Board of Trustees Meeting
June 21, 2018
9:00 am to 12:30 pm

Audio Livestream Webcast Available at:
https://www.pdx.edu/board/audio-livestream-of-board-of-trustees-meeting
Call to Order/Roll/Declaration of Quorum
Review of Previous Meeting
Action Items
Open Comment
Opening Comments and Reports

Comments from the Associated Students of Portland State University
Opening Comments and Reports

Comments from Presiding Officer of the Portland State University Faculty Senate
Report of the Chair
Report of the President
Reports of Standing Committees of the Board

• Executive and Audit:
  Report provided by Committee Chair Rick Miller

• Academic and Student Affairs:
  Report provided by Committee Chair Margaret Kirkpatrick

• Finance and Administration:
  Report provided by Chair Irving Levin
Consent Agenda

a. Approval of April 12, 2018 Meeting Minutes

b. Approval of April 25, 2018 Meeting Minutes

c. Approval of FY19 Internal Audit Plan

d. Approval of Amendments to Tuition, Fees and Fines Policy
Action Item: Approval of 2018-2019 Operating Budget
Fiscal Year 2018-19 Operating Budget
Context

- Presenting a balanced budget
- Base general fund expenditure budget determined by available resources + budget plus 3.46% by division
- Academic budget developed with PSU Performance-Based Budgeting principles
- Recurring strategic investments of $2.36 M
- One time funding of $3 M
- Replenish reserves by budgeting a $4 M operating margin
- Not the final numbers yet - minor changes
FY19 Budget Alignment with Strategic Plan

● Key Areas of Focus
  ○ Helping students move efficiently and effectively towards graduation
  ○ Prioritizing allocations for impact on advancing excellence in teaching & research
  ○ Ensuring sufficient reserves
FY 2018-19 Operating Budget

FY19 Budget Risks

1. $220 M net tuition and fees (Education & General Fund)

<table>
<thead>
<tr>
<th></th>
<th>FY18 Estimated SCH</th>
<th>FY19 Projected Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Resident</td>
<td>559,220</td>
<td>+1.3%</td>
</tr>
<tr>
<td>Undergraduate Non-Resident</td>
<td>183,594</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Graduate Resident</td>
<td>110,470</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Graduate Non-Resident</td>
<td>35,979</td>
<td>+0.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>889,262</strong></td>
<td><strong>+0.5%</strong></td>
</tr>
</tbody>
</table>

1. Unanticipated costs, management reserve spending, deficit spending in 2 auxiliary units
Forecasting the FY20 Budget - a $24-$28M problem

1. E&G expenditure increases of $20.6 M (approx $10 M in OPE)
2. Approximately a loss of $3 M in net tuition revenue based on current enrollment forecasts (absent a tuition increases)
3. Continuation of one time investments expenditures ($3-4 M)
4. $130 M PUSF increase- $13 M to PSU ($10.6-14.6 M gap)
5. Unanticipated costs and management reserve spending
## FY 2018-19 Operating Budget

