



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.

BOARD OF TRUSTEES

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

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**Board of Trustees | Academic and Student Affairs Committee
Public Meeting | December 3, 2018 @ 10:30 a.m.
Ford Alumni Center | Giustina Ballroom**

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

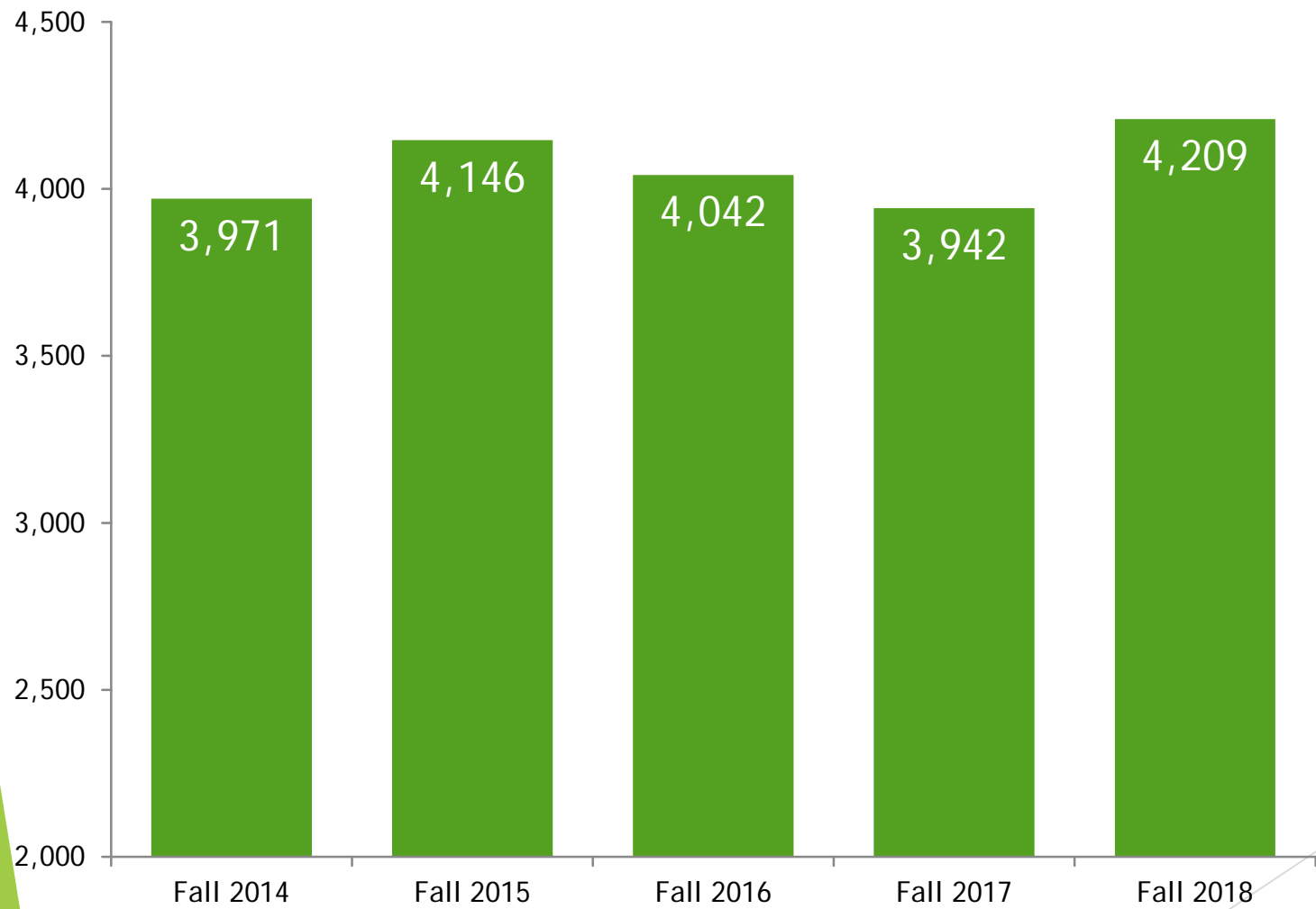
Meeting Adjourns

Agenda Item #1

