

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

Thursday, June 17, 2021

MINUTES

Theme: Adapting to the Changing Environment of Higher Education

Call to Order/Roll/Declaration of a Quorum

Committee Members:

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

Chair Jonathon Bullock called the meeting to order at 12:00 p.m. The secretary recorded the roll and a quorum was verified.

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

Other attendees and Zoom webinar panelists included: Greg Perkinson, Vice President for Finance and Administration; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Jeanne Stallman, Associate VP for Government and Corporate Relations; Dr. Karen Stone, Associate VP for Academic Resource Management; Andrew Gay, Associate Professor, Digital Cinema Coordinator; Chris Stanek, Director of Institutional Research; Sabrina Prud'homme, Board Secretary; Josh Lovern, Director of Budget and Planning; Zachary Olson, Associate Director of Admissions for Operations; Dr. Matt Stillman, University Registrar; and Pamela Tomac, Office of the Board Secretary.

Public Comment

No members of the public provided comments.

Consent Agenda

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

Provost's Report

Dr. Walsh informed the board that the legislature is reviewing funding that will target the 2020 high school graduates that did not attend college and would assist with Bridge expansion support services for them to attend SOU. The total funding is \$6.1M, and the university's portion is yet to be determined. Additionally, a \$100K grant was awarded to SOU for the summer learning fund that will support programs to benefit Native American and Latin-X students throughout Oregon.

Regarding Senate Bill 233--the common course numbering bill-- the Senate will vote on this next week. There is no money to implement the bill at this time, but the notification was received that the HECC will support this cause with a 1.75 full-time equivalent (FTE) staff person over several years to complete the entire process. Responding to Trustee Vincent, Dr.

Walsh said the legislature has mandated HECCs support and universities have been working to help shape the bill.

In partnership with RCC, SOU has received an adult promise completion grant for \$50K from the State Higher Education Officer Association (SHEOA). This grant will help reengage adult learners and continue to enhance their skillsets.

Vice President's Report

Dr. Woolf provided updates in several areas: The E-sports team finished the season with a 4-2 record; SOU commencement was a success; there were 1174 applications for graduation, 16 less than in 2020; masters' programs saw a 20 percent improvement in graduates; the Raider Mentor Program has 18 new mentors recruited for fall term; the student health and wellness center (SHWC) administered vaccinations to 116 employees and 403 students. He also reported that the Ashland and Medford School districts have created an enhanced summer experience offered to approximately 900 high school students; SOU will be giving campus tours and using the recreation center for some activities, affording a recruitment opportunity.

Nationally, the trend for university enrollment is down. While the overall enrollment is lower for SOU for fall, the number of in-state freshmen are up 6.5 percent. Non-controllable factors contributing to decreased enrollment were the fires, a lower graduate pool from local high schools, and a travel hiatus of the admission team. Regional factors include California's additional investment in higher education, Oregon's "big three" admitting more students, and the travel ban nationwide. Responding to Chair Bullock, Dr. Woolf said the electronic means of recruitment were a good pandemic practices that would be maintained going forward. Zac Olson added that students, prospective students and their families missed the campus setting.

Responding to Vice Chair Santos's question about headcount, Dr. Woolf said computing this depends on of timing as to when the numbers are posted on the dashboard from the end of term versus to the count of 15 weeks from the start of term.

Action, Information and Discussion Items

Curriculum Update

Documentary Production Certificate

Continuing the strategy of expanding certificate offerings, Andrew Gay said the documentary production certificate has been under consideration for some time. Students enrolled in other programs who were interested in making documentaries would take digital cinema classes to accomplish that goal. As this repeatedly happened, there was no way to recognize the achievements of those students, so this interdisciplinary certificate was created. Mr. Gay reviewed the proposal for the new certificate, as presented in the materials, and said it can also attract non-traditional, non-degree-seeking students in the community as well.

Trustee Rosenberg moved to approve the new certificate program in documentary production as presented. Trustee Wilson seconded the motion, and it passed unanimously.

Academic Program Planning Toolkit

Dr. Walsh said it will be helpful to review the academic program planning process in preparation for fall when the committee will discuss Academic Performance Solutions.

The process is reviewed in three ways, it is not a linear process but an iterative one. The first section is Projecting and includes market analysis, enrollment council, curriculum committee, and other approval steps that happen over time. The second section, Retrospective, is a short-term (annual) monitoring solution, which is more sophisticated in academic planning, developing course offerings, utilizing both internal data and external data, and thereby allowing department heads to make informed decisions. The Reflective third section is program review. A third of the programs are up for review every year, so in a three-year cycle, 100 percent of the programs have undergone the comprehensive review process. Finally, there's an aspirational look into the next three-years of what the program could accomplish if more resources were available or changes were made in the curriculum.

