ACTION ITEMS
1. Approval of Minutes (10 minutes)
   ▪ February 2013
   ▪ March 2013

DISCUSSION ITEMS
2. Legislative Update (Bridget Burns, 10 minutes)

DISCUSSION ITEMS
3. Campus 40-40-20 Assumptions and Diversity Goals (Karen Marrongelle)
   ▪ 2013 Campus 40-40-20 Guidelines & Review Process
   ▪ Campus Response Matrix

OTHER ITEMS
4. Other items put forward by the Committee
5. Adjournment
Minutes

Committee members present: Chair James Francesconi, Jill Eiland, Jim Middleton, Emily Plec and Brianna Coulombe. Director David Yaden was absent.

Chancellor’s staff present: Karen Marrongelle, Charles Triplett, Anna Teske, Joe Holliday, Bruce Schafer, Bob Kieran, Marcia Stuart, Di Saunders, and Rod Johnson.

Campus representatives present: Sona Andrews (PSU), Jim Klein (SOU), Jim Bean (UO), Kent Neely (WOU), and Grant Kirby (IFS).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:04 p.m.

2. Approval of January 2013 Minutes

   **ACTION:** Directors Jill Eiland made the motion to approve the minutes and Jim Middleton seconded. Motion carried.

3. Approvals/Action Items

   ▪ **SOU, B.A./B.S. in Emerging Media & Digital Arts**

   Chair Francesconi called upon Jim Klein, Provost and Vice President for Academic Affairs, to provide background on the proposed program approval. Discussion centered on the proliferation of small and mid-sized business development in the areas of digital animation, gaming, social-media, and transition media content development and advertising. The program is interdisciplinary, utilizing faculty from fields like computer science and art, and aligns with workforce development and demand in the SOU region.

   **ACTION:** Directors Emily Plec made the motion to approve the Academic Program, and Brianna Coulombe seconded. Motion carried.

   ▪ **2014-15 Admissions Policy**

   Chair Francesconi called on Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives, to discuss proposed language modifications to the 2014-15 Admissions Policy. Discussion centered on institution specific changes to the freshman GPA requirement, as well as the process for reviewing
applicants that do not meet the minimum threshold, and the strategies campuses use to ensure to support these students.

**ACTION:** Directors Emily Plec made the motion to approve the 2014-15 Admissions Policy, and Jill Eiland seconded. Motion carried.

- **Board Diversity Goal**
  Chair Francesconi called upon Karen Marrongelle, Assistant Vice Chancellor for Academic Standards and Collaborations, to provide an overview of the development of the Board Diversity Goal. The Goal was created to bring a greater focus to diversity initiatives, specifically within the context of 40-40-20.

  **ACTION:** Directors Jim Francesconi made the motion to approve the Board Diversity Goal, and Jill Eiland seconded. Motion carried.

**DISCUSSION ITEMS**

4. **Excess Credits Work Group**
   Chair Francesconi opened the discussion on the Excess Credits Work Group by asking Karen Marrongelle to provide an update on the work to date. At the request of Chancellor Pernsteiner, Melody Rose, Vice Chancellor for Academic Strategies led a work group to study and develop a policy proposal that addressed student completion patterns and an assessment of excess credits. The Work Group recommendation notes that implementing this policy would have only applied to 726 students or 6% of OUS seniors graduating in 2012. Discussion centered on the potential administrative burden placed on campus advisors, as well as the impact of the policy on students that make changes to their educational pathway.

  **NEXT STEPS:** The committee agreed that issue of excess credits warrants continued monitoring, but that no further action is required at the time.

5. **40/40/20 Strategies**
   Chair Francesconi opened the discussion on 40/40/20 Strategies noting that a coordinated, system-wide approach is necessary for reaching the statewide goal. Discussion centered on a possible Committee retreat, and how the feedback developed by campuses on their 40/40/20 assumptions will help to inform the work being conducted by President Donegan and Vice Chancellor Rose. After a lengthy discussion, it was agreed that the campuses will continue to work with resident experts on developing 40/40/20 assumptions and strategies for enhancing the pipeline with k-12 and community colleges.

