



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

**Thursday, January 21, 2016
1:30 pm - 3:30 pm (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order and Preliminary Business

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

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

The following members were not present: Sheri Bodager and Shea Washington. Trustees Roy Saigo and Dennis Slattery attended the meeting.

Others in attendance included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Craig Morris, Vice President for Finance and Administration; Sabrina Prud'homme, Board Secretary; Chris Stanek, Director of Institutional Research; Jennifer Fountain, Director of Student Life; Taylor Burke, Director of Student Support and Intervention; Donny Nickelson, Coordinator for Academic Advising; Kelly Moutsatson, Director of Admissions; John Stevenson, IT User Support Manager; Don Hill, Classroom and Media Services Manager; Dr. Daniel DeNeui, Director of Social Sciences; Dr. Jody Waters, Associate Provost and Director of Graduate Studies; Dr. Karen Stone, Associate Vice President for Curricular Management; Joan Anderson, SOU; Tim Robitz, Director of Housing; Jeff Gayton, University Librarian; Victor Chang, Mental Health Services Coordinator; Larry Locke, Student Life; Jadon Berry, Student Life; Shawn Foster, Disability Resources; Angela Fleischer, SOU; Liz Shelby, Director of Government Relations; Sherry Ettlich, SOU; Jane Reeder, SOU; Daniel Murphy, Integrity of Life LLC; Marjorie Trueblood-Gamble, Director of Diversity and Inclusion; Ryan Brown, Head of Community and Media Relations; Scott Moutsatson, Enrollment Services; Donna Hartmann-Turner, Financial Aid; Scott Rex, SOU; Janet Fratella, Vice President for Development; Matt Stillman, University Registrar and Director of Enrollment Services; Kathy Park, Executive Assistant; David Coburn, OSA; and Olena Black, League of Women Voters.

Consent Agenda

Trustee AuCoin moved to approve the November 19, 2015 meeting minutes as drafted. Trustee Vincent seconded the motion; it passed unanimously.

Public Comment

There was no public comment.

Curriculum Update

Dr. Sue Walsh updated the committee on the previously approved Bachelor of Music proposal, noting it went to the Provosts' Council. Based on the provosts' questions, SOU faculty members are doing more work on the proposal and it will be back on the Provosts' Council agenda in March.

In December, faculty and directors from Health and Physical Education, STEM and other divisions met to discuss a proposal for a health science degree and had positive interdisciplinary conversations. Responding to Trustee Vincent's question about OHSU having a seat on the Provosts' Council, Dr. Walsh responded that her counterpart at OHSU has a seat but not a vote. Trustee Vincent expressed concern for the health science degree proposal based on an earlier effort to create a medical school in Douglas County. He noted that OHSU squashed the idea politically and he offered to put Dr. Walsh in touch with leaders from that earlier effort.

Trustee AuCoin expressed his concern over adding programs to SOU's curriculum without having a strategic plan. If a health science degree were approved, it would be the second degree the administration has brought before the committee in the absence of a strategic plan. Noting Trustee AuCoin's concern, Dr. Walsh said the program would not be effective until fall 2017 and pointed out there has been significant support from certain sectors of the community and the program would not be competing with what SOU or RCC already is doing. Mr. Morris agreed on the importance of having a strategic plan but pointed out it will be a while before SOU has one.

Enrollment Update

Mr. Stanek provided the updated winter enrollment numbers, having completed two weeks of the term. The fall numbers are now on the books as certified end of term data.

Highlighting the significance of undergraduate SCH, Mr. Stanek said 95 percent of SCH is undergraduate. The SCH for graduate students is holding steady. He then pointed out the biggest losses and gains. The art program is down 848 SCH from last year, due to the fact that SOU no longer has an art history program; the decrease is a direct correlation to the SCH of the former program. Biology had a large gain over last winter, with 558 more SCH. Biology is a big service component to general education requirements, and only 20-25 percent of that SCH is attributed to biology majors.

