



September 1, 2016

TO: The Board of Trustees of the University of Oregon
FR: Angela Wilhelms, Secretary
RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: academic program review and student success initiatives.

The meeting will occur as follows:

Thursday, September 8, 2016 at 8:30 am
Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at www.trustees.uoregon.edu/meetings.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Amanda Hatch at (541) 346-3013 at least 72 hours in advance.

BOARD OF TRUSTEES

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**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee
Public Meeting
8:30 am – September 8, 2016
Ford Alumni Center, Giustina Ballroom**

Convene

- Call to order, roll call
- Introductory comments and agenda review
- Approval of June 2016 ASAC minutes (Action)
- Public comment

- 1. Academic Program Review:** Scott Coltrane, Senior Vice President and Provost; Susan Anderson, Senior Vice Provost
- 2. Student Success Initiatives:** Scott Coltrane, Senior Vice President and Provost; Lisa Freinkel, Dean of Undergraduate Studies; Ron Bramhall, Assistant Vice Provost for Academic Affairs; Doneka Scott, Associate Vice Provost for Student Success

Meeting Adjourns



Agenda Item #1

Academic Program Review

Historical Process

Governed by OUS requirements:

- All programs reviewed every 10 years; new programs reviewed after 5 years
- Required 3 external reviewers regardless of program size (10 year reviews)



Office of the Provost and Academic Affairs

- New Senior Vice Provost & new Assistant Vice Provost hired summer 2015
- During AY '15/'16 maintained established procedures in order to learn and assess the process and results



Process Strengths

Strong participation from external reviewers

Reviewers this past year, for example, included pre-eminent experts from such institutions as:

Stanford

Duke

Harvard

UC Berkeley

UT Austin



Process Strengths

- Integrates and responds to data (e.g., graduate and undergraduate student demographics, time to degree, library resources, faculty)
- Involves stakeholders from across campus, including Graduate School, Undergraduate Studies, Office of Research and Innovation, Division of Equity and Inclusion



Example outcomes from 2014-15

Dept. of Architecture

Identified need for upgraded spaces & recruitment for graduate students.

Resulted in renovations being completed & support for new recruitment materials.



Example outcomes from 2014-15

Dept. of Women's & Gender Studies

Identified need for re-conceptualizing their curriculum and degree requirements.

Resulted in beautifully crafted and exciting new curriculum.



Example outcome from 2015-16

Clark Honors College

Identified as one of the best in the country. Questions arose regarding how honors is awarded on campus outside of the Honors College.

Resulted in creation of task force to review honors programs on campus and make recommendations.

