



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

October 11, 2018

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include a provost's report with a review of the committee's dashboard, a Provosts' Council update, information on a local college consortium, and other general updates. Information and discussion items include the committee's meeting schedule; the introduction of an American Council on Education fellow who will visit SOU; the approval process for and an update on new programs; and the Education Advisory Board's Student Success Collaborative. Updates also are planned on SOU's student success coordinators; affordable course materials; the Student Affairs organizational structure; and SOU's recent National Survey of Student Engagement.

The meeting will occur as follows:

Thursday, October 18, 2018

12:00 p.m. to 3:30 p.m. (or until business concludes)

Hannon Library, DeBoer Room, 3<sup>rd</sup> Floor (Room 303)

Visit [governance.sou.edu](http://governance.sou.edu) for meeting materials.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Churchill Hall, Room 107 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520-5015

(541) 552-8055 • [governance.sou.edu](http://governance.sou.edu) • [trustees@sou.edu](mailto:trustees@sou.edu)



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**October 18, 2018**

# Call to Order / Roll / Declaration of a Quorum



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

**Thursday, October 18, 2018  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA**

Persons wishing to participate during the public comment period may sign up at the meeting.  
Please note: times are approximate and items may be taken out of order.

- |         |          |   |  |
|---------|----------|---|--|
|         | <b>1</b> | <b>Call to Order/Roll/Declaration of a Quorum</b> | Trustee Deborah Rosenberg  |
|         | 1.1      | Welcome and Opening Remarks                       |  |
|         | 1.2      | Roll and Declaration of a Quorum                  | Sabrina Prud'homme, SOU,<br>Board Secretary  |
|         | 1.3      | Agenda Review                                     | Trustee Rosenberg  |
|         | <b>2</b> | <b>Public Comment</b>                             |  |
| 20 min. | <b>3</b> | <b>Provost's Report</b>                           | Dr. Susan Walsh, SOU,<br>Provost and Vice President<br>for Academic and Student<br>Affairs |
|         | 3.1      | Committee Dashboard                               |  |
|         | 3.2      | Provosts' Council Update                          |  |
|         | 3.3      | Local College Consortium Group                    |  |
|         | 3.4      | General Updates                                   |  |
| 5 min.  | <b>4</b> | <b>Consent Agenda</b>                             |  |
|         | 4.1      | Approval of June 21, 2018 Meeting Minutes         | Trustee Rosenberg  |
|         | <b>5</b> | <b>Information and Discussion Items</b>           |  |
|         | 5.1      | Committee Meeting Schedule                        | Trustee Rosenberg  |
|         | 5.2      | Academic Affairs Update                           |  |

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

**Thursday, October 18, 2018  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

5 min.	5.2.1 American Council on Education Fellow	President Linda Schott
20 min.	5.2.2 Program Approval Process and Update on New Programs	Dr. Walsh
20 min.	5.2.3 Update on Student Success Coordinators	Dr. Walsh
15 min.	5.2.4 Education Advisory Board Student Success Collaborative	Dr. Walsh; Dr. Karen Stone, SOU, Associate Vice President for Academic Resource Management
15 min.	5.2.5 Affordable Course Materials	Dr. Jeff Gayton, SOU, University Librarian
	5.3 Student Affairs Update	
10 min.	5.3.1 Organizational Update	President Schott
20 min.	5.3.2 National Survey of Student Engagement	President Schott; Dr. Walsh; Dr. Jody Waters, SOU, Associate Provost
	5.4 Future Meetings	Trustee Rosenberg
<b>6</b>	<b>Adjournment</b>	Trustee Rosenberg