  **NEXT STEPS:** Campuses will continue to work on crafting 40/40/20 assumptions, and submit their findings to staff in advance of the April ASC meeting.
6. Campus Diversity Goals

Chair Francesconi opened the discussion on diversity by asking the provosts to provide a brief update on the activities campuses are using to advance diversity at their institution. The provosts emphasized that each campus experiences diversity differently, and institutional activities ought to be determined by the needs of their regional demographics. In addition, Chair Francesconi called on the provosts to provide feedback on the templates provided by Committee staff. It was agreed that faculty and staff data should be further refined by removing graduate students from the total headcount since they are included in the student enrollment category.

**NEXT STEPS:** Provosts will report to ASC on their self-identified diversity goals at the March ASC meeting and seek feedback from the Committee on further action.

**INFORMATIONAL ITEMS**

7. WICHE- Interstate Course Exchange

Chair Francesconi called upon Karen Marrongelle to provide the committee with an overview of the WICHE- Interstate Course Exchange (ICE). The ICE program functions as a commodities market, allowing campuses to purchase seats for students in courses offered by other participating institutions. In turn, campuses may also enroll students from other campuses to fill seats in classrooms that are not at capacity, as well as provide opportunities for student to take courses in other academic areas where institutional capacity is limited. The campuses elected to enroll in this program as a system, opposed to individually in order to see cost savings.

8. Credit for Prior Learning Task Force

Chair Francesconi called on Karen Marrongelle to provide an update on the Credit for Prior Learning Task Force. Melody Rose has convened a system-wide group of faculty to wrestle with emerging trends and alternative learning environments for students, specifically as it relates to assessing Credit for Prior Learning and Massively Open Online Courses (MOOCs). The policy proposal is currently under review by the task force and will be shared with the Provost Council at the April meeting, with a final proposal advance for Committee consideration in May.

9. Managing Student Debt

Chair Francesconi directed Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives to update the committee on the Managing Student Debt Initiative. It was reported that student loan debt has outpaced that of consumer credit card debt, and that uncovering strategies manage costs and help educate students on responsible borrowing is critical. As a result of the recession more students are borrowing dollars to finance their education, and in greater amounts—this phenomenon is compounded as many students are underemployed or unemployed after graduation. In response to this trend, the System Office has convened financial aid and enrollment officers to look at the impact student loan debt has had on campuses and student completion, review high impact practices and national models, and suggest strategies to assist students. In addition, the system office has started planning a Student Debt and Affordability Conference with the intent of bringing statewide awareness to this issue, and work with practitioners on implementing high impact strategies on campus.
10. Assessment Updates

Chair Francesconi called on Karen Marrongelle to review the work on the Degree Qualifications Profile (DQP) and the Multistate Assessment Collaborative. Currently, Oregon continues to be a model for other states that are looking at DQP. Funding from the Lumina Foundations has helped staff to shore up the framework that articulates what students know, and what they are able to do at the associate’s, bachelor’s and graduate level—particularly at the associate’s and bachelor’s degree level in Oregon. In addition, the System Office continues to work with WICHE and our local stakeholders on the Multistate Assessment Collaborative. As a model, Massachusetts has developed a collaborative that assesses student learning outcomes at the undergraduate level. Currently, eight states are involved, and the System Office is committed with the support of the Inter-Institutional Faculty Senate and other stakeholders to this project, as it will be leading the country in this work.

OTHER ITEMS

11. No other items were put forward by the committee

12. Adjournment

With no further business, the meeting was adjourned at 2:31 p.m.
Minutes

Committee members present: Chair James Francesconi, Jill Eiland, Emily Plec and Brianna Coulombe. Directors Jim Middleton and David Yaden were absent.

Chancellor’s staff present: Karen Marrongelle, Anna Teske, Bruce Schafer, Bob Kieran, Marcia Stuart, Di Saunders

Campus representatives present: Steve Adkison (EOU), Brad Burda (OIT), Carol Mack, Jilma Meneses, Randy Hitz and Jon Fink (PSU), Jim Klein (SOU), Jim Bean (UO), Steve Scheck (WOU), and Grant Kirby (IFS).

Others: Hilda Rosselli (OEIB).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 3:03 p.m.


Chair Francesconi called upon Karen Marrongelle, Assistant Vice Chancellor for Academic Standards and Collaborations, to review annual changes to the AP/IB Statewide Alignment Policy. Discussion centered on the role of Oregon University System (OUS) campuses in reviewing curricular changes and the history of Joint Boards approval standards for the AP/IB policy.

