

Western Washington University  
Board of Trustees  
Agenda  
June 8, 9, 2017

**THURSDAY, June 8, 2017**

Location: OM 340  
Time: 3:00 p.m.

1. **CALL TO ORDER**  
3:00 – 3:05
  
2. **STUDENT SUCCESS: GOING FROM GOOD TO GREAT**  
3:05 – 4:30                      Presentation: Brent Carbajal, Provost & Vice President for Academic Affairs  
Eileen Coughlin, Sr. Vice President, VP for Enrollment and Student Services
  
3. **EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110.**  
4:30 – 5:00

**FRIDAY, June 9, 2017**

Location: OM 340  
Time: 9:00 a.m.

Breakfast with the 2017 Presidential Scholars in the Solarium  
8:00 – 8:50

Break 10 min (8:50 – 9:00)

1. **CALL TO ORDER, APPROVAL OF MINUTES**  
9:00 – 9:05
  - a. Board of Trustees Meeting, April 20 & 21, 2017
  
2. **RECOGNITIONS AND INTRODUCTIONS**  
9:05 – 9:35
  - Fellowship Award Winners
  - Resolution No. 2017-02 Recognizing the Service of Vice President Eileen Coughlin
  - Resolution No. 2017-03 Recognizing the Service of Vice President Steve Swan
  - Resolution No. 2017-04 Recognizing the Service of Dean Francisco Rios
  - Resolution No. 2017-05 Recognizing the Service of Dean and Vice Provost Kathleen Kitto
  - Resolution No. 2017-07 Recognizing the Western Washington University Women's Rowing Team
  - Resolution No. 2017-08 Recognizing Bethany Drake, NCAA Division II Javelin National Champion

**3. PUBLIC COMMENT PERIOD**

9:35 – 9:45

**4. BOARD CHAIR REPORT**

9:45 – 9:55

- Resolution No. 2017-06 Recognizing the Service of Board Member Abigail Ramos

**5. UNIVERSITY PRESIDENT**

9:55 – 10:10

**6. ASSOCIATED STUDENTS**

10:10 – 10:15

**7. FACULTY SENATE**

10:15 – 10:20

**BREAK 10 min (10:20 – 10:30)**

**8. OLYMPIA UPDATE**

10:30 – 10:35

Presentation: Becca Kenna-Schenk

10:35 – 10:40

Discussion

**9. ASSOCIATED STUDENTS GOVERNANCE STRUCTURE UPDATE**

10:40 – 10:45

Presentation: Bryce Hammer, AS VP for Government Affairs

10:45 – 10:50

Discussion

**ACTION ITEMS**

**10. CONSENT ITEMS**

10:50 – 10:55

- a. Approval of Spring Quarter Degrees
- b. Consultant Contract for Design Services for Buchanan Towers Renovation, PW722
- c. Intergovernmental Cooperative Purchasing Agreement with Community Transit

**11. 2017 – 2018 OPERATING BUDGET MATTERS**

10:55 – 11:30

- a. **Operating Budget Framework (5 minutes)**

Presentation: Richard Van Den Hul, Vice President for Business and Financial Affairs

- b. **2017 - 2018 Preliminary Annual Operating Budget (10 minutes)**  
 Presentation: Richard Van Den Hul, Vice President for Business and Financial Affairs  
 Linda Teater, Director, Budget Office  
 Discussion
- c. **2017 - 2018 Student Fees (20 minutes)**  
 Presentation: Eileen Coughlin, Sr. Vice President, VP for Enrollment and Student Services  
 Discussion

**12. 2017 – 2019 PRELIMINARY CAPITAL BUDGET**

- 11:30 – 11:35 Presentation: Richard Van Den Hul, Vice President for Business and Financial Affairs  
 Rick Benner, University Architect/Director, Facilities Development and  
 Capital Budget
- 11:35 – 11:40 Discussion