### Total University Fiscal Year 2018-2019 Budget

<table>
<thead>
<tr>
<th></th>
<th>E&amp;G</th>
<th>Designated Operations</th>
<th>Service Departments</th>
<th>Auxiliary Enterprises</th>
<th>Restricted Funds</th>
<th>Total All Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross Tuition and Student Fees</strong></td>
<td>$243,464</td>
<td>$3,083</td>
<td>$ -</td>
<td>$45,391</td>
<td>$ -</td>
<td><strong>$291,398</strong></td>
</tr>
<tr>
<td><strong>Tuition Remissions</strong></td>
<td>(23,200)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(23,200)</td>
</tr>
<tr>
<td><strong>Government Resources &amp; Allocations</strong></td>
<td>98,670</td>
<td>-</td>
<td>-</td>
<td>1,002</td>
<td>137</td>
<td><strong>99,809</strong></td>
</tr>
<tr>
<td><strong>Gifts Grants and Contracts</strong></td>
<td>12,430</td>
<td>2,537</td>
<td>-</td>
<td>-</td>
<td>133,926</td>
<td><strong>148,893</strong></td>
</tr>
<tr>
<td><strong>Internal Sales</strong></td>
<td>4,959</td>
<td>19</td>
<td>2,203</td>
<td>7,771</td>
<td>-</td>
<td><strong>14,952</strong></td>
</tr>
<tr>
<td><strong>Sales and Services Revenue</strong></td>
<td>1,202</td>
<td>2,987</td>
<td>1,104</td>
<td>47,175</td>
<td>-</td>
<td><strong>52,467</strong></td>
</tr>
<tr>
<td><strong>Investment/Debt/Debt Service</strong></td>
<td>2,810</td>
<td>889</td>
<td>-</td>
<td>258</td>
<td>85</td>
<td><strong>4,043</strong></td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>520</td>
<td>80</td>
<td>-</td>
<td>780</td>
<td>-</td>
<td><strong>1,379</strong></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$340,755</strong></td>
<td><strong>$9,594</strong></td>
<td><strong>$3,308</strong></td>
<td><strong>$102,376</strong></td>
<td><strong>$134,148</strong></td>
<td><strong>$590,181</strong></td>
</tr>
<tr>
<td><strong>Salaries &amp; Wages</strong></td>
<td>179,412</td>
<td>3,254</td>
<td>1,076</td>
<td>21,257</td>
<td>28,834</td>
<td><strong>233,832</strong></td>
</tr>
<tr>
<td><strong>OPE (fringes)</strong></td>
<td>88,851</td>
<td>1,416</td>
<td>430</td>
<td>9,896</td>
<td>11,265</td>
<td><strong>111,858</strong></td>
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<tr>
<td><strong>Services &amp; Supplies (net of transfers)</strong></td>
<td>74,839</td>
<td>3,418</td>
<td>1,469</td>
<td>61,643</td>
<td>94,049</td>
<td><strong>235,418</strong></td>
</tr>
<tr>
<td><strong>Internal Administrative Overhead</strong></td>
<td>(6,347)</td>
<td>1,634</td>
<td>-</td>
<td>4,713</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Depreciation</strong></td>
<td>-</td>
<td>-</td>
<td>56</td>
<td>9,669</td>
<td>-</td>
<td><strong>9,726</strong></td>
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<tr>
<td><strong>Total Expense</strong></td>
<td><strong>$336,755</strong></td>
<td><strong>$9,722</strong></td>
<td><strong>$3,031</strong></td>
<td><strong>$107,179</strong></td>
<td><strong>$134,148</strong></td>
<td><strong>$590,834</strong></td>
</tr>
<tr>
<td><strong>Hold for Central Reserves/Risk Abatement</strong></td>
<td>$4,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td><strong>$4,000</strong></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$ -</td>
<td>$(129)</td>
<td>$ 277</td>
<td>$(4,802)</td>
<td>$ -</td>
<td>$(4,654)</td>
</tr>
</tbody>
</table>
# FY 2018-19 Operating Budget