From a division perspective, STEM was the biggest gainer with 1,041 SCH more than the same time last year. Undergraduate Studies had a gain of 530 SCH. Both of those gains resulted from this year's large freshman class. Additionally, enrollment is generally higher this winter than it was last winter. Social Sciences and Business also increased a bit, while other programs are fairly even with last winter. There was a nearly 3 percent increase in full time equivalency (FTE) and that increase of 104 FTE translates to approximately 1,600 SCH. However, by the end of winter term, Mr. Stanek estimated that SOU would be up closer to 2 percent.

The figures do not yet reflect the dual enrollment of the advanced southern credit program that SOU records in both fall and winter, but will by the end of the term. It

usually brings in approximately an additional 320 FTE, 5,000 SCH and 900-1,000 in headcount. Adding that FTE figure to the current FTE would bring the total FTE to 4,172, which is already higher than where SOU ended last year.

Mr. Stanek addressed other items of note. Compared to last winter, there are 140 more non-resident students but 50 fewer resident students and SOU is making an effort to recruit more resident students to shift that enrollment mix, in respect to the new funding model. There was a 10.4 percent increase in students of color, both in terms of race and ethnicity, but this does not include international students.

Institutional Research will start tracking veterans, Pell-eligible and rural high school students, also in response to the funding model. They also will start tracking degree applications on a monthly basis to show how SOU is progressing throughout the year, as graduations will become 60 percent of the eventual funding model. Trustee AuCoin noted that SOU is actively recruiting WUE students and now should focus on the resident based outcomes funding model. Mr. Stanek confirmed that it is all about the recruitment mix and added that it is tough to do such a quick turnaround in recruiting more residents; though, next year, SOU should show these results. He further noted that a planning session with the board on what and how trustees would like to see data would be a good idea.

Responding to Trustee Vincent's question about tracking KCC and RCC students, Mr. Stanek said it is possible to track them and that SOU should be doing this since it was a big effort to negotiate the staff rate MOU. Trustees requested that Dr. Walsh bring the specifics of the SOU-KCC program back to the committee. Dr. Walsh noted that staff are still working on defining the specifics of the program and how it will work, though she will be bringing it to the board committee, as authorized; she plans to do the same for the SOU-RCC program as well.

HECC Progress Report - Update

Dr. Walsh discussed the most recent HECC meeting that she and Dr. Karen Stone attended. They went to Salem last week to receive comments on and review SOU's December report to the HECC. Brian Fox reported for both EOU and SOU. The HECC had positive comments about SOU's metrics and performance, were impressed with documenting and faculty loading, and had recommendations for further improvements. All in all, it was a good report for SOU and the university is on-track for the December 2017 report. The HECC asked for a fall 2016 in-person update, which is not part of the legislative charge. Dr. Walsh suggested instead that SOU append an update to its scheduled 2016 annual report to the HECC and the HECC agreed to that.

Recruitment, Enrollment and Retention Overview

Dr. Walsh introduced Kelly Moutsatson, Director of Admissions; Donny Nickelson, Coordinator for Academic Advising; Jennifer Fountain, Director of Student Life; and Taylor Burke, Director of Student Support and Intervention.

Ms. Moutsatson began the presentation by saying that the Admissions Office works in collaboration with other units, hand-in-hand, to increase undergraduate enrollment to improve recruitment and retention, which will ensure success from enrollment to graduation.

The focus in recruiting is to build, develop and maintain internal and external relationships. Their focus for new undergraduate students includes first-year students, transfer students, underrepresented populations, international students and non-traditional students. They attempt to strike the right balance between resident and non-resident undergraduates, noting that recruitment and enrollment are about the mix.

The Admissions Office hosts a number of on and off campus events to develop contacts, advertise SOU and increase its visibility. Faculty play a big role in these events. There is now a recruiter to target Native American students, Brent Florendo, who will be instrumental in building the infrastructure needed to support recruitment and retention of these students. The office is also hiring a recruiter for the Portland area, taking events to rural high schools where other colleges do not usually go, and expanding their Counselor Fly-In program.