Annual Report on Enrollment & Scholarship/Financial Aid

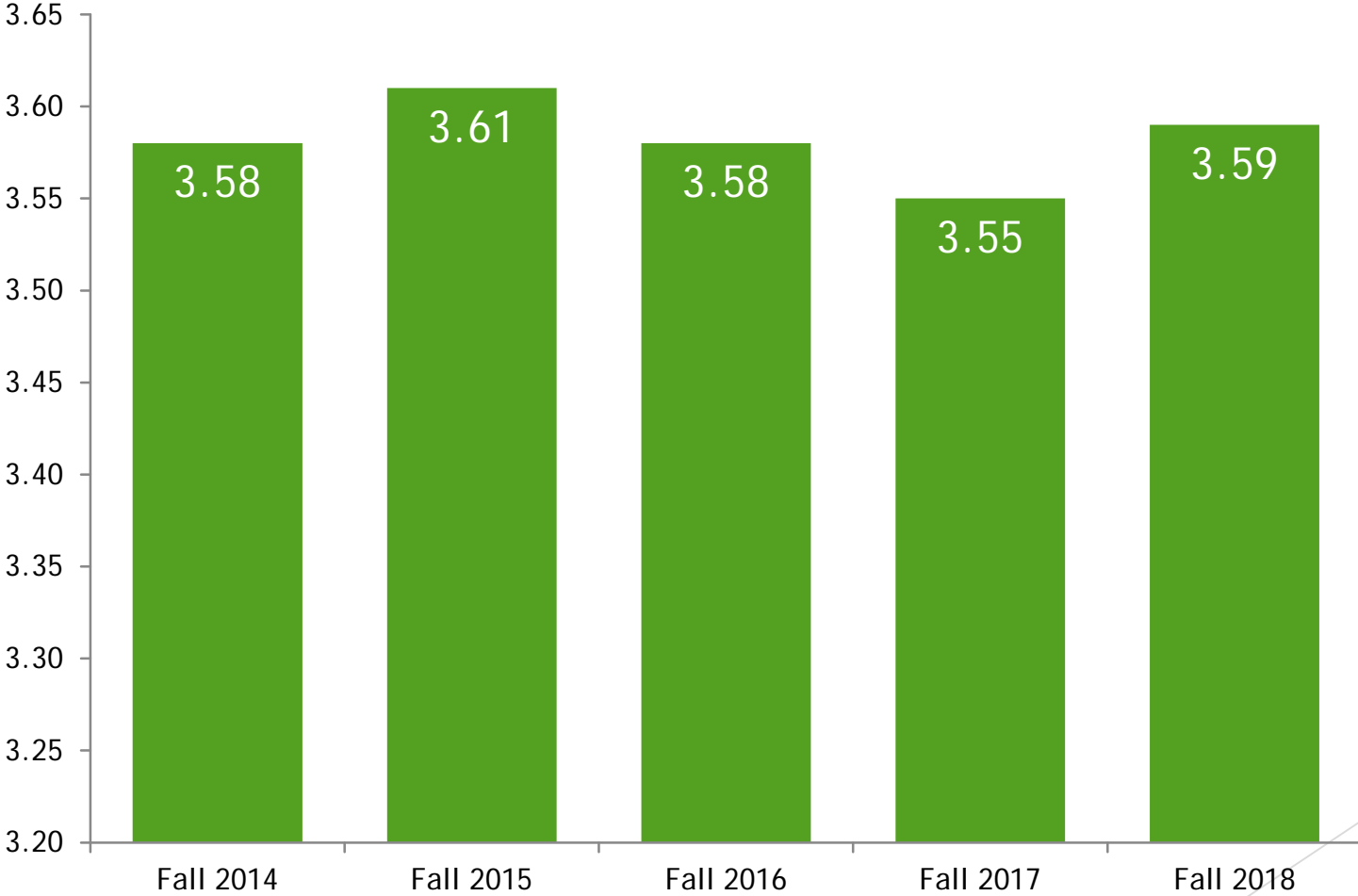
Entering Class 2018

Enrollment - New Entering Freshmen



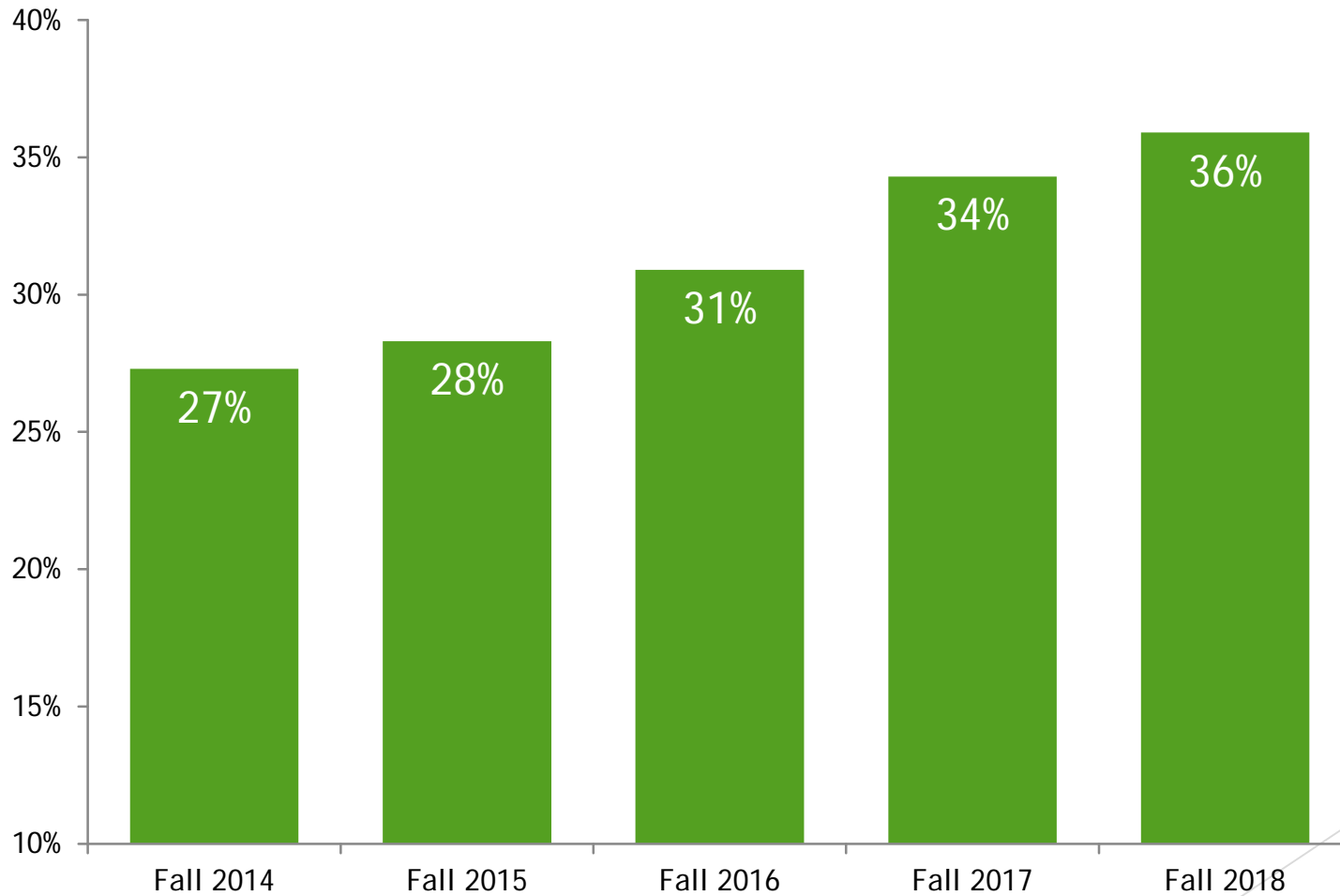
Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018

Average High School GPA Entering Freshmen



Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018

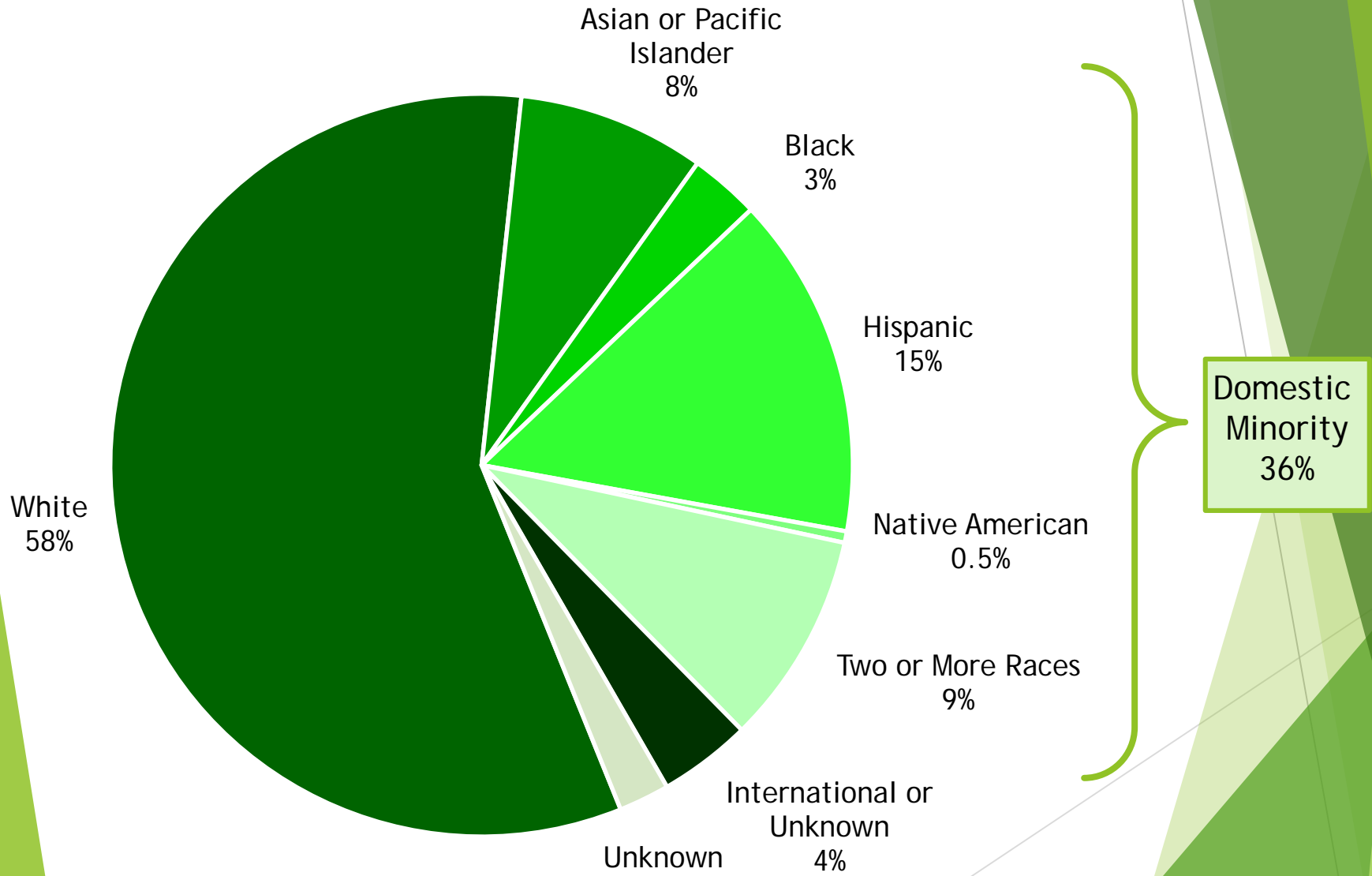
Domestic Minority as Percentage of Entering Freshmen



Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018

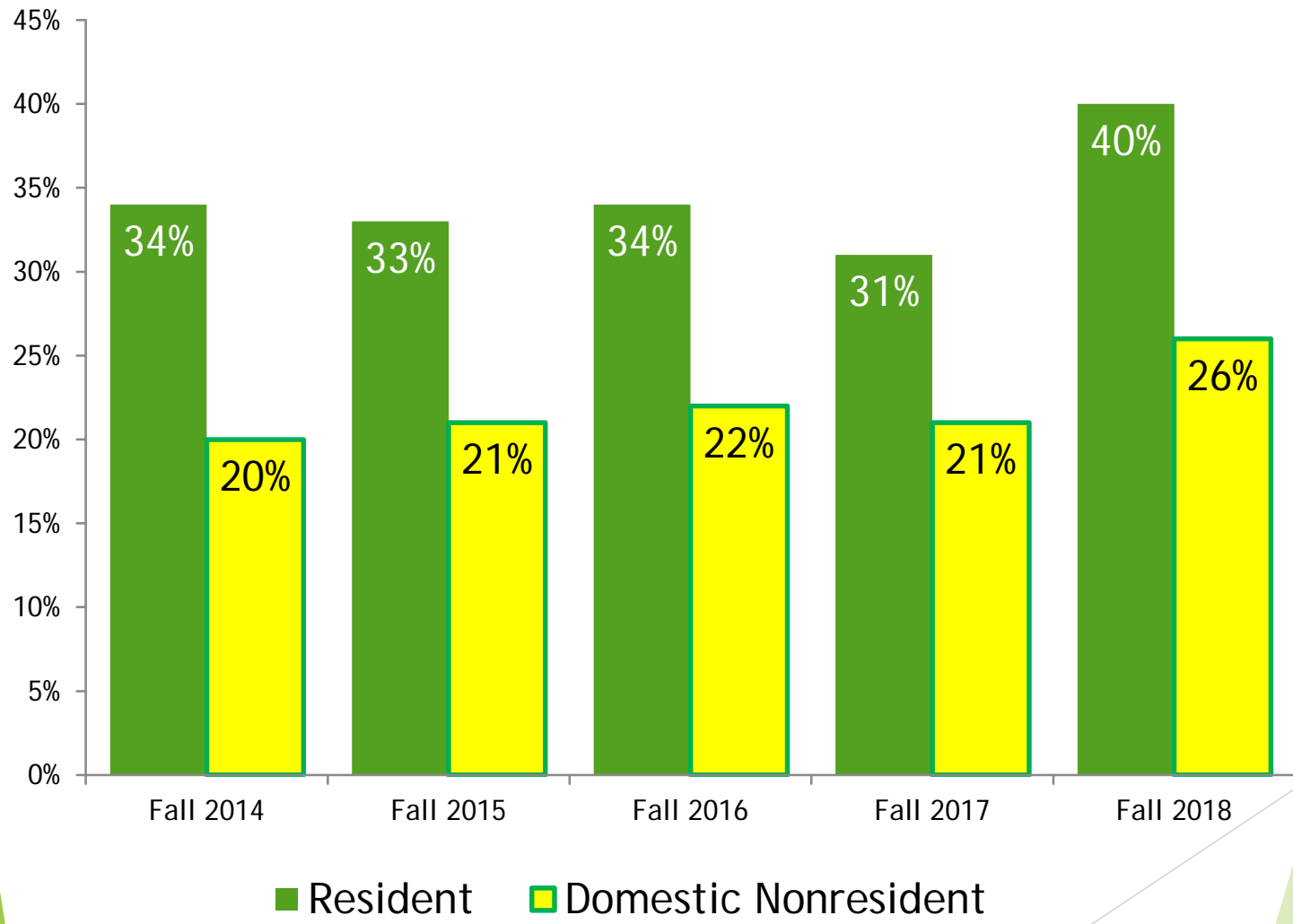
Freshman Racial/Ethnic Diversity

Fall 2018



Federal methodology.
Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018

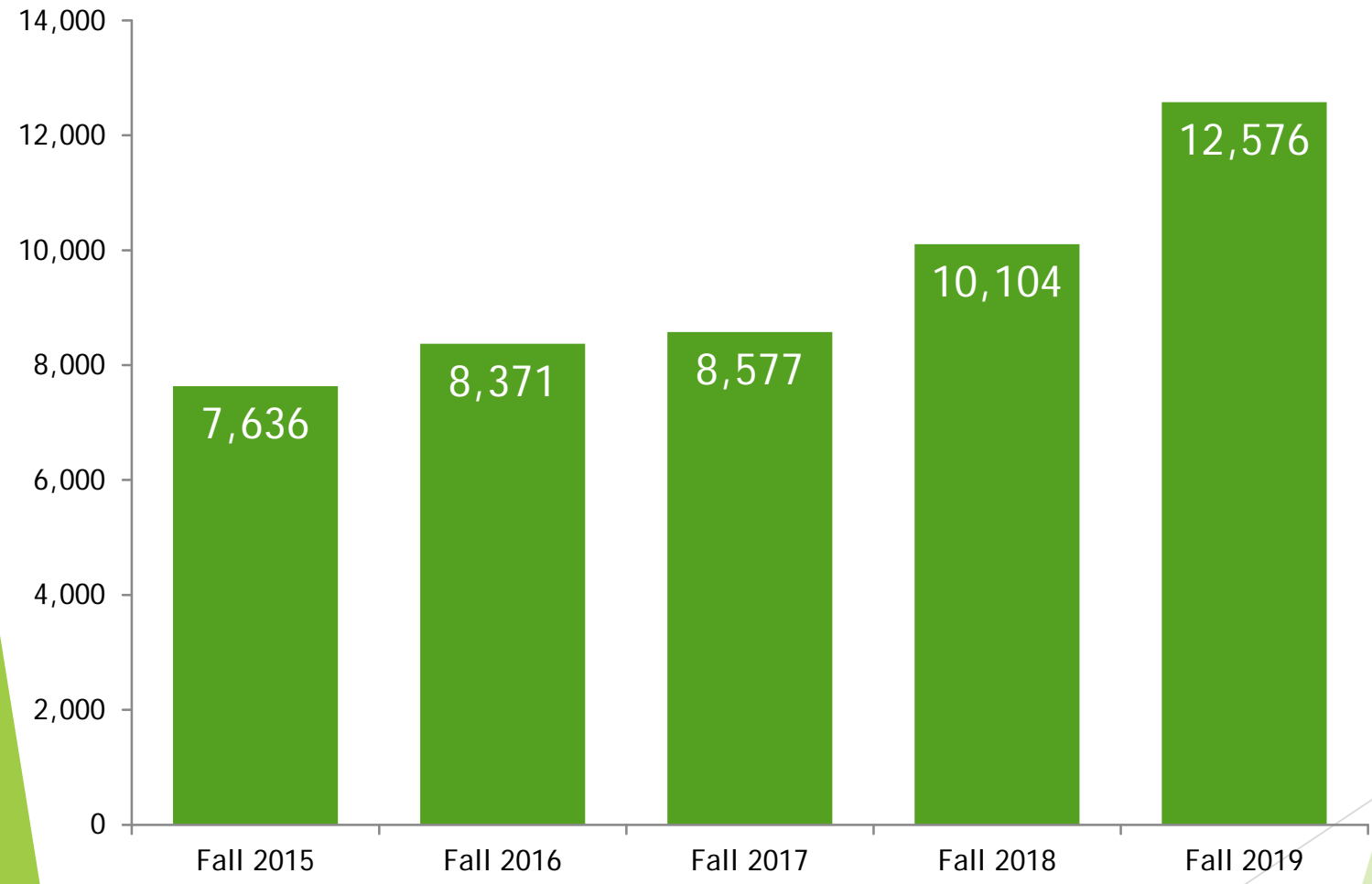
First Generation as Percentage of Entering Freshmen



Includes fall and summer freshman starts
UO SSEM Research and Assessment, 11/19/2018

How is 2019 Looking?

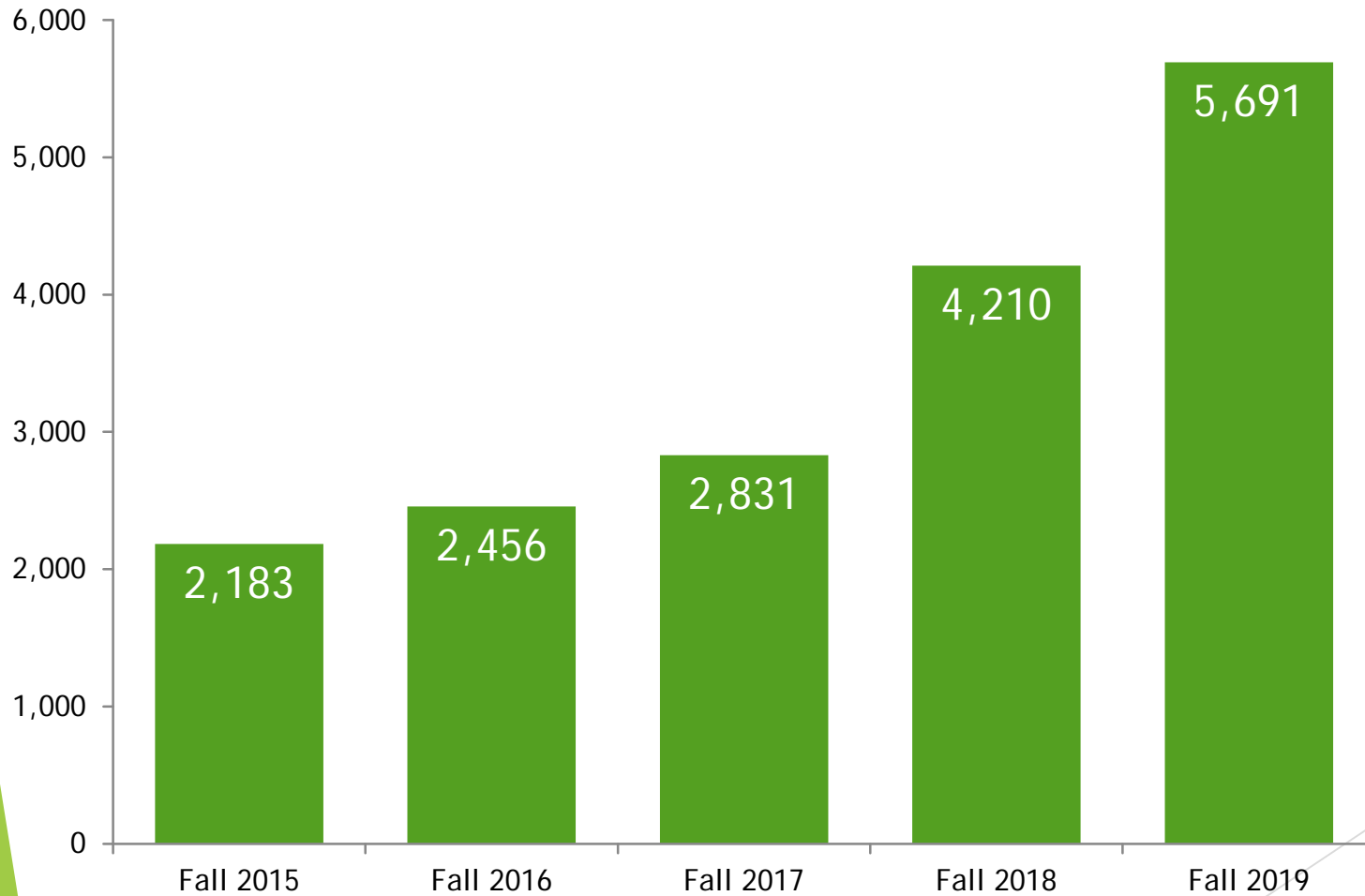
Freshman Applications at Point-in-Time (November 15)