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Review Schedule



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Vision for change

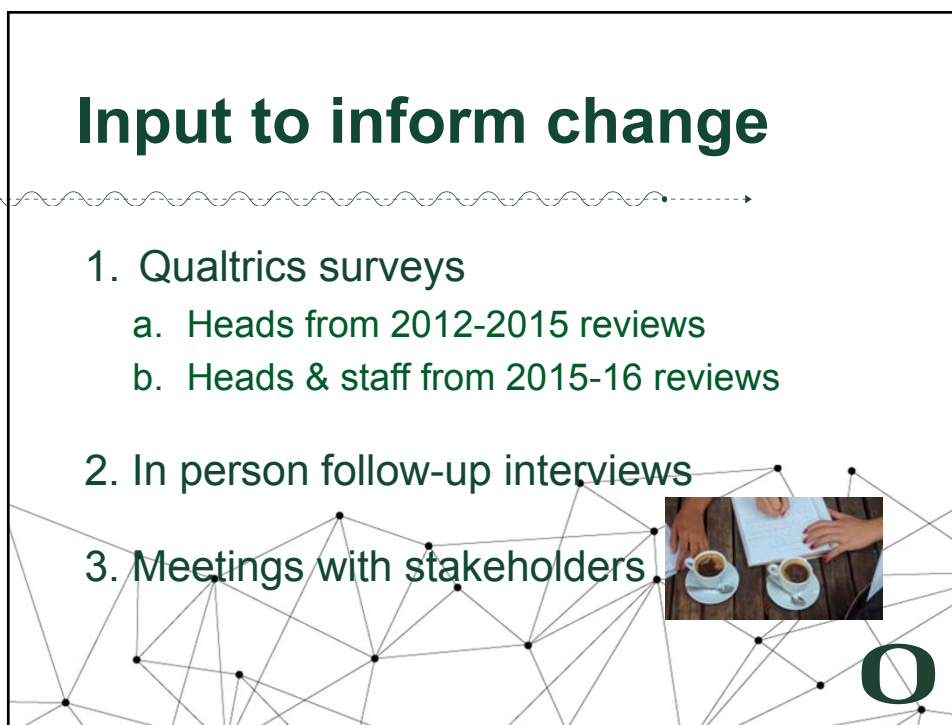
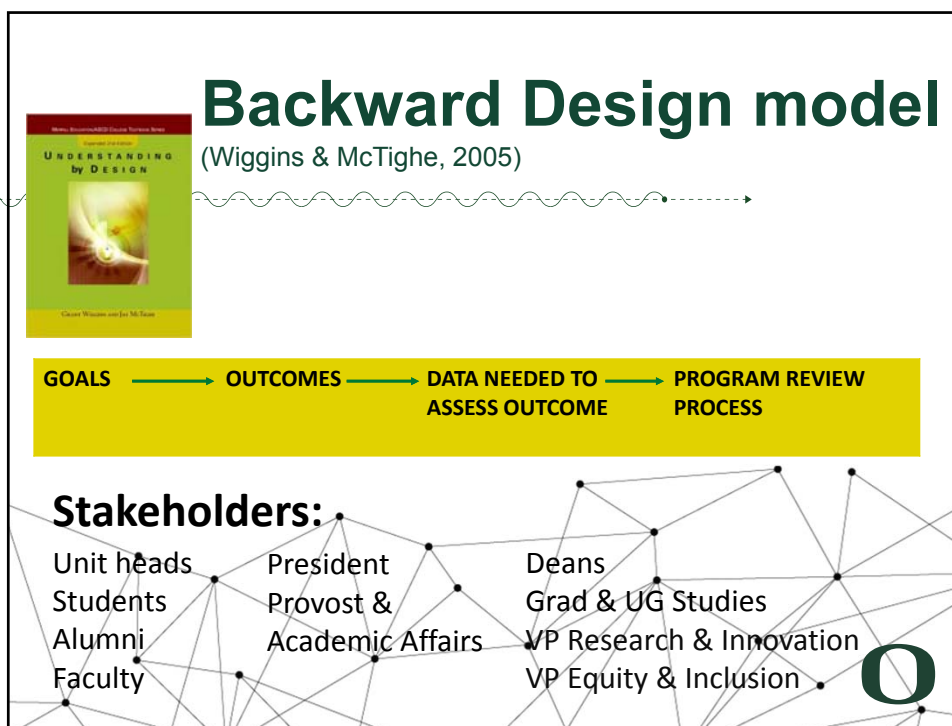


Opportunities for Change

Freedom over process and purpose.

- Align with accreditation schedules or otherwise personalize review timelines?
- Determine how many reviewers and internal v. external for each program on a case-by-case basis?







Agenda Item #2

Student Success Initiatives



Ron Bramhall, Associate Vice Provost for Academic Excellence, has served in the Office of the Provost and Academic Affairs since March of 2015. Ron began there as Assistant Vice Provost for Academic Affairs where he managed implementation of the faculty collective bargaining agreement, curriculum approvals, academic policy review and development, and implementation of an assessment project related to university accreditation.

