November 26, 2018

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: the provost’s standing report, an update on the online education initiative, an update on the student success initiative, and a discussion about fall 2018 enrollment and financial aid/scholarship reports.

The meeting will occur as follows:

Monday, December 3, 2018 at 10:30 a.m.
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 Jennifer LaBelle (541) 346-3166 at least 72 hours in advance.
Convene
- Call to order, roll call
- Approval of September 2018 minutes (Action)

Provost’s Quarterly Report

1. Annual Enrollment and Financial Aid/Scholarship Report: Roger Thompson, Vice President for Student Services and Enrollment Management; Jim Brooks, Associate Vice President and Director of Financial Aid and Scholarships

2. Student Success Initiative – Semi-Annual Report: Dennis Galvan, Interim Vice Provost and Dean for Undergraduate Studies; Doneka Scott, Associate Vice Provost for Student Success

3. Online and Hybrid Education – Initiative Update: Carol Gering, Associate Vice Provost for Online and Hybrid Education

Meeting Adjourns
Agenda Item #1

Annual Report on Enrollment & Scholarship/Financial Aid
Entering Class 2018
Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018
Average High School GPA
Entering Freshmen

Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018
Domestic Minority as Percentage of Entering Freshmen

Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018
Freshman Racial/Ethnic Diversity
Fall 2018

- **White**: 58%
- **Asian or Pacific Islander**: 8%
- **Black**: 3%
- **Hispanic**: 15%
- **Native American**: 0.5%
- **Two or More Races**: 9%
- **International or Unknown**: 2%
- **Unknown**: 4%

Federal methodology.
Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018
First Generation as Percentage of Entering Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Resident</th>
<th>Domestic Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>33%</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>34%</td>
<td>22%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>40%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018
How is 2019 Looking?

Freshman Applications at Point-in-Time (November 15)

Point-in-time applications from production data.
UO SSEM Research and Assessment, 11/19/2018

24% more freshman applications at point-in-time
Stronger Applicant Pool
Freshman 3.80+ High School GPA Applications at Point-in-Time

Uses point-in-time high school GPA to ensure apples-to-apples comparison.
UO SSEM Research and Assessment, 11/19/2018
Financial Aid Update

Board of Trustees Meeting
Ford Alumni Center
December 3, 2018
Federal Student Aid Snapshot

Federal Student Aid

- Federal Pell Grant, 21,665,074, 13%
- FSEOG, 1,342,540, 1%
- TEACH Grant, 103,999, 0%
- Federal Work Study, 1,367,907, 1%
- Loans, 142,786,194, 85%
INSTITUTIONAL AID EXPENDITURES
PathwayOregon Freshmen Enrollment

- **Financial support**
- **Academic support**
- **Social support**

Headcount in 2015 and 2016 are fall fourth week for consistency.

Source: University of Oregon Enrollment Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>415</td>
</tr>
<tr>
<td>2009</td>
<td>440</td>
</tr>
<tr>
<td>2010</td>
<td>415</td>
</tr>
<tr>
<td>2011</td>
<td>450</td>
</tr>
<tr>
<td>2012</td>
<td>395</td>
</tr>
<tr>
<td>2013</td>
<td>523</td>
</tr>
<tr>
<td>2014</td>
<td>542</td>
</tr>
<tr>
<td>2015</td>
<td>703</td>
</tr>
<tr>
<td>2016</td>
<td>702</td>
</tr>
<tr>
<td>2017</td>
<td>646</td>
</tr>
<tr>
<td>2018</td>
<td>800</td>
</tr>
</tbody>
</table>
FYIs

- Year Round Pell
- End of originating Federal Perkins Loans
- HEA, FERPA and PTAC data sharing guidance

2017 – 2018 Graduating Class:
  - 44% with debt
  - Average Debt of Borrowers: $25,729
Questions?
Agenda Item #2

Student Success Initiative
Student Success Update
For UO Board of Trustees

Dennis Galvan
Interim Vice Provost and Dean, Undergraduate Studies
Vice Provost for International Affairs
3 December 2018
Overview

