

**Minutes of the Portland State University Faculty Senate Meeting, 1 February 2021  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Goforth, Gómez, Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne, Tinkler.

**Alternate present:** Candyce Reynolds for Kelley.

**Senators absent:** Chorpenning, Ito, Meyer, Raffo.

**Ex-officio members present:** Adler, Beyler, Bowman, Burgess, Bynum, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Lambert, Loikith, Lynn, Maddox, Percy, Podrabsky, K. Reynolds, Rosenstiel, Sager, Sipelii, Toppe, Voegele, Watanabe, Webb, Wooster, Zonoozy.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:02 p.m.

**1. Roll call.**

**2. Minutes** of the 4 January meeting were **approved** as part of the *Consent Agenda*.

**3. A change to the order of business** was made as part of the *Consent Agenda*: first New Business (E.2 and E.3), then the Report from VP-FADM (G.3), then Discussion (C.1). *Discussion of F.1 (continued response to Question to Administrators from January), as well as G.1-2 (President's and Provost's Reports) fell out due to time.*

**B. ANNOUNCEMENTS**

**1. Announcements from Presiding Officer**

GAMBURD began with the sad news of the death on January 26th of Tucker CHILDS, long-time professor and former chair of Applied Linguistics, and former faculty senator, due to complications from legionella. CHILDS had been at PSU since 1996, and devoted his research to the documentation and preservation of endangered west African languages. His passing is a deep loss to our community.

GAMBURD said that the budget situation had seemed to have taken a dramatic turn for the worse since the January meeting. Enrollments are down more than expected. Part of the meeting today would deal with examining the budget impact of this enrollment change, and talking about responses. She recognized the tension, uncertainty, anger, stress, and fear being experienced all over campus about looming budget cuts, potential layoffs, and program eliminations. She also recognized the difficulties faced by faculty, staff, and administrators when much-needed positions remain unfilled.

GAMBURD hesitated to say that we are resilient because that is an optimistic way of saying we will somehow survive despite not getting any help in a bad situation that is not of our own making. Without saying this, she wished to say that we will figure out a way through this. She, along with the Steering Committee, is committed to be transparent and

to make sure that we are involved in a process in which Faculty will not only be informed but also involved in any decisions. Right now we've delegated much of this responsibility to the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments. Starting this meeting, the committee would be reporting monthly; also, a website will be coming online soon and there will be other forms of communication.

GAMBURD noted the ongoing work of the Ad-Hoc Committee for Academic Program Reduction and Curricular Adjustments (AHC-APRCA), which will have a website coming online in the near future to provide information and solicit feedback. On Monday, February 22<sup>nd</sup>, 2:00-4:00, there will be a University budget forum, and likely an OAA budget forum in early March. We will also have a discussion about how budget cuts might affect diversity, equity, and inclusion issues. Faculty Senate is ready to play its part in any hearings related to Article 22 in the collective bargaining agreement.

GAMBURD pointed out that the Packet includes a written response from the Office of Global Diversity and Inclusion and President Percy on the question to administrators we received last month regarding the Oregon House bill on cultural competency [**February Agenda Attachment F.1**]. Related to this, on the agenda is a discussion about possibility for an ethnic studies undergraduate requirement [**Attachment C.1**]. Also in the Packet, thanks to David RAFFO and David GERBING, is a special report on a survey of students to see what it will take for them to feel safe returning to campus [**Attachment G.5**]. GAMBURD noted several changes to the agenda order to accommodate various presenters' schedules [see **A.3** above].

## 2. Announcements from Secretary – none

*[Change to agenda order: section E, New Business moved here, to be followed by G.3, Report from VP-FADM.]*

## E. NEW BUSINESS

### 1. Curricular proposals – Consent Agenda

The new courses and changes to courses listed in **February Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of roll call.

### 2. Resolution: dropping GRE scores for graduate admissions considerations (GC)

AJIBADE/INGERSOLL **moved** the resolution recommending that consideration of GRE scores be dropped from consideration in graduate admissions, as stated in **February Agenda Attachment E.2**.

LOIKITH: Graduate Council, as indicated in the “whereas” statements, is strongly recommending that programs consider dropping the GRE from admissions criteria at the graduate level. The resolution goes over some of the evidence and provides reference. Generally speaking, GC felt that the GRE was not necessarily useful, whereas it can be a financial burden and applications. The GRE often under-predicts student performance for applicants from racial and ethnic minorities, women, and applicants with disabilities. It presents a potentially exclusionary barrier inconsistent with our focus on student success.

JEDYNAK: as chair for PhD admissions in MTH, he had looked at the motion carefully. He was aware of literature that expressed concern about the GRE. Statistical analysis

within his department suggested that it is not a significant indicator of time to graduation; however, no one measure was, except possibly whether students came to the PhD program with a master's degree. For international applicants, the amount of information they have is pretty limited, especially when they do not know much about the undergraduate institution. In such cases, the general reading and writing scores have been perhaps useful as perhaps the only comparative information. It might be good to train reviewers to understand what the scores are good for, and what not. If we just drop the GRE, however, in some cases we may lose a way to evaluate the students. He would therefore not favor this as a recommendation for all programs; we do, however, need to be very thoughtful about what the scores mean and how to interpret them.

LOIKITH noted that the resolution is not a mandate, just a recommendation. There are different practices across the University. GC's general position is that though the GRE may have utility in some cases, the inequities it imposes outweigh those utilities—this is what the evidence suggests.

ZONOOZY spoke in support of the proposal. In his educational experience he saw many students who did not have the benefit of a good high school. This is an issue of social and class inequality.

CORTEZ had wanted to ask if this was a permanent change, but now understood that it is a recommendation. He noted the phenomenon of people taking and re-taking the test until they got a result they wanted.

CRUZAN said that they implemented this in Biology already. They observed that applicants were preferentially applying to programs that had dropped the GRE admission requirement. Under the current conditions, he believed it is especially important to remove impediments to our receiving applications.

AJIBADE agreed that the test can be an impediment to applications. In her personal experience, if the GRE had been required for admission to her graduate program, she probably would not be here today; she applied to a program where it was optional, was admitted without the test, and did well in the program. She supported the proposal, but suggested a solution might be for programs to make it optional, not mandated.

IZUMI said that in the School of Public Health this year they are not requiring the GRE. Early admission applications are up from 25 last year to 62 this year. She therefore thought that this move did encourage more applications. They have good candidates, and have expanded the rubric for reviewers. Using the new criteria, the MPH program was able to make good [admissions] decisions.

The **resolution** recommending dropping the GRE from graduate program application requirements, as stated in **Attachment E.2**, was **approved** (45 yes, 6 no, 1 abstain, recorded by online survey).