# Public Comment

# Provost's Report

### Admissions Data

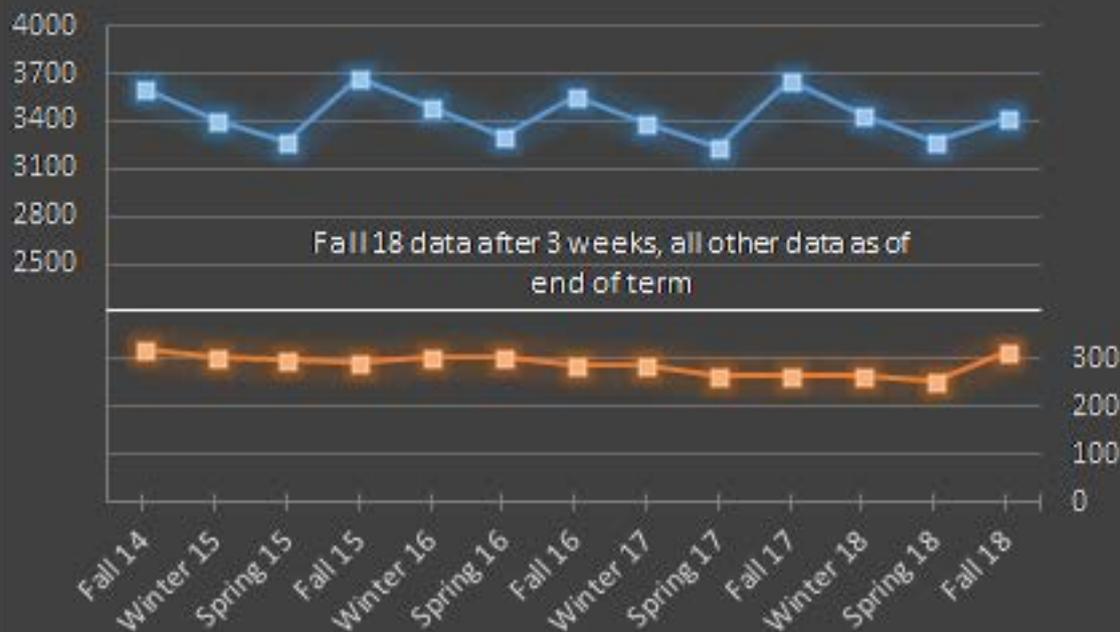
After 3 weeks

Fall 2017    Fall 2018



### FTE Enrollment Trends

Admitted UG    Admitted GR



Fall 18 data after 3 weeks, all other data as of end of term

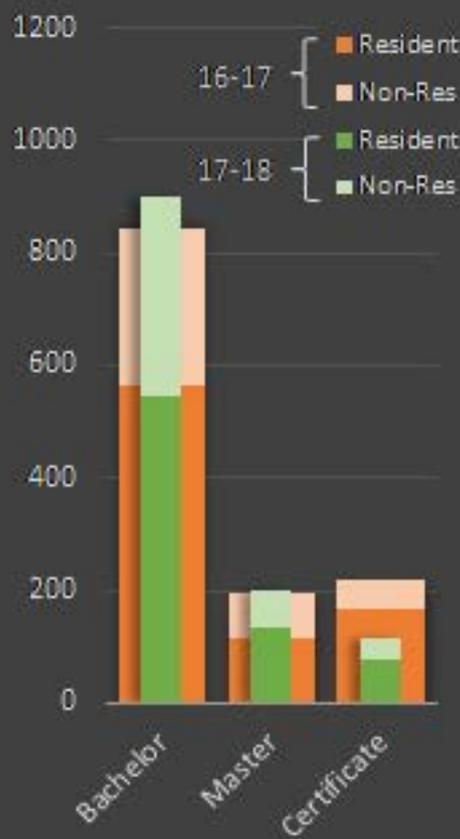
Summer 14    Summer 15    Summer 16    Summer 17    Summer 18