In July 2016, Ron assumed a new role as Associate Vice Provost for Academic Excellence. In this role, he leads efforts to align curriculum review and reform, academic policies, assessment of student learning and departmental practices to help achieve the President's goals related to student success and the student educational experience.

Prior to his work in the Office of the Provost and Academic Affairs, Ron served on the management faculty in the Lundquist College of Business for 14 years where he taught Business Leadership and Communication and The Legal Environment of Business, and directed the Business Honors Program for 5 years. During that time, Ron was an active member of University curriculum and presidential advisory committees, and was a member of the United Academics bargaining team that negotiated the first faculty collective bargaining agreement.

Ron received his MBA from the University of Oregon and his bachelor's degree in psychology from the University of Texas at Arlington.

Previous to his work at the UO, Ron consulted with many organizations in the areas of leadership, communication, and team skills. His clients included Home Depot, Microsoft, Intel and Hewlett-Packard, among others.




Doneka Scott is the University of Oregon’s associate vice provost for student success. Doneka works closely with others across campus—including Institutional Research, Enrollment Management, Student Life, Equity and Inclusion, and all of the schools and colleges—to develop and implement strategies around advising and other student services. Doneka also oversees the implementation and leveraging of the campus’s primary student success tool, EAB’s Student Success Collaborative Campus.

Doneka came to the UO from the University of Minnesota, where she served as an assistant professor in the Department of Pharmaceutical Care and Health Systems in the College of Pharmacy. With a background in student success, access and retention initiatives, educational research and clinical practice, she has concomitantly held administrative and faculty appointments throughout her career. She has published peer reviewed articles, abstracts, and papers, as well as presented nationally on topics spanning from toxicology to student development.

Over the past five years, Doneka’s administrative roles have brought her increasingly into relationship with the seven colleges at Minnesota that admit and graduate freshman—including their College of Liberal Arts. Her previous position as special assistant to the vice provost and dean for undergraduate education included a portfolio of retention responsibilities, including implementation of Minnesota’s pilot of the Student Success Collaborative—the same advising and predictive analytics platform that is currently being launched here at the University of Oregon.


In addition to her experience in student development and student success, Doneka brings a background in strategic planning, assessment, equity and diversity work, and in curriculum revision and community-based training that investigates the role of practitioner implicit bias in community health outcomes.




Student Success Board of Trustees Update

Lisa Freinkel, Vice Provost and Dean for Undergraduate Studies
Doneka R. Scott, Associate Vice Provost for Student Success
Ron Bramhall, Associate Vice Provost for Academic Excellence

Division of Undergraduate Studies

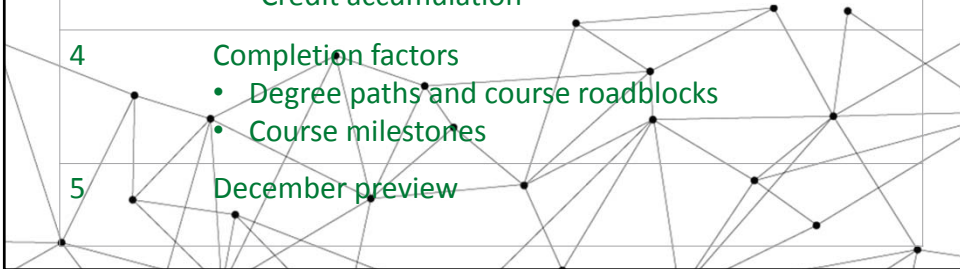


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Student Success

1	“Student Success”: Defining the term
2	Goal 2020: Targets and strategies
3	Retention factors <ul data-bbox="542 1476 889 1581" style="list-style-type: none">• Pre-enrollment• Early academic success• Credit accumulation
4	Completion factors <ul data-bbox="542 1654 1045 1717" style="list-style-type: none">• Degree paths and course roadblocks• Course milestones
5	December preview

