Public Meeting Notice

October 8, 2020

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Academic and Student Affairs Committee via Videoconference

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 offering updates on academic affairs, the Provost's Council and other general updates. There will be a vice president's report with a review of the enrollment dashboard and other general updates. Discussion and information items will include updates on faculty professional development; SOU's Navigate implementation; the National Survey of Student Engagement; a virtual tour of the Multicultural Commons; and the committee's proposed 2021-2022 meeting schedule.

The meeting will occur as follows:

Thursday, October 15, 2020
12:00 p.m. to 3:30 p.m. (or until business concludes)
Visit governance.sou.edu for meeting materials.
To view the proceedings, visit https://sou.zoom.us/j/86010915263 at the time of the meeting.

Public Comment
Members of the public who wish to provide public comments for the meeting are invited to submit their comments or testimony in writing. Please send written comments or testimony to the Board of Trustees email address: trustees@sou.edu. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.

If special accommodations are required or to provide written public comment or testimony, please contact Kathy Park at (541) 552-8055 at least 48 hours in advance.

Board of Trustees
Academic and Student Affairs Committee Meeting
October 15, 2020

Call to Order / Roll / Declaration of a Quorum

Southern OREGON UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, October 15, 2020
12:00 p.m. – 3:30 p.m. (or until business concludes)
Videoconference
https://sou.zoom.us/j/86010915263

AGENDA
Please note: times are approximate and items may be taken out of order.

	1	**Call to Order/Roll/Declaration of a Quorum**	Chair Jonathon Bullock
	1.1	Welcome and Opening Remarks	
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Bullock
	2	**Public Comment**	
5 min.	**3**	**Consent Agenda**	
	3.1	Approval of June 18, 2020 Meeting Minutes	Chair Bullock
20 min.	**4**	**Provost's Report**	Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs
	4.1	Academic Affairs Update	
	4.2	Provost's Council Update	
	4.3	Other General Updates	
15 min.	**5**	**Vice President's Report**	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
	5.1	Review of Enrollment Dashboard and Discussion	
	5.2	Other General Updates	

6   **Action, Information and Discussion Items**
     6.1   Student Success Initiatives and Updates

15 min.	6.1.1	Faculty Professional Development Update	Dr. Susan Walsh; Dr. Clay Austin, SOU, Director, Center for the Advancement of Teaching and Learning
30 min.	6.1.2	Navigate Implementation	Dr. Matt Stillman, SOU, University Registrar; Dr. Karen Stone, SOU, Associate Vice President for Academic Resource Management; Lea Griess, SOU, Student Success Coordinator; Luke Williams, SOU, Coordinator of Innovative Program Development
15 min.	6.1.3	Multicultural Commons: Virtual Tour	Dr. Neil Woolf
45 min.	6.1.4	National Survey of Student Engagement (NSSE)	Chris Stanek, SOU, Director of Institutional Research; Dr. Jody Waters, SOU, Associate Provost
5 min.	6.2	Proposed 2021-2022 Committee Meeting Schedule	Chair Bullock
	6.3	Future Meetings	Chair Bullock
	7	**Adjournment**	Chair Bullock

Public Comment

Consent Agenda

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

Daniel Santos	Present	Barry Thalden	Present
Jonathon Bullock	Present	Steve Vincent	Present
Dylann Loverro	Present	janelle wilson	Present
Deborah Rosenberg	Present		

Chair Daniel Santos called the meeting to order at 12:05 p.m. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion, Paul Nicholson and President Linda Schott.

Other attendees and Zoom panelists included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Jason Catz, General Counsel; Janet Fratella, Vice President for University Advancement; Sabrina Prud'homme, Board Secretary; Taylor Burke, Dean of Students; Dr. Jody Waters, Associate Provost; Dr. Karen Stone, Associate Vice President for Academic Resource Management; Dr. Matt Stillman, Registrar; Anna D'Amato, Student Health and Wellness Center; Chris Stanek, Institutional Research; Danielle Mancuso, Student Life; Robin Williams, Student Success Coordinator; Kelly Moutsatson, Admissions; Luke Williams, Raider Student Services; Rachel Jones, Outreach and Engagement; Jonathan Chavez-Baez, Education; Dr. Kylan de Vries, Gender, Sexuality and Women's Studies; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

Trustee Vincent moved to approve the consent agenda, as presented. Trustee Rosenberg seconded the motion and it passed unanimously.

Provost's Report

Dr. Susan Walsh said several virtual commencement ceremonies were held by different programs across campus, which senior administrators attended. Faculty and staff worked hard to make the ceremonies very special for graduating students.

Faculty in the Environmental Science and Policy Program are moving forward with many proposed programs and certificates for next fall. Some of them will resonate with SOU's sustainability mission.

Following up on a conversation started last fall with students on an ethnic studies minor, Dr. Walsh said the proposal has not moved forward yet but she is hoping it will next year. Regarding efforts to transform general education, Dr. Walsh said work will continue through the summer into the next academic year and a new curriculum will be implemented in the fall of 2021.

Provost's Council Update
Dr. Walsh said the Provost's Council continues to meet 1-2 times per week. The council serves as a conduit for folks to come together and stay in touch. The institutions are closely tracking each other regarding procedures and compliance with COVID-19-related guidelines. Except for OIT [at the time of this report], the institutions are on track for starting the fall term as scheduled and in person or modified in person, with a pivot to remote learning at Thanksgiving break.

Dr. Walsh mentioned discussions regarding the increased oversight authority the governor has assigned to the HECC regarding issues related to COVID-19 rulemaking, oversight and compliance. The hope is that the HECC will continue to be consultative as it fulfills this role.

CARES Act Funding Distribution
Dr. Walsh said students are receiving $1.7 million in CARES Act funding, which Dr. Neil Woolf is monitoring through financial aid. Another $2.88 million will go to the university and must be spent in restricted ways, such as professional development for faculty to be ready with the best pedagogy for academic experiences for students and faculty.

Other General Updates
Provost Walsh said the open positions that have been frozen will be reviewed on July 1. The search for the university librarian was suspended; Dale Vidmar will serve as the interim librarian until the position is filled permanently.

Vice President's Report
Enrollment Management Dashboards and Completions Report
Dr. Neil Woolf reviewed the enrollment drivers website and highlighted some of the spring numbers. Headcount was down by 657 students (15.4 percent) and FTE was down 8.9 percent. Those figures are very different from those at the start of the spring term, before the transition to remote learning. Resident population was down 15 percent and the nonresident population by 10 percent. About one-third of the international students did not enroll for the spring term. Enrollment of Black/African American students declined by 22 percent; other student groups were much less impacted. Students from California decreased by 12 percent.

Dr. Woolf then turned to the degree completions report. The number of students who applied throughout the academic year decreased but the number of undergraduate degrees conferred increased by 15 (7.6 percent) compared to last year. This has been highlighted to the HECC and other external agencies. There was about a 50 percent increase in Master's degrees conferred.

Other General Updates

Dr. Woolf reported that almost half the $1.7 million in CARES Act funding has been distributed to students to help with costs of COVID-19-related educational expenses (e.g., housing and job-related losses). So far, $813,450 has been given to 843 students, with a maximum award of about $1000 each. The balance of the funds is available through the end of the fall term.

He mentioned the diversity scholars program and said efforts are being made to create a more robust scholarship program for students of diverse backgrounds. The awards have increased by 61 percent, up to $301,000. Responding to Chair Santos' later inquiry, Dr. Woolf confirmed that funds students receive through diversity scholarships are in addition to other financial aid they may be getting. Diversity scholarships are available to new and returning students.

Dr. Woolf said Marvin Woodard and Edward Derr, through Student Life, host "Let's Talk About It" conversations for students to address the deaths of George Floyd and others as well as other incidents of racial unrest; hundreds of participants attended.

Dr. Woolf said, when tuition was increased last year, the administration promised it would set aside dollars through the Tuition Assistance Program for the neediest students. In 2018-2019, $600,000 was disseminated through that program. In the last year, that amount was increased by $204,000.

Update on Student Spaces in the Stevenson Union

Danielle Mancuso provided an update on the Multicultural Commons Space in the Stevenson Union. The new space was created after consulting with students at four townhall meetings, conducting surveys and addressing questions and concerns. The space incorporates best practices for such spaces to increase student engagement, including open spaces and being able to see within the space but also maintaining privacy. Ms. Mancuso reviewed the construction plans, saying the construction will be completed in September.

Action, Information and Discussion Items

Curriculum Approvals (Action)

Certificate in Holistic Education, *Certificate in Music Industry* and *Certificate in Sound Design*

Dr. Susan Walsh introduced the agenda item, saying the certificates were discussed in detail at the last committee meeting and are before the committee now for approval. Responding to Trustee Vincent's inquiry about recommendations from faculty regarding items that should be added to required classes, Dr. Jody Waters said all the recommendations from faculty and others were incorporated into the proposals.

Trustee Bullock moved to approve all three certificates. Trustee Rosenberg seconded the motion and it passed unanimously.

Raider Registration and Orientation Preview

Taking agenda items out of order, Danielle Mancuso provided an overview of the new

online student orientation programs, which disseminate all the information normally provided in person. She said students persist at institutions where they feel valued and included and that have effective orientation programs that connect students to the campus community. There are three online orientation programs for new students: Online Orientation, Raider Registration and New Student Orientation. Ms. Mancuso mentioned some other programs that help ensure a more smooth transition for students, including the American Samoa Program, first year and transfer events, and fall orientation.