### 3. **Temporary suspension of the 3.0 high school GPA requirement for freshmen admissions** (Steering)

LUPRO/CRUZAN **moved** the temporary suspension of the 3.0 high school GPA requirement for freshmen admissions, as stated in **February Agenda Attachment E.3**.

GAMBURD said this was a time-sensitive issue. Steering Committee had been working with KNEPFLE and JEFFORDS to bring it forward.

KNEPFLE said that he had intended to bring this idea forward some time in the next twelve months, but because of the COVID affected environment, he now wished to move sooner rather than later. [For presentation slides, see **February Minutes Appendix E.3.**] We have been struggling with our recruitment efforts over the last year, he said. We have been doing far more online, remote appointments, etc., but students don't have access to regular high school visits and college fairs, or access to guidance counselors in the same way as the past. Students have Zoom fatigue.

At the beginning of January, our fall-term freshman applications were down 30%, KNEPFLE reported. Transfers are earlier in the process, but the situation is similar. University of Oregon and Oregon State report that their application numbers are up. That has been the case nationally for larger public, selective, and high-profile schools, whereas for schools like PSU applications are down. This is, however, not the rationale for the current proposal, though perhaps for the timing.

KNEPFLE continued: the high schools where we have seen the largest decline are either Title I schools or those with fewer than 50% white students. In Oregon, and in the Portland area specifically, first-year college applications overall are down 13% from last fall. In financial aid numbers—students who have filed the FAFSA—Oregon is close to the worst in the country, down about 20% from last year. Students who are at most risk are the population we serve, and that's where we're seeing these effects the most. A recent article in *Insider Higher Education*, based on Common App submissions, said that highly competitive schools are doing well in application numbers; there is a drop in first-generation and low-income students.

PSU's mission, KNEPFLE stated, focuses on opportunity, accessibility, diversity, access, inclusion. For a similar reason that he put forward consideration of making SAT and ACT scores optional. Is the requirement true to our mission? Are we adapting to the students who come our way? Over eleven months, and potentially by October over eighteen months, they have been in remote classrooms. We have announced that we will do our best to be primarily in-person in the fall. Students are worried about the situation; some have adapted well, but some have not, and we want to take that into account.

The word "suspend" is deliberate, KNEPFLE said. We will evaluate the outcomes in Fall 2022 with regard to persistence, DWF rates, etc., and report back to Faculty Senate.

KNEPFLE noted that in the current policy, a student coming with a high school GPA of 3.0 is essentially automatically admitted, though there are some additional things we look at. Anyone with a lower GPA is subject to a holistic review process. We don't have many applicants in that group because of the way the current policy is written and displayed.

What we now would like to do, KNEPFLE said, is suspend the 3.0 requirement. We would implement a 2.5 level for quality review, with a holistic review for students with GPAs below that. We have announced that students can apply to PSU without an application fee through June 15<sup>th</sup>. We have also eliminated the GPA requirement for the Four Years Free program for Pell Grant students. We are working to provide housing discounts for our neediest students to live in campus housing.

KNEPFLE said that we are going to provide a summer course or courses for at-risk students to help them with transition from high school to PSU, and we're going to invest significantly in student assistance programs.

It is hard to predict a number of how many applicants will be affected, KNEPFLE said. Now we have between 100 and 200 students we've admitted with a 3.0 GPA or below. We think that there will be an additional 200 to 400 students. Annually we bring in about 4000 students, an educated guess is that overall impact on the new student class will be between 5% and 10%.

JEFFORDS: we wish to have students enroll at PSU because this is part of our mission, but we want to make sure they are successful when they get here. One piece is a summer bridge program with two components: one a currently existing course offered by the Learning Center which includes study skills, familiarization with the library and research tools, assessment of learning styles, and so on. The other component is a writing or math course, depending on the student's background. We would also make sure that there is follow-up during the academic year, including leveraging current high-quality programs such as TRIO, multicultural research centers, Build Exit, and others. Another proposal is that we hire a student success advocate assigned to this population of students. We are scaling up the early alert system to make sure we are aware of students who are struggling. We are also launching this year a new peer studying platform called Circle In, which has been shown to increase student success in classes.

KNEPFLE said that over the last four years persistence rates for students between 2.5 and 2.99 and those between 3.0 and 3.49 are not that different. Consider also that the students in the 2.5 to 2.99 category have not been eligible for Four Years Free money, whereas those in the latter group are, and this may account for some of the difference. He believed that with the resources discussed by the Provost, these students can succeed at the same rate as their peers. In the data broken down by race and ethnicity, some of the 2.5-2.99 students have actually outperformed students in the 3.0-3.49 category.

JEDYNAK: what will be the financial consequences? KNEPFLE: hopefully it will have a positive financial aspect, because we will attract more applicants. We don't anticipate extra cost for processing applications. For the work on retention there is a financial consequence; the summer courses and other programs mentioned by the Provost have a cost. We currently anticipate that the COVID support money will cover that majority of that cost now. JEFFORDS: this is something we will need to consider in what we learn from the trial period. If this becomes a long-term policy, we will have to do budget planning to ensure that the programs we've created are efficacious. JEFFORDS thanked the Academic Quality Committee and the Steering Committee for the chance to discuss these ideas with them.

BORDEN was heartened to see this proposal. With one summer course already in place, she wondered who would be designing the other ones. JEFFORDS: it is a work in progress. There are some groups of people looking at this: Linda GEORGE as Director of UNST; they have inquired with Math and Statistics Department and the English Departments about existing courses and potentials for what we can do.

GRECO over several years in Senate had seen the GPA requirement lowered and then raised again. She was open to the idea and wanted us to have an open campus. But she

did not want to take money from students and have them accumulate debt and not have them get anything out of it. We should make sure that we have the budget and can find the right people to teach these [bridge] classes. She did not want to exploit students for a short-term institutional gain. JEFFORDS: this is an attempt to integrate into our work the principles and values that we state. She assured everyone that we would commit to making this work on behalf of the students. PERCY added that this is a way to test whether such programs might be of value for improving all students' retention.

HANSEN noted that while there might be some increase in revenue with more students, we run the risk of losing some state appropriations if we don't meet our retention targets. KNEPLE: it is primarily based on graduation, but retention flows into that. HANSEN took GRECO's point to be that it is in our interest to make the necessary investments, but that is not always how things have been done at PSU. Too often there have been initiatives that lacked follow-through, which set us up for failure. He thanked JEFFORDS for the assurance that would not be the case. KNEPLE: it is suspension, not elimination. We recognize a need to bring back an assessment of how it has worked. PERCY: we will assess how this works, maybe improving it if necessary, but being transparent about it.