Responding to Trustee Rosenberg, Dr. Karen Stone said the difference between this and current processes, is that APS provides both data and the visualizations in a way that is digestible for chairs' access and allows benchmarking that is not otherwise available. Mr. Stanek added that APS is not performing the work for SOU, rather the administration provides a five-year data lookback which ABS produces into an interactive front end that permits a different visualization outlook than currently offered in I-reports or elsewhere.

Board Chair Nicholson wondered how the equity lens was employed as these various decisions were made. Dr. Walsh said that these are the most established tools but not all of the tools have been employed. A lot of equity reporting is accomplished by the assessment report summary or the academic program review, where data around EDI and underrepresented student reporting are found. Mr. Stanek added that APS is centered more on efficiencies, connecting financial cost data with headcount and semester credit hour data and that I-reports is more robust for equity purposes. Dr. Karen Stone added thinking of EDI is not a linear process. Faculty hiring, the curricular process, identity programs such as ethnic and racial studies, and the academic program review process of looking at areas of growth and importance from a global standpoint are where equity considerations are measured and that the EAB companion software, Navigate, provides a lot of opportunities for equity analysis.

Dr. Neil Woolf expanded further that APS reviews program performance while student performance is handled through Navigate. He said these programs overlay and intertwine with each other in a complex way and the general education update will provide further emphasis on equity concerning the curriculum that is being developed. The effect of bottleneck courses on underrepresented students as provided by APS, helps push focus on the course and the student, looking at possible equity or access issues to address.

General Education (GenEd) Task Force – Progress Update

Chair Bullock said the board has been hearing about progress under Strategic Direction I of the Strategic Plan—transforming curriculum—and the committee will get a better sense of what that means for SOU. Mr. Gay and Dr. Brie Paddock have been co-chairing The GenEd Task Force presented an overview.

The goals of GenEd transformation are to 1) apply strategic directions I and IV; 2) reduce GenEd credit requirements; 3) make GenEd learning goals and requirements more transparent and purposeful for students; 4) make the GenEd model more attractive to prospective students; and 5) accomplish all of the above while ensuring maximum transferability of credits.

On June 7, Faculty Senate approved several GenEd transformations including an online portfolio where students develop their own goals and values through their engagement with the curriculum; six skill-based capacities; as streamlined learning outcomes; broad parameters that will allow implementation by reviewing and approving new courses; and implementation benchmarks and procedures. What is left to decide starting in the fall are: the exact number of courses or credits required in the new GenEd; how flexibly students can meet GenEd credit requirements; and if the GenEd portfolio will have a culminating portfolio completion course.

Discussed next was the transition from disciplinary “strands” to skill-based capacities, showing current university studies have 64 credits based on 10 disciplinary strands and the new GenEd will have no more than 48 credits in six skill-based core capacities: purposeful living; communication and expression; numerical literacy; inquiry and analysis; creativity and innovation; equity, diversity, and inclusion. Dr. Woolf added that this model is unique and exciting and makes the recruitment job easier.

The Approved Model Parameters are 1) a 12-credit first-year-experience in which students develop their foundational writing, presentation, and critical thinking skills while also beginning their GenEd portfolio; 2) all students take lower-division classes in each of the aforementioned core capacities; 3) all students take required upper-division classes in equity, diversity, and inclusion; and 4) all students take eight upper-division credits of their choice from the remaining capacities.

By mid-fall, Faculty Senate is expected to settle on final model parameters, in winter they will check course approvals benchmarks and if set, the new GenEd goes live in the fall of 2022.

President Schott thanked the committee and everyone who worked on these revisions despite the pandemic. She praised Mr. Gay for negotiating the politics of this work as general education revisions are the most controversial item a faculty can undertake.

Mr. Gay said the task force met weekly for two hours every Friday for two years, sometimes more. Dr. Walsh added that this work did not occur in a vacuum, Faculty Senate, surveys, and meeting invites went out to multiple folks, including students. Dr. Walsh thanked the committee for the communication work that provided exposure to the work of the task force.

Programs and Strategies for Adult Learners

Dr. Woolf described the adult learning market who are 25 years of age or older, of which 38 percent are undergraduates, 25 percent are raising children, almost 60 percent are working, and they total about half of the enrolled students nationally. These adult learners' top priority is to find programs that are relevant to their careers. The top concern is taking on too much debt and other obstacles of rigid class schedules and childcare exist.