Update on Academic Operations for Spring and Summer Terms
Rachel Jones mentioned the COVID-19 impacts on the pre-college youth programs and how this summer will be different from previous summers. The Best of the Best Student Art Show was converted to a virtual art show, reaching more people than usual. The ACADEMY and Sea Camp were cancelled while other programs (e.g., Konaway Nika Tillicum and Academia Latina) were converted to virtual events. Ms. Jones said the summer day camps will be scaled back from 50 to 19, with only 8 students in each.

Ms. Jones described the greatest concerns in her office as the physical and emotional health of the program participants and mitigating the disparate impact COVID-19 on underrepresented populations. She said there is also concern over the impacts on SOU [enrollment] pipeline; her office is trying to maintain those connections. There is also the concern regarding the lack of revenue coming in over the summer and the uncertainty of the future. Retaining staff to support student needs is critical, especially for Latin-X and Native American families.

Overview of Student Health and Wellness and Mental Health Services
Taylor Burke provided an overview of the work being done to support students' mental health. Students come to SOU with a number of challenges and do not always have skills needed to navigate the college environment successfully. The university must provide the right support at the right time so students can grow and develop.

Ms. Burke discussed the SOU Cares reporting system, which faculty, staff and students use to refer students to support services. She stressed that, in most cases, students decide if and how they want to engage in support services. Ms. Burke reviewed the Cares reports data included in the meeting materials and said this year's numbers will surpass last year's numbers. The Office of the Dean of Students uses a case management approach. When the office receives a case involving a mental health concern, the case manager employs a pragmatic approach to support the whole student and build a support plan.

Ms. Burke said 32 percent of the cases involve student conduct, the rest are SOU Cares which are more personal in nature. The most common conduct concerns are academic misconduct, alcohol- or drug-related violations, noise, and violations of the law. Sanctions imposed are intended to help students develop and persist. The most common sanctions are warnings, educational conversations, case management or mandatory meetings, and reflection or research papers.

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Anna D'Amato provided an overview of the mental health and medical services provided at the Student Health and Wellness Center (SHWC), which is basically a primary care office. To accommodate students' current needs, she said the SHWC is in the process of contracting with therapists off campus who are experienced with mental health counseling on issues involving race and racism. She reviewed the health center data, as included in the meeting materials. As a result of COVID-19, the SHWC has seen fewer distinct students for mental health services but has seen the same students more frequently; for medical services, both the number of distinct students and visits declined. The retention rates for students who utilize SHWC services is a little higher than that for the general student population.

Trustee Thalden, Chair Santos and Dr. Woolf expressed their appreciation for the impressive work being done in the Office of the Dean of Students and the SHWC. These efforts, along with those of other staff and faculty, set SOU apart from other universities and show that the well-being of students is a top priority at SOU.

Navigate Implementation Update
Luke Williams provided information on student, faculty and staff usage of Navigate, predictive analytics, success markers and future promotions. To improve the current training plan, a centralized, module-based training model has been developed. Mr. Williams later said he will work with ASSOU, faculty, staff and various offices on campus to promote Navigate.

Success markers are courses that are significant to successful academic careers. They are established in coordination with program chairs and help advise students on when to take particular courses. This is expected to be up and running for the fall term.

Robin Williams shared some of her experiences with Navigate as a student success coordinator and said it is currently the main way she is connecting with students. Navigate is being used for the first time to reach out to incoming students and the reception has been very positive.

Responding to Trustee Vincent's and Vice Chair Nicholson's inquiries, Dr. Woolf said the rollout was accelerated, is ahead of schedule, and now includes all students. Mr. Williams said the goal is to have 100 percent of students download and use Navigate.

COVID-19 Remote Instruction Student Survey, Spring 2020
Dr. Susan Walsh said the student survey was implemented to learn where students' experiences were most positive and most challenging. The results will be used in planning for the upcoming academic year and in faculty professional development. Dr. Jody Waters added the survey was followed by faculty focus groups. The purpose was to learn how the remote learning experience was for faculty and students. The data will be used not only to plan for the fall term but also to enhance instructional ability beyond that. Dr. Waters then discussed the survey results in detail.

Regarding quality of instruction and interactions with faculty, students reported moderate satisfaction and dissatisfaction with remote learning, in general. However,

students were less satisfied with their interactions with other students and their ability to stay current with their academic work during the term. Students were relatively neutral regarding the adequacy of the resources that were made available to them.

Dr. Waters reviewed the preliminary findings from the faculty focus groups, which focused on resources, student interaction, providing a positive learning environment and student learning. One significant finding was the high degree of emotional support students needed from faculty. Faculty also noted a desire to have a more intentional course design process, Zoom fatigue and a desire to learn more about course management in a remote environment.

Dr. Clay Austin discussed the coordinated effort by the Center for the Advancement of Teaching and Learning and the Provost's Office to provide training and resources to support professional development of faculty.

Trustee Bullock commented that the spring term should be viewed not as an example of remote learning but rather crisis instruction during a global pandemic. He mentioned students' ability to stay engaged in remote learning each day is limited and stressed the need to include in the professional development discussions about the consistency in expectations for learning from course to course.

Trustee Loverro said this was the hardest term she has ever had and shared some of her personal experiences. She found herself spending seven hours each day on coursework and discussed the lack of consistency in faculty and department expectations. Summer will be an opportunity to improve so students will feel like they are getting the product and quality they are paying for come fall.

Race Equity at SOU
Introducing this agenda item, Chair Santos said the killing of George Floyd directed more attention in the US and worldwide on racism and social injustice. This is a chance for the committee and the board to have one of many conversations on these issues. He said the committee, the board and the university should not be silent and must be part of the solution; he also referenced the board's proposed resolution on the issue.

Trustee wilson expressed her gratitude to Chair Santos for including this item on the agenda and for always being a voice of reason and aspiration. She mentioned her introduction to the board, during which the importance of equity and the use of an equity lens was discussed. Based on her experience, she thought the equity lens was not being used explicitly and wondered how it could be made a consistent part of the process to guide decisions and discussions and always be kept at the forefront.

Trustee Thalden tied the topic to student retention, saying people of color are most at risk in the group of students not being retained; in distressing times, these students will be disproportionately impacted. SOU needs to make sure these students succeed. His personal belief is that a mentorship program would benefit these students.

President Schott introduced Jonathan Chavez Baez and Dr. Kylan de Vries, who, along with Sabrina Prud'homme, form an interim leadership team for equity and diversity efforts at SOU. Dr. de Vries said he was glad this topic was added to the agenda; he, Mr. Chavez Baez and Ms. Prud'homme have been talking a lot about needed training and other issues surrounding these areas.

Ms. Prud'homme added that there are many things the board and the campuses can do and are doing to promote equity and diversity. Students have been deeply and acutely affected by recent events. There is much to do and it is everyone's job to do it.

Trustee Loverro concurred with the discussion and said, the sooner the board releases a statement followed by a plan, it will inspire confidence in the institution. A lot of institutions say they value equity and diversity but have no institutional history to back it up and do not present a plan. To inspire confidence and faith, she said it would be important to follow up any board statement with an announcement of changes that are being made.

Vice Chair Nicholson said it was important to identify and focus on actions that will have the greatest impact in the shortest amount of time. It should be made clear that as an institution SOU is committed to making a difference.

Chair Santos said this is a challenge and an opportunity. There will be more discussions which will be uncomfortable at times. Being part of the solution starts with learning and listening.

Adjournment
Chair Santos adjourned the meeting at 3:33 p.m.

Provost's Report

Vice President's Report

Admission Funnel
end of 1st week
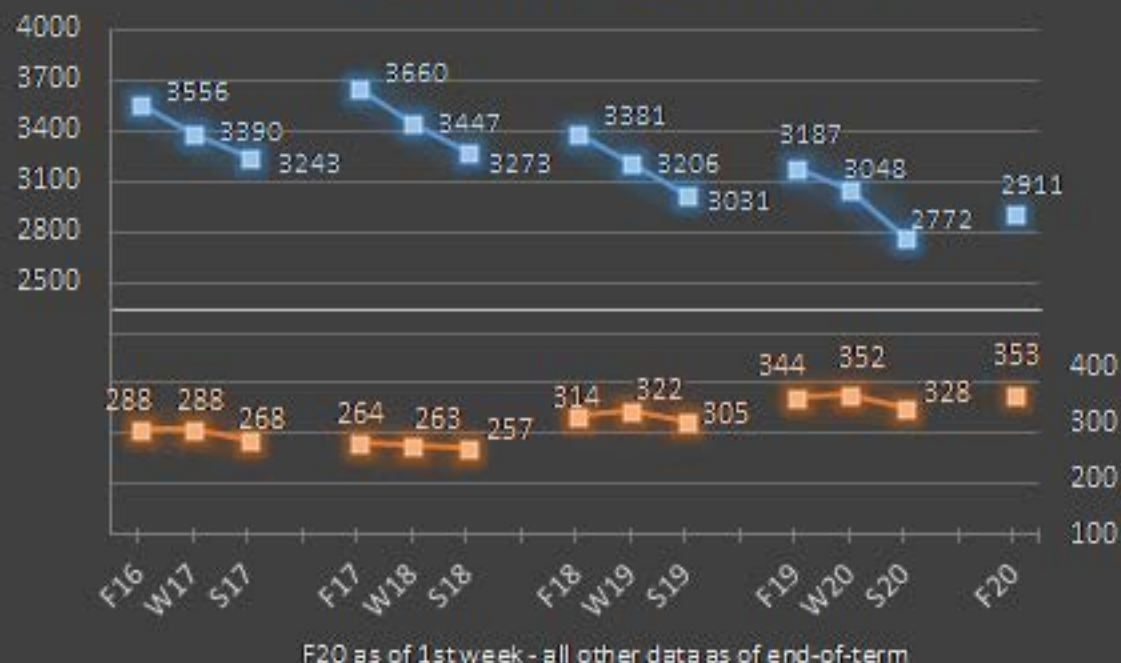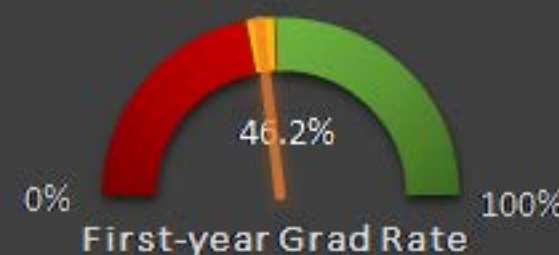
Fall 2019   Fall 2020