NEWLANDS was happy to hear the suggestion that this might be expanded to all students. On behalf of colleagues who teach Freshman Inquiry, she would like to see the summer bridge program be available to as many students as possible—at a minimum those coming in at 3.0 or below.

C. REYNOLDS, from her familiarity with the literature of student success, was pleased to see a multi-pronged effort. She worried that we were leaving out the engagement that students have in our classrooms—connecting with faculty and working with them. She hoped we did not take the attitude, “Let somebody else take care of this,” with respect to math or writing. Departments need to discuss what to do in the classrooms to help students succeed—not leave it to the summer bridge program, or math and writing tutors.

REITENAUER encouraged us to think about the discourse of calling a group of students “at risk,” as opposed to saying: these are our students; how can we best serve them?

The **motion** to suspend the 3.0 GPA requirement for freshmen admissions, as specified in **Attachment E.3**, was **approved** (43 yes, 8 no, 2 abstain, recorded by online survey).

*[Change to agenda order: G.3 moved here.]*

## G. REPORTS

### 3. Report of Vice President for Finance and Administration

K. REYNOLDS indicated the presentation would jointly by President PERCY and himself. [For slides, see **February Minutes Appendix G.3**.] The focus would be on the general fund and its revenue streams: state support and tuition. There will be a broader look at the budget at the upcoming forum [on February 22<sup>nd</sup>]. A caveat: always in forecasting, much is unknown: enrollment, net tuition, level of state support. Enrollment changes have impacted our general fund revenue historically, and will in the future. He wished to talk about the gap that has now formed between revenue and expenses, and our plan to use reserves to provide a glide path rather than a large one-year budget reduction, as well as the additional federal stimulus funds.

Winter enrollment, REYNOLDS said, is down about 7.1% in student credit hours. A major challenge is applications: for first-year students, they are down about 26%. Transfer recruitment is still early in the cycle, but current indications is that they are also down. If this continues to track downward, it would have a radical impact on our enrollment next year. We are modeling about 6.8% in first-time freshmen and transfer students, which is more than in previous forecasts. As we see the impact of the changes talked about earlier, we will update the forecast again in April. The current application numbers are very worrisome.

There has been a slow, steady ten-year decline in enrollment, REYNOLDS continued. Starting this year, the declines are becoming 5 to 7 percent. During the period 2010-18, non-resident student numbers went up. But now, as we go forward, we forecast a decline in non-resident students in the same way as resident students.

REYNOLDS then discussed what happened in the general fund over that period of time [see slide 6]. You see a year-to-year decline in state allocation in 2011-12, but increases since then, even taking into account the circumstance that in the first year of a biennium there is an allocation of 49%, and in the second year 51%. The state began to reinvest in education after the great recession, and we have managed to argue for a more equitable allocation of funds to PSU. We believe another change to the funding formula is coming, though the extent to which that will help us is unclear.

Over the time of modest enrollment declines, REYNOLDS said, there were tuition increases; that, and the changing mix of students, meant that state funding and net tuition revenue still increased. With our current enrollment decline, however, we see a decrease in net tuition revenue. For several years, we expect net tuition revenue to go down.

In the Governor's proposed budget, REYNOLDS said, funding is flat, which due to the 49%-51% biennium split would mean first a decrease and then an increase. We don't know what will really happen, and are hopeful that the co-chairs will move legislation to increase the state allocation. We have yet to see what will really happen.

Based on the information at this point, REYNOLDS projected that general fund revenue will be going down for several years. Since 2012 it increased from \$230 million to about \$310 million. For three years there was deficit spending, but during the last few years our revenues have exceeded expenses, so we have managed to build reserves.

This year marks a significant change, REYNOLDS said. Revenue has decreased. If we assume a 5% overall enrollment decline for next year, a 2.5% tuition increase (about half of what we increased last year), and no increase state support, that means revenue would be similar to 2016-17, but we have had significant cost increases since then.

REYNOLDS had expected that we would spend about \$11 million in reserves [this year], but there have been [unbudgeted] savings: workshare, leave without pay, little travel. We now expect expenditures to be very to revenue—maybe a loss of about \$1 million.

In scenarios for next year, REYNOLDS said, if we set the budget about 1.5% below this year, revenue would be higher than expenses, but that would reflect savings that we know will not repeat once we re-open campus. If we [continue] to decrease the budget each year by 1.5%, in year one the gap is \$17 million, in year two \$13 million. In principle if we can address enrollment challenges, we can bring expenses and revenue closer

together. We would still need to use reserves. At the divisional level, a simple analysis assumes reductions across the board, but it would look different if you can find a division more able to take reductions. Because there is a budget gap, each you are having to use reserves [see slide 7]. REYNOLDS noted this is a reduction from [current] budget, and not from inflationary costs to maintain the current service level. We would have to draw extensively on divisional reserves—we have about \$58 million—so each division will have reduce its own overall budget as well as draw down on its own reserves.

Regarding federal stimulus funds, REYNOLDS reported that our current estimate is that they will provide about \$30 million to PSU—good news on a one-time basis [slide 9]. We now have language from the Department of Education of specifics around programming. They can be used to offset COVID-19 related expenses; and a minimum of \$8.3 million must be used for direct student aid. The Executive Council will come back the Budget Committee and ASPSU with our plans for these funds. Given the lost revenue over the last year, our desire to put into place a number different programs to help students will exceed the available dollars, but we remain hopeful that there will be additional funding from the state or federal government.

PERCY, continuing the presentation, acknowledged that the information was sobering, that there is much information and many questions. He noted the upcoming forum [on the 22<sup>nd</sup>] and said this is the introduction to a longer conversation.

PERCY emphasized that we can't look at just one year, but need to create a more resilient future that is true to our core values and able to respond to evolution in higher education. We need to adjust to changes and take advantage of opportunities. He wanted to come through a tough period of a few years stronger, more resilient, and hopefully with some new initiatives.

Tactics to bridge the gap, PERCY said, include cautious use of reserve funds. This is one-time money and can't help us over the long haul, but can help cushion negative impact. The Board of Trustees had, a few years ago, made it clear that we need to build up some reserves; otherwise, we would have to make more draconian cuts.

The larger-than-anticipated enrollment decline has been exacerbated by COVID-19, particularly in urban schools. Our students face many challenges and uncertainties. PERCY appreciated KNEPFLE's work to create an enrollment plan. We're acting aggressively on that, pursuing different options, doing analysis to see if there are other markets. The suspension of the GPA requirement is part of the overall effort to encourage students who may be thinking it's harder than ever to go to college. It's not just getting them through the door, but supporting them to be successful.

PERCY said that we are advocating with the state legislature around support for higher education.