1. Student success team & commitment
2. Measuring our progress, assessing our actions
3. Current outcomes
4. Immediate next steps
5. Key collaborations
1. Student success team & commitment

Undergrad Studies (UGS) during my year as interim (since Sept 2017)...first, my background:

• UO faculty since 2001
• Herman Teaching Award Winner 2008
• Extensive advising, mentoring experience, including 6 years as undeclared student advisor
• Fulbright Research Scholar (Senegal) 2009-10
• Vice Provost for International Affairs since 2012
• International Affairs manages study abroad, one of our most successful high-impact practices, with 11.4% increase in 4-year graduation rate (see Appendix A slides)
1. Student success team & commitment

Undergrad Studies (UGS) during my year as interim (since Sept 2017)

• **Take stock** of UGS division, working closely with key leadership, especially AVP Doneka Scott

• **Reorganize UGS** to align units, staff fully with student success mission (see new org chart, see Appendix B slide)

• **Reorganize UGS leadership team** into six groups to tackle most current student success tasks (see student success working groups, Appendix C)

• **Develop universal wrap-around advising plan** in collaboration with CAS and in synch with Tykeson Hall (see slide 14 for new deployment of advisors to achieve 300:1 ratio of students to professional advisors)

• **Expand collaboration** with key sister units (Enrollment Mgt, Student Life, Equity and Inclusion)
1. **Meet you where you** are on arrival, regardless of academic preparedness, incoming HS GPA, race, ethnicity, religion, national origin, number of generations of university in family

2. Make sure you develop a **personal connection to a professional advisor**, on a first-name basis

3. Help you **find a community** to which you belong (academic, social, or based on identity or interest)

4. Help you **connect curiosities, interests to major selection and career path**

5. **Inspire** you to pursue high-impact capstone experience

6. Be there to **support you at every turn** in your academic career
2. Measuring our progress

- Every intervention **must be backed with empirical data** to demonstrate usefulness of investment of time, energy, resources
- Represents a **transition** in how we do business; we are at an early stage, with much yet to come
- Slides below show –
  - Current measurable progress
  - Coming major interventions
  - Plans to develop metrics for existing and new interventions
3. Current measurable progress

- Initial focus in student success (especially 2015 to 2017) on increasing the 4-year graduation rate

- This involved:
  - Identification of at-risk students
  - On Track, On Time messaging campaigns
  - Targeted advising to students on probation, low GPA, taking low credits, in high-risk populations
  - Targeted support in courses with high rates of D, F, N or W grades
  - Systematizing advising practices, note-sharing
  - Expansion of Academic Residential Communities and First-Year Interest Groups

- Bottom line measurement of impact: 4 year graduation rate. We are beginning to see initial positive signs (see slides 8-9)
3. Current measurable progress

4 and 6 year graduation rate trends

*Fall 2018 data is preliminary and not final.*
Avg High School GPA x Graduation within 4 Years since Fall 2006

- Above trend line for last cohort (F14)
- Reflects UGS focus to date
- F15 HS GPA = 3.61, trend line suggests ~56.2% 4yr grad rate, unless we continue to outperform trend

X axis
Avg High School GPA

Y axis
Graduation within 4 Years

Start History with
Fall 2006

Retention and Graduation numbers are based on preliminary numbers from the Registrar’s Office. This includes retention to second year for the 2017 cohort, graduation within four years for the 2014 cohort, and graduation within six years for the 2016 cohort.

Please contact Institutional Research for ..
More granular metrics

We do not yet have metrics for all the interventions we undertook or began in 2015-17 to address 4-yr grad rate, but are working rapidly to develop new metrics as needed.