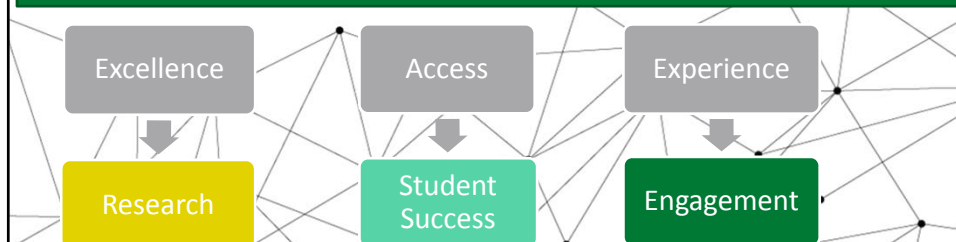


What is Student Success?

STUDENT SUCCESS = EXCELLENCE

- Full access to the unique opportunities for excellence and exploration afforded by a tier 1 research university
- The ability to achieve academic objectives in a timely manner
- Preparation for meaningful, post-graduate engagement in a diverse, digital, global society

Student success ties together all three of the President's goals



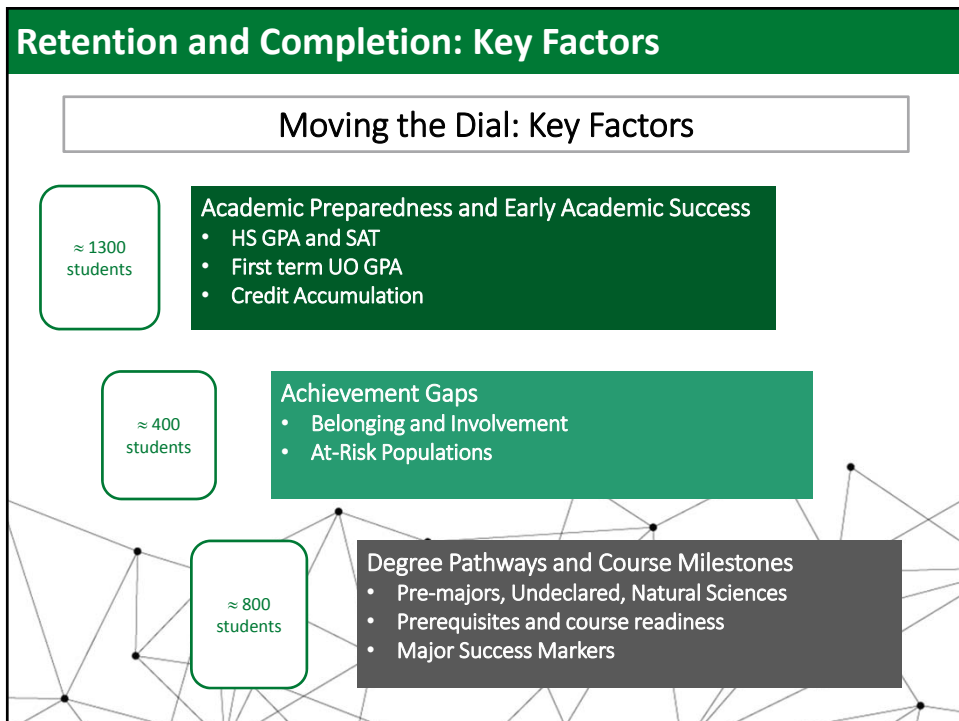
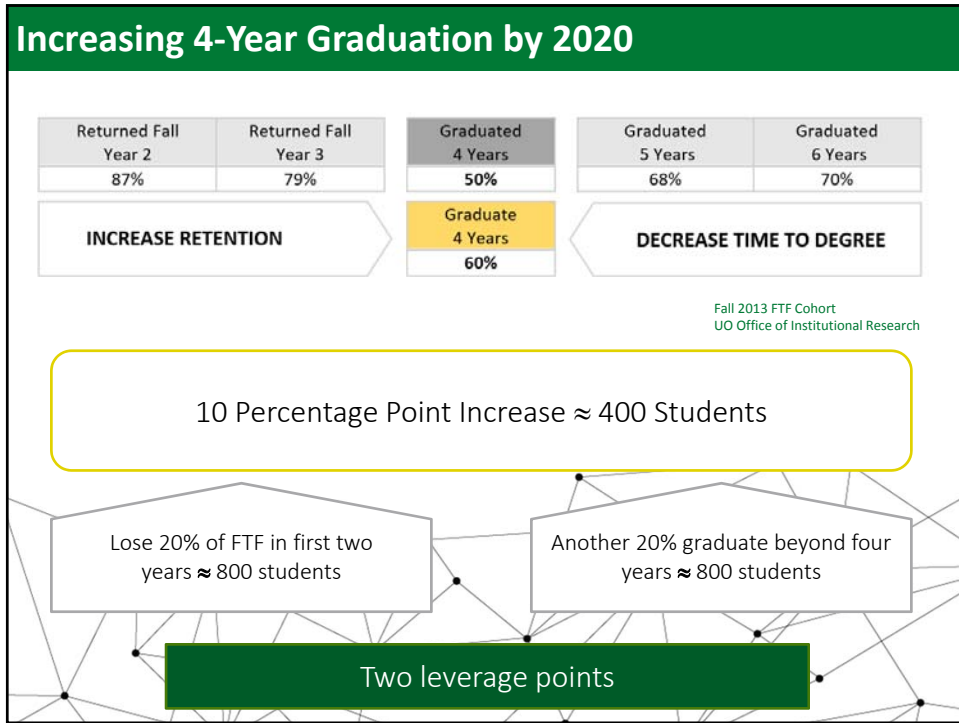
Student Success Goal 2020