Summer data as of end of term

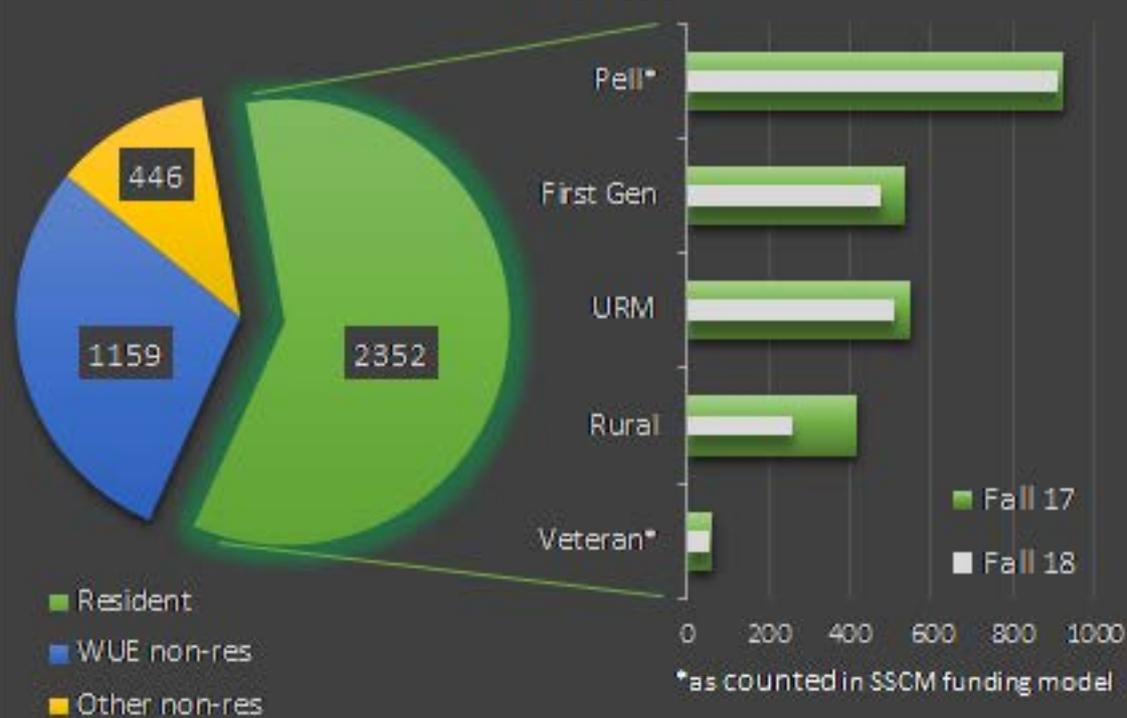
### Degrees Awarded

Through September

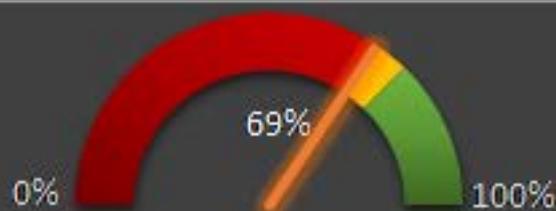


### Fall 2018 Admitted UG Students

After 3 weeks



\*as counted in SSCM funding model



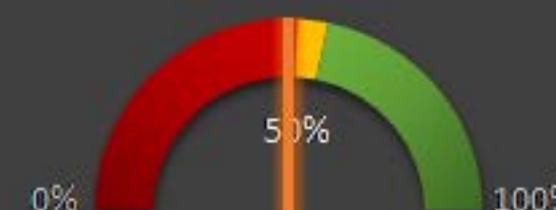
First Year Retention



UG Retention



First Year Grad Rate



Transfer Grad Rate

# Consent Agenda



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

**Thursday, June 21, 2018  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**MINUTES**

**Call to Order/Roll/Declaration of a Quorum**

Chair Teresa Sayre called the meeting to order at 12:03 p.m. and welcomed attendees, including incoming trustees Shaun Franks and Barry Thalden.