Legend: Applied, Admitted, Confirmed, Enrolled

Admitted Student FTE

— Admitted UG   — Admitted GR

Admitted UG: 3556, 3390, 3243, 3660, 3447, 3273, 3381, 3206, 3031, 3187, 3048, 2772, 2911

Admitted GR: 288, 288, 268, 264, 263, 257, 314, 322, 305, 344, 352, 328, 353

X-axis: F16, W17, S17, F17, W18, S18, F18, W19, S19, F19, W20, S20, F20

F20 as of 1st week - all other data as of end-of-term

Su 16, Su 17, Su 18, Su 19, Su 20

UG: 524, 541, 576, 546, 496
GR: 339, 330, 347, 400, 421

All data as of end-of-term

Degrees Awarded
Through September

18-19: Resident, Non-Res
19-20: Resident, Non-Res

X-axis: Bachelor, Master, Certificate

Fall 2020 Admitted UG Students
end of the 1st week

Pie: 320, 976, 2088

Legend: Resident, WUE non-res, Other non-res

Population	Fall 19	Fall 20
Pell	748	628
First Gen	453	399
URM	527	519
Rural	364	252
Veteran	38	37

Bonus point populations for resident students in the SSCM.

First-year Retention: 67.9%   0% – 100%

All UG Retention: 79.2%   0% – 100%

First-year Grad Rate: 46.2%   0% – 100%

Transfer Grad Rate: 60.3%   0% – 100%
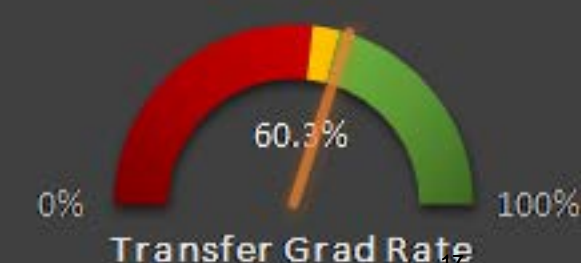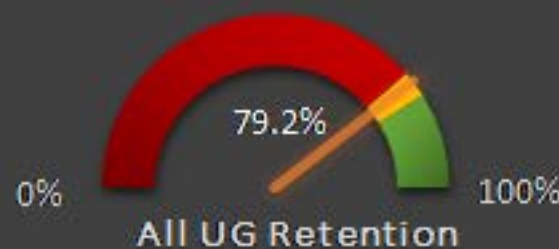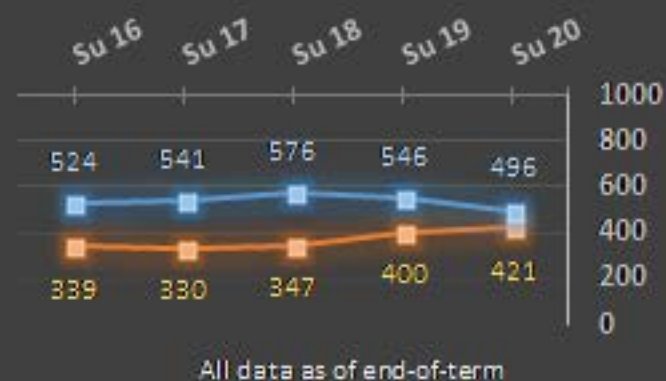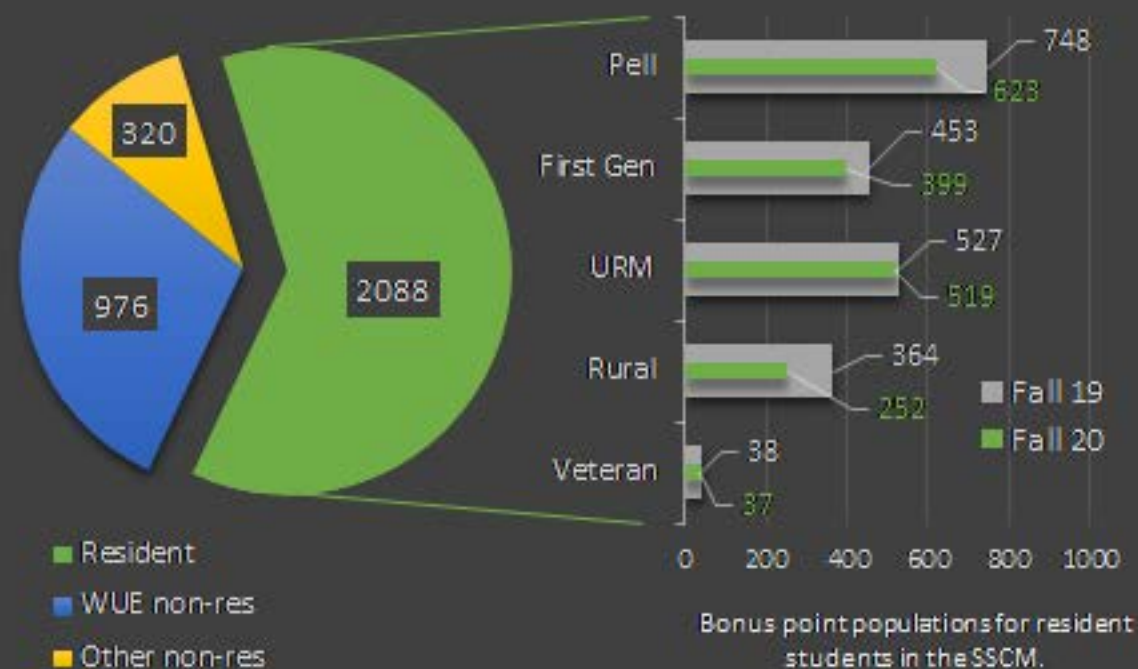
Yellow zones indicate prior year value