The Board of Trustees has encouraged us to think about other ways to generate revenue, PERCY said. If there are programs where demand is greater than capacity, it might make sense to invest in those areas; also, to explore online offerings to reach new markets. There has been exciting work at the graduate level in this area. He was also interested in growing professional and executive non-credit offerings, such as through the Center for



Executive and Professional Education. One area of success is that we substantially increased summer enrollment; he hoped we could repeat that.

Despite the work with the state to raise money and all we're doing to raise revenues, PERCY said, it seemed unlikely that we could achieve all that we need to get balanced budgets. We need to plan expenditure reduction. This is sobering; it's tough. He would rather be talking about something else, but for long-term health we need to look at these issues and do so transparently and together. The Provost has talked about academic program review, through a process that explores and assesses data, and makes decisions in consultation. We look at student services administrative operations—how they might be affected by and contribute to cost savings. We will also have a campus-wide administrative efficiency review, such as reviewing processes which may be too cumbersome, time-consuming, or complex. The budget model proposed by OAA has elements that direct resources over time to units and programs that are meeting the missions and opportunities of the University. PERCY stated that we are engaged in a comprehensive review of athletics. He would be appointing a campus-level Athletic Futures Committee.

The time to act is now, PERCY said. He did not blame people who have trepidations, but we have to be proactive, and take a comprehensive look at what we're trying to achieve.

GAMBURD proposed that senators with questions could send them to her, to convey to REYNOLDS and PERCY. [See **Attachment G.3** to the upcoming **March Agenda**.]

*[Return to regular agenda order.]*

### **C. DISCUSSION: Curriculum and our commitment to diversity equity and inclusion**

GAMBURD noted that what was being presented did not represent a formal proposal to be decided upon. In the informal discussion, senators may speak as many times as desired. Without objection, the Secretary would summarize the proceedings, but not enter the content of the debate into the Minutes. The basis of the discussion would be a proposal for an undergraduate race and ethnic studies requirement [see **February Agenda Attachment C.1**], currently being worked on by a group of Faculty: Pedro FERBEL-AZCARATE, Susan GINLEY, Ethan JOHNSON, Marie LO, Alex SAGER, Ted VAN ALST, and Lisa WEASEL.

**Summary of discussion:** VAN ALST stated some of the main reasons behind the proposal, in view of the growing and changing nature of our student body, and in view of engaging with the broader community. SAGER outlined the draft concept for implementation: two courses taken from a list of offerings, taught by faculty with research and pedagogical expertise in these areas. This was a model similar to that found in several other universities, and perhaps comparable to writing or math requirements. WEASEL briefly discussed issues of course enrollment, resourcing, and faculty development.

In the discussion, senators asked questions and raised comments concerning broader issues of diversity (e.g., gender and sexuality) and intersectionality; contexts of racial and colonialism; place of various requirements and “double counting” in students’ plan of study; role of faculty scholarship in these areas; broader frameworks of civic engagement and pressing social issues.

GAMBURD suggested that additional questions and comments could be directed to members of the committee.

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS** – *moved above*

**F. QUESTION PERIOD**

**1. Response to questions on House Bill 2864 from January** – *Consent Agenda*

The Administration's response [**February Agenda Attachment F.1**] to the **Question to the President** at the **January** meeting [**January Agenda Attachment F.1**] was **received** as part of the *Consent Agenda*.

**G. REPORTS**

**1-2. President's & Provost's reports** – *dropped due to time*

**3. Report from Vice President for Finance & Administration** – *moved above*

*The following reports were received as part of the Consent Agenda:*

**4. Monthly Report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments** – *Consent Agenda*

**5. EPC special report: student survey on returning to campus** – *Consent Agenda*

**H. ADJOURNMENT.** The meeting was **adjourned** at 5:16 p.m.

*February 2021*

# *Temporary Suspension of Admission GPA Requirements*

*Chuck Knepfle, VP for Enrollment*

*Susan Jefforts, Provost*



Portland State  
UNIVERSITY



## *Background*

- High school visits and college fairs moved to virtual events
- High school guidance counselors have less access to their students
- General student Zoom fatigue
- Applications for admission to PSU were down 30% at the beginning of January
- Applications to the University of Oregon and Oregon State are both up significantly
- Half of the high schools from which we've seen the largest drop in applications are either Title 1 or teach more than 50% non-white students
- Nationally, first-year enrollments in college were down 13% for 2020
- FAFSA filers down 10% nationally, 20% in Oregon



## Background (cont'd)

*“The larger and more competitive colleges and universities are having a good year and getting lots of applications. But smaller and less competitive colleges are not. And **first-generation students and those who lack the money to pay for an application are not applying at the same rates they used to.**”*

[InsideHigherEd](#) (1/26/21)



## *Portland State's Mission*

“Portland State University is leading the way to an equitable and sustainable future through academic excellence, urban engagement and **expanding opportunity for all**. We pursue excellence through **accessibility**, innovation, collaboration, engagement, sustainability and transformation.”

“**We educate a diverse community** of lifelong learners.”

“Delivering on **our access mission**, contributing to a highly educated and diverse community.”

“**We promote access, inclusion and equity** as pillars of excellence.”



## *Portland State's Mission*

*Is requiring a 3.0 GPA for admission true to our mission and commitment to access and opportunity?*





## *COVID-19 Pledge*

### **Give every Oregonian the opportunity to earn a college degree and prepare for an impactful future**

**Challenge:** Portland is emerging from a significant intersection of pandemic and sustained racial justice protests that have disrupted our community and disrupted learning for tens of thousands of Oregon students. At PSU, the disruption has led to many students - especially BIPOC and low-income students - questioning whether they can afford or be successful in college. One manifestation of this at PSU is the significant decrease in applications for undergraduate enrollment for entering freshmen. The decrease is even more significant at high schools with significant numbers of underrepresented and first-generation students.

**Opportunity:** As PSU is a community leader, PSU and is committed to taking action to address the disruptions in education for Oregon students, many from underserved populations, by doing everything we can to eliminate barriers to application and enrollment, especially for BIPOC and low income students. As a result of investments by the federal government, we have an opportunity to do so, using these and investing one-time federal resources to invest in students, reopening and revitalizing the PSU campus, and reinvigorating in student success. At the same time, augment enrollment, work to reopen and revitalize campus, and reinvigorate the downtown Portland community.





