



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

**Thursday, September 15, 2016
12:00 p.m. – 2:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order and Preliminary Business

Chair Sayre called the meeting to order at 12:04 p.m. She also welcomed President Schott to the meeting.

The following members were present: Teresa Sayre, Judy Shih and Joanna Steinman. Trustee Shea Washington participated by teleconference. The following members were absent: Les AuCoin and Steve Vincent. Trustee Bill Thorndike, Trustee Dennis Slattery and President Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Dr. Jody Waters, Associate Provost; Dr. Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Kelly Moutsatson, Director of Admissions and Co-Executive Director of Student Enrollment; Dr. Jeff Gayton, University Librarian and Learning Commons Director; Jennifer Fountain, Director of Student Life; Gordon Carrier, Computing Coordinator; Olena Black, League of Women Voters; Melinda Joy, ASSOU; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Chair Sayre requested one correction to the June minutes: deletion of a redundant word in the first paragraph. Trustee Shih moved to approve the May 19, 2016 meeting minutes as drafted and the June 16, 2016 meeting minutes as amended. Trustee Steinman seconded the motion and it passed unanimously.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh encouraged trustees to attend the upcoming events during the week of welcome for the new freshman class. She recognized Dr. Jody Waters and Chris Stanek for their work on the accreditation report, which will be discussed later.

Dr. Walsh said she and President Roberto Gutierrez have signed the KCC-SOU staff rates MOU. She is in the process of negotiating the same agreement for RCC staff.

The Director's Council Retreat was held for leadership from both academic and student affairs. They discussed various issues, including strategic planning, which the president will handle.

The recent Provosts' Council Retreat was in Monmouth. Rex Fuller, Dana Richardson and some of the legislative affairs members joined the retreat. Discussion topics included: college completion; bridge grants; pathways to graduation/completion; accommodating different student populations; programs that link to employers in terms of hard and soft skills; and the HECC's preparation of a completion plan. Regarding the impact of the Oregon Promise, Dr. Walsh did not think it has infused community colleges with a lot of new students and said its impact is unclear to institutional research and provosts. The provosts discussed the role universities might have in the Promise. One idea was to expand the Promise to include the universities and another was to let the money follow the students to allow them to choose which institutions to attend. At the HECC's request, the provosts also discussed how they could help the HECC achieve its strategic goals.

Responding to Trustee Thorndike's inquiry about new faculty, Dr. Waters estimated approximately twelve new hires and several conversions to permanent positions for a total of about 22. Dr. Walsh added, international faculty are among the new hires.

Review of Enrollment and Completions Reporting

At two weeks from the start of the fall term, Dr. Matt Stillman noted that total headcount is down by 2.7 percent and FTE is down 1.5 percent. As the term gets closer and more students enroll, SOU gets closer to hitting its retrenchment targets. He explained: the typical pattern of enrollment sees an upswing when Advanced Southern Credit and Early Entry students enroll. He expects flat enrollment after adding the Advanced Southern Credit students.

Efforts have been intentional in working to attract back continuing students including outreach to students enrolled last spring but have not registered for fall term. He also said they are removing holds and further noted a positive impact from these efforts. Dr. Stillman added that SCH is down for resident students but up for WUE students. Although not the desired trajectory, this student mix will result in more tuition revenue. Regarding completions, applications for graduation were up and actual degrees awarded appears down because applications are still being processed.

Focusing on new students, Kelly Moutsatson said applications are down 5.2 percent and they are focusing on increasing the number of enrolled students, addressing concerns and removing enrollment barriers. She said 1,278 new students enrolled, with the bulk of the decrease being resident freshmen. Describing conversations with her counterparts, Ms. Moutsatson said the other Oregon public universities also expect to be down in resident freshmen enrollments. To increase the focus on residents, Ms. Moutsatson described efforts of the Portland admissions counselor, "SOU2You" events and introducing Jackson County high school students to the Pledge. Responding to Trustee Thorndike's inquiry regarding the possibility of potential students falling through the cracks, Ms. Moutsatson said they seek feedback from students and school counselors and build intentional communications to prevent that from happening.

Accreditation Update

Introducing the accreditation item, President Schott commended the work of Dr. Jody Waters, Chris Stanek and the rest of the team who worked on the report. Dr. Waters also acknowledged and thanked the 30 or 40 people who have been working on the

report, in particular Kristin Nagy Catz and Chris Stanek. She said they will submit the report electronically and by hard copy to the NWCCU team to review and request additional information. They also will submit a hard copy.

Some of the trustees will be asked to meet with the accreditors during the visit. Dr. Waters stressed that accreditation fulfills a number of functions, such as ensuring eligibility to receive financial aid and federal funds; transferring credits to and from other universities; placing students in graduate school; and attracting and retaining quality faculty.

Dr. Waters then discussed the key findings of each of the five standards. Discussing standard one, mission, core themes and expectations, Dr. Waters said it is an umbrella sitting over all other standards. A key finding was that SOU fulfills its mission through the integration of liberal arts curriculum with applied, hands-on opportunities, such as practicums, internships, capstones with a community component, civic engagement, service learning and co-curricular activities. Another positive finding is that SOU is operationalizing the mission in ways that are meaningful and information is gathered that be used to demonstrate that and to create additional improvement.