Raise retention and four-year graduation rates to 60% via strategic, systemic, and coordinated efforts

Student support

Creating Community

Degree pathways and course milestones



Academic Preparedness and Early Success

Academic Preparedness and Early Academic Success

Almost half of attrition in the first two years can be attributed to academic issues, and for students who are retained to year three, early academic struggles continue to persist and hinder their time to degree.

High School GPA and SAT

HS GPA	%	Retained to Second Year		Graduated 4 Years	
		2014	2011	2014	2011
All FTF	100%	88%	52%	88%	52%
4.00 or higher	11%	90%	69%	92%	59%
3.80 - 3.99	18%	90%	60%	88%	56%
3.60-3.79	20%	88%	53%	87%	56%
3.40-3.59	21%	85%	49%	85%	50%
3.20 - 3.39	17%	85%	46%	81%	47%
less than 3.20	12%	79%	33%	76%	39%

SAT (w/ACT Converted)	%	Retained to Second Year		Graduated 4 Years	
		2014	2011	2014	2011
All FTF	100%	88%	52%	88%	52%
1300 or higher	13%	92%	59%	92%	59%
1200 - 1290	15%	88%	56%	88%	56%
1100 - 1190	26%	87%	56%	87%	56%
1000 - 1090	21%	85%	50%	85%	50%
900 - 990	14%	81%	47%	81%	47%
Less than 900	6%	76%	39%	76%	39%

Source: UO Office of Enrollment Management

Academic Preparedness and Early Success

Academic Preparedness and Early Academic Success

Almost half of attrition in the first two years can be attributed to academic issues, and for students who are retained to year three, early academic struggles continue to persist and hinder their time to degree.