## Education & General (E&G)

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Adopted Budget</th>
<th>2018-19 Q3 Forecast</th>
<th>2018-19 FY19 Budget Compared to FY18 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars in 000's</td>
<td>Dollars in 000's</td>
<td>Dollars</td>
</tr>
<tr>
<td><strong>Gross Tuition and Student Fees</strong></td>
<td>$244,240</td>
<td>$239,279</td>
<td>$243,464</td>
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<tr>
<td><strong>Tuition Remissions</strong></td>
<td>(21,687)</td>
<td>(22,828)</td>
<td>(23,300)</td>
</tr>
<tr>
<td><strong>Government Resources &amp; Allocations</strong></td>
<td>85,463</td>
<td>95,495</td>
<td>98,670</td>
</tr>
<tr>
<td><strong>Gift Grants and Contracts</strong></td>
<td>12,272</td>
<td>12,311</td>
<td>12,430</td>
</tr>
<tr>
<td><strong>Internal Sales</strong></td>
<td>4,884</td>
<td>4,998</td>
<td>4,959</td>
</tr>
<tr>
<td><strong>Sales and Services Revenue</strong></td>
<td>1,226</td>
<td>1,418</td>
<td>1,202</td>
</tr>
<tr>
<td><strong>Investment/Debt/Debt Service</strong></td>
<td>2,710</td>
<td>4,104</td>
<td>2,810</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>340</td>
<td>390</td>
<td>520</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$329,447</td>
<td>$335,167</td>
<td>$340,755</td>
</tr>
<tr>
<td><strong>Salaries &amp; Wages</strong></td>
<td>$172,906</td>
<td>$171,191</td>
<td>$179,412</td>
</tr>
<tr>
<td><strong>OPE (fringes)</strong></td>
<td>87,548</td>
<td>83,245</td>
<td>88,851</td>
</tr>
<tr>
<td><strong>Service &amp; Supplies (net of transfers)</strong></td>
<td>63,993</td>
<td>59,822</td>
<td>68,492</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td>$324,447</td>
<td>$314,258</td>
<td>$336,755</td>
</tr>
<tr>
<td><strong>Held for Reserves/Risk Abatement</strong></td>
<td>$5,000</td>
<td>$2,260</td>
<td>$4000</td>
</tr>
<tr>
<td><strong>Management Reserve Expenses</strong></td>
<td>$11,248</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resolution Approving FY 2018-19 Operating Budget
Discussion Item: Coalition Update
Discussion Item: University Housing Presentation
A Brief History of UHRL and Context

- **1947 – 1969**: No housing
- **1969**: Student action – 1969 Urban Studies Class
- **1972**: First building built with grant from HUD
- **2004 – 2007**: PSU Takes over – March
- **2004**: Major University budget problems – culting of Residence Life leads to student uproar
- **2013**: Housing and Residence Life united
- **2013**: Summer Housing becomes part of UHRL
- **2016**: Dining Services becomes part of UHRL
What is UHRL?

Housing
Residence Life
Dining
University Success
Summer Housing and Conferences
UHRL Mission

• To provide a unique living experience in Portland’s urban environment through actively engaged residential communities that promote student success.

• UHRL serves to promote Portland State University’s Strategic Plan and mission, especially with respect to student recruitment, student success, and the student experience.
Strategic Guiding Principles

1) Maintain, improve, plan for, and develop facilities and programs to support Portland State’s strategic goals and mission especially with respect to Enrollment Management, student success, and the student experience.

2) Maintain, improve, plan for, and develop facilities and programs in support of the student engagement and success mission of University Housing and Residence Life.
Who We Are

» Total UHRL Employees
  • 34 professional staff
  • 124 student staff

» Housing
  • 7 staff
  • 25 student staff

» Residence Life
  • 10 professional staff
  • 58 student leaders

University Success
  • 3 professional staff
  • 14 student leaders

Summer Housing and Conferences
  • 2 professional staff
  • 15 student staff

Housing Maintenance
  • 10-12 Staff
Demographics

Age

Youngest Resident: 17 years old

Oldest Resident: 62 years old

Average Age: 21 [20.64]
Demographics

Race

- White: 52%
- Hispanic/Latino: 16%
- Declined to Respond/No Data: 11%
- Multiple Ethnicities: 9%
- Asian: 6%
- Black or African American: 4%
- American Indian or Alaskan Native: 1%
- Native Hawaiian or Other Pacific Islander: 1%
- Declined to Respond/No Data: 11%
Demographics
Student Classification

- Freshmen: 75%
- Sophomore: 19%
- Junior: 19%
- Senior: 15%
- Graduate: 3%
- Post-Bac: <1%
Demographics

Gender

- Male: 39%
- Self-Identified: 3%
- Female: 58%
Demographics
PSU Residency

Out-State Residency
50%

In-State Residency
50%
Demographics
New/Returning Mix

Housing Classification

- New FYE Residents: 41%
- Returning University Housing Residents: 35%
- Non FYE Residents: 24%
Demographics
By Year in School