See table on next slide summarizing status of metric, by intervention.
## 3. Current measurable progress

### Measuring key interventions: status

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Metric</th>
<th>Metric status</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk identification</td>
<td>Predictive accuracy - compare those identified as at-risk to those who actually drop out, got low GPA, took long time to degree</td>
<td>In development, first elements by March 2019</td>
</tr>
<tr>
<td>Advising outreach to at risk populations</td>
<td>For each population, impact on -- 4 yr grad rate; retention; GPA</td>
<td>In development, ready by March 2019</td>
</tr>
<tr>
<td>Messaging campaigns</td>
<td>Focus groups to survey student impact by message, medium</td>
<td>In development, ready by September 2020</td>
</tr>
<tr>
<td>High DFNW interventions</td>
<td>Reduce DFNW rate in key classes Tutoring grade impact</td>
<td></td>
</tr>
<tr>
<td>First-year Interest Groups (FIGs)</td>
<td>Impact on 4-year grad rate &amp; retention</td>
<td>Complete: FIGs correlate with 9.7% avg increase in 4yr grad rate; 3.5% increase in year 2 retention*</td>
</tr>
<tr>
<td>Academic Residential Communities</td>
<td>Impact on 4-year grad rate &amp; retention</td>
<td>Complete: ARCs correlate with 7% increase in year 2 retention**; First 4yr grad rate cohort data in 2020</td>
</tr>
<tr>
<td>Use of systematized advising coordination, note taking tool</td>
<td>No metric planned bc of measurement cost, ubiquity at successful peer institutions</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* FIG data: averages 2002-2012 cohorts, FIG & non FIG groups paired by HS GPA & SAT  
** ARC data – propensity score matching, 2015-17 cohorts
4. Immediate next steps

- First to second year retention = 85.2% for Fall 2017 cohort...address with new programs
- Build on successful efforts, to address both retention and graduation rate:

<table>
<thead>
<tr>
<th>Program</th>
<th>Four year graduation rate impact</th>
<th>Year 2 retention rate impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PathwayOregon (wrap-around advising)</td>
<td>+13.0%</td>
<td>+12.1%</td>
</tr>
<tr>
<td>First-year Interest Groups (FIGs)</td>
<td>+9.7%</td>
<td>+3.5%</td>
</tr>
<tr>
<td>Academic Residential Communities (ARCs)</td>
<td>TBD</td>
<td>+7.0%</td>
</tr>
</tbody>
</table>

Pathway data: comparison with Pell-eligible, non-Pathway Oregonians, 2014-17; FIG data: averages 2002-2012 cohorts, FIG & non FIG groups paired by HS GPA & SAT; ARC data – propensity score matching, 2015-17 cohorts
To take the next steps to improve graduation and retention rates, two new major interventions:

1. **Universal wrap-around advising** at 300:1 student to advisor ratio (PathwayOregon advising for all)

2. **Universal first-year experience** (building on known success of FIGs and ARCs)
4. Immediate next steps

Universal wrap-around advising

- **Wrap-around**: Holistic engagement with student’s academic, financial, residential, personal, and other challenges and needs; dependent on creating an early, trusting relationship with a professional advisor.

- **Professional advising**: conducted by advisors for whom advising itself is a calling, for which they have trained and continue to engage in professional development.

- **Faculty** can support students in their classes and provide critical mentorship, but are not advising professionals and cannot substitute for them, especially using fractions of faculty FTE. We have relied heavily to this point on fractional faculty FTE for advising.

- Our current student to advisor ratio = \(~800:1\)

- National best practice standard = \(300:1\)

- **PathwayOregon** ratio = 425:1; close enough to offer many wrap-around services; correlates with 14% increase in 4-year graduation rate

- **President’s Schil’s recent investment** gets us close to 300:1

- 23 new advisors, plus support staff will be hired by July 2019, in time for Tykeson opening
# Physical & Organizational Location of Wrap-Around (& Other) Advisors

## Tykeson Hall

### New CAS Major Advisors

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS major advisors in theme clusters</td>
<td>16</td>
<td>10,521</td>
</tr>
</tbody>
</table>

### Primary Types of Advising

- Major
- Pre-career

### New Wrap-Around

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAA Team in Theme Clusters</td>
<td>15</td>
<td>11,950</td>
</tr>
</tbody>
</table>