The following members were present: Teresa Sayre, Les AuCoin, Shanztyn Nihipali, Daniel Santos, Joanna Steinman and Steve Vincent. Trustee Shea Washington was absent. Trustees Lyn Hennion and Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Barry Thalden, incoming trustee; Shaun Franks, incoming trustee; Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Jody Waters, Associate Provost; Dr. Dee Southard, McNair Program Director; Emily Taylor, McNair Scholar graduate; Naomi Mitchell, SOU; Esmeralda Julyan, McNair Scholar graduate; Ellen Siem, ACES; Jennifer Fountain, Student Life; Chris Stanek, Director of Institutional Research; Dr. Jeff Gayton, University Librarian; Ryan Schnobrich, Internal Auditor; Gordon Carrier, Computing Coordinator; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

**Public Comment**

There was no public comment.

**Provost's Report**

Dr. Susan Walsh reported that she was elected to serve as chair of the statewide Provosts' Council. At its annual summit in July, the council will cover many items, including financial aid for students, especially underrepresented students; workforce alignment and earn-and-learn programs; access and affordability; the evaluation and assessment of current programs; program approval; and market sharing of programs.

Chris Stanek reviewed the committee dashboard, as presented in the materials.

Regarding the curriculum update item, Dr. Walsh said they continue to work on micro credentials, in addition to stand-alone certificates. Responding to Trustee Santos' inquiry, Dr. Walsh said qualification for financial aid was approved for the certificates. The Innovation and Leadership major will be online next year; the program currently is a hybrid of online and face-to-face classes. SOU is creating a new digital cinema degree program. There are 20 undergraduate students enrolled in the new Healthcare Administration program. Dr. Walsh reported that 51 students are enrolled in the online MBA program and Academic Partnerships will hire a dedicated recruiter for this

program. She later mentioned that SOU is working with Academic Partnerships on an online program for a master's degree in education. Lastly, Dr. Walsh informed the committee of the coordination faculty and staff have had with students at Marylhurst University following the announcement of its closure.

Dr. Walsh took faculty to the Butte Falls School District to meet with Superintendent Long to discuss a partnership and memorandum of understanding, whereby SOU faculty and students would work with the Butte Falls K-12 students. Mr. Long purchased land to be used for an outdoor classroom experience for the students in that school district, many of whom are very underrepresented. It will take about three years to create the program because the infrastructure needs to be built. Trustee Hennion mentioned a scholarship opportunity that is available through the Oregon Community Foundation for students from Butte Falls and Prospect.

Discussion ensued on assessing local employers' needs, identifying trends among employers, and certificate programs for high school students.

### **Consent Agenda**

Trustee Santos moved to approve the minutes from the March 15, 2018 meeting as presented. Trustee Steinman seconded the motion and it passed unanimously.

### **Information and Discussion Items**

#### Academic and Student Affairs Organizational Updates

President Schott provided an update on position vacancies. The last candidate for the Vice President for Enrollment Management and Student Affairs position visited SOU. The campus has had robust involvement in the search.

Marjorie Trueblood-Gamble is leaving SOU and Dr. Shenethia Manuel temporarily will fill that position. SOU will launch a search in August.

Dr. Walsh said the search for the Honors College director was discontinued for various reasons and a new search will be launched in August. Dr. Prakash Chenjeri volunteered to serve as the interim director.

#### McNair Scholars

Dr. Dee Southard introduced Esmeralda Julyan and Emily Taylor, recent McNair Scholar graduates. Dr. Southard provided an overview of the program at SOU and its mentorship component. The express goal of the program is to increase the number of Ph.D. degrees obtained by underrepresented students. Selection for McNair Programs is very competitive. Ms. Julyan and Ms. Taylor shared their personal background information and described how the McNair Program positively impacted their lives. Dr. Walsh and Dr. Jody Waters praised Dr. Southard's work.

#### Trauma Informed Practices at SOU

Dr. John King discussed adverse childhood experiences (ACES) and trauma informed practice at SOU. The ACES framework studies how experiences early in life (i.e., abuse, neglect, and household dysfunction) impact development in children and outcomes later in life (e.g., health issues and job performance). Trauma informed practices foster resilience in those who have suffered repeated ACES. SOU's works in

this area includes training for faculty and staff as well as educators in the community, which improves interactions with students and contributes to student success.

