



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

6227 University of Oregon, Eugene OR 97403-1266 T (541) 346-3166 trustees.uoregon.edu

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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

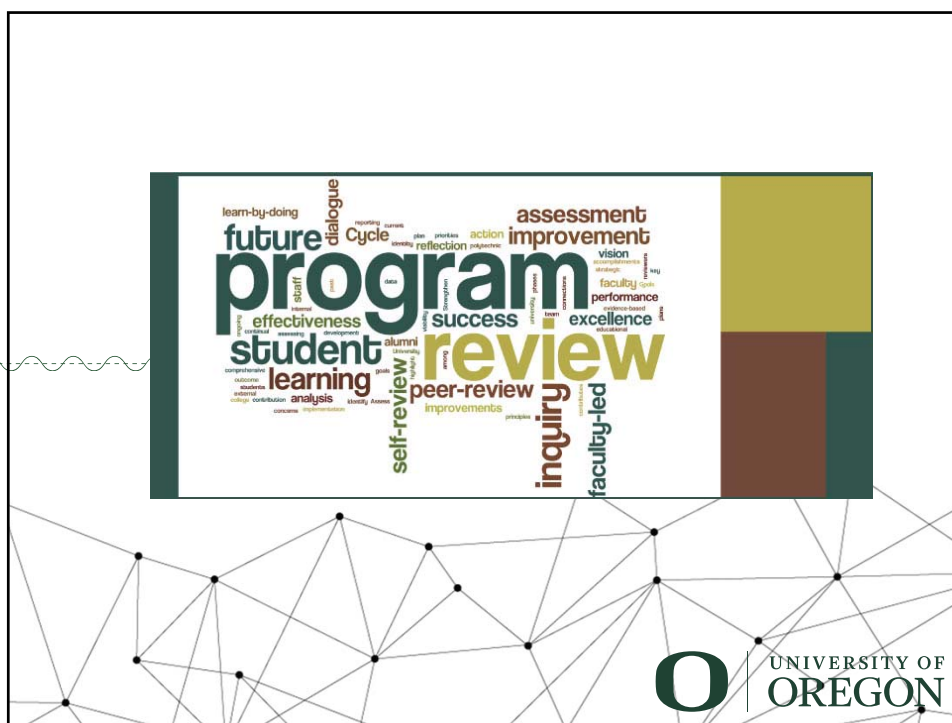
- 1. Academic Program Review:** Scott Coltrane, Senior Vice President and Provost; Susan Anderson, Senior Vice Provost
- 2. Student Success Initiatives:** Scott Coltrane, Senior Vice President and Provost; Lisa Freinkel, Dean of Undergraduate Studies; Ron Bramhall, Assistant Vice Provost for Academic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

Meeting Adjourns



Agenda Item #1

Academic Program Review



What is the purpose of program review?

- Primary means to maintain and improve program quality.
- Positive approach to academic assessment, promoting each unit's desire to develop, evolve, and reaffirm its commitment to excellence.
- Program review is not accreditation.

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.

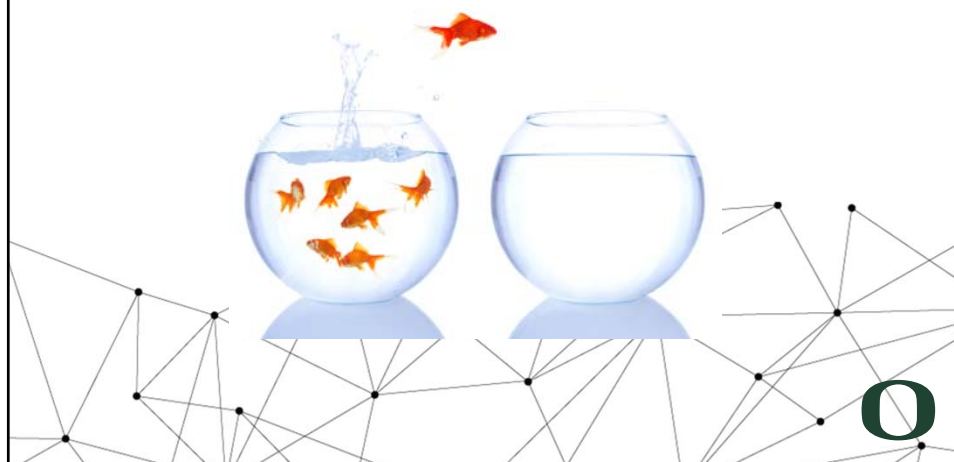
Resulted in creation of task force to review honors programs on campus and make recommendations.