**13. ELECTION OF BOARD VICE CHAIR**

- 11:40 – 11:45 Presentation: Sue Sharpe, Chair, Board of Trustees
- 11:45 – 11:55 Discussion

**DISCUSSION ITEMS**

**14. CAPITAL PLANNING OVERVIEW**

- 11:55 – 12:05 Presentation: Rich Van Den Hul, Vice President for Business & Financial Affairs  
 Rick Benner, University Architect/Director, Facilities Development and  
 Capital Budget  
 Linda Beckman, Director, Budget and Administration for Enrollment and  
 Student Services  
 Francis Halle, Director, Space Administration/Management
- 12:05 – 12:20 Discussion

**15. GOVERNANCE COMMITTEE REPORT**

- 12:20 – 12:25 Presentation: Chase Franklin, Chair, Board Governance Committee

**16. AUDIT COMMITTEE REPORT**

- 12:25 – 12:30 Presentation: Earl Overstreet, Chair, Board Audit Committee

**17. INFORMATION ITEMS**

- 12:30 – 12:35
  - a. Academic Reports
  - b. Admissions and Enrollment Summary
  - c. University Advancement Report
  - d. Capital Program Report
  - e. University Relations and Community Development Report

18. DATE FOR NEXT REGULAR MEETING: August 17, 18, 2017

19. ADJOURNMENT

## **1. CALL TO ORDER**

# WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

**TO:** Members of the Board of Trustees

**FROM:** President Sabah Randhawa on behalf of Brent Carbajal, Provost and Vice President for Academic Affairs and Eileen Coughlin, Senior Vice President and Vice President for Enrollment and Student Services

**DATE:** June 8, 2017

**SUBJECT: Student Success: Going from Good to Great**

**PURPOSE:** Discussion Item

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## **Purpose of Submittal:**

Student success continues to remain a top priority at Western, ensuring that all students have access to high-quality services and the support they need to achieve a college degree. The board and invited guests will engage in a discussion of what has helped make Western successful in regards to its high retention and graduation rates of our students and what can aid Western in going from “good to great.”

## **Background:**

There are many services and initiatives in place to provide students with the support they need to be successful at Western. The supporting information summarizes some of these efforts. In addition, a decision package has been submitted to the state legislature for the 2017-19 biennium ([see pages 40-55](#)) which highlights areas of greatest need in regards to staffing and programmatic support.

## **Supporting Information:**

- Student Success Initiatives: Summary
- Legislative Summary: Student Success Decision Package

## **Strategic Questions:**

1. What does student success mean?
2. What has worked well for us?
3. What are our plans and hopes going forward?

## WESTERN WASHINGTON UNIVERSITY

### Student Support Services and Initiatives: A Summary of Some Efforts

#### Academic Advising – General Overview

Academic advising at Western is a shared responsibility involving the Academic Advising Center (AAC), Student Outreach Services (SOS), advising staff, and faculty in the various college departments working closely with students to establish and complete their academic goals, explore the intellectual side of their lives, choose among educational options, and develop plans to support their academic and life objectives.

AAC staff primarily provides advising for first-year students, undeclared students and students experiencing academic difficulty, though staff will meet with any student requesting an appointment. AAC staff is assisted in their work by student staff who receive extensive training through a required quarter-long, credit-bearing class prior to serving in an advising role.

SOS staff work specifically with traditionally under-represented and/or underserved students (e.g. first generation, low-income, non-traditional, students of color). One Academic Support Coordinator from SOS works full-time in a satellite office in Western's Ethnic Student Center. This placement has allowed for greater access to advising support in a location where students are visiting for multiple purposes.

All AAC and SOS advisors have earned a masters- or doctoral-level degree and are trained and supervised by senior level advisors in coaching and advising students.

Colleges, too, provide academic advising for all students interested in their programs, be those students in declared majors, minors, or merely prospective students in a particular area. The vast majority of academic advising at the college level is done by faculty members, but some departments do have staff members specifically hired to serve as an advisor or who provide a certain level of operational advice to students as they prepare for registration and/or other processes related to the administration of degrees.