   **ACTION:** Directors Jim Francesconi made the motion to approve the 2014-15 Advanced Placement/International Baccalaureate (AP/IB) Statewide Alignment Policy and Emily Plec seconded. Motion carried.

DISCUSSION ITEMS

3. ASC Work Flow Discussion

Chair Francesconi called upon Karen Marrongelle to provide an overview of the ASC work plan, noting the convergence of diversity plans and 40/40/20 with performances measures and anticipates synergy between two pieces of work. In addition, the committee may consider the adoption of campus diversity goals, and hear a report on the analysis of campus 40/40/20 plans and the
associated assumptions. Discussion pointed to the role of the committee in providing feedback on achievement compacts, and how the System Office can advance collaboration with community college partners given the Oregon Education Investment Board’s (OEIB) focus on regional compacts. The committee agreed that advancing high school partnerships should be included on the committee work plan starting in September.

**NEXT STEPS:** Staff will continue to track the development of regional compacts and include high school partnerships on the committee work plan beginning in September 2013.

4. **Campus Diversity Presentation and Consideration of Campus Goals**

Chair Francesconi opened the discussion on diversity by asking Karen Marrongelle to provide a context for the campus report on diversity goals. It was pointed out that campuses have provided flat projections, noting that additional emphasis and investment must take place for substantive adjustments to be seen. Attention was drawn to the local needs of each institution, stressing that campus diversity plans ought to align with NWCCU requirements and the overarching mission of the university.

Reference was made to campus diversity activities, and the need to evaluate what they are doing now, and what they will do differently to invest in strategies that will achieve results. After a lengthy discussion it was agreed that the campuses will create amended diversity goals that are tailored for specific institutions and their programming. As part of this exercise, faculty and staff data will be separated so as to differentiate national and local recruitment efforts.

**NEXT STEPS:** Staff will work with the Provosts to formalize the committee request for campus diversity goals that aligns with institutional missions and local priorities. Campuses will create stretch goals—starting with enrollment—based on their selected demographic areas and articulate their activities to the Committee in May.

5. **Teacher Education Update and Discussion**

Chair Francesconi directed Randy Hitz, Dean of the College of Education at Portland State University, to report to the committee on the Teacher Education policy option package and current efforts to create stronger linkages between higher education and K-12 that support Oregon’s 40-40-20 goals. By investing in the state’s educator workforce, teachers will be better equipped to rapidly improve performance on key progress measures, adjust the way they teach and focus instruction on the higher levels of thinking and application of knowledge, decrease the achievement gap and implement new performance evaluation systems per SB 290.

Hilda Rosselli, Deputy Director for College and Career Readiness at OEIB, contributed by noting that a systematic approach is needed that invests in educators and sustainable models of professional practice to implement strategies that we know will be successful now, as well as those strategies that will be successful in the future. Currently, stakeholders are advancing the concept of a Network for Quality Teaching and Learning that supports teachers and administrators through communities of effective practice, cultivates a culture of collaboration and accountability for advancement of educators, and strengthens recruitment, preparation, induction, and development of these educators.
Discussion pointed to the need for a regionally focused tight-loose model, as strategies that work in one environment may look different in another, and that outcomes should inform the refinement of practices used to meet regional needs. In addition, the concept seeks to leverage partnerships to demonstrate viability and the need for additional investment dollars to create a structure that allows public institutions to serve the state more efficiently.

**NEXT STEPS:** The Deans of Education and staff will provide periodic updates to the committee as the concept is finalized.

6. Research Collaboratory Update

Chair Francesconi opened the discussion on the Research Collaboratory by providing an update on the collaborative work of the System Office, Vice President’s for Research and Governor’s Office in packaging statewide research initiatives. As a result of this work Oregon’s research universities (Oregon State University, Portland State University, University of Oregon, and Oregon Health & Science University) and their private sector partners recommend three linked initiatives: (1) Metals Manufacturing, (2) Southern Willamette Valley Accelerator, (3) Upgrade Oregon’s IT Infrastructure.

Jonathan Fink, Vice President for Research at Portland State University noted that the research package will benefit the state in several ways by leveraging available federal funding in advance manufacturing, expanding and integrating Oregon’s business incubator facilities, and by allowing the State’s public and private-sector researchers to compete with other states in gaining access to new computer networking technology. After a full and frank discussion, it was agreed that Oregon needs to elevate the research profile of its research institutions, and create momentum around innovation based economic development.