PSU Classification

- Freshmen: 954
- Sophomore: 412
- Junior: 431
- Senior: 331
- Post-Bac: 11
- Graduate: 74
- Non-Admit: 3
Demographics – Quick Facts

• **Top 5 Majors:** Psychology [145] · Biology [114] · Computer Science [107] · Film [88] · Bus Adm: Mgmt & Leadership [88]

• 61% started at PSU in 2017

• 50% In-State Residency · 50% Out-of-State Residency
• 11% International

• **States:** California [325] · Washington [141] · Hawaii [66] · Colorado [51] · Nevada [30]

• **Nationality:** China [99] · Japan [44] · South Korea [17] · Taiwan/Malaysia [8] · Thailand [6]
And into the Future

- UHRL Master Plan process
  - Market Demand Study
  - Review of UHRL Priorities
  - Submittal of Master Plan
  - 20 Week Process
Questions, comments?
Academic Presentation
Educational Policy Committee (EPC)

» Charge: “The EPC tracks significant developments bearing on educational policy and planning, and makes recommendations to the Faculty Senate…”

» One aspect of policy the EPC has been looking at is Online Education at PSU
Online Education Policy Themes

» PSU’s Strategy – Where is PSU currently at with Online Education? Where are we going? Why?
» Faculty Attitudes – What are faculty attitudes regarding online education at PSU?
» Student Attitudes – What are student attitudes toward online education?
» Cost of Online – What are the costs of online education? How are they tracked?
» Quality of Online Courses – What is the quality of Online Education at PSU? What are appropriate measures?
Online Education Progress

- Increasing Online course offerings has been a major thrust at PSU driven by the previous administration
- Moving to Online Courses has involved significant effort and resources at all levels:
  - Creation of new organizations (e.g. OAI)
  - Provost’s Challenge
  - Flexible Degree Initiative (funding for course releases and small stipends)
- Moving an organization from delivering services face-to-face (F2F) to online is an enormous undertaking
- What has been faculty’s role in online education at PSU? What have been the results over the past 5 years?
PSU’s Online Course Offerings 2012-2017
(from Data Master)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>1 Yr Change</th>
<th>5 Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Count</td>
<td>642</td>
<td>733</td>
<td>759</td>
<td>914</td>
<td>1,030</td>
<td>1,148</td>
<td>11%</td>
<td>79%</td>
</tr>
<tr>
<td>Unique Courses</td>
<td>381</td>
<td>430</td>
<td>456</td>
<td>555</td>
<td>666</td>
<td>786</td>
<td>18%</td>
<td>106%</td>
</tr>
<tr>
<td>SCH</td>
<td>73,498</td>
<td>76,749</td>
<td>88,226</td>
<td>104,085</td>
<td>126,526</td>
<td>145,831</td>
<td>15%</td>
<td>98%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>19,949</td>
<td>20,781</td>
<td>23,570</td>
<td>27,670</td>
<td>33,411</td>
<td>38,368</td>
<td>15%</td>
<td>92%</td>
</tr>
</tbody>
</table>

» Results: Dramatic increase in online course offerings, enrollment and revenue
Online Education Progress

- How did this success happen? What was the driver of the success
  - Funding for course releases and small stipends has been key.
  - OAI training contributed.
  - Faculty have been a critical ally and taken initiative in implementing online courses at PSU
- Recent EPC survey and focus groups of faculty attitudes toward online (34% of faculty responding)
Faculty Initiative

- Only 28% of faculty who were involved in online teaching reported they received training/support from OAI.
- 50% learned on their own or from a colleague.
Faculty Innovation

• Faculty are innovative and focused on student success with online:
  • Engaged with fully online programs, hybrid, extended classrooms, etc.
  • Experimenting with new technologies and practices
  • Faculty are doing this on their own initiative and often on their own time.
  • Many times faculty pay for video conferencing technology (e.g. Zoom Meeting) and other tools out of their own pockets or departmental budgets
Faculty Input