Review Schedule



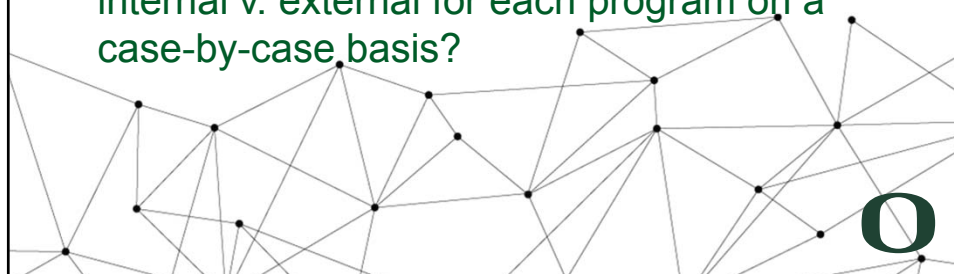
Vision for change



Opportunities for Change

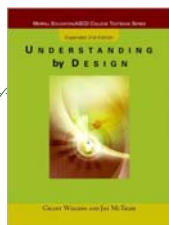
Freedom over process and purpose.

- 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?



Backward Design model

(Wiggins & McTighe, 2005)



Stakeholders:

Unit heads
Students
Alumni
Faculty

President
Provost &
Academic Affairs

Deans
Grad & UG Studies
VP Research & Innovation
VP Equity & Inclusion



Input to inform change

1. Qualtrics surveys
 - a. Heads from 2012-2015 reviews
 - b. Heads & staff from 2015-16 reviews
2. In person follow-up interviews
3. Meetings with stakeholders





Agenda Item #2

Student Success Initiatives



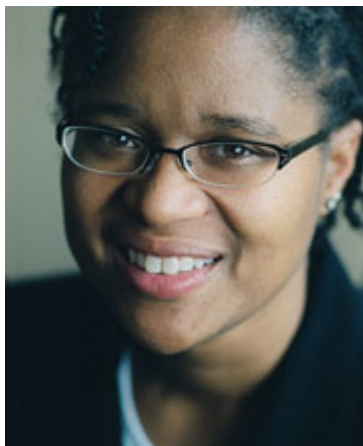
Ron Bramhall, Associate Vice Provost for Academic Excellence, has served in the Office of the Provost and Academic Affairs since March of 2015. Ron began there as Assistant Vice Provost for Academic Affairs where he managed implementation of the faculty collective bargaining agreement, curriculum approvals, 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



Student Success

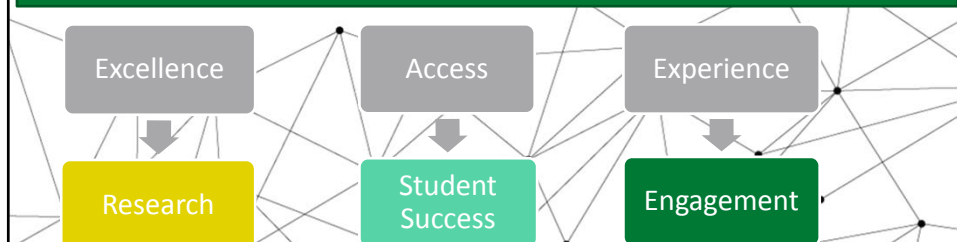
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|---|---|
| 1 | "Student Success": Defining the term |
| 2 | Goal 2020: Targets and strategies |
| 3 | Retention factors <ul style="list-style-type: none"> • Pre-enrollment • Early academic success • Credit accumulation |
| 4 | Completion factors <ul 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