### Primary Types of Advising

- Exploring
- 1st-year experience
- Pre-major
- Pre-career

## Oregon Hall

### Redeployed for Wrap-Around

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Academic Advising</td>
<td>11</td>
<td>11,950</td>
</tr>
</tbody>
</table>

### Primary Types of Advising

- At-risk
- Crisis
- Specialty
- Transfer
- High-performance

### Existing Wrap-Around

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>6</td>
<td>2500</td>
</tr>
<tr>
<td>Trio SSS</td>
<td>3</td>
<td>350</td>
</tr>
<tr>
<td>AEC</td>
<td>6</td>
<td>1200</td>
</tr>
<tr>
<td>Athletics (Jcq)</td>
<td>4.5</td>
<td>500</td>
</tr>
</tbody>
</table>

### Total

- 20.5
- 4,550

### Primary Types of Advising

- Exploring & 1st-year exp
- Pre-major, Pre-career
- At-risk, crisis & specialty

## Career Center Reimagined

### Program

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career advisors</td>
<td>8-12</td>
<td>21,000 (all schools and colleges)</td>
</tr>
</tbody>
</table>

### Primary Types of Advising

- Career development
- Resume & interview prep
- Employer relations

## Redeployed for Wrap-Around

<table>
<thead>
<tr>
<th>Program</th>
<th>FTE</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAE</td>
<td>5</td>
<td>1500</td>
</tr>
<tr>
<td>ISSS</td>
<td>9</td>
<td>3000</td>
</tr>
</tbody>
</table>

### Total

- 14
- 4,500

### Primary Types of Advising

- Exploring & 1st-year exp; Pre-major; Pre-career
- At-risk, crisis & specialty

## Other Locations on Campus

<table>
<thead>
<tr>
<th></th>
<th>LCB</th>
<th>SOJC</th>
<th>COD</th>
<th>COE</th>
<th>SOMD</th>
<th>LAW</th>
<th>CHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (+ some career) advisors - FTE</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Students (majors) served</td>
<td>3377</td>
<td>2371</td>
<td>1262</td>
<td>937</td>
<td>342</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
4. Immediate next steps

Metrics for wrap-around advising

• We expect to see increases in retention rates and 4 year graduation rate as universal wrap around advising takes effect
  • Retention rate, term to term: earliest impact Winter 2020; year to year: Fall 2020
  • 4 year grad rate, first cohort impacted: Fall 2019, graduation Fall 2023

• We may also see increases in carrying load & UO GPA, although non-advising factors may confound impact (measurable by Winter 2020)

• Assuming advisor caseloads prove reasonably stable, we will also track retention, grad rate, carrying load, GPA by advisor (by Winter 2020)
4. Immediate next steps

Universal first-year experience (FYE)

• Comparator institutions use a universal first year course (& related co-curricular experiences) to ensure smooth transition to successful academic path.

• UGS & partners building a first-year experience program for all students around seven key elements:
  1. Wrap-around advising
  2. Social belonging
  3. College knowledge & academic confidence
  4. Cohesive & compelling core curriculum
  5. Co-curricular opportunities
  6. Career awareness
  7. Gateway to later high-impact practices
4. Immediate next steps

Definitions for 7 FYE elements

1. **Wrap-around advising** - A comprehensive and holistic advising strategy that supports the whole student, accomplished with the industry standard student-advisor ratio of approximately 300:1.

2. **Social integration/sense of belonging** – Student success comparative data suggest that if a student develops a sense of belonging within the first several weeks, they are more likely to persist to graduation.

3. **College knowledge and academic confidence** – Give students opportunities to understand campus norms, practices, and policies; acclimate to the campus environment; access available campus resources; and build their confidence academically.

4. **Cohesive & compelling core curriculum** – Core educational courses & pathways that engage student interests, curiosities and needs in a coordinated way.
5. **Co-curricular opportunities** - Co-curricular experiences provide balance within a student’s college experience; opportunities for self-awareness as students develop their core values and life perspectives; connection and a sense of place within the campus community.