Trustees applauded the work SOU is doing in this area and suggested other methods of providing the training and disseminating information.

#### American Association of State Colleges and Universities (AASCU) Update

Dr. Jeff Gayton highlighted several points from SOU's recent visit from Dr. George Mahaffey, Vice President for Academic Leadership and Change at AASCU: higher education must change because large numbers of traditional students are no longer knocking on the door; the benefits of higher education for the individuals who acquire it; the benefits to national economic, political and social life are very high; and that success at SOU is inextricably bound up in how many students it takes in and how many succeed. He also noted that improving student success means that higher education has to change; he said we know what works and we do not have a knowledge problem, we have an implementation problem. It's not about enrollment and retaining students who are college-ready but it's about having a college that is student-ready.

Regarding AASCU's program, Reimagining the First Year of College (RFY), Dr. Gayton said SOU is one of forty-four AASCU universities participating in the project—the goal of which is to improve the quality of learning and the student experience in the first year of college, increase retention rates, and improve student success. In developing initiatives, participating universities used the main concept of student understanding of educational purpose. Some of SOU's programs started before RFY but took on many of the project's goals (e.g., Bridge Program and Course Design Academy).

Dr. Gayton addressed the Sociology and Anthropology Major Map included in the meeting materials, which is designed to guide students as they navigate the curriculum. Creation of the major map involved coordination with Student Life on extracurricular activities in the academic area and with career connections. Work on this initiative will continue and will expand to other majors.

Drs. Walsh and Gayton discussed the Belonging and Mindset Intervention research project that SOU participated in and the positive impact it had on students.

Dr. Gayton mentioned the common FAQ page the library created. It contains all the FAQs located on the SOU website and serves as a central repository for students to ask questions and find information. The page is now live but will not be promoted until someone is assigned to monitor the page and answer questions that students pose.

#### Future Meetings

Chair Sayre said the next committee meeting would be on October 18. She said she has appreciated her relationship with Provost Walsh and President Schott; she praised their leadership, members of the committee, and staff in the board's office. President Schott and Dr. Walsh commended Chair Sayre on her leadership.

#### **Adjournment**

Chair Sayre adjourned the meeting at 3:26 p.m.