24% more
freshman
applications
at point-in-time

Stronger Applicant Pool

Freshman 3.80+ High School GPA Applications at Point-in-Time

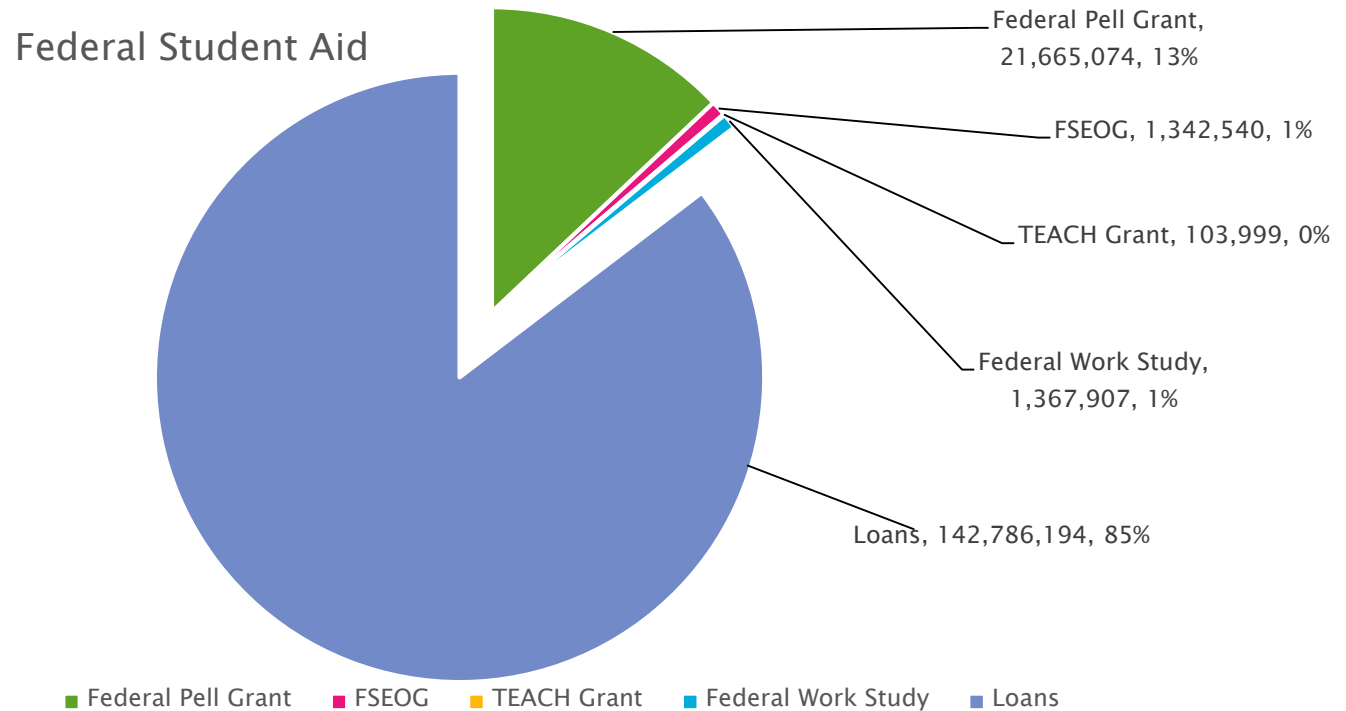


35% more
freshman
applications with
a 3.80+ HSGPA
at point-in-time

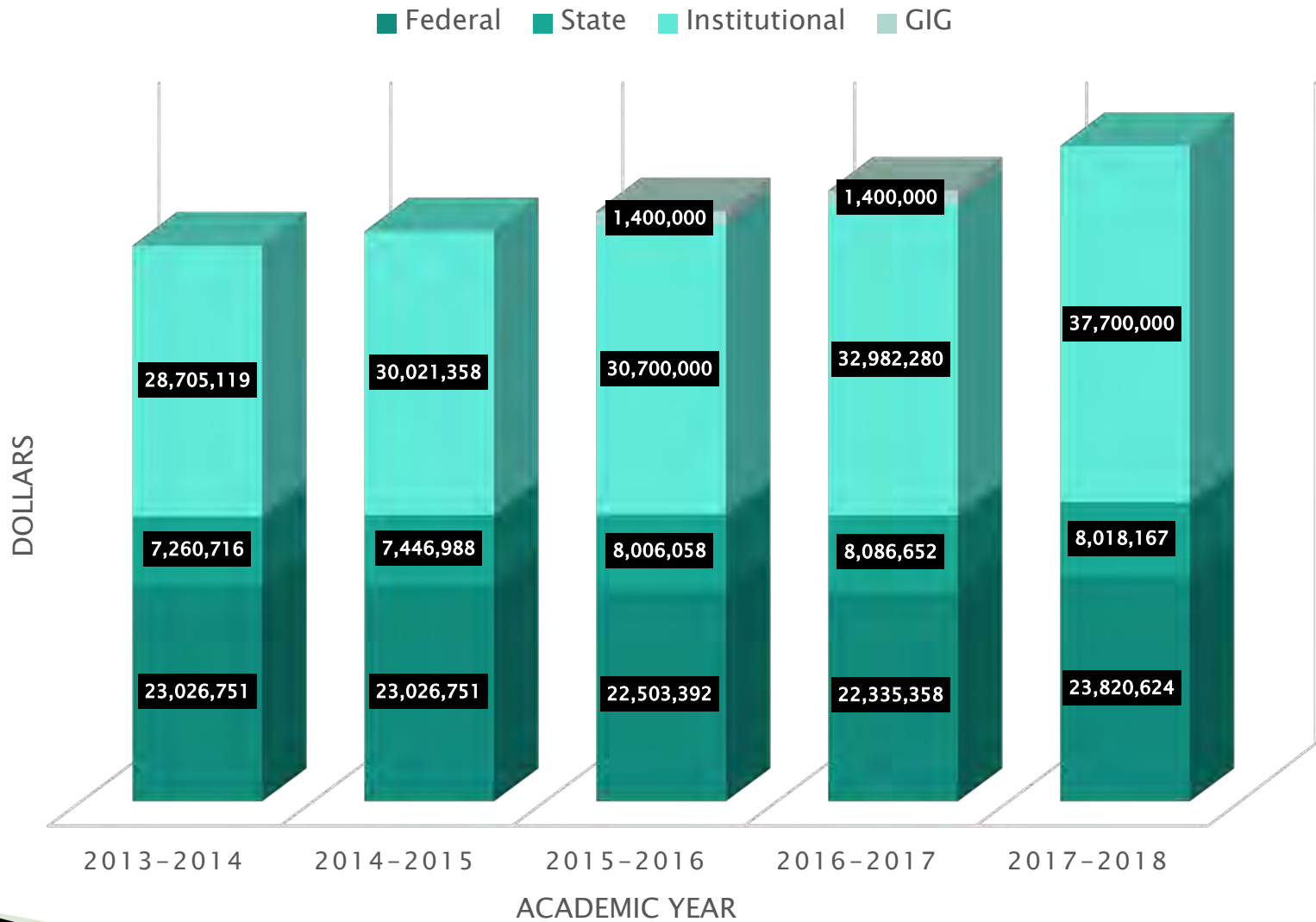
Financial Aid Update

Board of Trustees Meeting
Ford Alumni Center
December 3, 2018

