Portland State 20/20

Student Learning and Academic Success
Topic Team

Strategic Planning Project

March 31, 2015, 2:30-4pm
Location: MCB 312, Mt. Tabor Conference Room

Invitees:

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<tr>
<td>Darrell Brown</td>
<td>Matthew Landkamer</td>
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<td>Tom Bull</td>
<td>Zapoura Newton-Calvert</td>
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<td>Rowanna Carpenter</td>
<td>CeCe Ridder</td>
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<td>Johannes De Gruyter</td>
<td>John Rueter -co-chair</td>
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<td>Lori Henry</td>
<td>Becky Sanchez</td>
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<td>Laura Hickman</td>
<td>Aimee Shattuck -co-chair</td>
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<td>Sukhwant Jhaj</td>
<td>Kari St. Peters</td>
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<td>Matthew Johnson</td>
<td>Dannelle Stevens</td>
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<td>Mark Jones</td>
<td>Ember Stevens</td>
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X=Attended

Agenda:

1. Presentations
   a. Price/degree completion - Ember
   b. PSU persistence and graduations rates/Futures Revenues and Students - Becky
   c. Regional Demographic trends - Tom
   d. Adult Learners, Education Dynamics Studies - Sukhwant
   e. Online Learning Trends - Johannes

2. SWOT

3. Next Steps
   a. next meeting
      i. Presentations on Student Affairs Student Experience Report and Student Success Initiatives?
      ii. what else?
   b. homework

Meeting Notes:

- **Price/degree completion** Pell Institute Study overview - Ember

(See Embers overview document here)

- Overall our system has become highly inequitable with a focus on sorting students by their demographic characteristics rather than providing all youth with opportunities to use their creative potential to realize the benefits of higher education and advancing the well-being and progress of our nation.
- Ember walked us through the 6 Indicators that were studied in the Pell Institute Study. She then talked through the relevant conclusions for this group.
What are placed based scholarships? This includes funding for students who are more place-bound.

Was there any reference to class in education? Not in this study. John thought he had read about this.

RESEARCH REQUEST: Is there any data on how class affects access and success?

If we want to make progress in this space maybe we need to spend more time defining the problem. The K-12 sector may be a good area of focus.

How does this study allow us to frame a deep problem or a key problem we face? The question of who has access when considering online learning with regard to those students needs to be a part of this conversation. How do we begin to start capturing the problems we are identifying? The group decided they are ok with the messiness of this conversation.

Becky’s presentation on Futures Revenues & Students and Graduation Rates, etc.

See Becky’s presentation.

Sukhwant provided a chart with updated graduation rates.

It may be helpful to begin to position ourselves relevant to OSU. PSU has many unique offerings that may be of interest to students. We need a better understanding of where students are going when they don’t graduate from PSU and leave. Are they stopping their higher ed journey? Are they going to another institution?

What about our co-enrollment program? We have co-enrollment agreements with several community colleges and this could be a great avenue to explore better partnerships.

Coming from PCC, Lori wished PSU had presence there. PCC Advisors are not clear on what will and won’t transfer. There is a booth at PCC on Thursdays but there isn’t a lot of good information there. Having a PSU advisor on campus would have been a great help. PSU also has some student services that could do some outreach.

EAB studies focus on a certain type of student. They then look at the modality of the offerings relevant to these students. It is executing on the learning center model from beginning to end. It’s very interesting. The competency based model is good but it feels a little limited.

This study demonstrated that there won’t be as many high school students to draw from going forward and we have to be more creative in who we are attracting and how to retain them.

We have support services available for many of our underrepresented groups and we could spend some time working on creative solutions that lean on these existing groups. Some creative thinking about how to better reach our students with information on the services available would be great. The students seem to be aware of some of the services but we don’t have capacity to serve them all. We also have students who aren’t physically able to come. Perhaps our services are not offered in a way that meets students’ desires/needs for how to access students. We have an obligation to provide services for online learners as well and we aren’t providing this as a standard.

Sukhwant presentation.

Sukhwant explained the work happening in this area on campus.

Market Size for adult learners: This looked at Oregon and some southern areas in
Washington. This was meant to give us real data on these national trends. They compared to a market space in Massachusetts that was comparable.

- Online undergraduate and graduate students: A large survey was conducted to look at students who had shown interest in certain kinds of programs. General take always: students are interested in credentials; experience with online learning is varied; most interested in models that follow a quarter system in terms of length of study; students are interested in face to face interaction both in ‘in person’ and online courses; they want to interact with their faculty member at least once a week; they are not interested in hybrid programs; they have a very positive attitude toward competency based learning even when you don’t define it; there is a high level of interest in credit for prior learning.
- Cost (tuition/fees), reputation and accreditation/quality are the areas of
- They are getting there information almost entirely online.
- Demographic profile is really interesting. White women around 36/37 with family incomes of 32,000 (undergraduate) and 60,000 (graduate). Flexibility is incredibly important to them. Perhaps we need to get a better online presence for our female student community. We need to do a better job connecting services with students online. When a student comes to a learning center do we know anything about what other services they might find to be relevant and are we providing those?
- It’s also worth noting that sometimes students will articulate what they want in a survey is different than what they will want when actually presented with the situation. This is why some of our research is based in focus group work with students.
- This study also did a study around percentage of students living within 100 miles, etc.
- Students and faculty need better insight to what is available, where and when.

**Tom’s presentation on demographics.**

- The high school graduation rate numbers have been declining since 2011 and it will continue to decline. First they have to get passed the financial barriers and the barrier that they don’t even consider higher ed. There is a growing demand for young, well educated people but we aren’t able to provide that. Our students don’t always know how to be professional, network, etc even after graduation. Native American and Mexican American enrollment numbers are below average in Oregon. This may present an opportunity. High School graduation rates have dropped and will remain flat or decrease in the coming years. Hispanic students are seeing the biggest drop. The lack of preparation of students coming into college is a problem. Companies are no longer mentoring their own people and this may present an opportunity for us at PSU. This study was broken down by ethnicity, location, median income, etc. The median income level may be very important to our conversation in terms of access.
- Key Issues/Themes:
- Access. How does median income play into this? It would be helpful if PSU programs had a sense of the costs they are creating for their students and how that compares to what they can tolerate.
- Lack of high school students – won’t be capacity to grow in the incoming freshman space
- Students cannot always access student services (cannot always physically be there) or, we aren’t making services available in a way that students want to access them. How do we address this in the online learning space?
RESEARCH REQUEST: How will our student mix change over the next 5 years in terms of diversity?
- We should strategize around student services needs based on this research.
- Connections are key to our students’ success. For example, if a student accesses “x” service, what are we doing at that time to connect them with other relevant services?
- The student journey needs to be looked at more holistically and the career aspect of this needs to be addressed much earlier on in the process.
- How do we educate potential students with specific needs/obstacles (Hispanics, women, etc.) What role do we play in this space? It would be really great for PSU to take some ownership in this space. Who do we want to attract? Just one strategy won’t be enough in this space. We are complex and need to be creative in this space.

Next steps:
- Johannes’ presentation
- Laura and Sukhwant will work together on preparing a presentation on the student success initiatives
- Sukhwant will present on the advising projects.
- John will report on the previous strategic plan initiatives.