## Proposal

- Suspend the 3.0 GPA required for admission to PSU and evaluate the effects of the new GPA requirement in fall 2022
- Continue to subject students under a 2.5 to holistic review
- Waive admission application fees through June 15
- Eliminate the GPA requirement for Four Years Free
- Reduce housing costs for the neediest students
- Provide a free summer course or courses for at-risk students
- Invest significantly in student persistence programs

*The suspension of the GPA is projected to result in between 200 and 400 additional students enrolling with less than a 3.0 GPA. This represents approximately 5-10% of the new student class, and 1-2% of the overall undergraduate student body.*



## *Student support proposal*

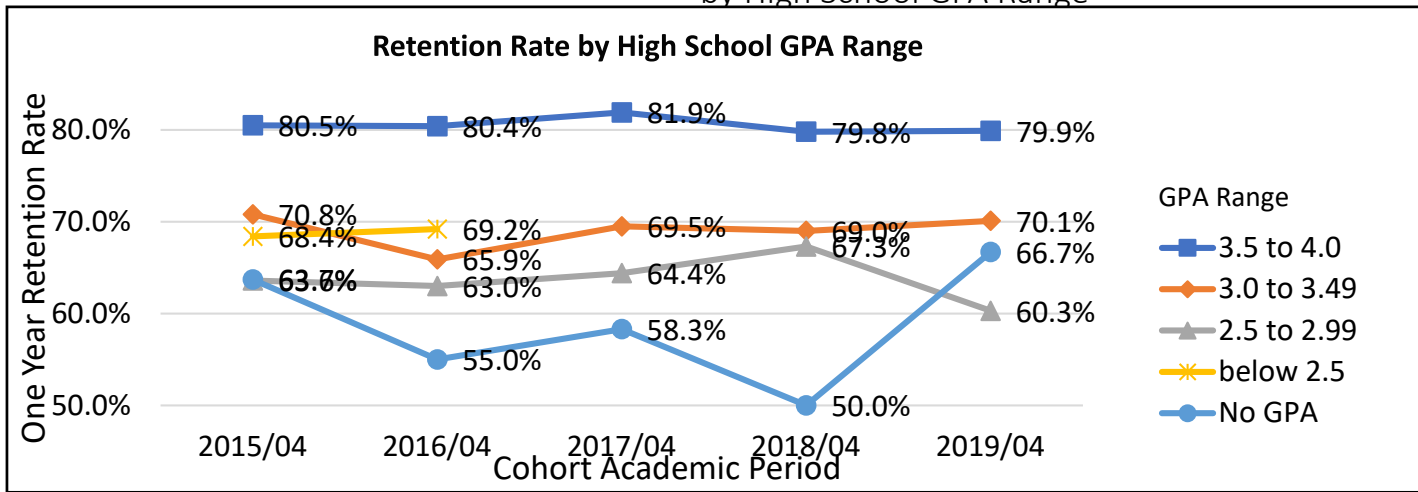
Summer bridge 'opt-out' program:

- Success course: study skills, time management
- Academic course: focused on either writing or math

First year student outreach

- Leverage existing student support
  - TRIO, MRS, Exito, L-SAMP, and more
- Scale current student support
  - Student success advocate
  - Early Alerts
- Circle-In
  - Student peer-studying platform

### First-Time Full-Time One Year Retention Rates Five-Year Trend (2015-2019) by High School GPA Range



*Data shows new, undergraduate, degree-seeking full-time first-time (freshman and advance standing) students. Excludes students who graduated within the first year*

Admission year/term	No GPA		< 2.5		2.5-2.99		3.0-3.49		3.5-4.0		Total N	Ret Rate
	N	Ret Rate	N	Ret Rate	N	Ret Rate	N	Ret Rate	N	Ret Rate		
2015/04	11	63.6%	19	68.4%	212	63.7%	774	70.8%	688	80.5%	1704	73.8%
2016/04	20	55.0%	13	69.2%	230	63.0%	698	65.9%	653	80.4%	1614	71.3%
2017/04	12	58.3%	-	-	180	64.4%	698	69.5%	941	81.9%	1840	75.2%
2018/04	18	50.0%	-	-	162	67.3%	677	69.0%	933	79.8%	1796	74.2%
2019/04	12	66.7%	-	-	116	60.3%	612	70.1%	854	79.9%	1603	74.7%

*N values under 10 are hidden*

On average, 10.6% of First-Time Full-Time students enter PSU with less than a 3.00 High School GPA

In Fall 2020 only 7.6% of First-Time Full-Time students had a high school GPA below 3.00 (n=111)

**First-Time Full-Time Six Year Graduation Rates**  
 Fall 2013 Cohort  
 Race/Ethnicity & High School GPA Range

Race/Ethnicity	< 2.5			2.5-2.99			3.0-3.49			3.5-4.0			No GPA			Total		
	Cohort N	Retained /Grad	Rate %	Cohort N	Retained /Grad	Rate %	Cohort N	Retained /Grad	Rate %	Cohort N	Retained /Grad	Rate %	Cohort N	Retained /Grad	Rate %	Cohort N	Retained /Grad	Rate %
Asian	1	0	0.0	19	9	47.4	67	32	47.8	92	62	67.4	-	-	-	179	103	57.5
Black	1	0	0.0	23	9	39.1	21	8	38.1	12	9	75.0	3	0	0.0	60	26	43.3
Declined to Respond/Other	3	1	33.3	4	1	25.0	23	15	65.2	22	12	54.5	-	-	-	52	29	55.8
Hispanic/Latino	2	1	50.0	37	15	40.5	124	50	40.3	64	39	60.9	-	-	-	227	105	46.3
International Students	2	0	0.0	15	3	20.0	45	16	35.6	52	28	53.8	3	1	33.3	117	48	41.0
Multiple Ethnic/Race	2	0	0.0	26	8	30.8	52	22	42.3	30	17	56.7	-	-	-	110	47	42.7
Native American	-	-	-	2	0	0.0	4	1	25.0	4	3	75.0	-	-	-	10	4	40.0
Pacific Islander	-	-	-	3	1	33.3	4	1	25.0	2	1	50.0	-	-	-	9	3	33.3
White	11	0	0.0	94	32	34.0	331	144	43.5	323	194	60.1	20	6	30.0	779	376	48.3
<b>Total</b>	22	2	9.1%	223	78	35.0	671	289	43.1	601	365	60.7	26	7	26.9	1543	741	48.0

*Italics indicate small N size; review with caution*

*Data shows new, undergraduate, degree-seeking full-time first-time (freshman and advance standing) students who began in the Fall 2013 cohort year. Excludes students who graduated within the first year.*

Data from [Intersectionality Exploration Tool](#)





# Kevin Reynolds and Steve Percy

 Faculty Senate Budget Update

## *Focus/Caveats*

- General Fund
- Major revenue streams (state support and tuition revenue)
- Based on current information forecasts are just that