- Initially, there was a big push to put everything online and for PSU to get into MOOCs. (i.e. Mega classes)
- Faculty were resistant to MOOCs.
- The MOOC fad failed and would have been an expensive mistake.
- Not all change is good.
- Faculty have valuable perspectives
PSU Faculty: **Allies in Change!**

- Faculty embrace change and, at times, lead change!
- In the case of online, Faculty have been at the forefront of this change and dedicated countless hours to making it successful.
- Faculty are diverse. The fields of study are diverse.
- Thoughtful, innovating, risk taking but not foolish.
- Faculty understand the institution and work directly with the students.
- Faculty stick around. We own part of the future here.
- **Faculty Senate is the hub for coordinating faculty involvement on collaborative projects**
Questions?
Discussion Item: School of Business Retention Efforts
School of Business Retention Success

- 5.6% Increase in fall to fall retention for the 2016 cohort at a time the University retention rate declined by almost 1%.
  - School of Business Retention Rate: 76.2%
  - PSU Overall Retention Rate: 71.9%
  - Consortium for Student Retention Rate: 75.1%

- Students report an enhanced sense of community and a feeling that the School of Business cares about their success. Building Trust has been essential.

- The School of Business is currently on track to increase the fall to fall retention rates for the 2017 cohort.

- Fundraising goals of $200K met and pending $150K in fall. Needs exceed $400K / yr
How the School of Business Did It

» Retention Grants - Creation of emergency funding for students most at-risk of dropping out
  - Awards average just $1,300 and went primarily to students with high unmet financial need (Pell eligible)
  - 93% of students who received an award are currently enrolled or have graduated
  - 63% of awards went to underrepresented minority students
  - 71% of awards went to first generation college students

» Serving as advocates and go-betweens with other departments on behalf of the student.

» Identifying student challenges earlier as a result of interaction/engagement tracking (emails opened, events attended, staff connections made, etc) and using targeted communications and outreach interventions for Freshmen strategically placed at just the right time.

» Utilizing faculty-staff partnerships to create an early alert approach for students in BA 101.

» Increased focus on diverse students with a program designed to offer wraparound support.
  - Paid daycare
  - Clothing drives for interviews
  - Paid internships on campus
  - Food giveaways
  - Embrace Diversity by hiring two retention specialists of color
  - Emphasis on LGBTQIA & Veteran community
EX: Retained Student – Diversity Scholar

First time freshman, a student of color, lower socio-economic status, immediate family out of the country, living on his own in the states. He began at PSU in fall 2016.

Fall Term 2017
» Student dropped his courses, the student success coordinator immediately noticed and reached out to offer help and a retention grant.

» School of Business staff walked him through the re-enrollment process, advocated for his late fees to be waived and he remained on track for graduation.

Winter Term 2018
» He was not able to register due to an outstanding balance of $1,500, his mother had just passed away and he was about to be kicked out of housing because he hadn’t registered, again he was again at risk of dropping out.

» Just in time intervention and financial support kept him from being homeless and he is continuing to persist toward degree completion! (cleared his balance and triggered financial aid)
Discussion Item: Student Success Initiatives
Student Success Initiatives

June 2018

Sukhwant Jhaj
Vice Provost, Innovation, Planning & Student Success
Equity Indicator 5a: Estimated bachelor's degree attainment rate by age 24 for dependent family members by family income quartile: 1970 to 2016
Parent Income Distribution by Percentile
Ivy Plus Colleges

14.5% of students from top 1%

More students from the top 1% than the bottom 50%

13.5% of students from bottom 50%
Tuition + Fee Increase
## Reasons for not attending college or not completing college degree

<table>
<thead>
<tr>
<th>Reason</th>
<th>Did not attend college</th>
<th>Did not complete degree</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial considerations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too expensive</td>
<td>37</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Needed to earn money</td>
<td>29</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>Did not think benefits outweighed costs</td>
<td>22</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td><strong>Family responsibilities</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Child care responsibilities</td>
<td>14</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Supported or cared for parents or siblings</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Lack of interest in college, desire to work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simply was not interested in college</td>
<td>31</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Wanted to work</td>
<td>36</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td><strong>Educational ability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was not admitted</td>
<td>1</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Low grades</td>
<td>n/a</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Note: Among adults who did not attend college and are under age 30 or who went to college in the past decade but did not complete their degree and are not currently enrolled in school. Respondents can select multiple answers.

n/a  Not applicable.