There are six California high schools that participate in SOU preview events. The calling campaigns also continue, where faculty and staff answer questions on anything from housing and the campus to financial aid. Ms. Moutsatson recognized Donny Nickelson for her great work on getting early award letters out, as research shows a student is most likely to choose the school that sends the first acceptance letter.

Ms. Moutsatson then discussed the recruitment cycle through the eyes of one student, "M. I.," who is now a sophomore at SOU. Admissions representative, Zac Olson, went to Petaluma High School to recruit. M.I. was so excited after hearing about SOU that she filled out a form and SOU representatives began communicating with her. All of their communications are tracked on SOU's database. Mr. Olson returned to Petaluma High School and encouraged M.I. to bring her parents to an event in Larkspur, California. M.I. and her parents attended and were impressed. They then came to a preview weekend at SOU and explored programs, stayed in the dorms and looked into available resources. M.I. submitted an application, was admitted and received a merit scholarship. The admissions booklet sent to students contains all the information students and their parents need to accept and enroll. M.I. paid her enrollment deposit and was invited to tailgate and football events near her home. In September 2014, M.I. and her parents attended a Raider Orientation and Registration (ROAR) and Week of Welcome. M.I. began her classes in the fall of 2014, is doing well academically and now works in the Admissions Office.

Ms. Moutsatson briefly discussed the Bridge Program, a new program for underrepresented, at-risk, resident, first-year students. The program leaders work with high school counselors to identify and recruit students to participate. This was the pilot year and they plan to expand it from 21 students to 50-60 students next year. The Bridge Program supports the students during their transition from high school through their first year at SOU.

Donny Nickelson then discussed advising at SOU. ROARs are pivotal events for students. They receive an academic advising, syllabus and calendar checklist; are

introduced to their degree requirements; receive departmental and major information; discuss career opportunities; meet faculty; build their schedules; and register for classes. Transfer credits are ready for students at the time they attend ROARs. Students are encouraged to connect with faculty and academic advisors.

Ms. Nickelson discussed the shared advising model and the relationship between academic, seminar and major advising. The University Seminar or House instructor is the first-year advisor for each student. In response to a trustee inquiry, Ms. Nickelson confirmed that if students need writing skills improvement, they are placed into seminar advising and are required to meet once per term to ensure they don't "fall through the cracks." Further, different advising pathways exist to help those with declared and undeclared majors, alike. SOU is proactive in advising because they want to help students before they get to a crisis point. Ms. Nickelson and other advisors contact students who have not declared a major, which helps fill the gap between University Seminar and finding a major. They also reach out to students who have not finished their second language requirement.

Responding to a question about tracking students who leave SOU, Mr. Stanek said they have tried but it is hard to gather that information. Students usually leave for one of four reasons: financial issues, academic challenges, their desired degree program is not offered at SOU or they experience life changes. Trustee AuCoin thought SOU also should be tracking students who drop out who are important in the funding model. Dr. Walsh added that Institutional Research's predictive analytics coupled with Cares reports will help with this and will allow a more proactive approach.

Last year, Education Benchmarking, Inc. (EBI) distributed a survey to 3,928 undergraduate students to gauge their satisfaction with academic advising. The response rate was 27.4 percent. SOU scored above average on three of the top four predictors of satisfaction with academic advising: the advising meetings; the advisor's knowledge; and the advisor-advisee relationship. SOU scored below average on the fourth predictor: whether the advisor discussed future plans and opportunities.

President Saigo inquired about how the EBI survey overlays with the National Survey of Student Engagement (NSSE) report and student perceptions. Ms. Nickelson noted that the NSSE report gives an overview and the customized EBI survey allows SOU to look deeply at these issues. Dr. Walsh added that the two complement each other.

Jennifer Fountain then discussed the retention work her 16 team members do at SOU. They look at the SOU community as a family, then identify subsets to serve. There are five resource centers: multi-cultural; queer; women's; commuter; and environmental. There are also numerous clubs, organizations, programs and events to get students involved and connected.