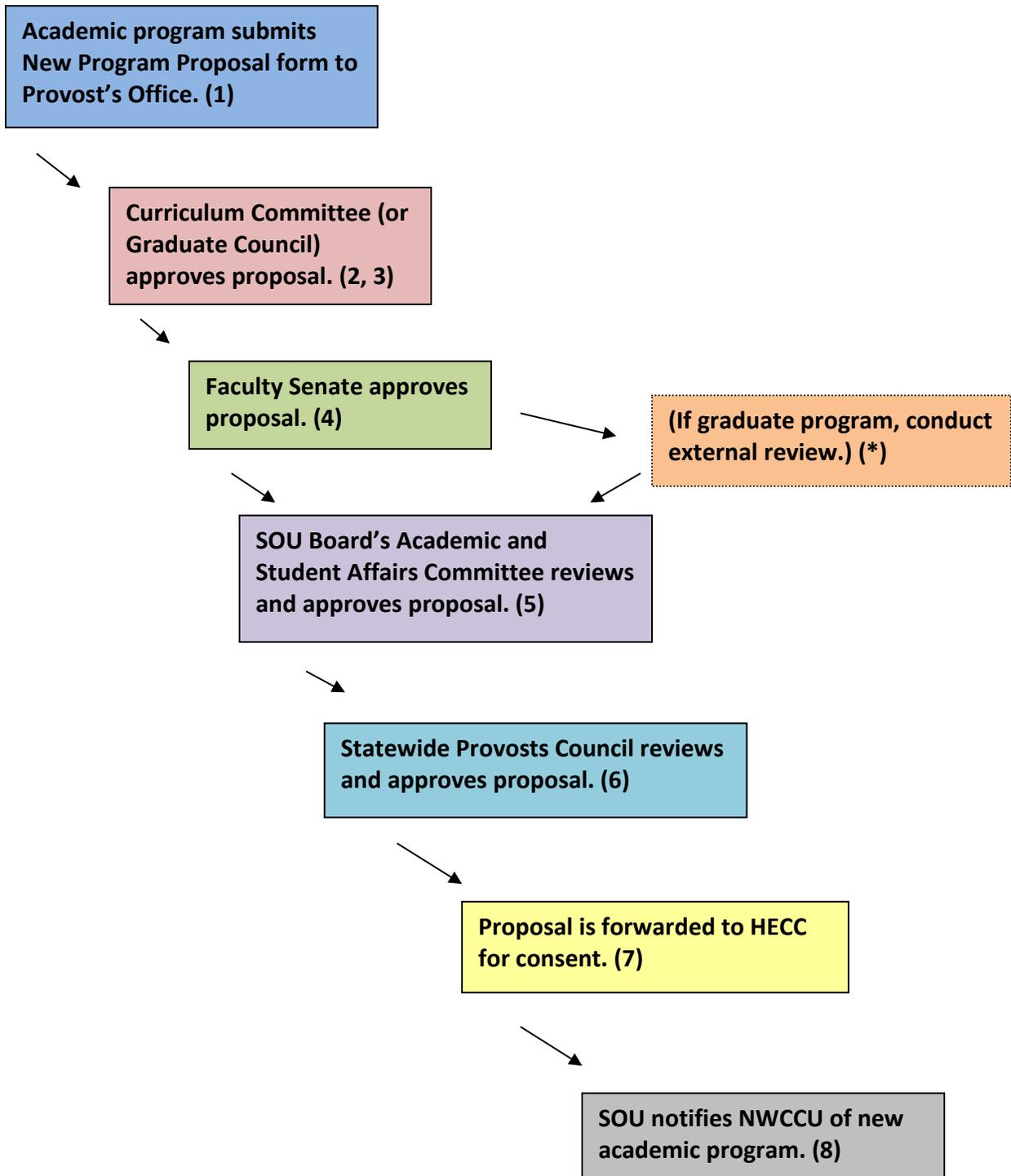
# Committee Meeting Schedule

**SOU Board of Trustees  
Board and Committee Meeting Schedule  
Academic Years 2018-19 and 2019-20**

<b>MEETING</b>	<b>Academic and Student Affairs</b>	<b>Finance and Administration</b>	<b>Executive and Audit</b>	<b>Board of Trustees</b>
<b>DAY</b>	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
<b>FREQUENCY</b>	Four Times Per Year (As needed for curriculum approvals)	Seven Times Per Year	Four Times Per Year	Four Times Per Year (Plus a Fall Retreat)
<b>TIME</b>	12:00-3:30 p.m.	4:00-6:00 p.m. (4:00-5:30 p.m. Budget Mtgs)	9:30-11:30 a.m.	12:00-5:00 p.m.
		Special Meeting August 15, 2018	Special Meeting September 27, 2018	Retreat September 27-28, 2018
	October 18, 2018	October 18, 2018	October 19, 2018	October 19, 2018
	January 17, 2019	January 17, 2019	January 18, 2019	January 18, 2019
		February 21, 2019 (Budget focus only)		
	March 21, 2019	March 21, 2019	March 22, 2019	March 22, 2019
		April 18, 2019 (Budget focus only)		
		May 16, 2019 (Budget focus only)		
	June 20, 2019	June 20, 2019	June 21, 2019	June 21, 2019
			Special Meeting September 19, 2019	Retreat September 19-20, 2019
	October 17, 2019	October 17, 2019	October 18, 2019	October 18, 2019
	January 16, 2020	January 16, 2020	January 17, 2020	January 17, 2020
		February 20, 2020 (Budget focus only)		
	March 19, 2020	March 19, 2020	March 20, 2020	March 20, 2020
		April 16, 2020 (Budget focus only)		
		May 21, 2020 (Budget focus only)		
	June 18, 2020	June 18, 2020	June 19, 2020	June 19, 2020