All charts updated: 10/05/2020
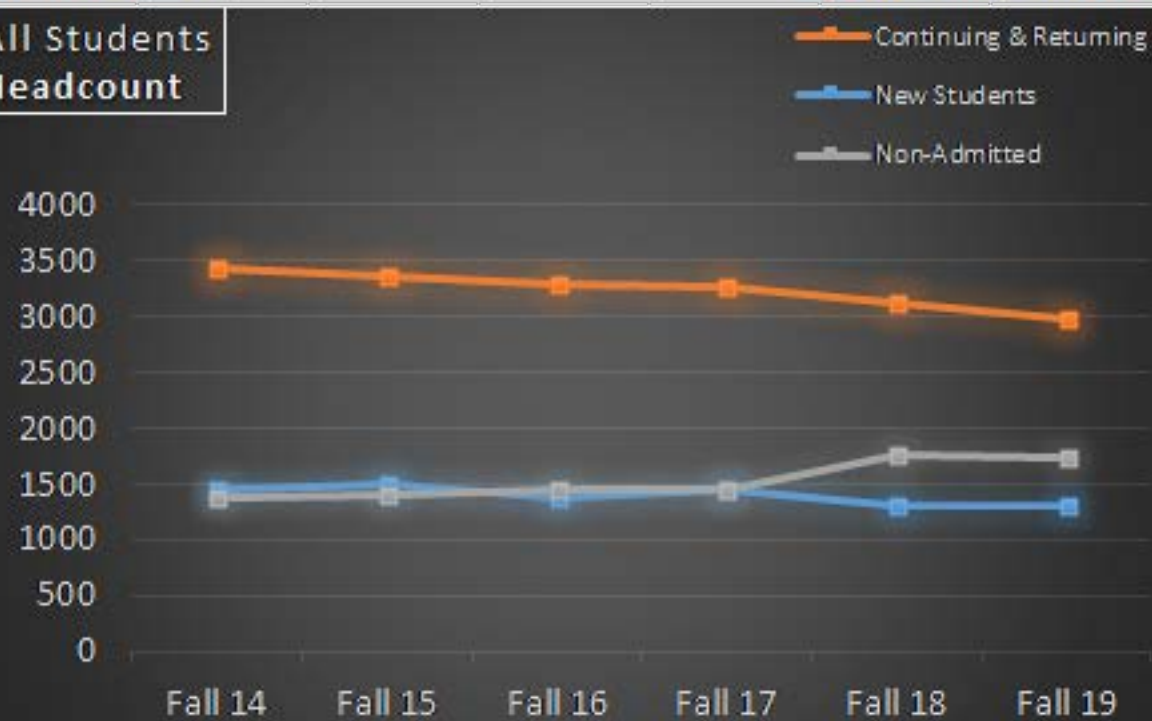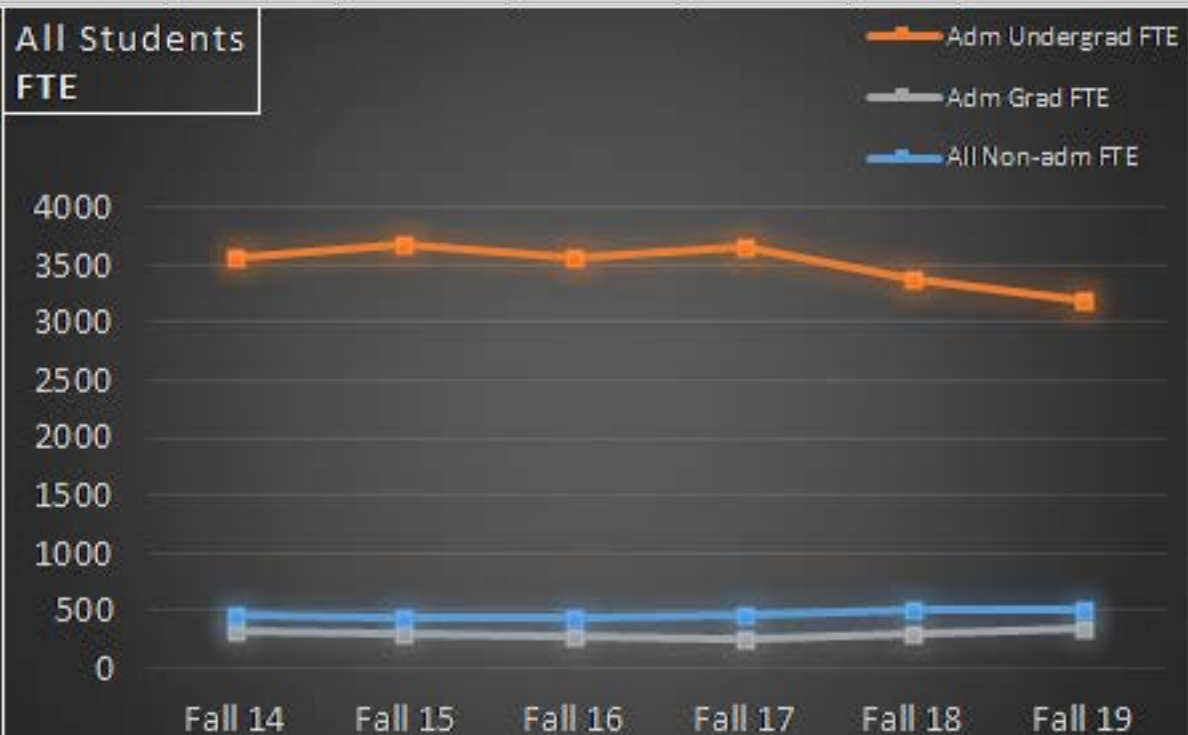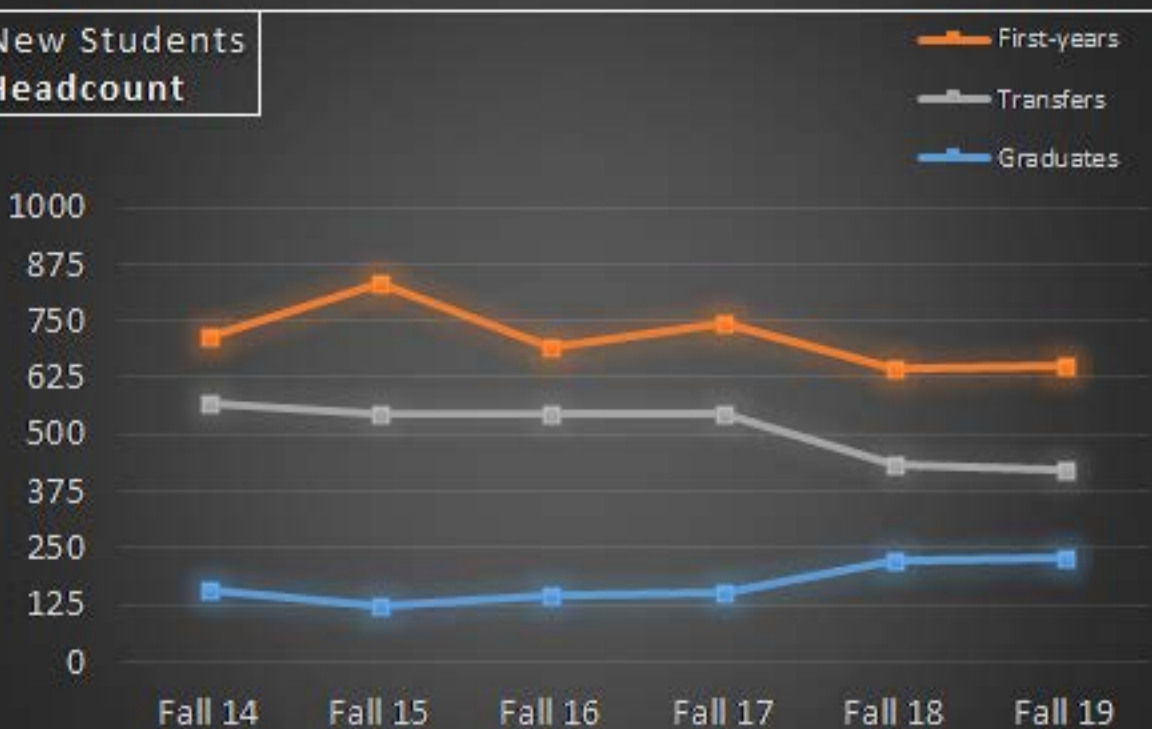
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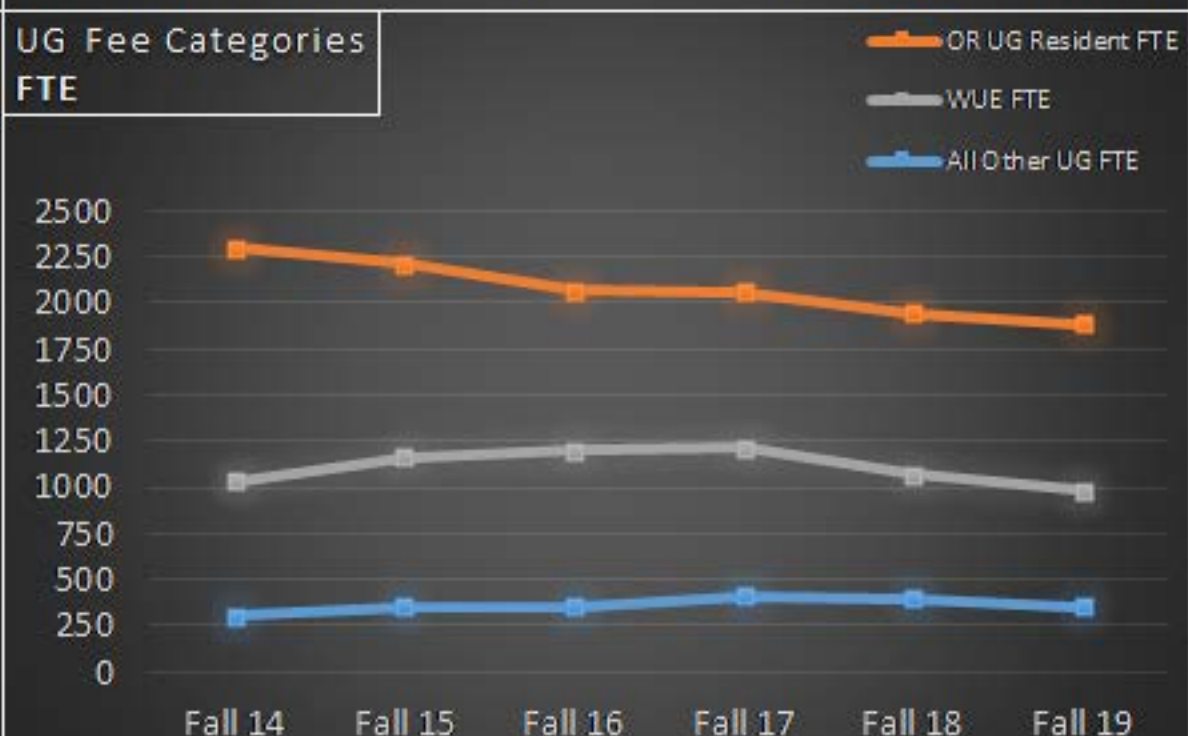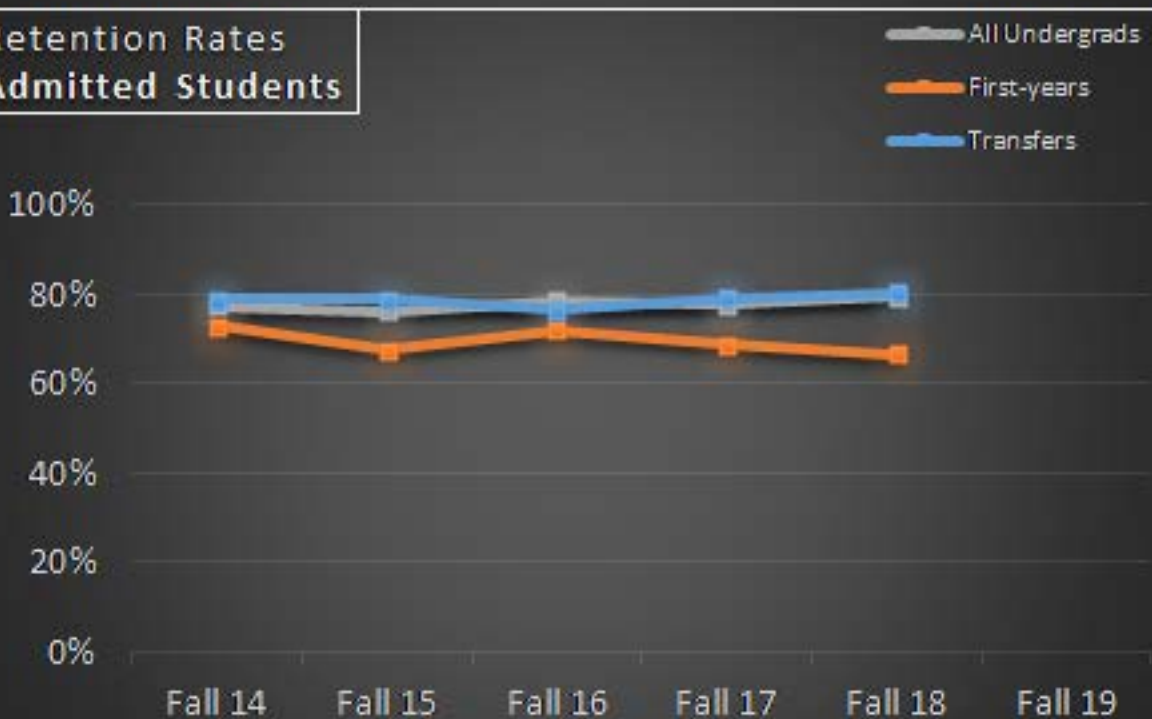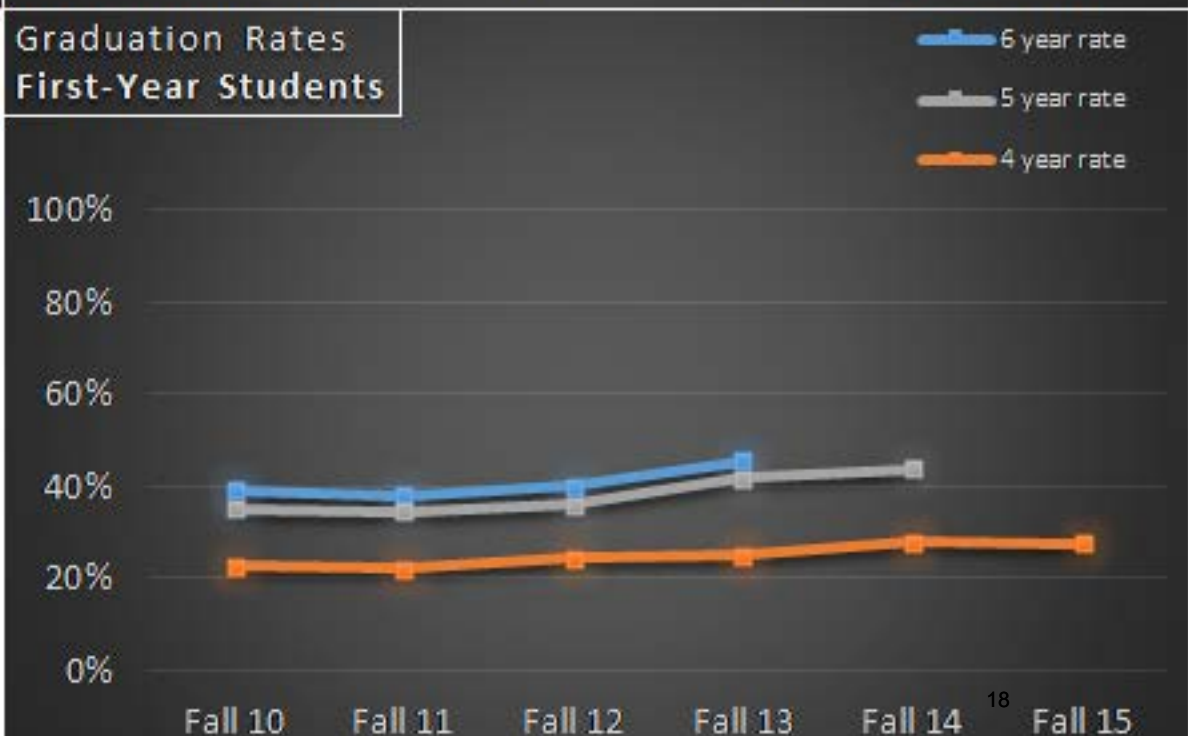
Faculty Professional Development Update