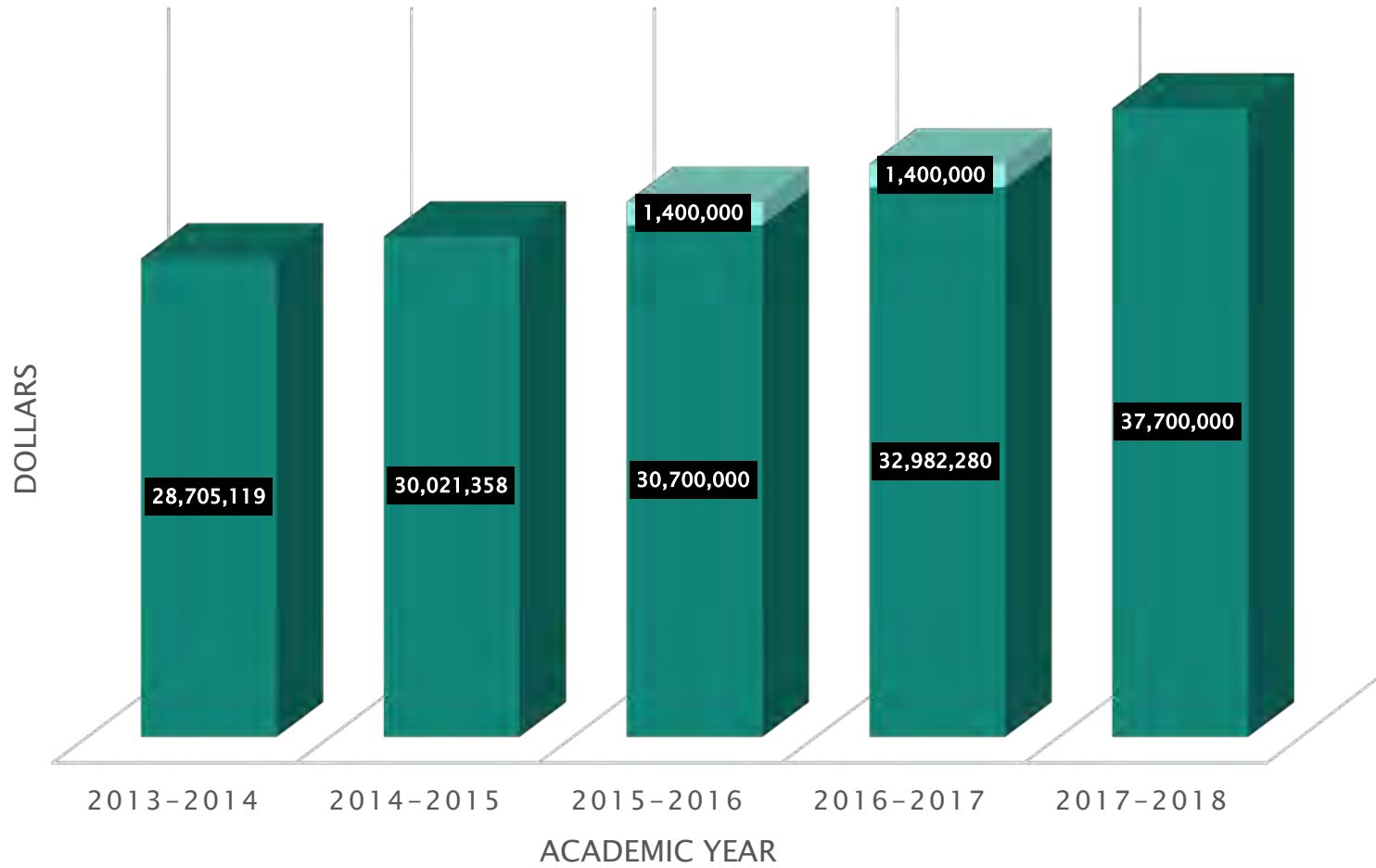
Federal Student Aid Snapshot



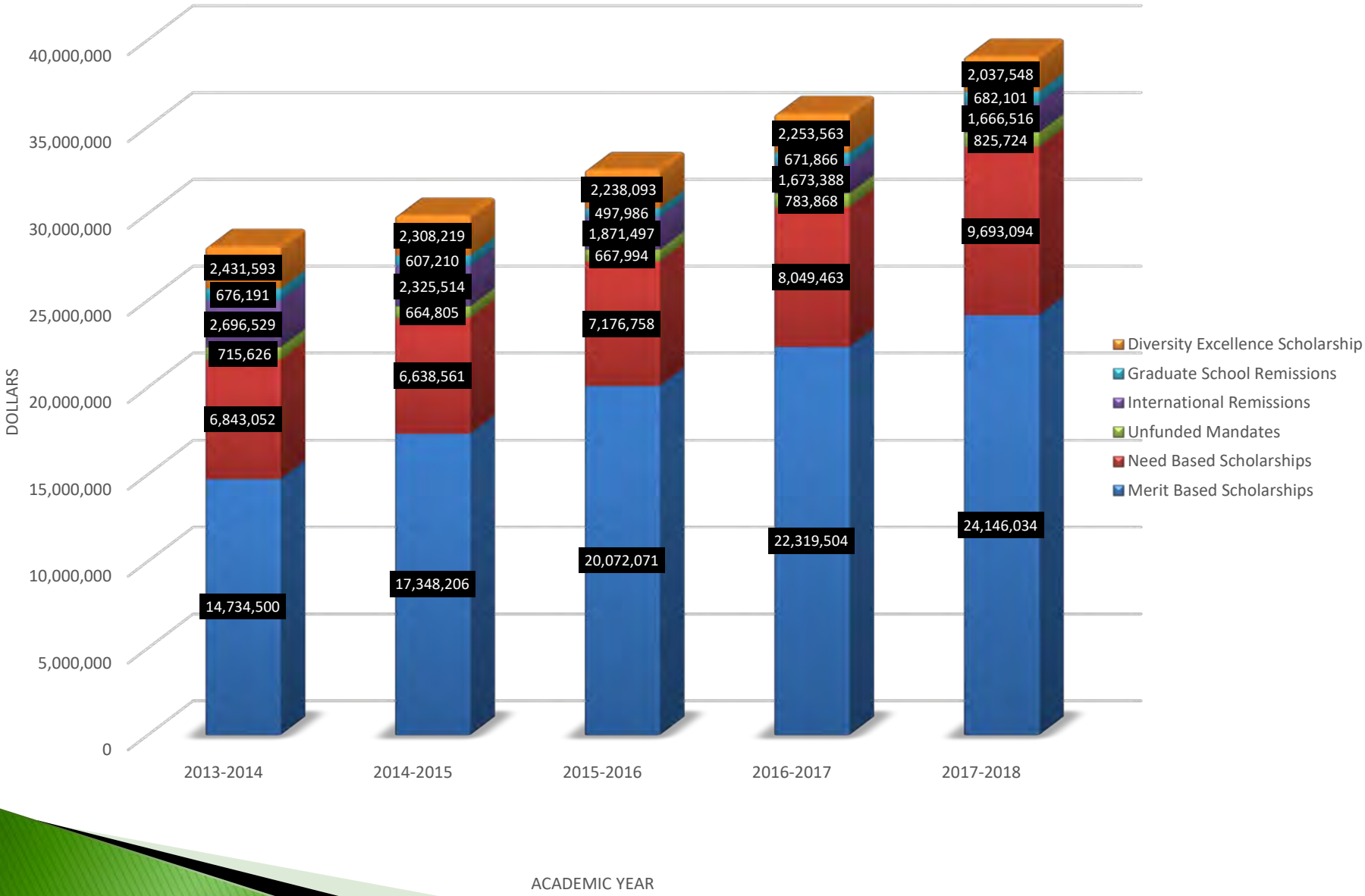
INSTITUTIONAL, FEDERAL, STATE GRANTS



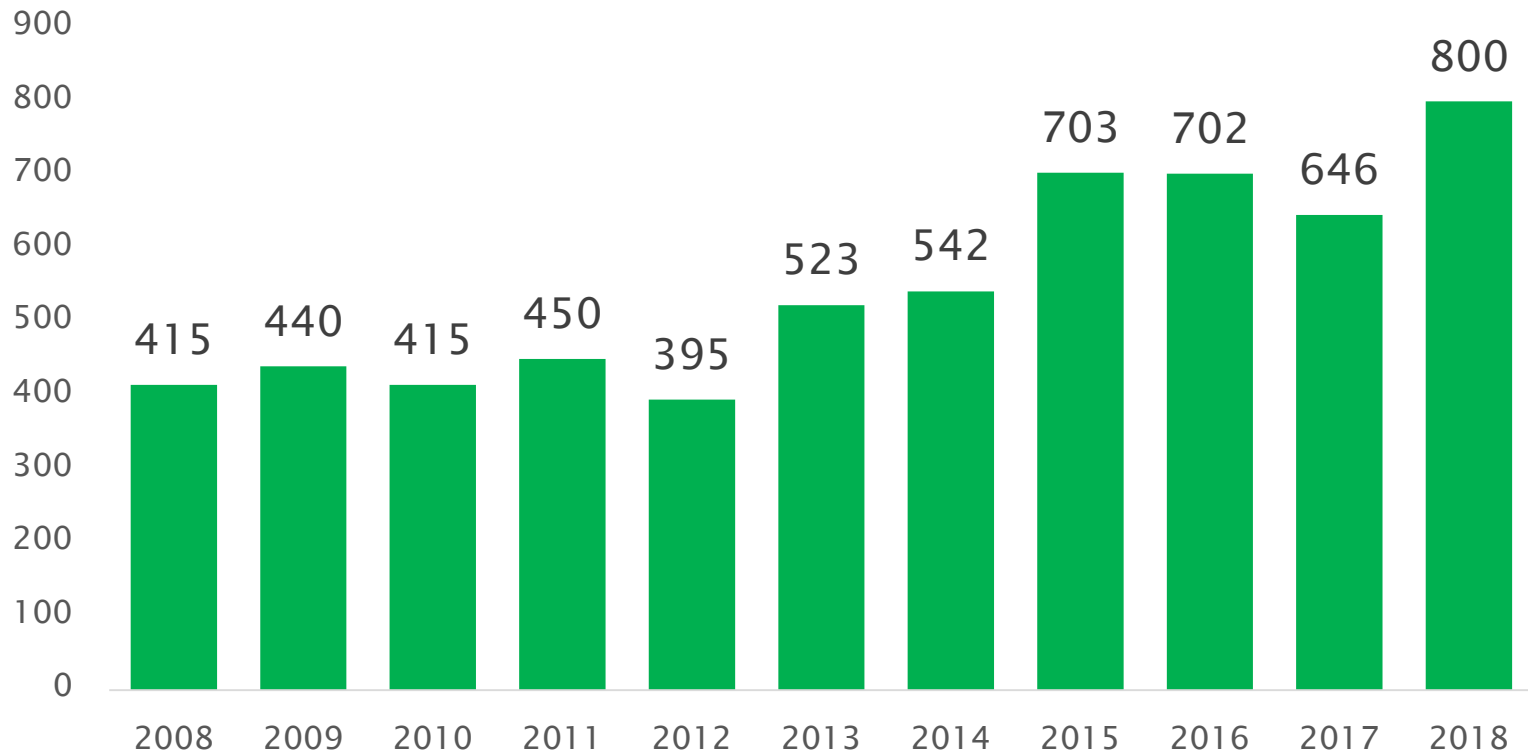
INSTITUTIONAL AID BUDGET



INSTITUTIONAL AID EXPENDITURES



PathwayOregon Freshmen Enrollment



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. Student success team & commitment