## *Agenda*

- Enrollment changes
- General Fund Revenue changes - historical and future forecasts
- Closing the gap
- Use of reserves to provide a glide path
- Higher Education Emergency Relief Fund (HEERF) Funds
- 3 Year plan

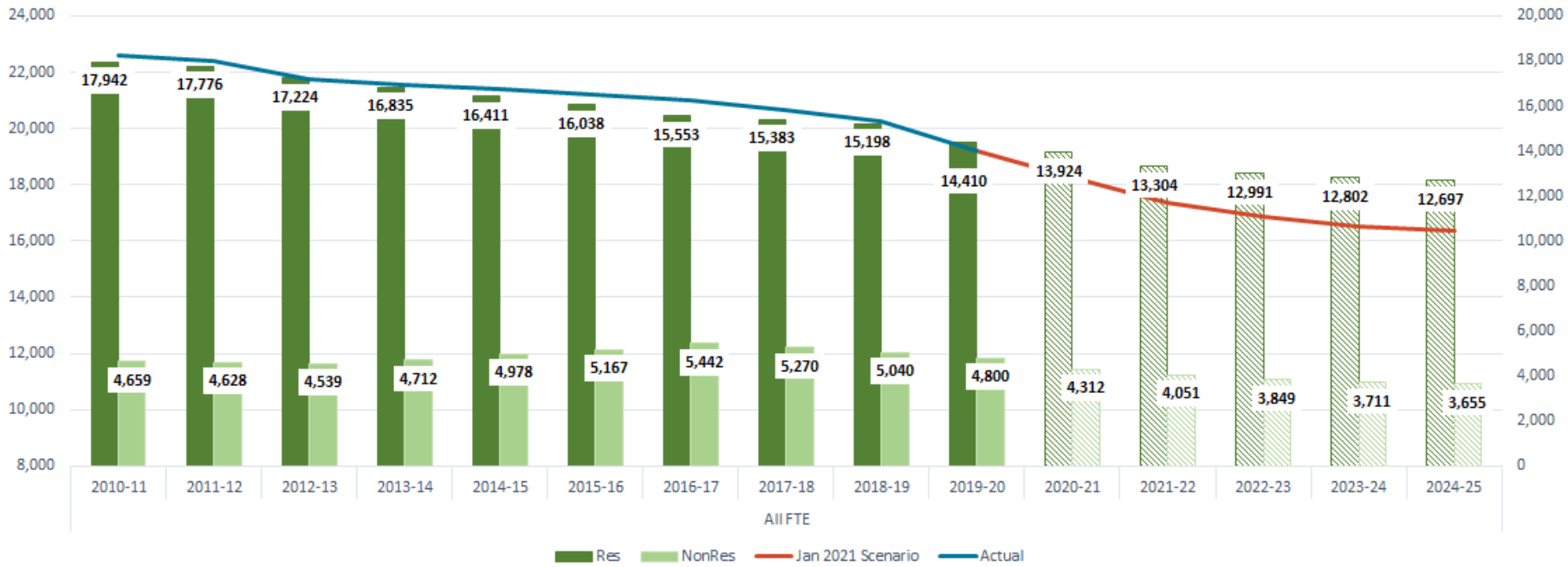
 Faculty Senate Budget Update

- Overall SCH down 7.1% (Undergrad -8.2%)
- Applications for first-time students down 26% (-28% in-state)
- Transfer recruitment is still very early in cycle but initial indicators are down further than freshmen
- Modeling a further 6.8% (approx.) decline in new first-time and transfer students
- November modeled -2.7% based on Fall 4th week numbers and enrollment plan
- January - new forecast of -4.8%
- Will be updated again for the April F&A meeting



# Faculty Senate Budget Update

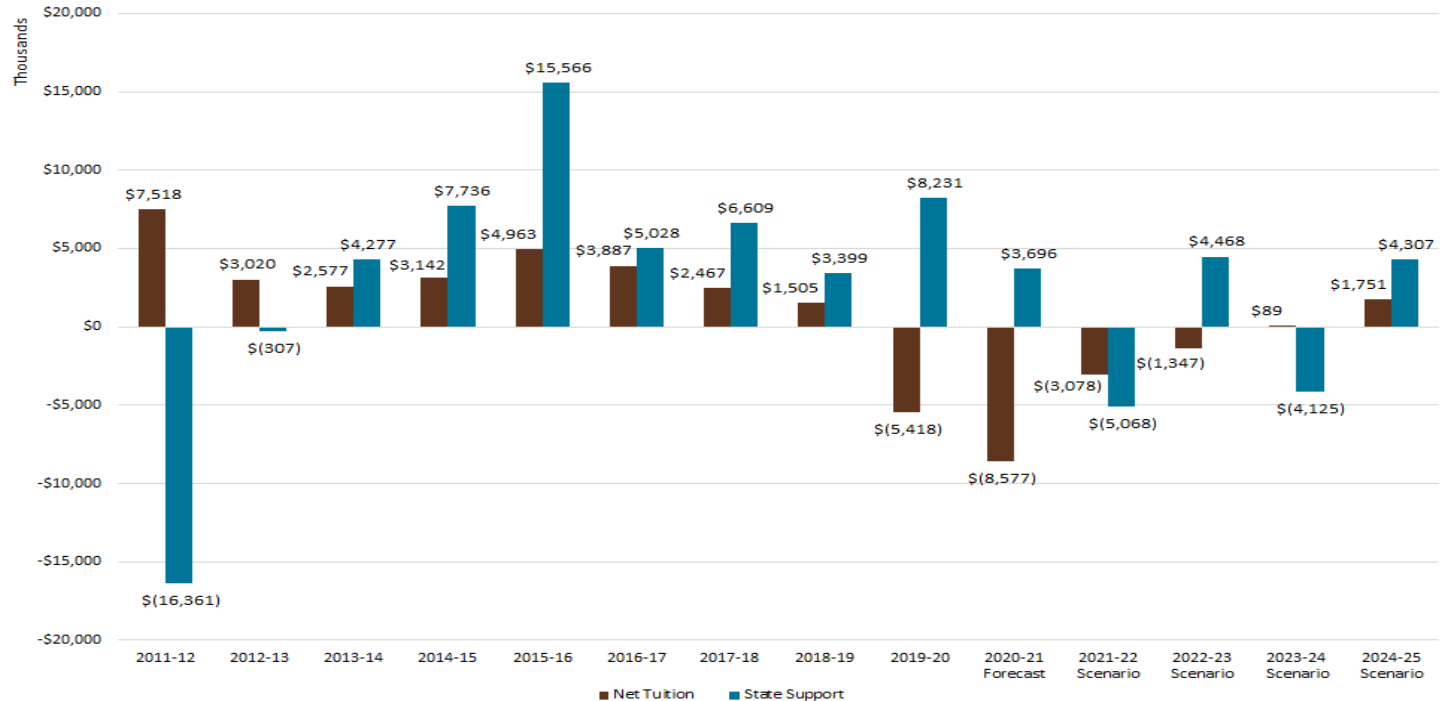
## Fiveyear Enrollment Forecast (January update)