62
Exit Survey Findings: Primary Reasons for Leaving PSU

Financial (41.2%); Personal (38.5%); Academic (18.3%); Interpersonal (15.0%); Campus Environment (8.3%)

3.23 Financial: The overall cost of attendance was more than expected.

3.13 Environmental: Commuting to/from campus was challenging (e.g. parking, transit).

3.02 Financial: I did not receive enough financial aid to cover my expenses.

I ran out of financial aid, and got buried under the loans that I had to use to pay summer campus housing costs. Now I'm in debt and have no way to pay for anything or go back to school and I also have no degree.

A combination of stress, anxiety attacks, and financial ability made it too difficult to continue at that time.
Transformation Model Project: Case Study conducted by Deloitte Consulting for the Bill & Melinda Gates Foundation

Bachelor's Degrees Awarded
Bachelor's degrees awarded by residency status (Oregon resident) and ethnicity

- Bachelor's degrees awarded by PSU increased 26% from 2007-08 to 2015-16—this achievement is particularly notable considering the declining college-going population in the state.
- During this period, Hispanics became the largest minority group on campus, bachelor's degrees awarded to Hispanic students increased by 220%, and the percentage of total bachelor's degrees awarded to Hispanics nearly tripled.
- The proportion of bachelor's degrees awarded to Oregon residents has stayed relatively constant, indicating PSU's continued commitment to serving a local population.

Graduation Rates
Bachelor's degree graduation rates of full-time, first-time, degree-seeking undergraduates within 4 years, 6 years, and 8 years

- Even as PSU experienced significant enrollment growth in the mid-2000s, graduation rates gradually increased as well.
- Four-year graduation rates increased from 13% for the 2002 entering full-time cohort to 18% for the 2007 cohort.
- Meanwhile, six- and eight-year graduation rates increased from 34% and 39%, respectively, for the 2002 entering cohort to 42% and 48% for the 2007 cohort.

# degrees awarded to in-state students
% total degrees awarded to Hispanic students
First-Time Full-Time Students Starting Fall 2011

Number of students: 1,211

roll over each bar for detail data

Within 6 years:
- Graduated: Reporting institution: 41%
- Transferred & Graduated: Other Institution: 9%
- Enrolled: Reporting institution: 16%
- Transferred & Enrolled: Other Institution: 11%
- Current Status Unknown: 23%

Within 5 years:
- Graduated: Reporting institution: 20%
- Transferred & Graduated: Other Institution: 39%
- Enrolled: Reporting institution: 16%
- Transferred & Enrolled: Other Institution: 21%

Within 4 years:
- Graduated: Reporting institution: 0%
- Transferred & Graduated: Other Institution: 10%
- Enrolled: Reporting institution: 20%
- Transferred & Enrolled: Other Institution: 30%
- Current Status Unknown: 40%
- 50%
Full-Time Transfer Students Starting Fall 2011

Number of students: 2,148

roll over each bar for detail data

**WITHIN 6 YEARS**
- 65% Graduated: Reporting institution
- 8% Transferred & Graduated: Other Institution
- 22% Enrolled: Reporting institution
- 11% Transferred & Enrolled: Other Institution
- 2% Current Status Unknown

**WITHIN 4 YEARS**
- 59% Graduated: Reporting institution
- 11% Transferred & Graduated: Other Institution
- 20% Enrolled: Reporting institution
- 12% Transferred & Enrolled: Other Institution
- 0% Current Status Unknown