Our commitment to every UO undergrad --

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

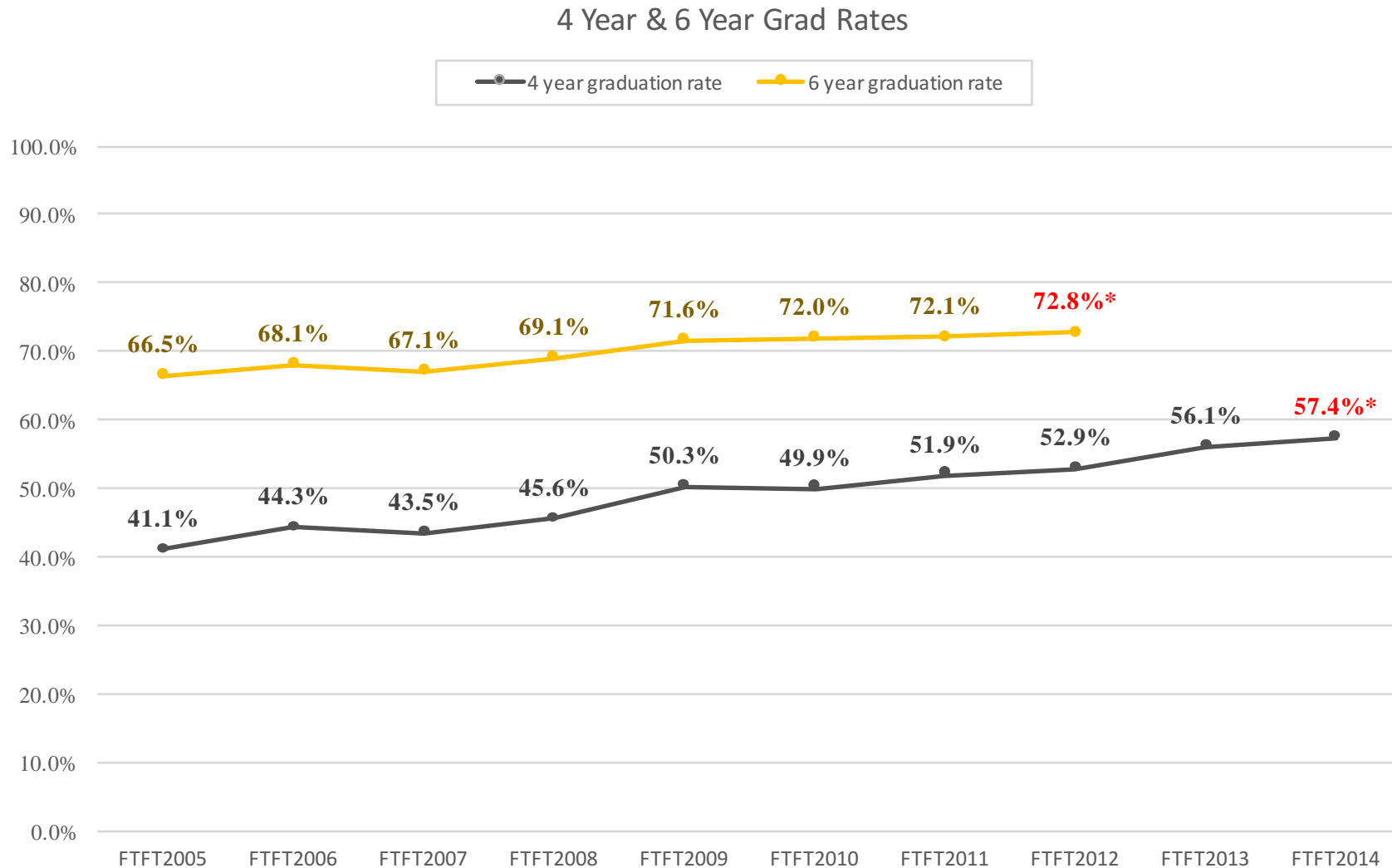
- Every intervention must be backed with empirical data to demonstrate usefulness of investment of time, energy, resources
- Represents a transition in how we do business; we are at an early stage, with much yet to come
- Slides below show –
 - Current measurable progress
 - Coming major interventions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

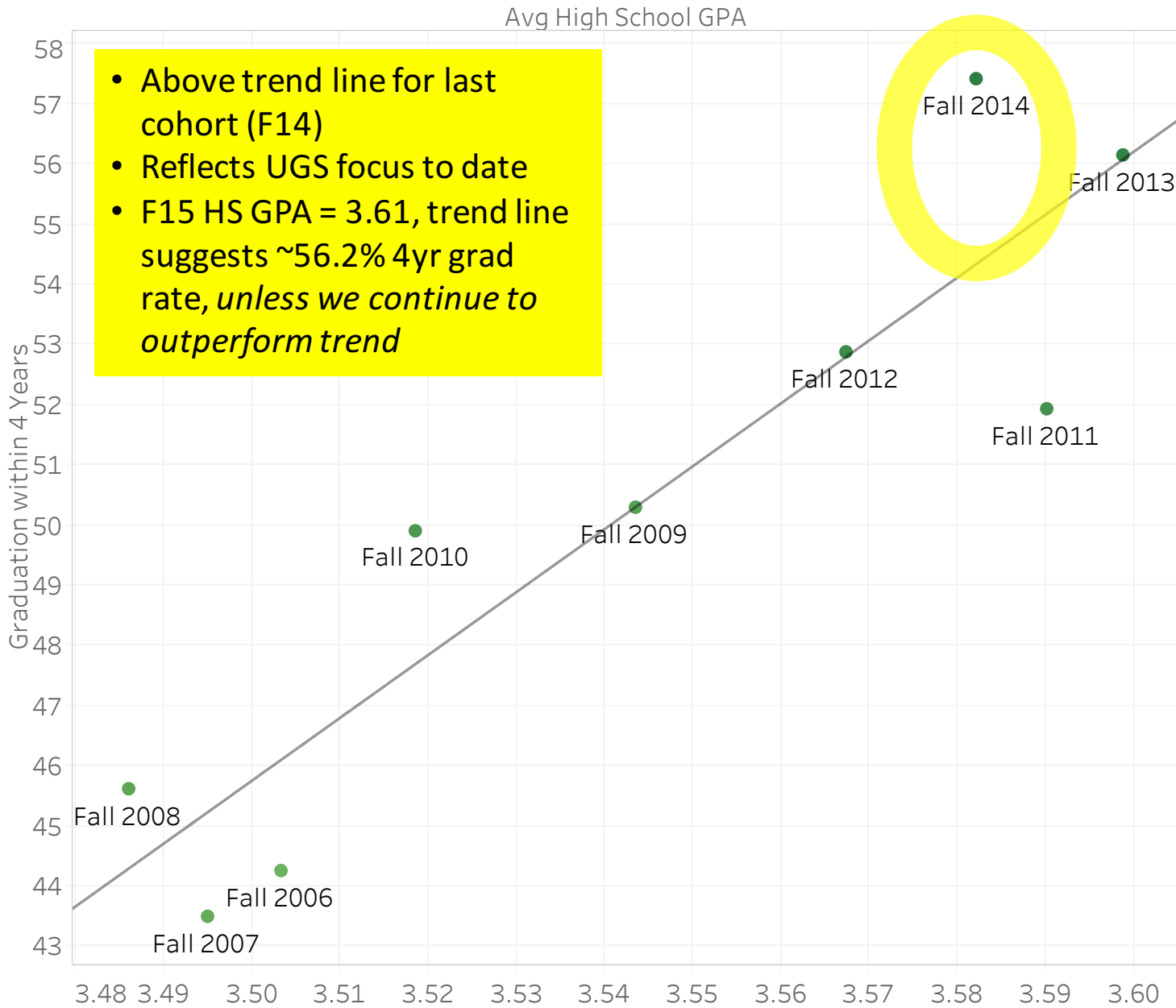
Avg High School GPA x Graduation within 4 Years since Fall 2006

DRAFT 10/26/2018

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 ..



X axis
Avg High School GPA

Y axis
Graduation within 4

Start History with
Fall 2006

	Avg High..	Graduati..
Fall 2..	3.50	44.25
Fall 2..	3.50	43.50
Fall 2..	3.49	45.61
Fall 2..	3.54	50.30
Fall 2..	3.52	49.91
Fall 2..	3.59	51.93
Fall 2..	3.57	52.88
Fall 2..	3.60	56.15
Fall 2..	3.58	57.41
Fall 2..	3.61	
Fall 2..	3.58	
Fall 2..	3.55	

3. Current measurable progress

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

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

* 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:

Program	Four year graduation rate impact	Year 2 retention rate impact
PathwayOregon (wrap-around advising)	+13.0%	+12.1%
First-year Interest Groups (FIGs)	+9.7%	+3.5%
Academic Residential Communities (ARCs)	TBD (program too new)	+7.0%

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

4. Immediate next steps

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

<i>New CAS major advisors</i>		
Program	FTE	Stdnt
CAS major advisors in theme clusters	16	10,521
Primary types of advising		
Major Pre-career		

<i>New wrap-around</i>		
Program	FTE	Students
OAA Team in Theme Clusters	15	11,950
Primary types of advising		
Exploring 1 st -year experience Pre-major Pre-career		

<i>Career center reimagined</i>		
Program	FTE	Students
Career advisors	8-12	21,000 (all schools and colleges)
Primary types of advising		
Career development Resume & interview prep Employer relations		

Oregon Hall

<i>Redeployed for wrap-around</i>		
Program	FTE	Students
Office of Academic Advising	11	11,950
Primary types of advising		
At-risk Crisis Specialty Transfer High-performance		

<i>Existing wrap-around</i>		
Program	FTE	St
Pathway	6	2500
Trio SSS	3	350
AEC	6	1200
Athletics (Jcq)	4.5	500
Total	20.5	4550
Primary types of advising		
Exploring & 1 st -year exp Pre-major, Pre-career At-risk, crisis & specialty		

<i>Redeployed for wrap-around</i>		
Program	FTE	St
CMAE	5	1500
ISSS	9	3000
Total	14	4500
Primary types of advising		
Exploring & 1 st -year exp; Pre-major; Pre-career At-risk, crisis & specialty		

Other Locations on Campus

	LCB	SOJC	COD	COE	SOMD	LAW	CHC
Major (+ some career) advisors - FTE	6	5	2	2	1	n/a	n/a
Students (majors) served	3377	2371	1262	937	342	n/a	n/a

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.