CENTER FOR THE ADVANCEMENT
OF TEACHING AND LEARNING

SOUTHERN OREGON UNIVERSITY

Clayton Austin

Bill Bateman

Hart Wilson

CATL Curated Workshops and Webinars

- Innovative Educators Webinars
- Transparent Assignment Design
- Humanizing Online Instruction Conference
- Other
        (e.g. Auralia & Musition - Support & Training, SOESD Equity Summit)

40 instructors

All divisions represented

9 Online Learning Consortium multi-day courses taken by faculty

and shared at Summer Symposium

eT/LT: Enhancing Teaching and Learning with Tech

55 faculty

1001 forum posts

190 people hours Zooming Moodle and Google sites

127 resource links

125 assignments submitted

29 optional live sessions offered

24 faculty-created ideas for using the glossary activity

eT/LT: Successful new format

"For et/iLT, I wanted to become more fluent in Moodle and Zoom, and working with Hart was a great way to do that. I sensed I was just skimming the surface of what was possible, and wanted to learn more and practice so my courses will be more engaging."

"I literally feel 500% more confident in using Moodle as an instructional tool."

"I learned how to create a liquid syllabus I learned how to create Moodle books to share content with students; I learned how to create a Moodle glossary for students to introduce themselves; I learned "tricks" to make Moodle more visually appealing."

Summer Symposium

16 sessions + Bonus Session from Gen Ed Task Force

22 people signed up for 10 or more sessions

34 people average session attendance

102 attendees enrolled in Moodle

90% agreed that the presentation answered their questions

88% agreed that they were engaged in the session

94% agreed that they'd like to explore the topic further

Summer Symposium: Focus and Feedback

"Engaged us with easy-to-use tools and made us aware of many interaction and accessibility preferences and tools, first-hand!"

"This session was interactive and connected people!"

"Such a great session! One of the most useful, and the workshop facilitation was superb!"

"Providing the space to share our experiences, and be heard, was very appreciated and clever!"

"Coming together as a community to share ideas and thoughts was refreshing---especially right now!"

Navigate Implementation

Multicultural Commons: Virtual Tour

National Survey of Student Engagement (NSSE)

What is NSSE?

The National Survey of Student Engagement collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote learning and personal development. The results provide an estimate of how undergraduate respondents perceive learning experiences and gains attained from attending their college or university.

The main instrument contains approximately 85 questions and an opportunity for adding on topical modules (TPs) each with approximately 10-20 additional questions, and Customized Consortium Questions (CC)

Annual Survey Administrations of NSSE at SOU

- 2020: N=548 (140 FYs, 408 SRs), TP: FY Experience and SR Transitions; CC: Sustainability Education***
- 2019: N=435 (117 FYs, 318 SRs*), TPs: Learning with Tech**, FY Experience and SR Transitions
- 2018: N=625 (186 FYs, 439 SRs), TPs: Learning with Tech, FY Experience and SR Transitions

*sampling procedure used
**discontinued after 2019
***New in 2020

Organization of NSSE Results

NSSE categorizes questions into either Engagement Indicators (EI) or a High Impact Practice (HIP).

Engagement Indicators (listed below) are further grouped into themes

- Higher-Order Learning
- Reflective & Integrative Learning   Academic
- Learning Strategies   Challenge
- Quantitative Reasoning

- Collaborative Learning   Learning
- Discussions with Diverse Others   with Peers

- Student-Faculty Interaction   Experiences
- Effective Teaching Practices   with Faculty

- Quality of Interactions   Campus
- Supportive Environment   Environment

High Impact Practices include

- Service Learning   (first years only)
- Learning Community   (first years only)
- Research with Faculty (first years only)
- Internship   (first years and seniors)
- Study Abroad   (first years and seniors)
- Culminating Senior   (first years and seniors)
  Experience

Using the NSSE Data at SOU

Evaluation of achievement of objectives set for institutional outcomes assessed by university assessment processes, keying to the SOU mission, accreditation core themes, and the Strategic Plan

- In Academic Affairs, these data provide understanding of the extent to which student assessment of learning outcomes matches up with institutional assessment [examples: Capstones/Senior Experiences; Critical Thinking (Senior Writing Assessment), Quantitative Reasoning].

- University Assessment Committee uses results to apply relevant findings that need to be communicated to program assessment coordinators and inform areas where programs might adjust curriculum in response to findings.

- NSSE results are used for accreditation reporting. A number of indicators identified with NWCCU for measuring institutional core theme objectives point specifically to NSSE results.

- NSSE results posted to IR website for other university constituencies to use and inform.

- Both General Education Task Force and Capstone experiences and their assessment process are looking at NSSE results for guidance.