**NEXT STEPS:** Chair Francesconi will speak with Board leadership about carving out time for a discussion on the link between research, 40-40-20 and the economy at the April Board meeting.

**OTHER ITEMS**

7. No other items were put forward by the committee

8. Adjournment

With no further business, the meeting was adjourned at 5:31 p.m.
OVERVIEW

On January 10, 2013 the State Board of Higher Education’s Academic Strategies Committee (ASC) requested that each OUS institution report on its 40-40-20 plan to the Committee for discussion and consideration. This exercise is intended to facilitate system- and campus-level strategies to reach 40-40-20 by 2025.

REPORTING GUIDELINES

To meet the ASC’s request, institutions are asked to respond to the following questions. Responses should describe current 40-40-20 plans, projections, barriers, high impact practices, significant accomplishments, and other relevant initiatives. Please note that this format is intended to allow rationales and an additional level of specificity surrounding the steps individual institutions will take to reach 40-40-20, but should not discourage collective thinking about the relationships between institutions in reaching this goal.

1) Do you have a current 40-40-20 plan? If so, please provide a copy.
2) What strategies (e.g., enrollment growth, retention plans, pedagogical changes, etc.) is your campus considering to contribute to the 40-40-20 goal?
3) What resources – new or redistributed – are required to meet the goal? Where will you concentrate your resources?
4) Financial limitations aside, what other obstacles does your campus face?
5) What key assumptions is your campus making in planning for 40-40-20?
6) Within our “40” are there other goals, targets, degrees, programs etc. that you are pursuing? If so, do you have a breakdown of sub-targets?
7) What guidance or support do you want from the Academic Strategies Committee/the Board?
8) Other comments and considerations?

EVALUATION STRATEGY

Over the course of the next two meetings, the Committee will review and evaluate campus 40-40-20 plans through the following lens.