First Term Academic Performance

First Term UO GPA	%	Retained to Second Year		Graduated 4 Years	
		2014	2011	2014	2011
All FTF	100%	88%	52%	88%	52%
3.50 or above	28%	92%	65%	92%	65%
3.25 - 3.49	15%	91%	60%	91%	60%
3.00 - 3.24	16%	90%	55%	90%	55%
2.75 - 2.99	11%	90%	53%	90%	53%
2.50 - 2.74	10%	88%	46%	88%	46%
2.25 - 2.49	6%	85%	35%	85%	35%
2.00-2.24	5%	79%	32%	79%	32%
Less than 2.00	8%	65%	20%	65%	20%

Fall Term No Pass Grades	%	Retained to Second Year		Graduated 4 Years	
		2014	2011	2014	2011
ALL FTF	100%	88%	52%	88%	52%
"W" in first term	23%	73%	39%	73%	39%
"D" in first term	21%	76%	33%	76%	33%
"F" in first term	13%	58%	18%	58%	18%

Source: UO Office of Enrollment Management

Academic Preparedness and Early Success

Academic Preparedness and Early Academic Success

For FTF first term credits seem to create academic momentum, setting the trajectory for future terms' carrying loads. Students who attempted at least 45 credits in their first year had a 64% four-year graduation rate.

Credit Accumulation

Credits Registered in Fall	%	Retained to Second Year	Graduated 4 Years	Credits Registered in First Year	%	Graduated 4 Years
		2014	2011			2011
All FTF	100%	88%	52%	All FTF	100%	52%
17 or more	23%	91%	58%	45 or more	58%	64%
15 - 16.5	36%	88%	53%	40-44.5	29%	43%
12 - 15.5	42%	85%	47%	35-39.5	7%	30%
				30-34.5	1%	14%
				0-29.5	6%	3%

Source: UO Office of Enrollment Management

Achievement Gaps

Achievement Gaps - Belonging and Involvement

More than half of attrition in the first two years is not academically related.
For underrepresented populations success rates continue to lag behind.