- NSSE data provide Insights into students' perceptions of learning outcomes, campus experience and engagement, pertaining to:

  - Student Life programming and priority-setting
  - Advising/SSCs
  - Career development services
  - Library and other academic support services
  - Faculty advisor knowledge about student engagement within the program
  - Academic support departments' responses to perceptions of student experience and level of customer service
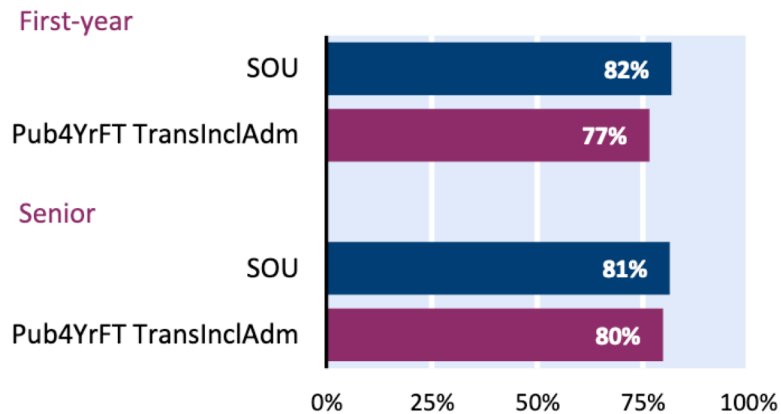
Overview of 2020 Results

Satisfaction with SOU:

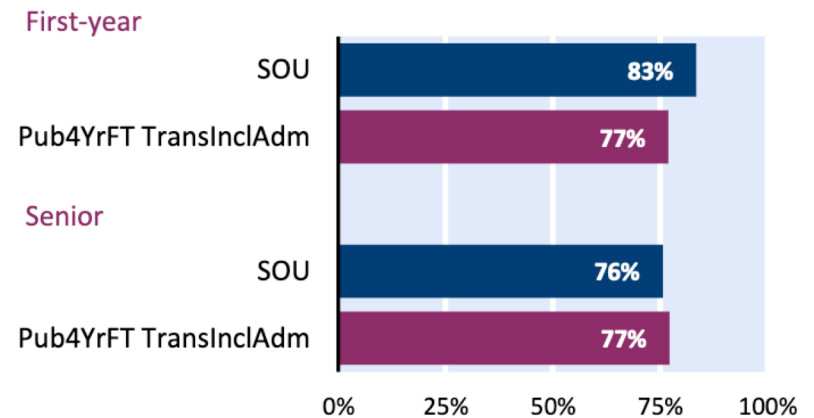Students rate their overall experience at SOU and whether they would choose it again

- 82 % of FYs rate their overall experience as "excellent" or "good"
  83% in AY 18-19
- 81%of SRs rate their overall experience as "excellent" or "good"
  79% in AY 18-19

- 83 % of FYs stated that they would "probably" or "definitely" return to the institution
  74% in AY 18-19
- 76% of SRs stated that they would "probably" or "definitely" attend this institution again
  74% in AY 18-19

Satisfaction With SOU: Ratings as compared to other similar institutions in our Comparator Group

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year

SOU — 82%
Pub4YrFT TransInclAdm — 77%

Senior

SOU — 81%
Pub4YrFT TransInclAdm — 80%

0%   25%   50%   75%   100%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year

SOU — 83%
Pub4YrFT TransInclAdm — 77%

Senior

SOU — 76%
Pub4YrFT TransInclAdm — 77%

0%   25%   50%   75%   100%

NSSE
national survey of student engagement

First-year Satisfaction and Intention to Return

First-year students' responses when asked if they had considered leaving the institution in the current academic year

2019, 43% responded "yes", citing the following reasons:

1. Personal reasons (50%)
2. Financial concerns (48%)
3. Other academic issues(29%) (availability of major, courses not offered, advising, transfer credits)
4. Relations with other students (25%)
5. Difficulty managing demands of school and work (26%)

2020, 29% responded "yes", citing the following reasons:

1. Personal reasons (49%)
2. Financial concerns (48%)
3. Difficulty managing demands of school and work (32%)
4. Academics are too difficult (29%)
5. Campus climate, location or culture (28%)
6. Not enough opportunities to socialize or have fun (26%)

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Working effectively with others	73%
Writing clearly and effectively	65%
Acquiring job- or work-related knowledge and skills	62%
Speaking clearly and effectively	60%
Developing or clarifying a personal code of values and ethics	59%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	59%
Analyzing numerical and statistical information	57%
Being an informed and active citizen	52%
Solving complex real-world problems	52%

Overall Engagement Indicator Score Comparisons

First-Year Students:

- SOU students scored significantly **higher** than comparison groups in: Higher-Order Learning, Student-Faculty Interaction and Quality of Interactions
- SOU students scored significantly **lower** than comparison groups in: Collaborative Learning
- **No significant difference** recorded in other Engagement Indicators

Seniors:

- SOU students scored significantly **higher** than one (of three) comparison groups (Public 4-Year, transfer) in Quality of Interactions
- SOU students scored significantly **lower** than two (of three) comparison groups in Collaborative Learning and in one comparison group in Effective Teaching Practices and Supportive Environment
- **No significant difference** recorded in all other Engagement Indicators

Engagement Indicator comparisons

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Pub4YrFT TransInclAdm	Your first-year students compared with PubBalA & SwSomeGrad	Your first-year students compared with Pub4YrPrim UG<10000
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	--	--	--

Engagement Indicator comparisons

Seniors

Theme	Engagement Indicator	Your seniors compared with Pub4YrFT TransInclAdm	Your seniors compared with PubBalA & SwSomeGrad	Your seniors compared with Pub4YrPrim UG<10000
Academic Challenge	Higher-Order Learning	▽	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	▽

Quality of Interactions: First Year Students

Quality of Interactions	SOU	Percentage point difference [a] between your FY students and		
		Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	Pub4YrPrim UG<10000
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	50	+4	-0	-1
13b. Academic advisors	68	+21	+16	+17
13c. Faculty	74	+29	+23	+24
13d. Student services staff (career services, student activities, housing, etc.)	51	+10	+5	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+9	+3	+3

Quality of Interactions: Seniors

Quality of Interactions	SOU	Percentage point difference [a] between your seniors and		
		Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	Pub4YrPrim UG<10000
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	57	+0	+0	-2
13b. Academic advisors	65	+15	+12	+10
13c. Faculty	63	+9	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	43	+3	-1	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+4	+0	-4

Supportive Environment: First Year Students

	SOU	Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	Pub4YrPrim UG<10000
		Percentage point difference [a] between your FY students and		
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+5	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	75	+3	-1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-2	-1	-1
14e. Providing opportunities to be involved socially	68	+2	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+10	+8	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-11	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+1	-3	-4
14i. Attending events that address important social, economic, or political issues	53	+2	+3	+3

Supportive Environment: Seniors

	SOU	Percentage point difference [a] between your FY students and		
		Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	Pub4YrPrim UG<10000
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	62	-3	-8	-8
14c. Using learning support services (tutoring services, writing center, etc.)	62	-1	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-4	-2	-4
14e. Providing opportunities to be involved socially	63	+1	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+3	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-9	-8	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+3	-4	-3
14i. Attending events that address important social, economic, or political issues	41	-2	-3	-3

Strategies Enacted

- Restructure Student Life to better create belonging and offer relevant programs
- Created a VP Student Advisory Council to engage better with students
- Improved advising/partnership with ASSOU through Dean of Students' Office
- Creation of Multicultural Commons
- Creation of the Social Justice and Equity Center in Student Union
- Mandatory training for all staff on undocumented students, empathetic service

Areas to work on:

- Encourage attending activities
- Create opportunities for students from different backgrounds to interact
- Encourage utilization of academic support services (e.g. tutoring
- Managing non-academic responsibilities (e.g. work, family, etc.)

Multi-year Comparison (2018-2020[*])
First-year Students

Gains were recorded in average student responses in:

- Higher-order learning
- Learning strategies
- Student-faculty interaction
- Quality of interactions
- Supportive Environment

Lower or variable scores were recorded in average student responses in:

- Reflective and Integrative learning
- Quantitative Reasoning
- Collaborative Learning
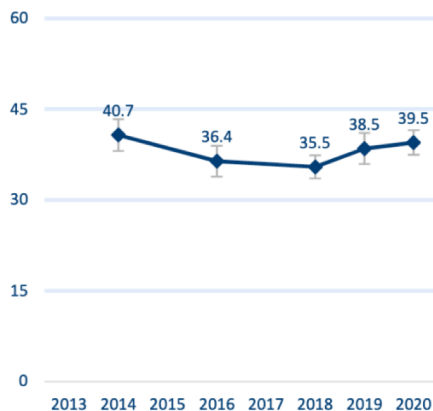- Discussions with Diverse Others

Flat or minimal change was recorded in:

- Effective Teaching Practices

* Note that SOU went to an annual administration of NSSE in 2018

Multi-year Comparison (2018-2020*)
Seniors

Gains were recorded in average student responses in:

- Student-faculty interaction
- Quality of interactions
- Supportive Environment

Lower or variable scores were recorded in average student responses in:

- Quantitative Reasoning
- Assigned writing
- Collaborative Learning
- Discussions with Diverse Others

Flat or minimal change was recorded in:

- Higher-Order Learning
- Reflective and Integrative Learning
- Effective Teaching Practices

Note that SOU went to an annual administration of NSSE in 2018

Multi-year Comparisons: Academic Challenge

Academic Challenge: First-year students

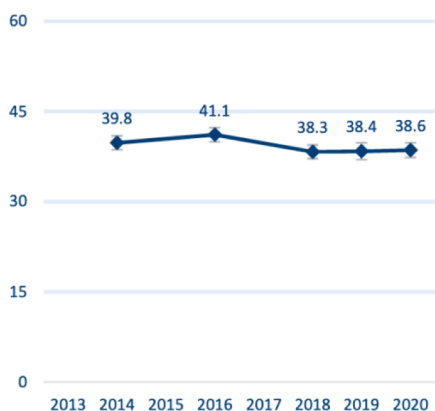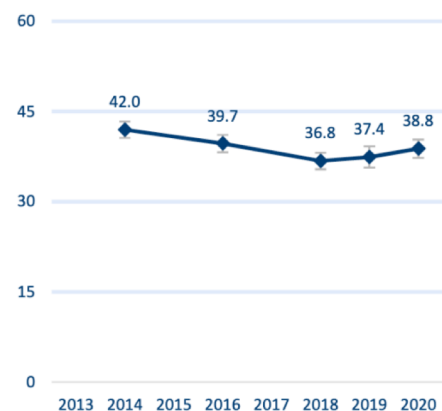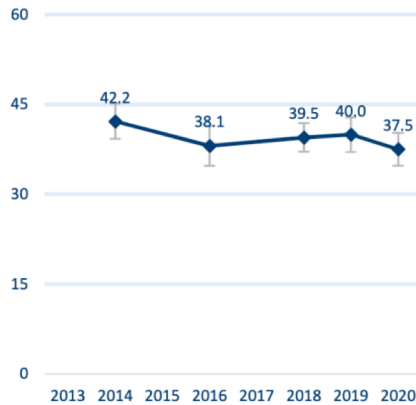| Higher-Order Learning | Reflective & Integrative Learning | Learning Strategies | Quantitative Reasoning |