6. **Career awareness and exposure** – Help students explore career opportunities within their interest area and academic path via info sessions, job shadowing, internships, and career seminars.

7. **Gateway to later high impact practices** - High-impact practice participation (e.g., service learning, internships, leadership opportunities, research, writing-intensive courses, study abroad) increases persistence to graduation. FYE helps students plan and prepare for these later, high-impact experiences.
4. Immediate next steps

**FYE development**

**Phase 1:**
Under way 2018-19

- Wrap-Around Advising

**Phase 2, 2018-19:**
Build universal first year courses (from FIGs, ARCs) centered on:

- Social Belonging
- College Knowledge & Academic Confidence
- Cohesive Core Curriculum

**Phase 3, 2019-20:**
Integrate these additional components:

- Co-Curricular Opportunities
- Career Awareness & Exposure
- Gateway to High Impact Practices
4. Immediate next steps

**Build 1st-year course from existing programs**

<table>
<thead>
<tr>
<th>Existing First-year Interest Groups (FIGs)</th>
<th>Existing Academic Residential Communities (ARCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Non-residential [ ] Residential</td>
<td>[ ] Non-residential ✓ Residential</td>
</tr>
<tr>
<td>College Connection Seminar (1 cr)</td>
<td>Seminar (1 cr)</td>
</tr>
<tr>
<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course (4 cr)</td>
</tr>
<tr>
<td>Core Ed Course (4 cr)</td>
<td>Seminar (1 cr)</td>
</tr>
<tr>
<td></td>
<td>Core Ed Course (4 cr)</td>
</tr>
<tr>
<td></td>
<td>Seminar (2 cr)</td>
</tr>
<tr>
<td></td>
<td>Core Ed Course (4 cr)</td>
</tr>
</tbody>
</table>

**FIGs and ARCs currently organized around a compelling theme of interest to first-year students**

**FIGs correlate with**
- 3.5% increase yr 2 retention
- 9.7% increase in 4yr grad rate

**ARCs correlate with**
- 7.0% increase yr 2 retention
- 4 yr grad rate TBD (ARCs too new)
4. Immediate next steps

**Build 1st-year course from existing programs**

<table>
<thead>
<tr>
<th>FIGs expanded into year long, 28 credit program</th>
<th>ARCs expanded into year long, 28-credit program</th>
<th>Default 4 credit program (mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Connection Seminar (1 cr)</td>
<td>Seminar (1 cr)</td>
<td>Seminar (1 cr)</td>
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<tr>
<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course (4 cr)</td>
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<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar (1 cr)</td>
<td>Seminar (1 cr)</td>
<td>Seminar (1 cr)</td>
</tr>
<tr>
<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course (4 cr)</td>
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<tr>
<td>WR 121 (4 cr)</td>
<td>WR 121 (4 cr)</td>
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</tr>
<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>Seminar (2 cr)</td>
<td>Seminar (2 cr)</td>
<td>Seminar (2 cr)</td>
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<tr>
<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course (4 cr)</td>
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</tr>
<tr>
<td>Core Ed Course (4 cr)</td>
<td>Core Ed Course (4 cr)</td>
<td></td>
</tr>
</tbody>
</table>

All three first-year course options organized around compelling themes of interest to students
4. Immediate next steps

**FYE course metrics**

For all three tracks (expanded FIGs, expanded ARCs, default 4-credit path) key metrics continue to include:

- Retention to year 2
- Four year graduation rate
- Improved UO GPA
- Increased carrying loads after FYE
5. Key collaborations

UGS works closely with –

1. **Student Services & Enrollment Management (SSEM)** to meet students where they are and support their success as soon as they arrive on campus

2. **Student Life** to ensure belonging and address student’s holistic needs (e.g., health, well-balanced life as student)

3. **Equity & Inclusion** to address the needs of some of our most at-risk students
Diagram, timeline of key collaborations