Increasing 4-Year Graduation by 2020

Returned Fall Year 2	Returned Fall Year 3	Graduated 4 Years	Graduated 5 Years	Graduated 6 Years
87%	79%	50%	68%	70%
INCREASE RETENTION		Graduate 4 Years 60%	DECREASE TIME TO DEGREE	

Fall 2013 FTF Cohort
UO Office of Institutional Research

10 Percentage Point Increase \approx 400 Students

Lose 20% of FTF in first two
years \approx 800 students

Another 20% graduate beyond four
years \approx 800 students

Two leverage points

Retention and Completion: Key Factors

Moving the Dial: Key Factors

\approx 1300
students

Academic Preparedness and Early Academic Success

- HS GPA and SAT
- First term UO GPA
- Credit Accumulation

\approx 400
students

Achievement Gaps

- Belonging and Involvement
- At-Risk Populations

\approx 800
students

Degree Pathways and Course Milestones

- Pre-majors, Undeclared, Natural Sciences
- Prerequisites and course readiness
- Major Success Markers

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 2014	Graduated 4 Years 2011
All FTF	100%	88%	52%
4.00 or higher	11%	90%	69%
3.80 - 3.99	18%	90%	60%
3.60 - 3.79	20%	88%	53%
3.40 - 3.59	21%	85%	49%
3.20 - 3.39	17%	85%	46%
less than 3.20	12%	79%	33%

SAT (w/ACT Converted)	%	Retained to Second Year 2014	Graduated 4 Years 2011
All FTF	100%	88%	52%
1300 or higher	13%	92%	59%
1200 - 1299	15%	88%	56%
1100 - 1199	26%	87%	56%
1000 - 1099	21%	85%	50%
900 - 999	14%	81%	47%
Less than 900	6%	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 2014	Graduated 4 Years 2011
All FTF	100%	88%	52%
3.50 or above	28%	92%	65%
3.25 - 3.49	15%	91%	60%
3.00 - 3.24	16%	90%	55%
2.75 - 2.99	11%	90%	53%
2.50 - 2.74	10%	88%	46%
2.25 - 2.49	6%	85%	35%
2.00 - 2.24	5%	79%	32%
Less than 2.00	8%	65%	20%