**WITHIN 2 YEARS**
- 22% Graduated: Reporting institution
- 60% Transferred & Graduated: Other Institution
- 10% Enrolled: Reporting institution
- 0% Transferred & Enrolled: Other Institution
- 0% Current Status Unknown
BUILDING THE BEST STUDENT EXPERIENCE
Reduce barriers and improve services to help students graduate

CO-CREATION
In everything we do:
We put students at the center
We hear every voice
We work for the benefit of all

STUDENTS
Post, present and future students

STUDENT FACING
Staff, faculty and administrators who work directly with students

DOERS
Builds and implementers of systems and experiences

Each project will proceed on its own timeline towards use by Fall 2017
External Funding

● APLU/USU & the Bill & Melinda Gates Foundation
  ○ Transformational Planning Grant (2014-2015) $224,840
  ○ Transformational Change Collaborative (2015-2019) $640,000
  ○ Accelerating Adoption of Adaptive Courseware (2016-2020) $515,000

● APLU/USU, Bill & Melinda Gates Foundation, Great Lakes Higher Education Guaranty Corporation, and the Lumina Foundation
  ○ Innovation Challenge (2015-2017) $105,000

● Oregon Department of Education Regional Promise Grants
  ○ Oregon Metro Connects All Students to College Consortium (2014-2015)
  ○ East County Pathways (2015-2017)
  ○ Northwest Regional Promise (2015-2017)
Digital is the new reality

- Flexible Degrees: 20 Degree Completion pathways, 12 in progress, 10 proposed
- Open Educational Resources and Open Pedagogy

Improved planning and student advising

Student Service Redesign
- Advising Redesign
- Coordinated Service Network
- Redesign of myPSU

Pathways Projects
- Interactive Degree Maps

Flexible Degrees
- Active+Adaptive
- Accessibility and Universal Design
- Inclusive Pedagogy and Curriculum
- Integrative Learning and Folio thinking
- Open Educational Practices
- Digital Learning Environment
- Digital Literacy and Identity

Increased use of digital learning approaches and tools to address student needs

Frontier Set

Equity, Inclusion, Access, Outcomes, Persistence, Graduation, Quality, Cost
Financial Initiatives

- **Financial Tools & Resources Student Advising Milestone**
  - Emerged from Academic and Career Advising Redesign, will help students address financial concerns, understand the costs of education, recognize short and long-term impact of their financial choices, and provide them with the appropriate on campus and online tools and resources

- **APLU IES Completion Grant (2018-2020)**
  - PSU will build a sustainable completion program that will allow some of our most vulnerable students persist

- **Tuition Repackaging Programs**
  - Four Years Free
  - Transfers Finish Free

- **Financial Wellness Center**
  - Opened in Fall 2016, designed to give all students tools and resources needed to empower them to make healthy financial decisions
Advising Outreach Strategies: 2018-19

● Increase Strategic Outreach through Pathways & Assigned Advisors
  ○ Beginning in Fall 2018, all undergraduate students at PSU will have an assigned advisor in their Advising Pathway who consistently maintains contact with them.

● Engage Students in Student Advising Milestone Conversations
  ○ Students will be required to meet with their assigned advisor at least once a year.
    ■ Mandatory First-Year Advising
    ■ Financial Tools & Resources Conversation
    ■ Career Development Conversation
    ■ Major Confirmation Conversation
    ■ Final Graduation Plan Advising

● Track Academic Progress
  ○ Identifying all undeclared/exploratory students and assist them in choosing a major.
  ○ Requiring all students to review their degree audit and graduation plan with their assigned advisor at least once a year.
Meeting Review and Action Items
Adjourn
2018-19 Board of Trustee Meetings

October 4, 2018 (8:30 am to 12:30 pm)
January 24, 2019 (8:30 am to 12:30 pm)
April 11, 2019 (8:30 am to 12:30 pm)
June 20, 2019 (8:30 am to 12:30 pm)