A toolkit for successful adult learner programs has been developed and at SOU, these learners are being channeled through Miranda Stiles, an admissions counselor since their enrollment process differs. Additionally, RCC and SOU have a new partnership offering a “promise” program with free tuition for adult learners. They are working on a website for adult learners.

Responding to Board Chair Nicholson, Dr. Woolf stated that the SSCM gives full credit for returning students which usually occurs when a student transfers within Oregon. Dr. Matt Stillman added that as long as the students are Oregon residents, the SSCM would be

received as credit within the model. The transfer student credit is roughly half of the credit an incoming freshman generates. Perkinson added that previously there was a penalty involved, but now there are two categories for transfers – one from Oregon public universities and one from community colleges, which are weighted differently.

Vice Chair Santos conveyed that Representative Morgan from Grants Pass has advertised that she is a late degree earner, as are members of her family—these later-in-life adult learners are taking advantage of the program. The vice chair has had conversations with legislators and the broader community about not just offering credentialing programs but delving into vocational programs that traditionally have been completed at the community colleges. This was a fascinating observation about what community members believe SOU should be doing.

Concluding the topic, Dr. Woolf stated that SOU is looking to be the professional development educator of choice institution in this region. Although the university would not receive SSCM funding from working with a corporate entity whose classes did not garner a degree, tuition dollars would still be gained.

Technological Recruitment Strategies: Demand Builder, Parent Portal, Alumni Success

To assist with the recruitment process, Dr. Woolf said the latest major investment is Demand Builder, a tool that comes through a partnership with Ruffalo Noel Levitz (RNL), expanding the capacity to communicate with all prospective students. Demand Builder helps grow a collection of interested and engaged students for SOU, through targeted communication and marketing techniques. The purpose is to build a robust inquiry pool. RNL will use predictive analytics to purchase 100K names of prospects that will be sent outreach emails with a constant drip campaign, text-based options, emails, with a push to visit campus.

Responding to Trustee Rosenberg, Dr. Woolf elaborated on the ethicality of the name campaign process by saying that students have expressed they are willing to share their information by selecting the box that says “please share” when taking the placement tests. Other sources such as the National Research Center for College and University Admissions (NRCCUA) function similarly.

Mr. Olsen shared that other formats that are generated and managed by Demand Builder such as personalized brochures, social media, digital marketing. These help develop a robust inquiry pool that will flow to SOU’s system, where the administration takes over the communication process with the prospective students. Mr. Olson expanded on the process by sharing that 128 mapped communications can be sent utilizing emails, print, social media, phone calls, and texts that are personalized for each student with the right message at the right time.

The Parent & Family Portal was created to provide communication and engagement with this group in association with their student. Another option is the GoRecruit searchable alumni database. Dr. Woolf noted that Emsi, working from 20 years of SOU graduate data, triangulates this data against public records to public websites to consumer information gathering successes of our alumni that can be shared with prospective students. Mr. Olson added that this data offers the ability to create infographics that can be specifically tailored to attract new students by program. There will be four campaign launches created from the prospect names in total.

Much discussion ensued regarding anticipated outcomes, interest these strategies can generate, and the possibilities to increase both retention and admissions. Dr. Woolf said the big impact will be seen next August for the fall of 2022.

Expectations for Incoming Fall Class

Specific to COVID, Dr. Woolf stated SOU intends for all students and employees to either attest to vaccinations, file an exemption or defer until the vaccine has full authorization from the FDA. The same principles will be applied across Oregon public universities. Starting in July, communication will begin in the form of a robust marketing campaign for students to attest to a vaccine status. Random audits can be performed through Oregon Health Authority on those who attest.

Further discussion included Gov. Brown's 70-percent vaccination target, a mask policy in conjunction with a vaccines or lack thereof, how medical and non-medical exemptions will be handled, vaccinations as a criterion with the roommate matching service, and how SOU's requirements would affect in-person, remote, and hybrid employees. Dr. Walsh added that among faculty and in Academic Affairs, there will be additional conversations about what will be kept versus what will be done differently, and will be centered around summer professional development.

Future Meetings

The committee's next meeting will be on Thursday, October 21.

Adjournment

The meeting was adjourned at 2:55 p.m.

Date: June 17, 2021

Respectively submitted by,



Sabrina Prud'homme
University Board Secretary