Goals:
1. Graduate on time
2. Retention
3. Skills w/major
4. Placement
5. Challenge->Growth

Partners:
- UGS
- Schools & Colleges
- SSEM
- DEI
- Student Life

Core academic support services
- Degree progress

Sub-population support services
- At-risk intervention
- Use discomfort for growth

Career preparation & development
- HIP early inspiration
- Skill development & recognition
- HIP challenges for growth

Meeting them were they are
- At-risk identification
- Job+grad school placement

Goals:
- 1 Graduate on time
- 2 Retention
- 3 Skills w/major
- 4 Placement
- 5 Challenge->Growth

Straight, enticing core ed, major path
- 1 2

Degree progress
- 1 2

At-risk intervention
- 1 2 5

Use discomfort for growth
- 3 5

Core academic support services
- 1 2

Meeting them were they are
- 1 2 5

Sub-population support services
- 1 2

Enhance belonging
- 1 2 5

HIP early inspiration
- 1 3 2 5

Skill development & recognition
- 3 4 5

HIP challenges for growth
- 4 5

Career preparation & development
- 3 4 5

Student’s Time at UO
Convocation
Commencement
## Appendix A:

### Study Abroad Impact on Student Success

Propensity score matches (similar pairs of students)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Student Count</th>
<th>Study Abroad</th>
<th>Underrep Pct</th>
<th>Black Pct</th>
<th>Hispanic Pct</th>
<th>Pell Pct</th>
<th>Female Pct</th>
<th>FG Pct</th>
<th>Res Pct</th>
<th>Mean HS GPA</th>
<th>Median HS GPA</th>
<th>Mean FT GPA</th>
<th>Median FT GPA</th>
<th>STEM Pct</th>
<th>Prof Pct</th>
<th>EOY2 Debt Pct</th>
<th>Mean EOY2 Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>473</td>
<td>No</td>
<td>8.7%</td>
<td>3.4%</td>
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### Appendix A: Study Abroad Impact on Student Success

Matched pair results: yes/no on study abroad

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<th>Mean TTD SA minus noSA</th>
<th>Median TTD</th>
<th>UO Grad Pct</th>
<th>Y3 Grad Pct</th>
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Averages

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Appendix B:
Undergrad Studies New Org Structure

Vice Provost & Dean for Undergraduate Studies (1.0)

AVP Academic Excellence
Ron Bramhall (0.5)
From OBP; works with UGS to implement Provost core, curriculum strategy

AVP Student Success
Doneka Scott
1 FTE

AVP Experiential Learning
Josh Snodgrass (0.5)
Manages CURE, Distinguished Scholarships

Accessible Education Center
Senior Director
Hillary Gerdes
11.2 FTE

UGS Central Admin

Business Manager
Lied Johnson
+3.5 FTE

Admin Manager
Maeve Anderson
+3 FTE

Advising & Academic Support Cluster

Office of Academic Advising, Asst VP
Kimberly Johnson
16 FTE + st workers

Tutoring Center
TBD
6 FTE + st workers

TRIO Student Support Services
Tara Parillo
5 FTE

Health Professions Program (HPP)
2 FTE

Pathway Oregon Grant Schoonover
7 FTE

Figures
Amy Hughes Giard
2.6 FTE

ARCs, Kevin Hatfield
(0.4 UGS; 0.6 Housing)

Common Reading
Julie Voelker-Morris (.25)

First-Year Experiences Cluster

Undergrad Research
1.49 FTE

McNair Scholars Program
TBD
1.49 FTE

UGS Central Admin
## Appendix C: UGS Student Success Working Groups

- UGS unit leaders assigned to cross pollinate discussion, instill new forms of collaboration, universalize ownership of student success
- VPD (Dennis) and lead AVP (Doneka) float among all six working groups

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- UGS unit leaders assigned to cross pollinate discussion, instill new forms of collaboration, universalize ownership of student success
- VPD (Dennis) and lead AVP (Doneka) float among all six working groups
Agenda Item #3