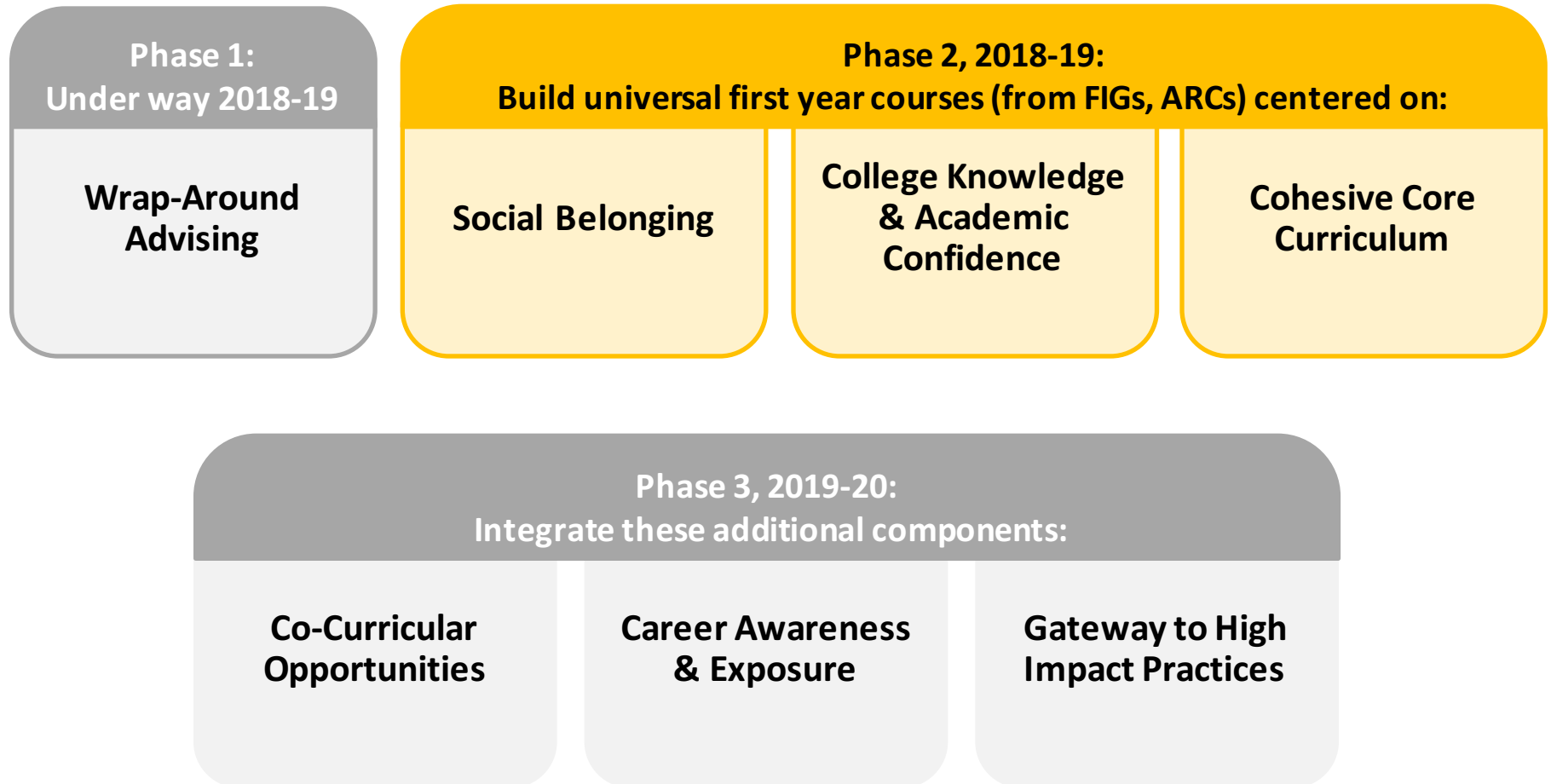
4. Immediate next steps

Definitions for 7 FYE elements

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



4. Immediate next steps

Build 1st-year course from existing programs

	Existing First-year Interest Groups (FIGs)	Existing Academic Residential Communities (ARCs)
	<input checked="" type="checkbox"/> Non-residential <input type="checkbox"/> Residential	<input type="checkbox"/> Non-residential <input checked="" type="checkbox"/> Residential
Fall	College Connection Seminar (1 cr) Core Ed Course (4 cr) Core Ed Course (4 cr)	Seminar (1 cr) Core Ed Course (4 cr)
Winter		Seminar (1 cr) Core Ed Course (4 cr)
Spring		Seminar (2 cr) Core Ed Course (4 cr)
	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)

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

4. Immediate next steps

Build 1st-year course from existing programs

	FIGs expanded into year long, 28 credit program	ARCs expanded into year long, 28-credit program	Default 4 credit program (mandatory)
Fall	<input checked="" type="checkbox"/> Non-residential <input type="checkbox"/> Residential College Connection Seminar (1 cr) Core Ed Course (4 cr) Core Ed Course (4 cr)	<input type="checkbox"/> Non-residential <input checked="" type="checkbox"/> Residential Seminar (1 cr) Core Ed Course (4 cr) Core Ed Course	<input type="checkbox"/> Non-residential <input checked="" type="checkbox"/> Residential Seminar (1 cr)
Winter	Seminar (1 cr) Core Ed Course (4 cr) WR 121 (4 cr)	Seminar (1 cr) Core Ed Course (4 cr) WR 121 (4 cr)	Seminar (1 cr)
Spring	Seminar (2 cr) Core Ed Course (4 cr) Core Ed Course (4 cr)	Seminar (2 cr) Core Ed Course (4 cr) Core Ed Course (4 cr)	Seminar (2 cr)

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:

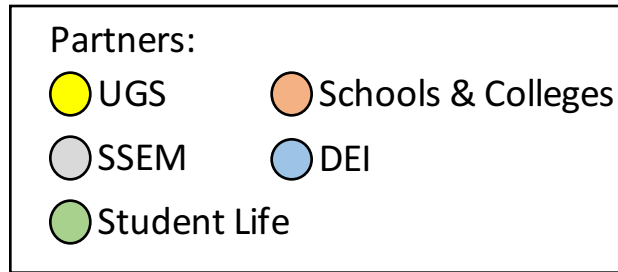
- Retention to year 2
- Four year graduation rate
- Improved UO GPA
- Increased carrying loads after FYE

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



Straight, enticing core ed, major path **1 2**

Degree progress **1 2**

At-risk identification **1 2**

At-risk intervention **1 2 5**

Use discomfort for growth **3 5**

Meeting them where they are **1 2 5**

Core academic support services **1 2**

Job+grad school placement **4 5**

Sub-population support services **1 2**

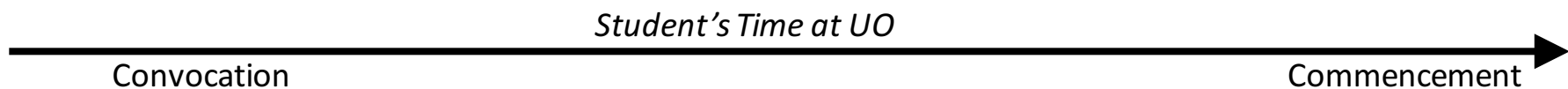
Enhance belonging **1 2 5**

HIP early inspiration **1 3 2 5**

Skill develop't & recognition **3 4 5**

HIP challenges for growth **4 5**

Career preparation & development **3 4 5**



Appendix A:

Study Abroad Impact on Student Success

Propensity score matches (similar pairs of students)