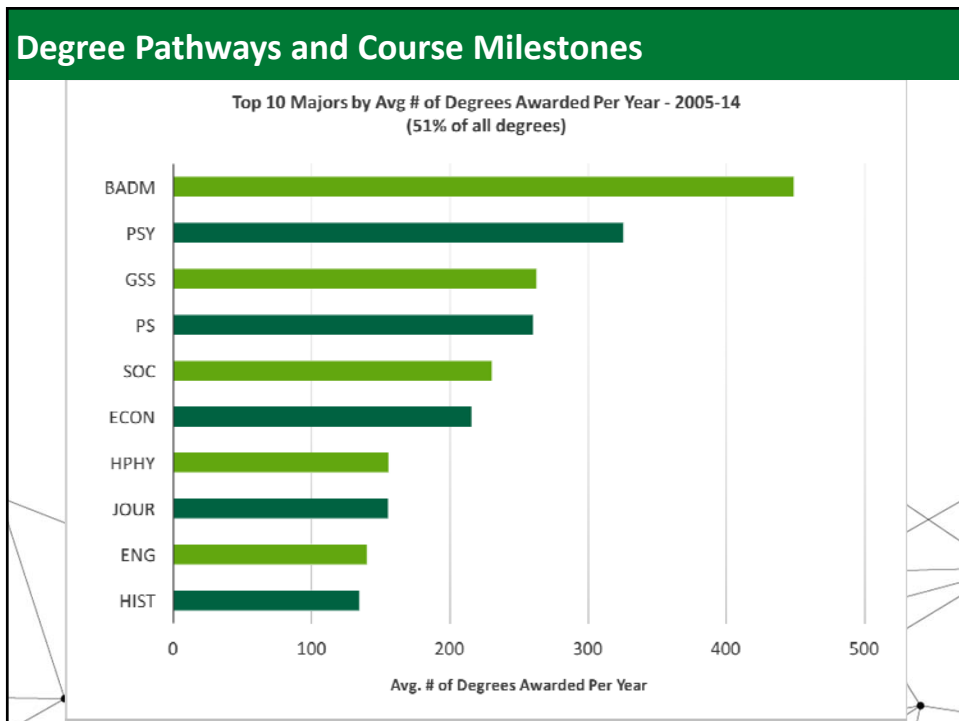
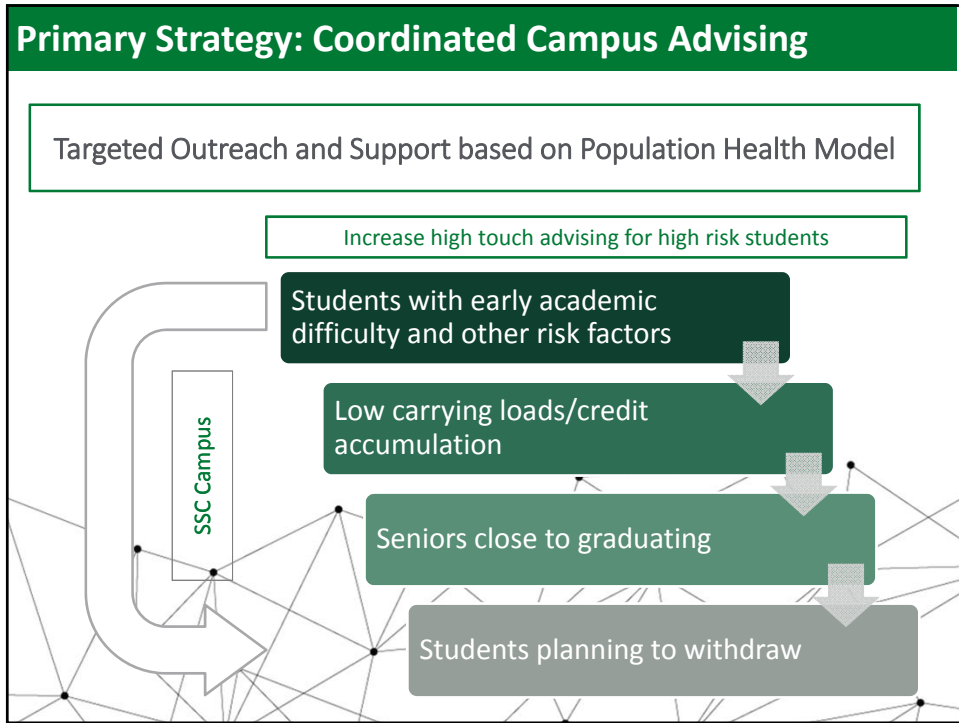
Most alarming are gaps in completion and TTD