Online Education Initiative
Dr. Carol Gering has recently joined the University of Oregon (UO) as Associate Vice Provost for Online and Distance Education. She comes to UO with more than twenty-five years of experience in higher education. Most recently Gering served for six years as the Executive Director of eLearning & Distance Education at the University of Alaska Fairbanks (UAF). Her accomplishments in that position included doubling the number of online programs, managing an organizational restructuring, redeveloping revenue models, and achieving year-over-year enrollment growth despite budget cuts. Gering earned a bachelor’s degree from Southern Nazarene University in 1980, a master’s degree in curriculum and instruction from UAF in 2008, and a Ph.D. in the interdisciplinary field of Online Education and Psychology, also from UAF, in 2017.

Carol's work in distance education in Alaska began long before her appointment as director of UAF eLearning. In a state that is geographically challenged by size, climate, and extreme terrain, distance education was crucial to the university's mission. Carol joined the Center for Distance Education (CDE) at UAF at a time when faculty members and students exchanged paper-based lessons and feedback through postal mail, email or fax. She helped put UAF’s first courses online in the late ‘90s and early 2000s. What started as an experiment grew rapidly as student demand for online courses increased. Gering helped to establish a robust team of instructional designers and support staff. During her time at CDE and UAF eLearning, distance education evolved from one-off courses to a fully developed online initiative focused on strategic growth and thoughtful enrollment management. UAF now grants online certificates and degrees, both undergraduate and graduate level, in a range of subjects.

Carol was born and raised in the small town of Cleo Springs, Oklahoma, the youngest of four children. Although neither of her parents attended college, her oldest brother was already in college when she was born and served as a role model, encouraging her to pursue higher education. After completing their undergraduate degrees, she and her husband, Alan, moved to Colorado, where they spent eight years and started a family before eventually landing in Alaska. Their three adult children still reside in Alaska.
Online Education at the UNIVERSITY OF OREGON

December 3, 2018

Carol Gering
Associate Vice Provost for Online and Distance Education
Introduction

Three things you should know:

1. I value student access to higher education
2. I am passionate about empowering students to be successful
3. I am excited to join UO at this specific point in time: I welcome the challenge of shaping UO’s online presence
Early Impressions

What I’ve observed during my first weeks here:

• Dedicated faculty and staff
• Energy and excitement for moving forward
• Commitment to quality
• Pockets of innovation
• Non-standardized approaches to online delivery
Critical first steps:

1. Commission an implementation team
2. Conduct a strategic scan
   • Inventory existing resources
   • Analyze gaps
   • Evaluate opportunities
By the end of Spring 2019

1. Finalized strategic plan that clearly articulates:
   • Values
   • Priorities
   • Financial model
   • Metrics of success

2. Implementation plan to build infrastructure and address critical gaps:
   • Instructional design and media production
   • Exam capacity
   • Accessibility
   • Open Education Resource (OER) support
   • Student call/chat center
   • e-learning track in the TEP Summer Institute

3. First SPM cohort of 25 students
By the end of Fall 2019

1. 30 new or upgraded courses piloted as a result of the course design call and summer institute
2. 6% increase in online course enrollment over the previous year
3. Course development underway for the first credit-bearing recovery courses
What You Can Expect

By the end of Spring 2020

1. Cohesive, predictable experience for students and faculty:
   • Common processes
   • Visible support services, with extended hours for student assistance
   • Equitable access to resources

2. Intentional enrollment management:
   • Targeted course development
   • Strategic scheduling
   • Initial investment in digital marketing
What You Can Expect

By the end of Spring 2021

1. Robust portfolio of course offerings designed to enhance student success
2. Three online/hybrid programs in areas of UO’s distinctive academic expertise
3. Comprehensive online program support, including:
   • Instructional design
   • Quality assessment
   • Digital marketing
   • Recruiting
   • Advising and Student Success Coaching
• Start-up capital is being used now for initial infrastructure investments.

• We will work within established campus systems to create a sustainable model for the future; this will very likely include some sort of fee, which is a common practice in online delivery.