Highlighting the SOU Connects program and its tracking ability, for example, there are 114 active organizations, 1,118 involved users and 77 events in the next 30 days. SOU Connect is a technology program used to collect co-curricular data. It reflects the blended learning environment. SOU has not historically collected this information on student involvement. Also part of the technology are components for risk management, event planning, forms in the portal, service hour tracking, and self-reflection pieces.

Just as students leave with an academic transcript, they will also leave with a co-curricular transcript that addresses their activities, leadership, service and awards and speaks to employer-prized competencies.

Ms. Fountain noted the importance of SOU mission, university and Raider traditions, as also being an important part of retention and the student life component. The traditions are events that occur outside of the classroom that influence student success. The more students are involved, engaged and committed to the university and academics, they are more likely to learn early on important skills such as how to manage time and take responsibility. Raider traditions include Raider Days, Raider Winter Fest and Alternative Service Break. University traditions include SOAR, Beak Week, Homecoming, Pow Wow, Luau, Pride and the Social Justice Conference. SOU mission traditions include orientation, convocation and commencement.

Concluding the presentation, Taylor Burke then discussed the work of the Office of Student Support and Intervention (OSSI). The office provides targeted intervention and support—the right intervention at the point of need in order to educate, build resilience and promote retention. There are numerous points of intervention and the goal is to span the campus.

SOU Cares reports are a big piece of the work the office does and have 17 areas of concern that can be reported. Concerns are most likely to be reported by faculty or staff rather than by students. The number of Cares reports that have been filed over the past four academic years has increased steadily. Ms. Burke projects that they will receive 2,280 reports this academic year, with 840 active cases. Responding to Trustee AuCoin's question about the process that is followed if someone notices a problem with a student, Ms. Burke said a concerned individual comes to OSSI and files a Cares report. The report is quickly triaged, then assigned. In the reporting system, moments of intervention are reported to a central place so the campus-wide, interdepartmental Student Support Network team can triangulate data and intervene appropriately.

Ms. Burke is the only Licensed Clinical Social Worker in OSSI; there is also a Certified Social Work Associate and a Licensed Professional Counselor. However, the entire caseload does not rest with those three individuals. There are others in the office and they partner and are networked with other SOU and community resources, such as Jackson County Mental Health, campus security, campus housing and others. The Student Support Network team meets weekly to review reports of concern and develop care plans.

Chair Sayre and Dr. Walsh commended the presenters for a job well-done in helping the committee to understand the many moving parts and coordination in SOU's Recruitment, Enrollment and Retention programs. Trustee AuCoin commended the presenters on their presentations, noting that he was impressed by their work today. He also shared his reservation about pushing these programs forward at this time. Although the future of SOU depends on recruitment and graduation, he believes SOU needs help to drive strategic thinking, particularly on recruitment and retention. He suggested creating a cross-disciplinary ad hoc group, giving it a recruitment and

retention task focused on targeted populations and having the group come back in the spring with a plan. He thought it would be easier to deploy resources if SOU had a strategic plan.

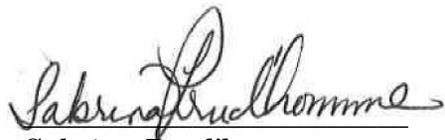
Chair Sayre noted Trustee AuCoin's opinion and expressed a disagreement. Based on her own professional work, she knew personally that some of the programs are hitting a lot of the targeted markets. She thought administration could draw upon these to create the elements of a strategic plan. Dr. Walsh added that as SOU moves forward with the presidential search, the institution can then move forward with a strategic plan. She feels appropriate concern about getting in front of something that the new leadership may decide not to pursue. Chair Sayre further praised the four presenters as well as their accomplishments and thanked them for everything they are doing for SOU.

Adjournment

Chair Sayre adjourned the meeting at 3:33 pm.

Date: February 18, 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 the printed name.

Sabrina Prud'homme
University Board Secretary