First-year students data:
- Higher-Order Learning: 2014: 40.7, 2016: 36.4, 2018: 35.5, 2019: 38.5, 2020: 39.5
- Reflective & Integrative Learning: 2014: 39.1, 2016: 36.3, 2018: 34.9, 2019: 38.7, 2020: 36.4
- Learning Strategies: 2014: 39.4, 2016: 37.1, 2018: 36.8, 2019: 38.0, 2020: 38.4
- Quantitative Reasoning: 2014: 26.9, 2016: 28.4, 2018: 25.9, 2019: 30.6, 2020: 27.6
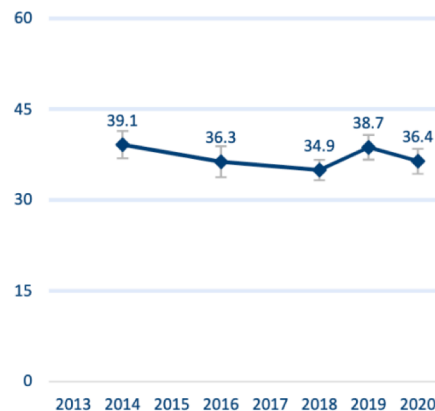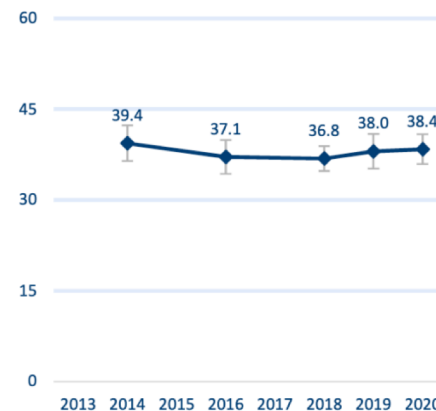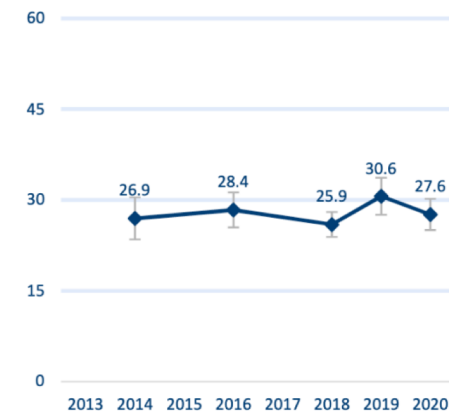
Academic Challenge: Seniors
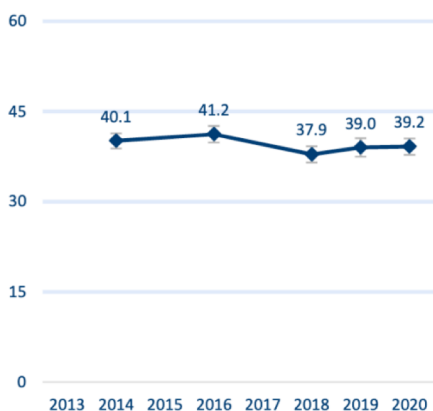
Seniors data:
- Higher-Order Learning: 2014: 40.1, 2016: 41.2, 2018: 37.9, 2019: 39.0, 2020: 39.2
- Reflective & Integrative Learning: 2014: 39.8, 2016: 41.1, 2018: 38.3, 2019: 38.4, 2020: 38.6
- Learning Strategies: 2014: 42.0, 2016: 39.7, 2018: 36.8, 2019: 37.4, 2020: 38.8
- Quantitative Reasoning: 2014: 30.1, 2016: 30.1, 2018: 26.3, 2019: 29.6, 2020: 28.5
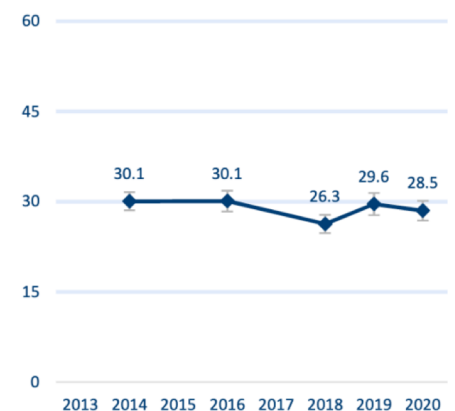
Learning with Peers: First-year students

Collaborative Learning — 2013–2020: 33.8, 31.5, 31.5, 30.4, 30.0
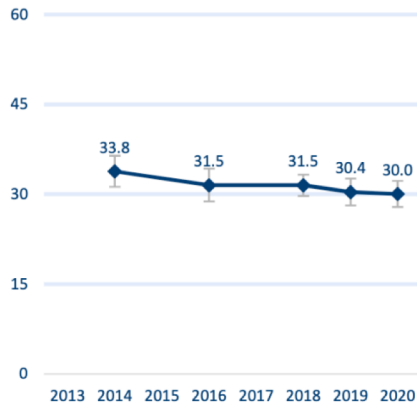
Discussions with Diverse Others — 2013–2020: 42.2, 38.1, 39.5, 40.0, 37.5

Experiences with Faculty: First-year students

Student-Faculty Interaction — 2013–2020: 23.3, 20.8, 23.3, 24.4, 25.3

Effective Teaching Practices — 2013–2020: 40.7, 38.4, 38.0, 38.8, 38.7
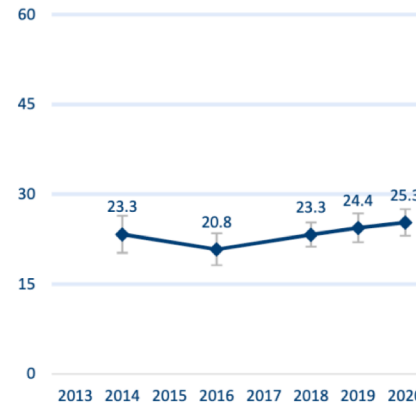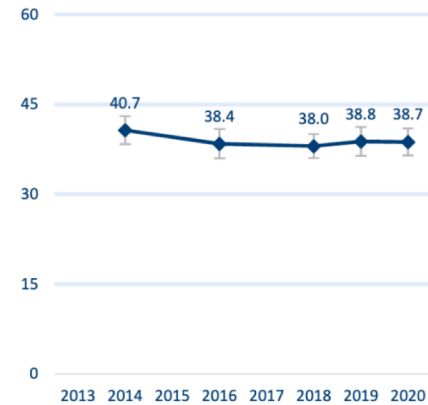
Learning with Peers: Seniors

Collaborative Learning — 2013–2020: 30.9, 30.8, 29.6, 32.4, 30.5
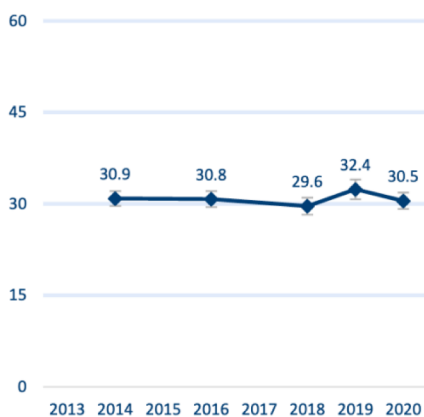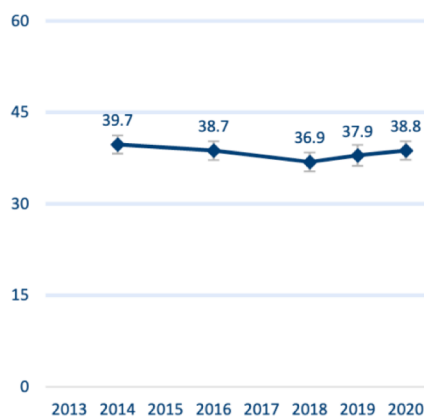
Discussions with Diverse Others — 2013–2020: 39.7, 38.7, 36.9, 37.9, 38.8

Experiences with Faculty: Seniors

Student-Faculty Interaction — 2013–2020: 24.1, 23.4, 24.3, 25.2, 24.8
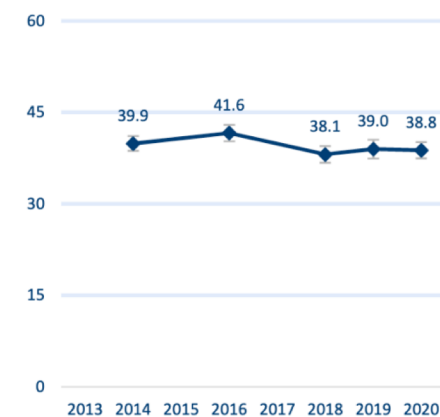
Effective Teaching Practices — 2013–2020: 39.9, 41.6, 38.1, 39.0, 38.8

