Sayre added that the program must be reviewed and approved by the Statewide Provost's Council and forwarded to the HECC for consent before being officially added to SOU's curriculum. Trustee Vincent seconded the motion and it passed unanimously.

### **Adjournment**

Chair Sayre adjourned the meeting at 3:37 p.m.

Date: January 21, 2016

Respectfully submitted by,

A handwritten signature in cursive script, reading "Sabrina Prud'homme". The signature is written in black ink and is positioned above a horizontal line.

Sabrina Prud'homme  
University Board Secretary