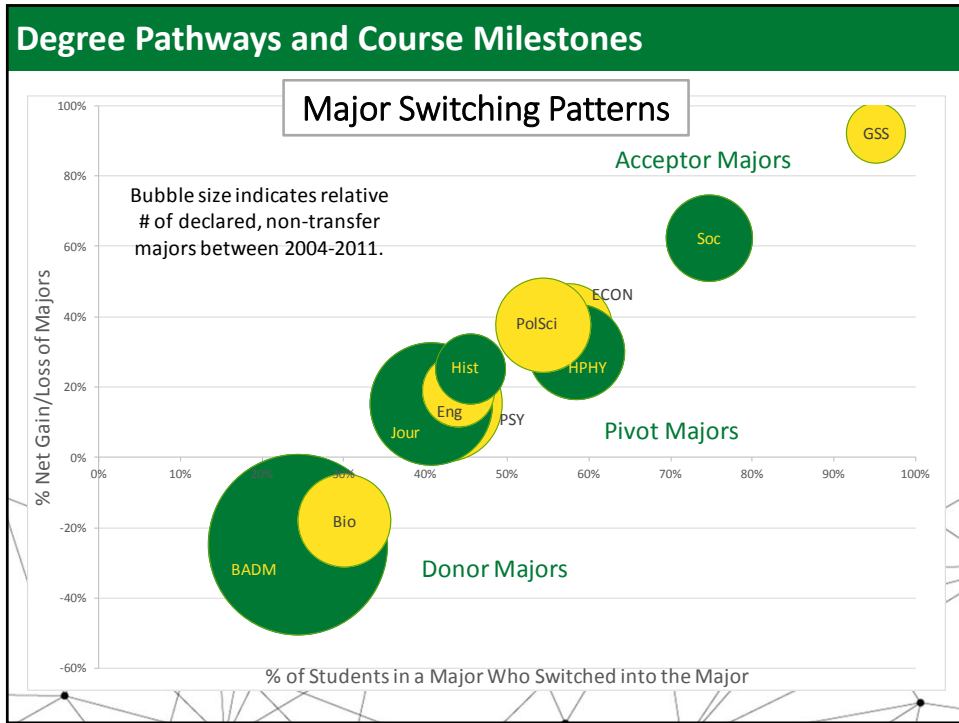
- 55% Black students graduate in 6yrs

Retention to Second Year, FTF, Disaggregated by Academic Standing

	N	Retained to Second Year	Not Retained - DQ	Not Retained - AW/PR	Not Retained - Other	Pct of Not Retained Academic	Not Retained Other
Fall 2010	3,845	86.4%	1.6%	4.5%	7.6%	44.5%	55.5%
Fall 2011	4,021	85.0%	1.8%	4.4%	8.9%	41.0%	59.0%
Fall 2012	3,943	86.8%	1.5%	4.0%	7.7%	41.7%	58.3%
Fall 2013	3,913	87.2%	1.9%	3.8%	7.1%	44.6%	55.4%
Fall 2014	3,895	87.5%	1.7%	3.7%	7.0%	43.7%	56.3%
Pooled	19,617	86.6%	1.7%	4.1%	7.7%	43.0%	57.0%

Source: UO Office of Institutional Research





Degree Pathways and Course Milestones

Pre-majors promote time to degree and good 4 yr grad rates for students accepted into the major.

However, pre-majors who are not admitted to their major of choice have a **longer time to degree and lower 4-year graduation rates.**

Enter Major	Grad Outcome	2005 -2009 Entering Cohorts Of those graduating, pct w/in 4y	
ALL	Overall	17,405	63.62%
PBA	Overall	3306	64.60%
	In LCB	1154	73.90%
	Out LCB	1272	56.30%
PED	Overall	388	72.12%
	In COE	95	87.92%
	Out COE	153	59.94%
PJ	Overall	1195	72.22%
	In SOJC	556	76.06%
	Out SOJC	332	66.06%

Pre-Major TTD by College

worse outcome than UO overall

Enter Major	Grad Outcome	2014-15 Grad Cohort	
		N	elapsed yrs
ALL		3,194	4.19
PBA	In LCB	287	3.86
PBA	Out LCB	300	4.38
PED	In COE	26	3.98
PED	Out COE	44	4.26
PJ	In SOJC	110	3.90
PJ	Out SOJC	44	4.41

Source: UO Office of Institutional Research

FIRST RESPONSES:

- Identify success markers
- Targeted and coordinated advising
- Coordinated curriculum and degree requirements where possible

Primary Strategy: Degree Paths



Comprehensive four-year degree plans are critical to student success goals



Students need clear and consistent information about how they can complete their degree in 4 years and whether they are meeting key milestones



The AVP for Academic Excellence will be working with each unit to develop and centrally publish academic maps for each degree, beginning with high-demand degrees

Primary Strategy: Remove Curricular Roadblocks

Percentage of Ds, Fs, Withdrawals, and No Pass in Major Predictor Courses:



Business

Math 241 = 30%
 Math 242 = 29%
 Acct 211 = 27%
 Math 111 = 26%



Biology

BI 212 = 25%
 CH 221 = 24%
 CH 222 = 21%
 BI 211 = 20%

FIRST RESPONSES:

- Targeted advising for students not meeting success markers
- Work with faculty to identify strategies to improve student performance in these courses.