All entering students are offered academic advising and course registration assistance during student orientation programs. This ensures that new students are introduced to key advising tools and resources, plus instructed about key academic policies, General University Requirements, and graduation requirements. Once enrolled, students are expected to be pro-active in seeking advising assistance and have access to scheduled advising appointments and drop-in advising.

#### **Academic and Career Development Services (Academic Advising, Career Services, Tutoring)**

ACDS is comprised of three units: [Academic Advising Center](#), [Career Services Center](#), and the [Tutoring Center](#). ACDS' organizational structure is designed to provide integrated services to support students in becoming confident, independent learners who consider and develop their academic plans within the context of their unique talents and aspirations and the opportunities and challenges that will await them when they complete their studies at Western.

Research has shown that first year retention is higher for students who utilize Tutoring Center services versus those that do not and that retention is most pronounced for students of color, first generation students, and Pell-eligible students. *(See supporting document with additional assessment information.)*

### **Student Outreach Services (see supporting document: SOS Brochure)**

SOS staff: (1) serves student populations with unique struggles and provides holistic academic, social and cultural support as they integrate and adjust to college life; (2) provides academic advising, coaching and mentoring and the essential tools and resources that enhance academic achievement and personal success; (3) gauges students' progress and intervenes when students are academically at-risk; and (4) engages in community building with its unique populations to develop, maintain and enhance the motivation needed for academic success through to graduation.

In addition to providing advising services, Student Outreach Services (SOS) actively outreaches to first-generation and Pell-grant eligible students that may include traditionally underrepresented and/or underserved students and invites their participation in a broad array of programs that promote persistence, retention and graduation.

Our portfolio of programs and services includes:

- **Access:** Focus on first-year students identified as high-achieving with low academic-index scores.
- **All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP):** Focus on Native American and Native Hawaiian students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM).
- **College Success Foundation (CSF) programs:** Focus on CSF students identified in Washington as Achievers, Governor's Scholars, Leadership 1000 students, Passport to College youth in the foster care system.
- **EDUC 108 (Purposeful Learning):** A University 101 course designed to assist students with their transition to college.
- **First Alert:** Focus on students who are on low academic scholarship and are at risk of dismissal.
- **Strategies for Success (SFS):** Focus on first-year students identified as first generation and/or Pell-eligible.
- **The Mentor Project:** Consists of upper class students who help, advise, and provide resources for incoming first-year students. As active student leaders, Peer Mentors share personal experiences to assist and help ease the transition from high school and other colleges to Western's campus.
- **Women of Color Empowerment:** Serves to aid in the retention of female students of color.

### **Academic Care Team**

This team is comprised of representatives from several University departments who meet regularly to examine student circumstances and academic issues needing collaborative input and action from more than one department while building institutional context in order to respond to the academic needs of students in departmental initiatives. This team conducts outreach and builds connections with students who are struggling academically.

## **Comevo**

Comevo is an online orientation product being used to enhance and extend the student orientation experience. Modules are designed and distributed at points in a student's pre-arrival and first year when the information is most relevant to the student's immediate needs (e.g. introduction and helpful tips to prepare for the on-campus orientation experience prior to summer orientation; tips for preparing for the first quarter; reminders of advising, planning for second quarter registration, and the late course withdrawal policy).

## **Counseling, Health and Wellness Services**

### **(Counseling Center, Student Health Center, and Prevention and Wellness Services)**

Counseling, Health, and Wellness Services are dedicated to assisting students in sustaining good emotional and physical health, and to providing care, guidance, and resources when needed. Their services are available to assist students with psychological obstacles and/or physical ailments that occur while attending Western. Staff provide information and assistance about ways to care about personal health and to maintain overall well-being so that students may achieve their personal, academic, and career goals.