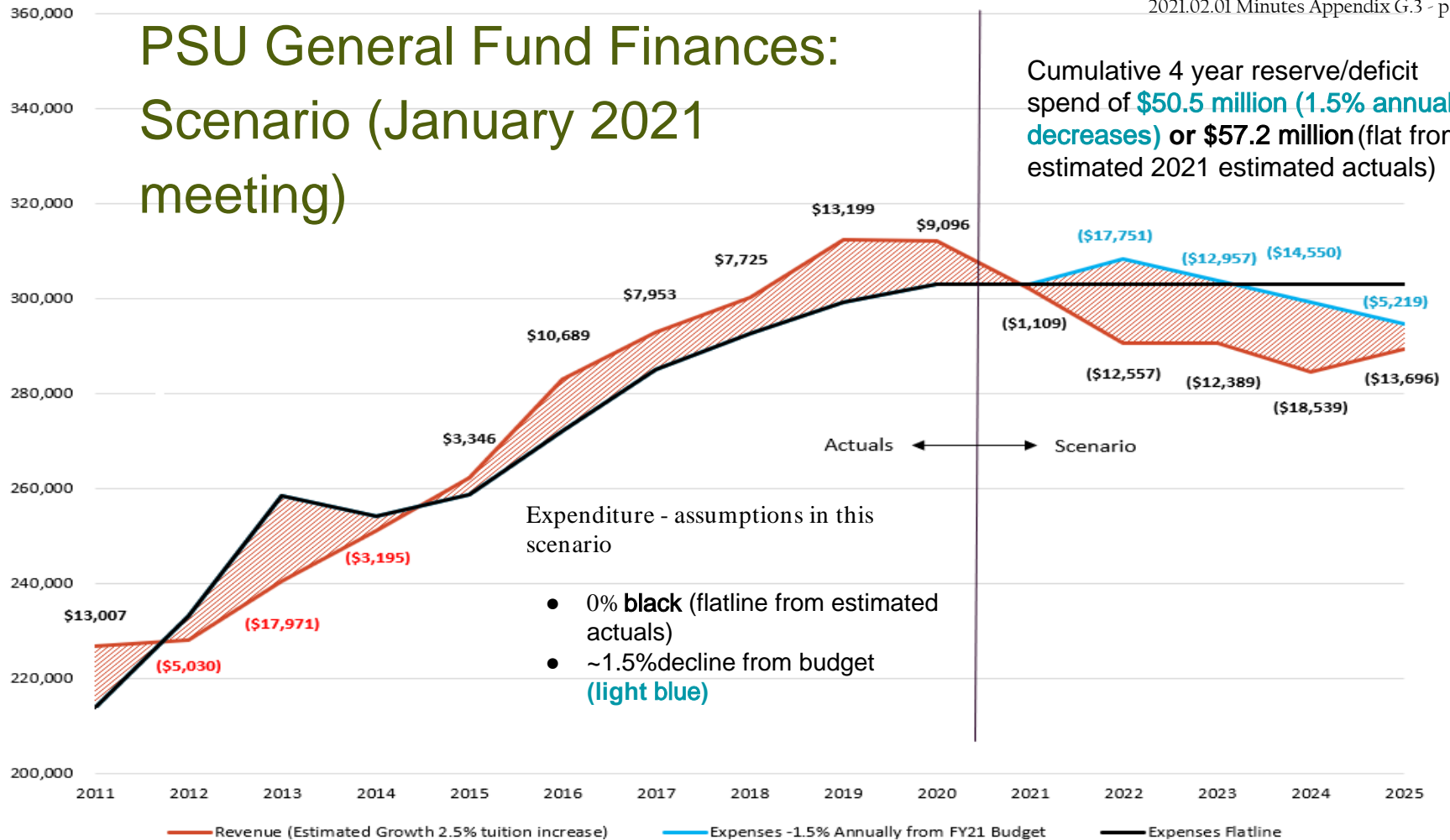
# Faculty Senate Budget Update

*Increased state support offset initial enrollment declines*



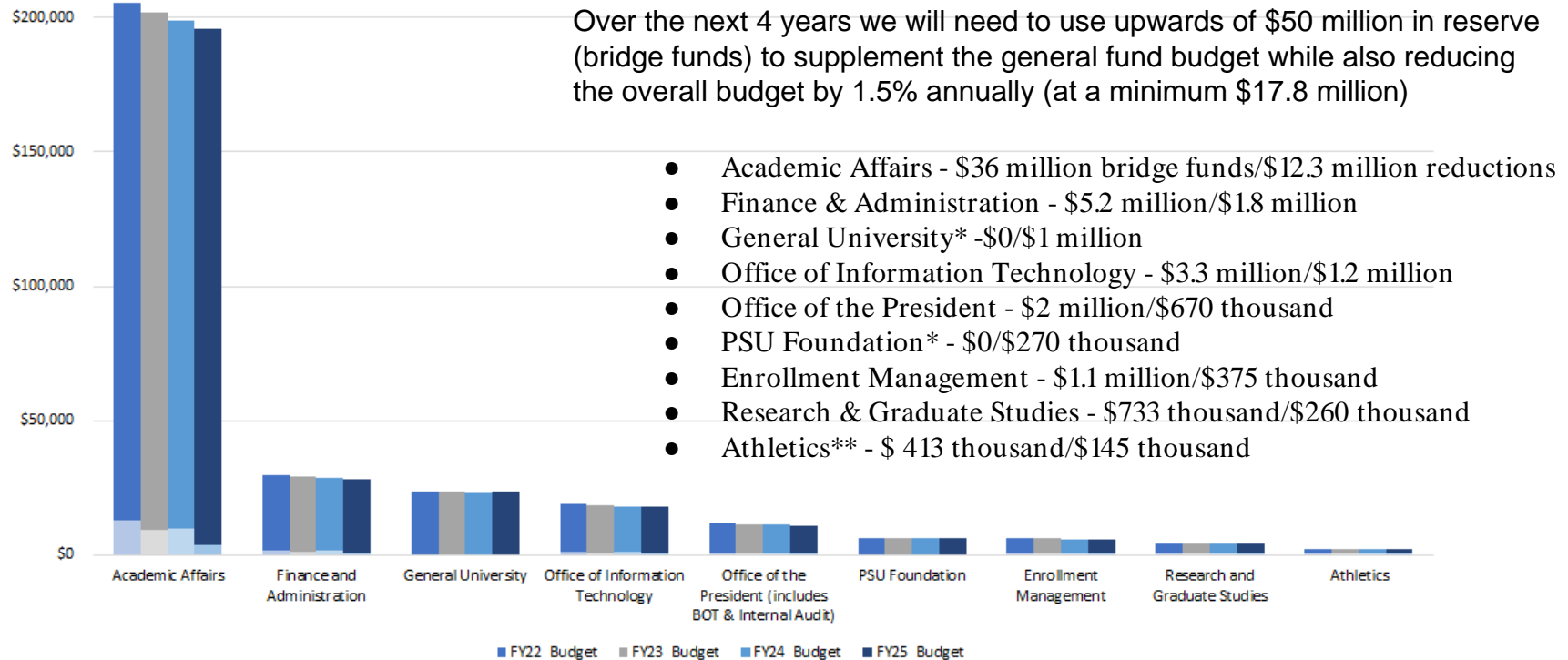
# PSU General Fund Finances: Scenario (January 2021 meeting)