Experiences with Faculty: First-year students

Student-Faculty Interaction

Effective Teaching Practices

Experiences with Faculty: Seniors
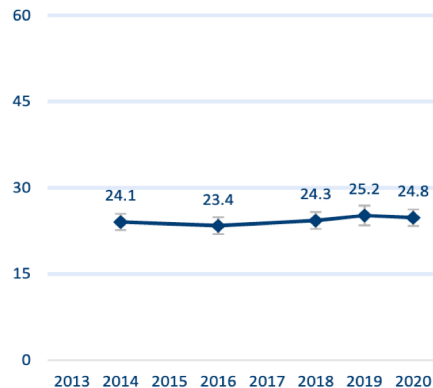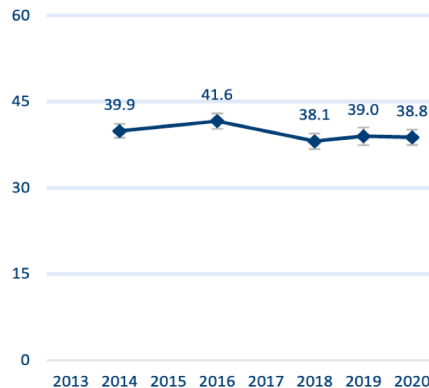
Student-Faculty Interaction

Effective Teaching Practices

Multi-year Comparison:
Campus Environment

Campus Environment: First-year students

Quality of Interactions: 2014: 41.7, 2016: 43.0, 2018: 44.4, 2019: 42.7, 2020: 44.7

Supportive Environment: 2014: 36.1, 2016: 32.6, 2018: 33.8, 2019: 35.3, 2020: 35.2
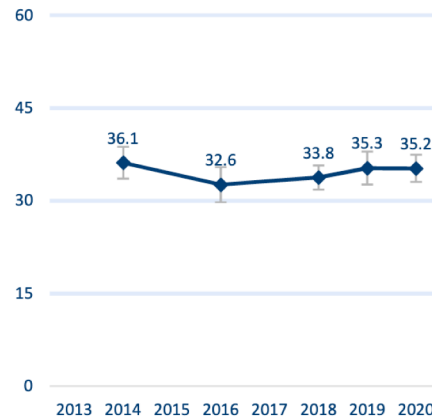
Campus Environment: Seniors

Quality of Interactions: 2014: 43.5, 2016: 43.9, 2018: 41.8, 2019: 42.8, 2020: 43.9

Supportive Environment: 2014: 31.4, 2016: 33.1, 2018: 30.3, 2019: 30.8, 2020: 31.2
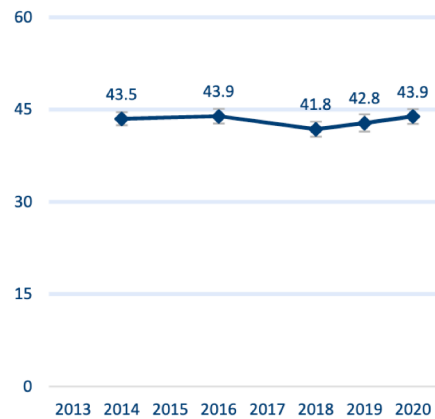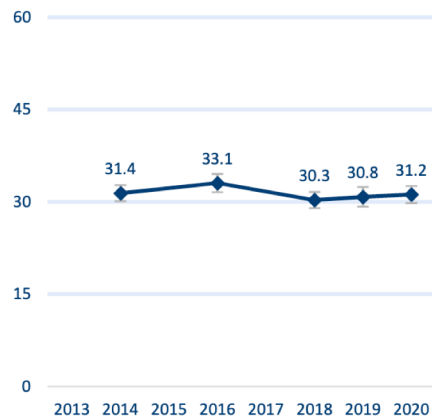
2019-2020 Comparisons: First-Year Students

- Far fewer students reported that they considered leaving the institution in AY 2019-20 and cited different reasons

- Only several Engagement Indicators were assessed at decreased levels in 2019 (Collaborative Learning, Discussions with Diverse Others), and differences were slight

- Notably, first-year students assessed Student-Faculty Interactions, and Quality of Interactions **higher** in 2020 than 2019, while Supportive Environment and Effective Teaching Practices were flat

2019-2020 Comparisons: Seniors

- Few significant changes in scores in Academic Challenge categories occurred in AY 19-20 compared to AY 18-19 (exceptions were Assigned Writing, Quantitative Reasoning, and Academic Emphasis)

- Similarly, only scores for Collaborative Learning decreased in AY 19-20 compared to AY 18-19, while slight increases occurred for Quality of Interactions, and Discussions with Diverse Others

- Seniors assessed Student-Faculty Interactions, Effective Teaching Practices, and Supportive Environment at the same or similar levels when comparing AY 18-19 to AY 19-20

- Seniors' perceptions of access to, and experience, with High Impact Practices and Engagement Indicators were consistent with assessment of instructional opportunities reported by students in the spring survey.

Open-Ended Questions:
Please describe the most significant learning experience you have had so far at this institution

The most significant learning experience I have had to face during so far was to take a second and reconsider my stance on situations, and to make rational decisions based on what I have learned and not what my parents taught me. (FY)

Taking math has been the most significant learning experience. Because I have always struggled in and disliked math. But I ended up changing my attitude and went in and got help from my professor and I got an A at the end of the term. (FY)

I have learned so much about different perspectives and have gotten to take a hard look at my own and stand true in them. It has been mainly a learning experience of who I am as a person and who I want to be. (SR)

The social immersion of living on campus has helped me learn the most in ways I can apply to my entire life. (SR)

I am taking 19 credits and most of my classes have labs. With covid-19, all classes are moved online so it has been the biggest learning experience for me. Now I have to do a lot on my own and have motivation since I am home. It is a different learning environment. (SR)

The most significant definitely has to be at the beginning of the school year when I was still excited to be in college. The campus was nice and the materials the professors were giving focused largely on important issues but it sometimes got in the way of learning when it became political. (FY)

Open-Ended Questions:
Please describe the most significant learning experience you have had so far at this institution

My Capstone project. The faculty allowed me to design and develop my own project and see it to completion, instead of just assigning me to a faculty project. This experience has been pivotal in my future goals and plans. (SR)

My ability to persevere. I've done many things I haven't wanted to do for my degree and my ability to persevere through it is the most significant learning experience I have had so far in this institution. (SR)

Being an online student, the most significant learning experience I have had at SOU is to be an independent learner. I cannot rely on learning from the instructors, I have to teach myself. For some courses this was fine, but for others, it felt impossible. (SR)

My most significant learning experience with this institution has been experiencing an internship because of the practicum requirements. I have been able to gain new experience and learn more about how I want to further explore my career. (SR)

I'm pretty neutral about it. I spend a lot of time reading and studying alone in my house with 3 children while my wife travels across America for work. My experience has been incredibly strenuous. (SR)

No one is going to help me get this degree or get a job afterwards. It's all up to me. (FY)

Open-Ended Questions:
Is there anything your institution could have done better to prepare you for your career or further education? (SRs only)

Require a mandatory transition course for seniors, maybe a one credit course that must be completed before they graduate to better solidify future goals after college. Advisors give too broad a view and students don't have the ability to bounce ideas and networking abilities off each other if the class doesn't have structure.

Helped network for my specific career choice since it was different than my major.

Encourage students to participate in every aspect of the school. Having experience in multiple areas of the school helped me engage in my learning.

Have require internship opportunities that got us experience in the field before graduating. I have a lot of knowledge with biology but have ZERO connections, only through my teachers and they have a bunch of students to remember.

Provide more opportunities to volunteer and serve the greater community of the town.

Institutions often give off the belief that if you are attending college you have the skills to navigate "adult"hood. Offering how to file your taxes or voting courses or other important information during USEM. Institutions need to break down the barrier, especially for first generation students.

I wish I had known that a University would welcome a student that was older than the average student. I would have tried to go to University years ago had I known.

Comparator Groups

1. Public 4 year institutions, 2500-10000 UG enrollment with high number of transfer in students and an inclusive admissions policy. (N=28)
2. Public 4 year, UG enrolllment between 2500 and 10000 with balanced Arts & Sciences and some graduate student programs. (N=62)
3. Public 4 year institutions with high or very high proportion of undergraduates and no doctorate programs. (N=30)

Proposed Committee
Meeting Schedule for 2021-2022

	SOU Board of Trustees Board and Committee Meeting Schedule Academic Years (AY) 2020-21 and 2021-22			
MEETING	**Academic and Student Affairs**	**Finance and Administration**	**Executive and Audit**	**Board of Trustees**
DAY	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year (and as needed for curriculum approvals)	Six Times Per Year	Five Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	4:00-6:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 21, 2021	January 21, 2021	January 22, 2021	January 22, 2021
		March 18, 2021		
	April 15, 2021	April 15, 2021	April 16, 2021	April 16, 2021
		May 20, 2021* 2:30-4:00 p.m.		May 20, 2021* 4:30-6:00 p.m.
	June 17, 2021**	June 17, 2021**	June 18, 2021**	June 18, 2021**
			September 1, 2021*	Retreat September 16-17, 2021
	October 21, 2021	October 21, 2021	October 22, 2021	October 22, 2021
	January 20, 2022	January 20, 2022	January 21, 2022	January 21, 2022
		March 17, 2022 (Budget focus)		
	April 21, 2022	April 21, 2022	April 22, 2022	April 22, 2022
		May 19, 2022 (Budget focus)		
	June 16, 2022	June 16, 2022	June 17, 2022	June 17, 2022
				Retreat September 15-16, 2022
	October 20, 2022	October 20, 2022	October 21, 2022	October 21, 2022

*Note the special date/time

** Meeting is after commencement

Future Meetings

Adjournment