In addition, a Network Group was organized in the late 1990s to share information and coordinate efforts to support and assist students in crisis, including students engaged in harmful or disruptive behaviors, as well as community members affected by these students. Staff from the Dean of Students Office convenes the group weekly, which consists of key staff from Residence Life, Student Health Center, Counseling Center, PWS, University Police, University Communications, the Registrar's office, and disAbility Resources for Students.

## **First Year Interest Groups (FIGs)**

A FIG is a cluster of three courses: two general education courses (psychology and anthropology, for example) linked with a two-credit seminar (max. of 25 students). While the seminar itself is small, the general education classes (also known as "GURs") are usually quite large.

Students enrolled in a FIG participate in the GUR courses the same way as other students enrolled in the courses, but also get the advantage of meeting together as a small group in the seminar. The learning community environment created by a FIG cluster can help students connect more quickly to university life, and foster a smoother transition from high school to college learning and expectations.

Analyses of the FIG program demonstrates continued and positive impacts upon achievement. Compared to non-participants, FIG participants earn higher fall course grades, fail fewer fall classes, earn more fall credits, and express more satisfaction with their first year. They are also more likely to be retained to their sophomore year. In response, Western has rapidly expanded the program so that more students can receive its benefits. This fall more than 600 students will participate in a FIG.

## **New Student Services/Family Outreach**

NSSFO is dedicated to supporting the needs of new students and their family members in their transition to the academic, personal and social experience of Western. New students entering in the fall quarter are invited and encouraged to attend two-day summer orientation sessions— Summerstart for freshmen and Transitions for transfer students—along with their family members. For students unable to attend the summer sessions, a fall orientation is offered just prior to the start of classes. Orientation sessions are also made available to new students entering in the winter, spring or summer quarters.

Summer orientation also includes a track for family members that address general tips, tours of campus locations, information on financing a college education, academic-related interest sessions, and an information fair showcasing the wide range of support services and resources available to the student.

### **Student Success Collaborative**

SSC is a data-analytics and advising platform designed to identify pathways to graduation and to achieve efficiency by focusing advising and support services to those most at risk for major declaration and degree completion. The tool enables SSC users to identify those students who are “off path” with the potential to intervene earlier, before academic tragedy occurs. Targeted outreach campaigns have been utilized to reach various sub-groups of students for purposes of earlier major declaration, improving time to degree, and engaging high performing students who might be a retention risk. SSC was first piloted for 3 years with early adopters in the College of Business and Economics, Huxley College of the Environment, the College of Fine and Performing Arts, the Academic Advising Center and Student Outreach Services. SSC is now being used across the university.

### **Student Survival Collection**

This is a collection of readings available through Wilson Library that includes suggested titles in helping students navigate the college experience. This collection is new with additional titles being added on an ongoing basis.

### **University Residences - Academic Intervention and Academic Support Meetings**

Residence Life staff meet with residents assigned to their areas who have been placed on academic warning at the end of the previous term. In addition, Resident Assistant job functions were restructured to include 2 hours per week dedicated to academic support for their residents. This time is utilized to check-in with residents about their academic progress, to hold study hours with residents, to share academic resources, to address relevant topics (e.g. effective study skills, time management, forming connections with faculty, personal wellness), promoting visual cues (e.g. motivational posters, study tips flyers, study buddy sign-up sheets), and holding floor meetings to discuss academic goal setting.

### **University Residences - REM (Residence Education Model)**

University Residences mission is to “*engage students in diverse and inclusive, healthy, safe and sustainable communities that foster academic success and personal growth.*” A primary way in which UR executes its mission is through REM - a model built around “intentionally structured one-on-one conversations” between residents and resident advisors (RAs). REM takes a dual approach, focusing on self and community, that touches each student residing in campus housing; 92% of freshman live on campus their first year. Of the goals within REM, three specifically address personal and community health: (1) Students identify resources and develop techniques to achieve personal wellness and academic success, (2) Students develop interpersonal skills to create and maintain healthy relationships with others, and (3) Students describe their roles in, and the attributes of, healthy communities.