# Academic Affairs Update

## New Academic Program Approval Process





Educational Advisory Board (EAB)  
**Student Success Management System**

1. Mobile app
2. Workflow
3. Predictive analytics
4. Academic planning

# Achieving Measurable Results with the Student Success Collaborative

Representative Stories From Our Membership of 475+ Schools

ACADEMIC PROGRESS			STUDENT OUTCOMES		
<b>0.39</b> Average GPA increase <i>Virginia Commonwealth University</i>	<b>142</b> Students re-enrolled <i>South Dakota State University</i>	<b>45%</b> Increase in freshmen earning 30+ credits <i>University of Central Missouri</i>	<b>11%</b> Increase in six-year graduation <i>California State University, Fullerton</i>	<b>4.5%</b> Increase in persistence for new transfers <i>Middle Tennessee State University</i>	<b>8%</b> Improvement in overall retention <i>University of South Alabama</i>
TUITION REVENUE			STAFF PRODUCTIVITY		
<b>\$3M</b> Additional tuition revenue <i>Georgia State University</i>	<b>\$1.67M</b> Additional tuition revenue <i>Eastern Kentucky University</i>	<b>\$600K</b> Additional tuition revenue <i>University of Central Florida</i>	<b>99%</b> Faculty participation in progress reports <i>Samford University</i>	<b>683%</b> Increase in student responses to email <i>Texas Wesleyan University</i>	<b>100%</b> Staff advisor SSC utilization rate <i>Bowling Green State University</i>
STUDENT EXPERIENCE			SPECIAL POPULATIONS		
<b>\$7M</b> Reduction in undergraduate student borrowing <i>University of Central Missouri</i>	<b>86%</b> Student adoption of EAB's mobile technology <i>Abilene Christian University</i>	<b>41K+</b> Tracked student interventions in one year <i>Georgia State University</i>	<b>69%</b> Percentage of targeted nursing students who raised their GPA <i>Auburn University</i>	<b>0.15</b> Average GPA improvement for student athletes <i>Temple University</i>	<b>18</b> Additional students returned from suspension <i>University of Texas Rio Grande Valley</i>

# Student Affairs Update

## National Survey of Student Engagement

The following information was obtained from the NSSE website (<http://nsse.indiana.edu/html/about.cfm>)

### **What is student engagement?**

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

### **What does NSSE do?**

Through its student survey, The College Student Report, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

### **What is the survey about?**

Survey items on The College Student Report represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn't assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

### **How are survey results used?**

Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education. This information is also used by prospective college students, their parents, college counselors, academic advisors, institutional research officers, and researchers to learn more about how students spend their time at different colleges and universities and what they gain from their experiences.

### **Questions for the Board to Consider:**

Is it really important to survey "student engagement"? Why? What other kinds of surveys exist?

How does SOU decide which institutions are "peers"?

How will the NSSE results inform our reaccreditation efforts?

Does "student engagement" vary according to sub-populations? If so, how will SOU work to engage sub-populations that are less engaged than others?

## NSSE at SOU

### How does SOU use NSSE?

SOU uses NSSE results to improve the quality of its academic and student life programming. We also use the survey results to compare our institutional performance to that of selected peer institutions. Starting in 2018, SOU will also use NSSE results to assess mission fulfillment in the following areas:

- Critical Thinking
- Professional Preparation
- Curiosity and Creativity
- Service Excellence