Cumulative 4 year reserve/deficit spend of **\$50.5 million (1.5% annual decreases)** or **\$57.2 million (flat from estimated 2021 estimated actuals)**



# Faculty Senate Budget Update

## *PSU General Fund Finances: Scenario (January 2021 meeting)*



\* Currently there is no plan to use University reserves for the General University and Foundation budgets

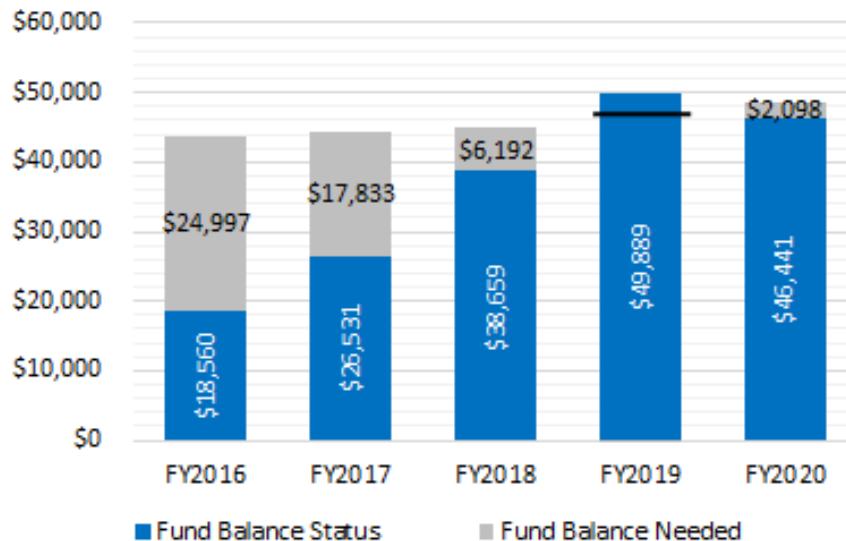
\*\*Athletics currently has no management reserves

# Faculty Senate Budget Update

- FY 2019-20 Year End Analysis
- Prior to moves which reduce Central Reserves by \$3 Million
- Fund balance not cash balance

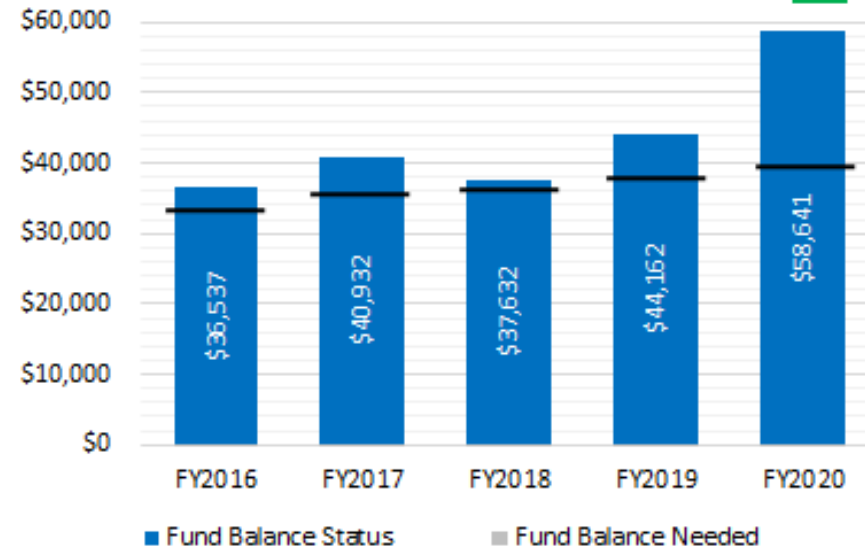
## Central Reserves

(thousands)



## Operating Reserves

(thousands)



# Faculty Senate Budget Update

## *Federal Stimulus Funds - \$30 Million*

- » Higher Education Emergency Relief Fund (HEERF) contained within the COVID-19 supplemental measure \$22.9 Billion
- » Association of Public and Land-Grant Universities (APLU) analysis estimated \$30 Million to PSU
- » US Department of Education will provide more specificity, but we know
  - These are one time, non-recurring funds;
  - The funds must be used to offset revenue losses or COVID-19 related expenses;
  - A minimum of \$8.3 Million must be used for direct student aid;
- » Process
  - Executive Council with input from Faculty Senate Budget Committee and ASPSU
  - Share plan with Board of Trustees

# Faculty Senate Budget Update

 Faculty Senate Budget Update*Tactics*

- A. Bridging the Gap: Cautious use of reserve funds to help balance the budget and cushion impact
- B. Active and Persistent Attention to Enrollment
- C. Active Advocacy: Pushing for State and Other External Support

## *Tactics*

### **Pursuing Opportunities for Revenue Growth**

- A. Investing resources in areas with demonstrable enrollment growth
- B. Exploring expanded online offerings to reach new markets
- C. Growing professional, executive non-credit offerings
- D. Development of Summer Term as expanded learning opportunity



# Faculty Senate Budget Update

## *Tactics*

### **Mediating Expenditures**

Tactics Just Outlined are Not Anticipated to Alleviate Pressures on Budget

Expenditure Reduction/Alignment Tactics

- A. Academic Program Review
- B. Student Services Review
- C. Administrative Efficiency Review
- D. OAA Budget Model
- E. Comprehensive Review of Athletics

# Faculty Senate Budget Update



*PSU Town Hall*  
*February 22nd 2-4 pm*  
*Stay tuned for more details*



## *Questions and Comments*