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

Primary Strategy: Coordinated Campus Advising

Targeted Outreach and Support based on Population Health Model

Increase high touch advising for high risk students

Students with early academic difficulty and other risk factors

Low carrying loads/credit accumulation

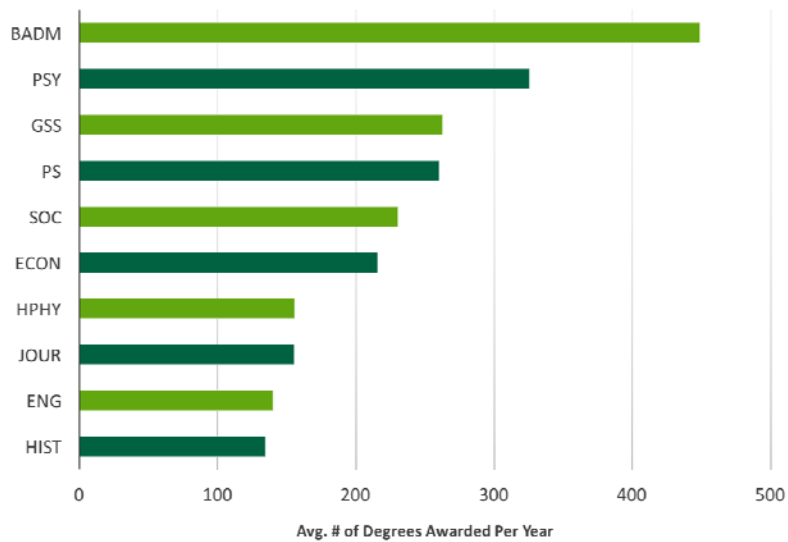
Seniors close to graduating

Students planning to withdraw

SSC Campus

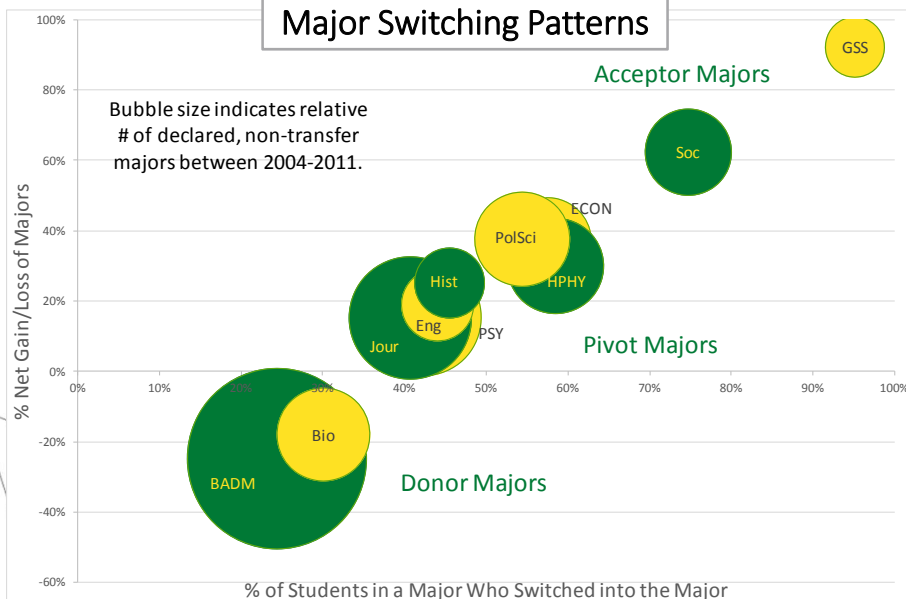
Degree Pathways and Course Milestones

Top 10 Majors by Avg # of Degrees Awarded Per Year - 2005-14
(51% of all degrees)