### **15 Gets You There Initiative (see supporting document)**

Research shows that students who take 15 credits on average each quarter perform better academically, save money, and graduate in a timelier manner. Data on Western students indicates that many students are registering at credit loads below 15. In fall 2016, Western launched a new campaign, 15 Gets You There, to educate students about these research findings. Credit load data will be monitored to determine the effectiveness of this campaign.

**Example: Student Outreach Services Brochure**

**What is Student Outreach Services?**

We are here to support you on your journey at Western! We know the transition to college is often overwhelming and most students are faced with many exciting opportunities as well as challenges.



We offer first generation, multicultural and non-traditional students an incredible opportunity to connect to Western through personalized academic coaching, student mentors as well as a Student Success Course!



**Participating in Student Outreach Services provides you with a network of support including:**

**1. Personalized Academic Coaching**

- Meet with Advisors who get to know YOU
- Create an individualized academic plan
- Set goals that you can achieve

**2. Student Success Course (EDUC 108)**

- Learn helpful time management skills
- Understand and utilize effective study habits
- Connect with others who share your experience of being new to Western

**3. Connecting YOU to Campus Resources**

- Financial and scholarship support
- Student activities and leadership opportunities
- Community, campus & multicultural events

The purpose of Student Outreach Services is to empower students to set and achieve their academic and personal goals.



Student Outreach Services is an integrative unit with the Ethnic Student Center and the LEADS Program.

**EDUC 108:** "My academic goals weren't very clear before, because I had lost my confidence from several setbacks. However, all the strategies and tools encouraged me and motivated me again. I'll definitely use advising services more often!"  
- EDUC 108 student

**MENTOR PROJECT:** "Having a peer mentor has really helped open my eyes to opportunities on campus and has given me someone to talk to - it really helped me make a successful transition to being a student at Western!"  
- SOB mentor

Student Outreach Services 360.426.2442	First-Gen Student Center 360.426.4271	LEADS Program 360.426.4191
Tripod Aid Office 360.426.2625	Center Student Center 360.426.2512	Minority Student Office 360.426.4264
Scholarship Center 360.426.3011	Financial Center 360.426.1101	Student Health Center 360.426.4242
Transfer Center 360.426.3444	Library Support 360.426.3002	IT & Office Center 360.426.4242

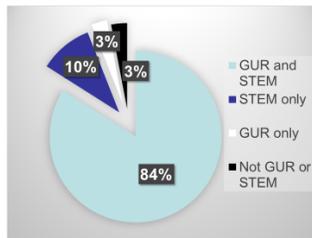


# Tutoring Center

Wilson Library 280 <http://www.wvu.edu/tutoring>, [tutoring.center@wvu.edu](mailto:tutoring.center@wvu.edu)

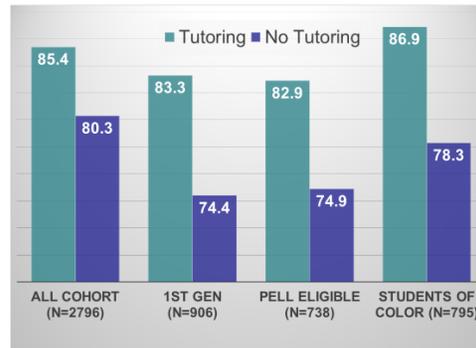
The **Tutoring Center (TC)** provides free peer tutoring for math and science. More than 84% of TC visits in AY2015-16 were for STEM courses that also satisfy General University Requirements.

Approximately 46% of WWU undergraduates use TC services while on Western's campus.