1) Review and understand assumptions
2) Are they realistic? Do they meet S.M.A.R.T. criteria: specific, measurable, attainable, relevant and timely?
3) What do we do with the assumptions?
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<thead>
<tr>
<th>Strategies</th>
<th>Resources</th>
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<tr>
<td>WOU</td>
<td><strong>Centered on high school, community college, and Bachelor’s degree completion</strong></td>
<td>Resources are being concentrated in supporting affordability, in supporting students with academic advising, remedial and tutoring needs, ADA accommodations and psychological counseling services</td>
<td>Cuts to counselors at high schools and community colleges. Market share funding model disadvantages WOU students. Faculty and staff fatigue.</td>
<td>Interventions will lead to increased retention and graduation rates. State appropriations will increase proportionally to support enrollment growth to meet 40-40-20.</td>
<td>Funding to campuses to support the expansion of the proven initiatives that support the attainment of 40-40-20. Require all OUS campuses to have demonstrated and measurable activities that support each of the 40-40-20 goals as a condition to receive enrollment-based funding. Reward with additional funds those campuses that are the most active and committed to 40-40-20. Recognize that students possess individual academic-emotional needs that may be better served by one campus over another. A campus’s success with “at-risk” students, who (eventually) complete, should be accounted for in productivity metrics. Recognize that a college graduate, even in a classical discipline in the liberal arts, is a viable objective that will yield positive return to the state for an educated citizenry. Create policies that ensure the health and success of every OUS campus by setting enrollment management caps and floors for the enrollment of Oregon undergraduates.</td>
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<td><strong>UO</strong></td>
<td>Centered on retention and completion of Bachelor's degrees. New models for delivering education using technology. Scholarships Highlight: Pathway Oregon, UO's promise to cover four years of tuition and fees for eligible lower-income Oregon residents.</td>
<td>Facilities Not being able to issue and sell revenue bonds or enter into financing agreements for capitol.</td>
<td>Progress toward 40-40-20 goals is advanced with the improvement of retention and graduation rates. Institutional boards will lead to greater efficiency and innovation, more degrees, and increased research.</td>
<td>Education Partnership in Lane County to increase access and success for Lane County students, especially first generation students.</td>
<td>Development of an Institutional Board.</td>
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<td><strong>SOU</strong></td>
<td>Centered on high school, community college, and Bachelor's degree completion. Heighten distinctiveness of the university Increase students' retention and graduation rates and strengthen their career preparedness Ensure financial sustainability Highlight: Creation of Honors College and Houses</td>
<td>Targeted reorganization and restructuring; centralization of academic support services. Underwent a prioritization process to assist in strategic decision-making.</td>
<td>Demographic projections show flat high school graduation. As such, stepping up partnership with RCC to target non-traditional students.</td>
<td>None at this time.</td>
<td>ASC join other voices in calling for appropriate support for Oregon's public universities and for grants to assist economically challenged students.</td>
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| PSU        | Centered on high school, community college, and Bachelor's degree completion, while maintaining a focus on inclusive growth in diversity. **Highlight**: 4 year graduation guarantee if a student participates in this program, maintains eligibility, and cannot graduate in four years because a required class is unavailable, PSU will approve a substitute course, waive the requirement, or pay the tuition for the course. | To grow population of Oregon students at PSU: 1) a recognition that the current level of state funding Portland State receives per student creates a significant gap in total cost; 2) there is a large and ever-growing unmet need burden on students; and 3) current tuition is already high and has little headroom for increases. To grow population of underrepresented students at PSU: 1) Expand pre-college events; 2) expand yield conferences; 3) post-admission support systems, including recruiting faculty of color; 4) partnering with community; 5) marketing/branding; 6) scholarships | OUS Enrollment Projections  
Starting from Achievement Compact baseline  
Physical capacity and needs as outlined in University District Framework Plan  
State appropriations will increase proportionally to support enrollment growth to meet 40-40-20.  
Stability in number of Oregon high school graduates.  
Stability in number of community college transfers  
Academic preparation and financial barriers will be lessened.  
Brand and reputation of PSU remains strong.  
Increase in student retention.  
4-year graduation guarantee implemented. | Strategic, high impact clusters of on-line classes (not individual/ single courses) which provide complete online programs and degrees.  
Collaborative projects that leverage innovation in technology to make dramatic changes in the delivery of high-quality and affordable education.  
New projects that develop solutions that use technology to lead to improved student success and graduation. |
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| OSU        | Improve graduation rates and shorten time to completion.  
Growth plan: Maximize enrollments and programs at the Corvallis campus, while staying within a total student population of about 28,000; Grow the Bend campus to approximately 5,000 students by 2025; Leverage Extended Campus to offer increased opportunities for Oregon students who need to complete a program they have started here or elsewhere.  
Highlight: Pilot projects in the development of hybrid courses. | Support from the State to keep access to a baccalaureate degree affordable for Oregon residents.  
Infrastructure investments to provide facilities and educational tools for more students.  
Expanded support for advising and early intervention with students at risk.  
Increased investments in support services for first-generation students, students from U.S. under-represented groups, and ESL students. | Support of the local communities for changes in campus size, programs, and student mix.  
Navigating the changed governance structure and relationships between the university system, community colleges, and K-12.  
Adapting to the changing Federal landscape for support of both research programs and student financial aid. | Retention and graduation rates will need to increase.  
All OUS institutions maintain projected enrollment trends: OSU maintains about the same share of total enrollments in OUS that we have now. We’ve pursued a strategy based on a mix of students at Corvallis, Bend, and at a distance in large part because it provides room for adjusting the total enrollment goals as we see how much improvement can be made in graduation rates. | Growing graduate and professional student enrollments to 20% of total enrollments.  
Increasing international student population to 10% of total enrollment.  
Grow non-resident undergraduate student population to about 1/3 of the total undergraduate enrollment in Corvallis.  
Increasing our enrollments of U.S. under-represented groups to reflect the adult population in Oregon. | Continue to advocate for and explain the distinct missions and character of the campuses in the system.  
Help facilitate conversations with partners in other educational sectors, once the governance landscape is known. |
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<td><strong>Oregon Tech</strong></td>
<td>Balancing program enrollment based on market supply and demand.</td>
<td>New Student Services Manager at Oregon Tech-Wilsonville to improve student services and retention.</td>
<td>Insufficient human and physical capitol.</td>
<td>OUS enrollment projections&lt;br&gt;Access funds in GBB for STEM programs</td>
<td>South Metro-Salem STEM Partnership&lt;br&gt;Dedicate funds to support campus efforts related to increasing the number and preparation of diverse students ready to enter post-secondary programs.&lt;br&gt;Gather more data, with industry and community partners, about emerging occupational needs so that universities can adapt their degree programs and initiate new majors, as employment demands change.</td>
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