Degree Pathways and Course Milestones

Major Switching Patterns



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%

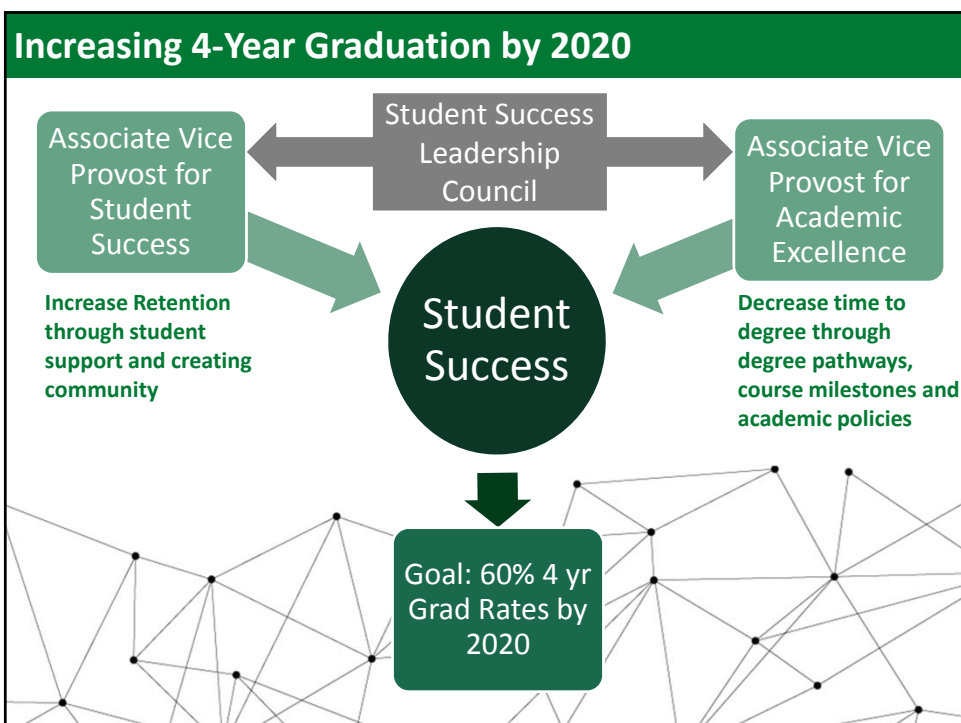
CH 221 = 24%

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.





Agenda Item #1 - Supplemental

Academic Program Review

Program Review Schedule (2013-2019)

2013-14

- AAA – Department of Landscape Architecture
- AAA – Department of Planning, Public Policy, and Management
- Academic Extension
- CAS – Humanities, Department of Classics
- CAS – Humanities, Folklore Program
- CAS – Natural Sciences, Department of Human Physiology
- CAS – Natural Sciences, Department of Physics
- CAS – Social Sciences, Department of Ethnic Studies
- Law, School of

2014-15

- AAA – Department of Architecture + Interior Architecture Program
- CAS – Humanities, Russian, East European, and Eurasian Studies Program,
- CAS – Social Sciences, Environmental Studies Program
- CAS – Social Sciences, Department of Women's and Gender Studies
- COE – Department of Special Education and Clinical Sciences

***2015-16**

- CAS - Humanities, Cinema Studies Program (5-year)
- CAS - Humanities, Humanities Program
- CAS - Humanities, Judaic Studies Program
- CAS - Humanities, Department of Religious Studies
- CAS - Natural Sciences, Department of Psychology
- CAS - Social Sciences, General Social Science Program (5-year)
- CAS - Social Sciences, Department of International Studies
- CAS - Social Sciences, Latin American Studies Program (5-year)
- Clark Honors College
- COE - Department of Counseling Psychology and Human Services (+ Couples and Family Therapy Program [5-year])
- Law - Conflict and Dispute Resolution Master's Program
- UO Courses for High School Students (2-year)

*still in progress

****2016-17**

- CAS - Natural Sciences, General Science Program
- CAS - Social Sciences, Department of Anthropology, last reviewed: 2005-06
- CAS - Social Science, Department of History, last reviewed 2006-07
- CAS - Social Sciences, Department of Sociology, last reviewed: 2005-06
- COE - Department of Education Studies
- Graduate School - Applied Information Management
- LCB – last reviewed: 1991-92
- SOJC – last reviewed: 2006-07

**already being scheduled

2017-18

- AAA – Department of Product Design
- CAS - Humanities, Comparative Literature Program, last reviewed: 2007-08
- CAS - Humanities, Creative Writing Program, last reviewed: 2007-08
- CAS - Humanities, Department of English, last reviewed: 2007-08
- CAS - Humanities, Department of Philosophy, last reviewed: 2007-08
- CAS - Social Sciences, Department of Economics, last reviewed: 2005-06
- CAS - Social Sciences, Department of Geography, last reviewed: 2006-07
- CAS - Social Sciences, Department of Political Science, last reviewed: 2005-06

2018-19

- CAS - Humanities, Independent Studies Program
- CAS - Humanities, Department of Linguistics, last reviewed: 1999-2000
- CAS - Humanities, Medieval Studies Program, last reviewed: 2010
- CAS - Social Sciences, Asian Studies Program, last reviewed: 1992-93

PROGRAM REVIEW DATA FROM INSTITUTIONAL RESEARCH

Academic Analytics Rankings and Information

Institutions in the database include:

All institutions with a Carnegie classification of Research Universities (very high research activity), including all members of the AAU;
All but 2 Research Universities (high research activity);
And 200 other participating institutions for a total of 405 universities and colleges in the 2014 database

Scholarly activity measured includes:

Journal Publications, measured for a four-year period (2011 through 2015).
Citations, measured for a five-year period 2014; however, only citations to journal articles published during this five-year period are counted.
Grants, measured for a five-year period 2014. Dollars for grants awarded during this window are annualized according to the award period.
Books, measured for a ten-year period (2005 through 2015).
Awards, measured in perpetuity; however, data are not available for all awards in all years.

with comparisons to all programs at UO and AAU Publics

NRC Rankings

NRC rankings by institution
Distribution of programs using the S rankings
Distribution of programs using the R rankings
Relationship between S and R rankings
UO program distributions
with comparisons to all programs at UO and AAU Publics

Degree Characteristics (Demographics)

Degrees by Residency
Characteristics of Degree Recipients (Pell Eligibility, Underrepresented, and Geographic Origin)
Degrees by School / College
Degrees by Department
Degrees by Major
with comparisons to all programs at UO

Faculty Characteristics

Faculty by Gender
Faculty by Ethnicity
Faculty by Faculty Rank
with comparisons to all programs at UO

UG and Graduate Majors (Demographics, Quality, Persistence, and Completions)

UGs and Graduates by Ethnicity

UGs and Graduates by Gender

UGs and Graduates by Student Level

UGs and Graduates by Entering Characteristics: Test Scores and GPA

UGs by Retention and Persistence

UGs by Completion in the Major

with comparisons to all programs at UO

Course Information and Grade Distributions

Course Information by Level and Student

Student Credit Hours by Course Level

GPA by Level and Student

with comparisons to all programs at UO

PhD and MA Completions

Completion Rates for MA and PhD Programs by Discipline

with comparisons to all programs at UO and AAU Publics

PhD Time-to-degree

Time-to-Degree Rates for PhD Programs by Discipline

with comparisons to all programs at UO and AAU Publics

Student Experience in the Research University (SERU)

Survey of Student Behavior and Perceptions by Discipline

with comparisons to all programs at UO and AAU Publics

Student Credit Hour Activity

Student Credit hour Activity by Course and Student Level

with comparisons to all programs at UO

UG Time-to-degree

Time-to-Degree Rates for UG Programs by Discipline

with comparisons to all programs at UO and AAU Publics

PROGRAM REVIEW DATA FROM THE GRADUATE SCHOOL

- Number of applicants
- Number and % of applicants admitted
- Number and % of admitted students who enroll
- Levels of demographic diversity
- Changes in diversity (e.g., the department may consistently have very few students of color, but does it have fewer or more now than it did 5 years ago?)
- Average GRE and TOEFL scores
- Degree completion rates
- Time to degree completion
- “Admitted Not Coming” survey
- Student satisfaction data and/or student exit survey results

PROGRAM REVIEW DATA FROM THE LIBRARY

Comparison metrics:*

- Orbis-Cascade Alliance
- Greater Western Library Alliance
- Association of Research Libraries
- Carnegie Tier 1s
- Association of American Universities

*For example: “Out of 62 AAU universities, the Religious Studies collection at the University of Oregon is ranked as the 54th largest based on the number of Religious Studies holdings, and 30th out of the 34 AAU US public universities.”

- 5-years of expenditures:
 - Serials
 - Monographs
- Circulation of materials
- Number of items in each call number range for subject area
- Electronic resources (e.g., relevant databases, e-book collections, etc.)
- Description of collection diversity
- Number of consultations in the area of Scholarly Communications and Instructional Support
- Number of Blackboard/Canvas course sites
- Number of data plan consultations

Note: Subject specialists can include or exclude any information that they want from the final report. Also, not all of these metrics work for multi-disciplinary areas, so those reports may be more narrative-heavy.