## Year-1 retention: TC users v. non-users All Cohort, First Gen, Pell-Eligible, and Students of Color

TC utilization by first-time freshmen in fall 2014 correlated with higher first-year retention to fall 2015 when compared to first-year retention of students who did not use the TC. The difference in retention of TC users and non-users between is more pronounced for students of color, first-generation students, and Pell-eligible students than for the cohort overall.



## Survey results

Campus Labs, Spring 2015

### WHAT'S WORKING

Encourages independent learning: 76%  
Helps me use quantitative and scientific reasoning to solve problems: 72.91%  
Fosters student success: 88%

### WHAT WE'RE WORKING ON

#### Long wait times

"Wish there were more folks available for tutoring help, so it wasn't so rushed."

"Most times there weren't enough tutors so I would have to wait 30-40 minutes."

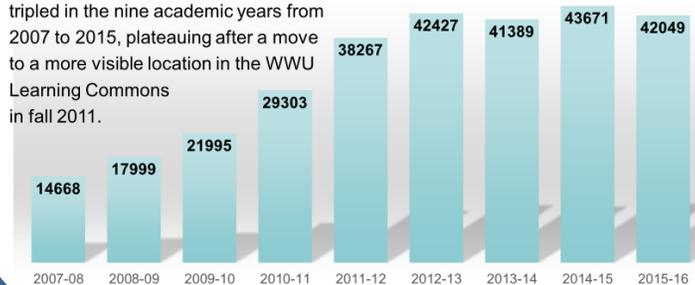
#### High noise level

"The noisy learning environment will keep me from using the tutoring center."

"Sometimes I avoid going to the TC because of how many people gather there and because of how loud it gets."

## Student Visits to Tutoring Center, 2007-2016

Tutoring Center utilization has nearly tripled in the nine academic years from 2007 to 2015, plateauing after a move to a more visible location in the WWU Learning Commons in fall 2011.



## ACTIONS IN RESPONSE TO ASSESSMENTS

- Strategic, data-driven staffing and scheduling
- Incremental increases in funding for additional tutors
- Tutor-facilitated study groups for courses with high tutoring demand
- Focus areas (seating by subject) to encourage greater collaboration
- Enhanced training: diversity, assertiveness, questioning techniques
- Recruitment: for diversity, and for more physics and multi-subject tutors
- MATH 112-114 support in residence halls (primarily freshmen)
- On-site, semi-enclosed group study space

# 15 Gets You There

During the new student orientation advising experience, students are recommended to take on average 15 credits per term to stay on track to graduate in a timely manner. Recent data provided by Western's Institutional Research Office indicates that freshmen who take on average 15 or more credit hours in their first year are almost always more likely to have a higher GPA, more likely to be retained and are more likely to graduate within four years.

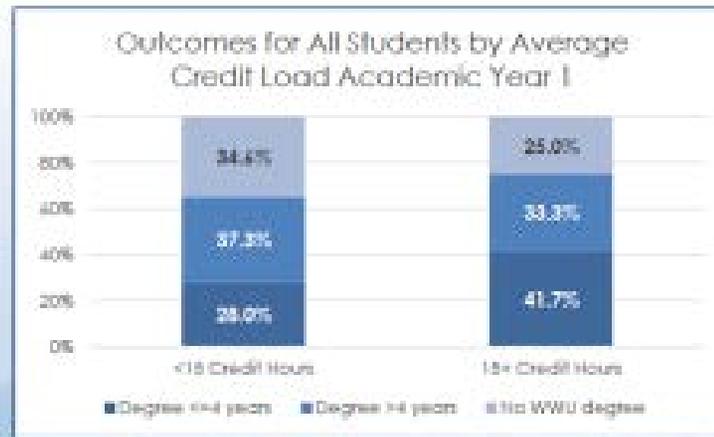
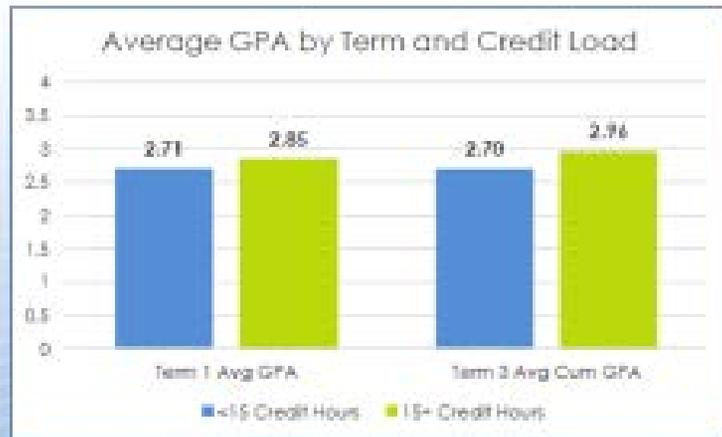