Addressing standard two, resources and capacity, Dr. Waters said the questions deal with governance and leadership; whether SOU has the capacity and infrastructure to run the university at the identified capacity; whether SOU has policies and the intellectual infrastructure to support the operations; and plans to expand or adjust to change. Dr. Waters recognized Jason Catz for his work on transitioning inherited policies. Almost every section in the report is affected by the elimination of OUS and the state board. The report will set the stage about this dramatic change in governance and other major changes that have taken place at SOU. Trustee Thorndike noted the board was not included in the list of entities with which there is ongoing communication; Dr. Waters acknowledged the oversight and pointed out the board is mentioned extensively throughout the report. Further, she thought the SOU website could be an area of vulnerability so it was called-out in particular.

One of the key findings from standard three, planning and implementation, was the planning processes that have taken place over the past several years have been inclusive, strategic and transparent. Dr. Waters gave examples of how SOU's core themes are supported by its planning processes.

Standard four, measurement and improvement, examines student outcomes and learning and how they are operationalized and assessed. In most cases, SOU can provide evidence of a value-added component for students upon their departure and can quantify what students take away, such as critical thinking and communication skills.

Discussing the fifth standard, mission fulfillment, Dr. Waters highlighted the finding that, even in a period of significant transition and change, SOU responded in a very responsible way to the campus community and to the region. SOU has amassed considerable evidence to document assessment of accomplishments and inform future planning.

Dr. Waters concluded her presentation by describing the process and roles during and

following the site visit. President Schott added that SOU will have the opportunity to correct any errors of fact in the report.

AASCU's Re-imagining the First Year (RFY) - Update

Dr. Jeff Gayton updated the committee on events since his RFY presentation in February. He said the RFY team identified 38 programs in support of first-year students. He has discussed with faculty the struggles they have with first-year students and the challenges first-year students face. Working groups and talking sessions have been held with faculty who teach a lot of first-year students.

To develop SOU's campus plan, the RFY team was divided into four groups (students; faculty and staff; curriculum; and institutional intentionality), with a cross section of people working in each group. The campus plan has eight proposals: 1) improve how students are informed about the available support resources; 2) provide students a sense of belonging in a larger community of learners in the classroom, in co-curricular activities and through advising; 3) connect the curriculum with related co-curricular activities that reflect and support each other; 4) integrate career advising into the curricular and co-curricular life of students; 5) redesign high-DWIF (drop, withdraw, incomplete, failing) grade courses; 6) streamline the handoff of students from one advising system to another; 7) purchase or develop a learning-management system with early-warning capabilities and which includes academic and non-academic factors; and 8) simplify educational pathways in general education and in majors.

Trustee Shih commented that helping first-year students become agents of their own educational plans should be its own proposal or goal. In reviewing the plan, Dr. Gayton said he noted it did not mention the Bridge Program or the mindset intervention being done with the College Transition Collaborative. The plan is getting SOU from 38 initiatives to those eight proposals. A recurring issue with all of the groups was student understanding of educational purpose. This requires students to understand their role as their own agents, how classroom experiences relate outside the classroom and how chosen activities support their goals.

AASCU also communicated its four goals: 1) increase credit accumulation; 2) increase credit completion ratio; 3) increase gateway course completion; and 4) increase persistence. Dr. Gayton said the goals are ambitious and it will be interesting to see which institutions, if any, can meet the established metrics, which he described. Dr. Gayton said he has not yet had the time to identify what AASCU's goals mean for SOU and has not yet talked to President Schott about the goals to ensure they meet her vision for moving forward.

Responding to Chair Sayre's inquiry about the early warning system, Dr. Gayton said various software packages are available, including one with red-yellow-green indicators and another with a digital dashboard.

Trustee Thorndike asked if there was a way to reward or acknowledge faculty who "knock the ball out of the park" with first-year students. Dr. Walsh said they struggle with this from a collective bargaining standpoint and the mandated quantitative standards; from a qualitative standpoint, you can tell which faculty are popular with first-year students and who have a lot of advisees. The issue for SOU is that

everything ostensibly is equitable. They are exploring options for balancing duties of faculty who have a lot of advisees and those who do not. They have also invested in a division advisor for the Division of Social Sciences. Chair Sayre added that merely studying success and failure rates of courses is beneficial.

Trustee Slattery suggested the conversation also should focus on a certain level of robustness—that not every student should necessarily pass and that easy and fun professors should not be incentivized; there has to be a balance between the right level of challenge and the right tools to meet that challenge. Chair Sayre acknowledged the point and said she hoped the focus is on support for students, especially those who are struggling.

Future Meetings

Chair Sayre solicited agenda items for future meetings and asked trustees to continue submitting topics to the board secretary as well. The next meeting will be October 20th and so far, the agenda may include a curriculum update and student debt.

Adjourn

Chair Sayre adjourned the meeting at 1:57 p.m.

Date: October 20, 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 and title.

Sabrina Prud'homme
University Board Secretary