Cohort	Student Count	Study Abroad	Underrep Pct	Black Pct	Hispanic Pct	Pell Pct	Female Pct	FG Pct	Res Pct	Mean HS GPA	Median HS GPA	Mean FT GPA	Median FT GPA	STEM Pct	Prof Pct	EOY2 Debt Pct	Mean EOY2 Debt
2007	473	No	8.7%	1.5%	3.4%	15.2%	58.1%	0.0%	63.2%	3.61	3.65	3.26	3.33	6.6%	36.4%	47.6%	\$19,175
		Yes	7.6%	0.4%	4.2%	10.8%	63.8%	0.0%	52.6%	3.61	3.66	3.27	3.33	7.6%	31.3%	38.7%	\$18,890
2008	580	No	13.6%	1.7%	5.0%	12.6%	55.7%	0.0%	49.3%	3.55	3.57	3.22	3.25	9.8%	38.3%	46.2%	\$22,120
		Yes	8.3%	1.2%	4.0%	12.8%	62.9%	0.0%	47.2%	3.56	3.61	3.33	3.40	7.4%	34.0%	42.8%	\$22,612
2009	525	No	9.1%	1.1%	2.7%	18.1%	60.2%	16.6%	57.0%	3.61	3.65	3.28	3.33	14.7%	31.4%	42.3%	\$22,929
		Yes	6.7%	0.2%	3.2%	19.4%	67.6%	18.1%	54.7%	3.63	3.65	3.29	3.36	12.6%	29.5%	46.3%	\$24,681
2010	542	No	14.4%	1.1%	7.0%	17.3%	60.1%	15.9%	43.5%	3.55	3.54	3.26	3.33	10.0%	42.4%	46.5%	\$29,799
		Yes	14.9%	1.8%	7.6%	17.2%	66.4%	13.1%	40.6%	3.59	3.62	3.33	3.36	10.5%	36.2%	44.6%	\$28,178
2011	605	No	16.0%	2.0%	7.8%	19.3%	67.4%	14.7%	46.8%	3.67	3.68	3.32	3.35	15.9%	40.7%	50.1%	\$27,513
		Yes	14.0%	1.2%	7.3%	17.9%	68.3%	15.5%	43.8%	3.68	3.70	3.36	3.43	13.9%	38.7%	41.3%	\$27,651
2012	572	No	17.0%	2.8%	7.2%	18.9%	67.0%	17.3%	48.1%	3.64	3.68	3.29	3.33	13.5%	35.5%	44.6%	\$28,726
		Yes	14.0%	0.9%	7.2%	17.3%	67.1%	14.7%	46.9%	3.66	3.68	3.33	3.42	11.7%	39.0%	38.8%	\$27,400

Appendix A:

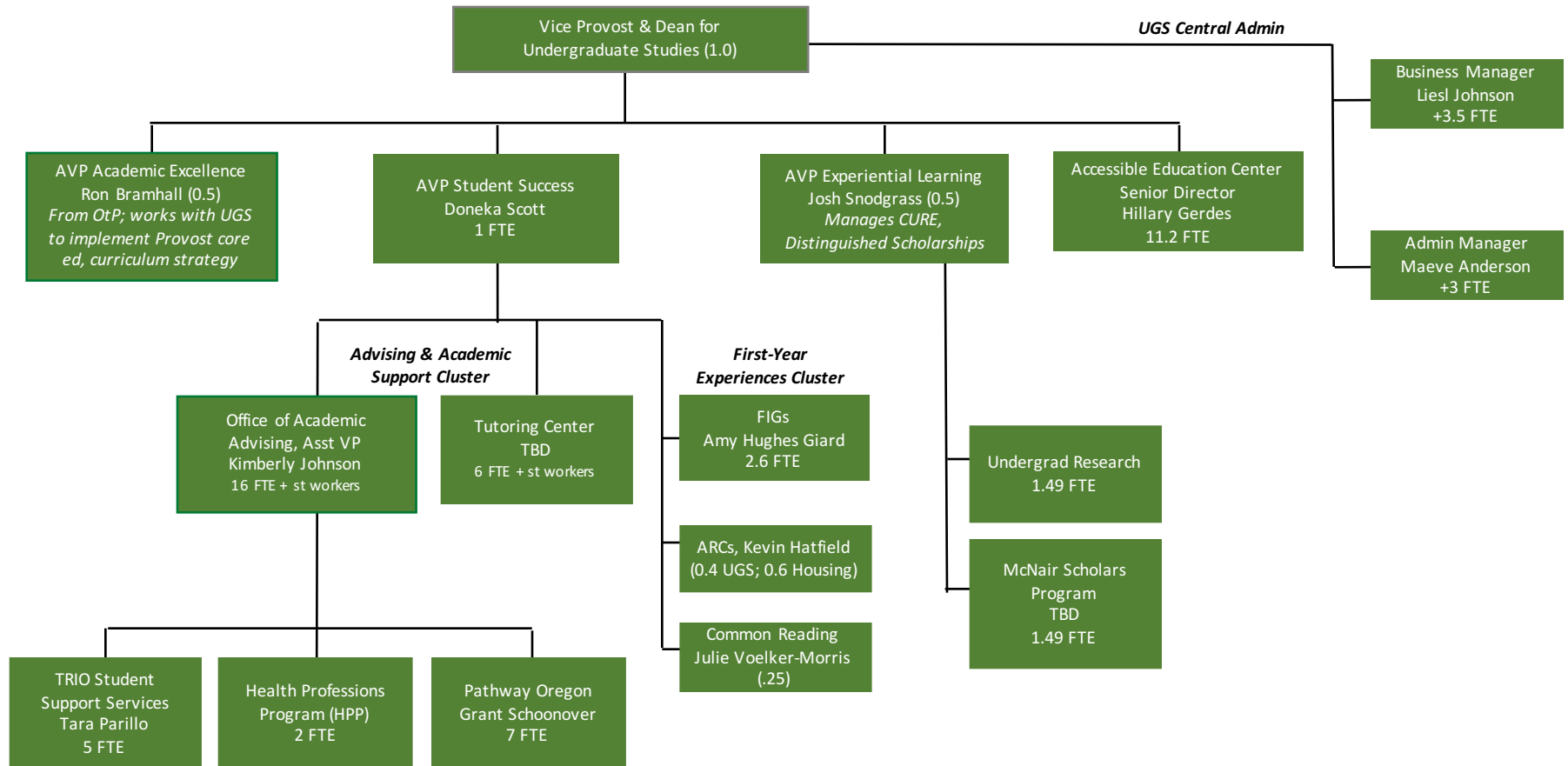
Study Abroad Impact on Student Success

Matched pair results: yes/no on study abroad

Cohort	Student Count	Study Abroad	Debt at Grad Pct	Mean Debt at Grad	Mean Debt SA	Mean TTD SA	Median TTD	UO Grad Pct	Y3 Grad Pct	Y4 Grad Pct	Y4GR% SA	Y5 Grad Pct	Y5GR% SA	Y6 Grad Pct	Y6GR% SA
					minus noSA	minus noSA					minus noSA		minus noSA		
2007	473	No	55.8%	\$39,707		4.49	4.00	93.0%	1.5%	59.4%		84.4%		89.9%	
		Yes	50.7%	\$34,873	-4834.00	4.33	-0.16	4.00	97.3%	2.3%	68.5%	9.1%	93.2%	8.8%	96.2%
2008	580	No	52.8%	\$45,734		4.54	4.00	94.5%	1.0%	57.9%		84.3%		91.2%	
		Yes	49.3%	\$44,989	-745.00	4.28	-0.26	4.00	98.6%	1.0%	73.8%	15.9%	95.7%	11.4%	97.9%
2009	525	No	49.0%	\$42,263		4.40	4.00	95.8%	2.3%	65.9%		88.2%		93.7%	
		Yes	51.4%	\$46,109	3846.00	4.24	-0.16	4.00	97.0%	1.7%	75.2%	9.3%	93.5%	5.3%	96.8%
2010	542	No	51.7%	\$55,552		4.43	4.00	93.7%	0.4%	62.9%		86.2%		91.3%	
		Yes	48.9%	\$51,062	-4490.00	4.24	-0.19	4.00	97.0%	1.3%	76.9%	14.0%	93.4%	7.2%	96.3%
2011	605	No	54.2%	\$52,666		4.27	4.00	92.6%	2.3%	67.9%		89.9%		92.6%	
		Yes	46.4%	\$48,200	-4466.00	4.17	-0.10	4.00	97.2%	3.0%	79.3%	11.4%	95.5%	5.6%	97.2%
2012	572	No	50.3%	\$54,125		4.24	4.00	91.4%	0.7%	68.9%		91.4%		91.4%	
		Yes	43.4%	\$49,856	-4269.00	4.16	-0.08	4.00	96.0%	3.3%	77.6%	8.7%	96.0%	4.6%	96.0%
Averages					-2493.00	-0.16					11.4%		7.2%		5.0%

Appendix B:

Undergrad Studies New Org Structure



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

	OAA		Path-way	SSS	Tykeson Director	AEC	CURE/ODS	FIGs	ARCs	Comm Readng	Tutorng	AVP Ac Excellnc	TEP	SAIL	Maeve	Total #
<i>Assignments</i>	Kimberly	Lori	Grant	Tara	TBD	Hilary	Josh	Amy	Kevin	Julie	TBD	Ron	Lee	Lara	Maeve	
First Year Experience					x		x	chair	x					x		5
On Track. On Time. (Degree progress)		chair		x	x						x	x				5
Advising Expansion	chair		x		x	x			x							5
Tutoring/Academic support?											chair	x	x			3
High Impact Practices integration (including participation, expanding pipeline)						x	chair	x		x						4
Tools (SSC, Guide, ETS, Degree Works)		x	x	x											chair	4
on how many task forces?	1	2	2	2	3	2	2	2	2	1	2	2	1	1	1	
chairing how many?	1	1	0	0	0	0	1	1	0	0	1	0	0	0	1	

Agenda Item #3

Online Education Initiative

DR. CAROL GERING

ASSOCIATE VICE PROVOST FOR ONLINE AND DISTANCE EDUCATION



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

Immediate Priorities

Critical first steps:

1. Commission an implementation team
2. Conduct a strategic scan
 - Inventory existing resources
 - Analyze gaps
 - Evaluate opportunities

What You Can Expect

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

What You Can Expect

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

Resources

- 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.