**Key Findings by Institutional Research:**  
 Students who averaged more than 15 credits per term in their first year:

- Had higher term GPAs over their first year
- Were more likely to graduate in four years

**Action:**

- Campus wide campaign on '15 Gets You There' to encourage students to take on average 15 credits per term
- Continue to emphasize credits per term at orientation advising



# WESTERN WASHINGTON UNIVERSITY

## Support the Success of all Students: \$5.8 million

Western has a proven track record in the retention and graduation of our students and is well-positioned to serve the first generation, low income and traditionally underserved students who are the state's future college graduates. With the demographics of Washington's K-12 students changing, it is more important now than ever to ensure that all students have access to high-quality, equitable support services in higher education.

### Investing in Student Success and Achievement (\$3.4 million)

- **Proactive Advising, Tutoring and Peer Mentoring:** Western will use data analytics to focus advising and support services to best serve students most at risk of not completing a degree. Demand for WWU's Tutoring Center services has nearly tripled in less than a decade and student demand for advising services has increased by 50 percent since 2012, but resources have not kept pace. Meanwhile, data analysis shows first-year students who visit WWU's Tutoring Center are more likely to continue toward graduation, especially for the least academically prepared students.
- **Targeted Support for Entry-Level Math Courses:** Students find entry-level math to be one of the most challenging roadblocks to completing a degree, and support for math courses accounts for more than half of WWU's Tutoring Center services. Funding will support a Math faculty liaison to coordinate tutoring services within Western's Tutoring Center and Math Department. Funding will also support tutor-led math study groups in residence halls to make services more accessible.
- **Mental Health Support:** One in 10 WWU students are in need of psychiatric care, and studies show that stress, anxiety and depression are major interferences with academic success. The number of clients at Western's Counseling Center is rising and mental health needs are becoming more severe. Additional staff is needed to provide more timely access to care, group counseling, workshops, coordinated case management services, and a violence-prevention specialist.
- **Support for Students with Disabilities:** Since 2009, WWU's disAbility Resources for Students office has seen a 90 percent growth in the number of students who qualify for services. Funding will support an additional counselor specializing in adaptive technologies and alternative text services to help keep up with growing student demand.
- **Destination Graduation – College Completion for Returning Adults:** A one-year grant from the College Spark Foundation in 2007 launched Destination Graduation, an initiative that invited students to re-enroll if they had left Western in good academic standing close to graduation. During the grant, 229 students re-enrolled and 181 graduated. With on-going state support, the successful program could be re-introduced with the potential for replication at all of the state's baccalaureate institutions.

### Enhancing Equity, Inclusion and Diversity (\$2.4 million)

Western also strives to create a welcoming and supportive academic environment for all students by improving multicultural services and creating more diverse educational experiences. Western requests funding to:

- Increase staff for the Multicultural and Ethnic Student Center
- Increase the number of student peer mentors for underrepresented students, following Western's successful Compass 2 Campus program
- Improve outreach and recruitment to diverse communities

12-14-16

#### LEARN MORE:

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## **02. EXECUTIVE SESSION**

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.