### What institutions does SOU use as peers?

- Other members of the Council of Public Liberal Arts Colleges that also participated in the survey
  - Eastern Connecticut State University (Willimantic, CT)
  - Georgia College & State University (Milledgeville, GA)
  - Henderson State University (Arkadelphia, AR)
  - Mansfield University of Pennsylvania (Mansfield, PA)
  - Massachusetts College of Liberal Arts (North Adams, MA)
  - New College of Florida (Sarasota, FL)
  - Ramapo College of New Jersey (Mahwah, NJ)
  - Truman State University (Kirksville, MO)
  - University of Illinois Springfield (Springfield, IL)
  - University of Maine at Farmington (Farmington, ME)
  - University of Mary Washington (Fredericksburg, VA)
  - University of Minnesota, Morris (Morris, MN)
  - University of Montevallo (Montevallo, AL)
  - University of North Carolina at Asheville (Asheville, NC)
  - University of South Carolina Aiken (Aiken, SC)
  - University of Wisconsin-Superior (Superior, WI)
- Other institutions previously identified as “peers” by OUS that also participated in the survey
  - California State University-Stanislaus (Turlock, CA)
  - Eastern Washington University (Cheney, WA)
  - Fort Hays State University (Hays, KS)
  - Plymouth State University (Plymouth, NH)
  - Southeast Missouri State University (Cape Girardeau, MO)
  - University of Mary Washington (Fredericksburg, VA)
  - University of Michigan-Dearborn (Dearborn, MI)
  - University of Wisconsin-Parkside (Kenosha, WI)
- Carnegie Class Comparators (institutions with similar number of conferred graduate degrees)

### What does it cost SOU to participate in the survey?

- \$6000 annually

### What have we learned?

- Need to re-evaluate which institutions are truly our “peers” and whether we want to develop a group of institutions that are our “aspirational peers”
- Although some areas of campus are using the results, we need to ensure that even more people and programs utilize the results to drive improvement
- Students are generally pleased with their SOU experience and would choose SOU again
- Financial concerns are the most important factor when students consider leaving SOU during first year

## Selected Survey Results

### Student Satisfaction

- 81% of both first year students and seniors rated their experience as “excellent” or “good”
- 76% of first year students indicated that they would “definitely” or “probably” choose to attend SOU again
- 76% of seniors indicated that they would “definitely” or “probably” choose to attend SOU again

### First year students ranked the following as the **most supportive** aspects of SOU:

Learning support services (73%)  
Support for overall well-being (70%)  
Opportunities for social involvement (69%)  
Support for academic success (63%)  
Attending campus activities (61%)

### First year students ranked the following as **least supportive** aspects of SOU:

Help in managing non-academic responsibilities (35%)  
Attending events that address important issues (49%)  
Encouraging contact between students of different backgrounds & attending events that address social, political or economic issues (54%)

### First year students were asked: “During the current school year, have you seriously considered leaving this institution?” No = 59% Yes = 41%

If yes, due to:

- Financial concerns (49%)
- “Other academic issues” (course availability, major not offered, credit transfer) (29%)
- Relations with other students (28%)
- Campus climate, location or culture (23%)

### Seniors ranked the following as the **most supportive** aspects of SOU:

Support for academic success (68%)  
Opportunities for social involvement (61%)  
Learning support services (57%)  
Support of overall well-being (recreation, health-care, counselling): (56%)

### Seniors ranked the following areas as **less supportive**:

Managing non-academic responsibilities (24%)  
Attending events that address social, political or economic issues (44%)  
Attending campus activities and events (48%)

### Seniors report how much their institution contributed to their knowledge, skills and personal development:\*

- Thinking critically and analytically (78%)
- Writing clearly and effectively (69%)
- Working effectively with others (65%)
- Understanding people of other backgrounds (61%)
- Speaking clearly and effectively (60%)
- Acquiring job or work-related knowledge and/or skills (59%)
- Developing or clarifying a personal code of values & ethics (59%)
- Being an informed and active citizen (55%)
- Solving complex real-world problems (54%)
- Analyzing numerical and statistical information (52%)

\* % = seniors responding “very much” or “quite a bit”

# Future Meetings

# Adjournment