

MINUTES

ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT COMMITTEE

UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

March 2, 2017

The Academic Affairs and Enrollment Management Committee of the University of Southern Indiana Board of Trustees met on Thursday, March 2, 2017, in the Griffin Center on campus. Present were Committee Chair Kenneth L. Sendelweck '76 and Trustees Amy MacDonell, Ronald D. Romain '73, and Evan K. Stieler '17. Also in attendance were Provost Ronald S. Rochon and Vice President for Enrollment Management Andrew W. Wright.

1. KEY PERFORMANCE INDICATOR REVIEW

Mr. Andrew Wright, Vice President for Enrollment Management, provided an overview of the University of Southern Indiana's key performance indicators (KPIs). Key performance indicators are used to evaluate progress of the University's recruitment and retention efforts. Mr. Wright explained that in fall 2016, admission applications for the University were down from the previous year due to the University requiring a fee to apply.

The fall 2016 underrepresented student percentage, at 12.6 percent, was above the five-year mean of 11.5 percent, but below the fall 2015 percentage of 13.3 percent. From these indicators, the University determined increased outreach was necessary. The University is now recruiting in the Chicago area and hosting Latino hospitality days on campus.

The University is becoming more involved in the Medical Professions Academy in partnership with Evansville Vanderburgh School Corporation and Project Lead the Way, by awarding scholarships for students in these programs to encourage local students to attend the University of Southern Indiana.

Transfer student enrollment was down in fall 2016 at 483 students compared to 525 students in fall 2015, due to the decrease in two-year college enrollments across the nation, and specifically in the University's feeder schools.

Graduate enrollment increased from 899 in fall 2015 to 1,068 in fall 2016 mainly from the Master of Business Administration online program. As this program grows, the graduate enrollment will continue to grow.

All grade point averages, as of fall 2016, are entered as noted on the transcripts.

Mr. Wright projects the average SAT score for admitted students will be above 1,050 next year and ACT scores will continue to increase.

Mr. Wright informed the Committee that three years ago, the University began admitting only students in good standing with no conditional admittance accepted.

The transfer student retention rate was at an all-time high of 68.8 percent in fall 2016, but did not reach the target of 70 percent. Much effort, however, has been put forth to retain these students.

The four-year graduation rate rose from 20.6 percent in fall 2015 to 26.8 percent in fall 2016.

The fiscal health KPIs show that the discount rates increased over the last two years. University-funded athletic aid remained relatively steady. Returning out-of-state aid increased slightly from \$822,950 to \$886,361. New and transfer out-of-state aid increased significantly from \$476,824 to \$1,183,674. Returning David L. Rice Merit Scholarships increased from \$963,501 to \$1,105,758 and the new Rice Scholarships increased significantly from \$584,474 to \$814,761. The average David L. Rice Merit Scholarship for new freshman decreased from \$1,849.60 to \$1,709.89.

2. APPROVAL OF A NEW DEGREE PROGRAM: DOCTOR OF EDUCATION

The Pott College of Science, Engineering, and Education proposed to offer a Doctor of Education (Ed.D.) degree. A complete abstract describing the program is in Attachment A. The proposed implementation date is fall 2017.

Provost Rochon thanked Dr. Bonnie Beach, associate dean for Teacher Education and chair of the Teacher Education Department, for her efforts with the Ed.D. program. In addition to working on the Ed.D. proposal, she is preparing for the teacher education accreditation.

On a motion by Mr. Romain, seconded by Mr. Stieler, the committee approved the recommendation to the Board of Trustees to approve the degree program in Attachment A.

In other business, Mr. Sendelweck invited Dr. Mohammed Khayum, dean of Romain College of Business to give an update on the online MBA program. Dean Khayum informed the Committee of the pressure for faculty to grade assignments and post results back to students in a timely manner.

There being no further business, the meeting adjourned at 9:45 a.m.

ABSTRACT
Doctor of Education

**To be offered in a blended format with some online coursework and some face-to-face
by the University of Southern Indiana, Evansville, Indiana**

Consistency with Institution's Mission:

The proposed Doctor of Education (Ed.D) program resonates with the University's institutional mission: "An engaged learning community, advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community." The statement begins and ends with "community," and it is precisely that concept that drives the entire structure and make-up of the proposed Ed.D. program. A community-based focus sets this program apart from other doctoral programs in education and aligns with the University mission "to enhance civic and cultural awareness and to prepare individuals to live (and lead) wisely in a diverse and global community." Candidates in the program will engage in field-based experiences in their local area schools, not-for-profit agencies, and community organizations.

Relation to Institution's Strategic and/or Academic Plan:

The University of Southern Indiana's 2016-2020 strategic plan includes three overarching goals:

- Excellence in Learning for the Entire USI Community;
- Access and Opportunity by Design; and
- Purposeful and Sustainable Growth.

The proposed Ed.D. program contributes to each of these. With respect to the first, the creation of this program was a response to a large contingent of area educators (alumni and therefore part of the USI community) who asked that USI offer an education doctoral program. The requests came because there is no ready access to a state-supported institution in southern Indiana offering an Ed.D. program. Therefore, this proposal to fill that need is about providing access and opportunity, the second overarching strategic goal. Lastly, adding the Ed.D. program will help USI grow purposefully – adding a graduate-level program that will have a positive effect on schools and communities in southern Indiana and the tri-state region.

Curriculum:

For students coming to the program with a master's degree in education, a minimum of 60 credit hours will be required. For students seeking admission to the program with a master's degree in another field, additional master's level coursework in education will be required. The overarching curricular plan includes the following: research methods, 12 credits; program core, 18 credits; concentration, 15 credits; and dissertation/culminating project, 15 credits.

Employment Possibilities:

According to the Bureau of Labor Statistics, the demand for school administrators nationally will grow by six percent over the next eight years and in Indiana, the growth rate will be closer to seven percent and even higher in Kentucky.¹ Indiana's Department of Workforce Development projects a ten-year growth rate of 9.5 percent for Indiana.² Rapid turnover, particularly among superintendents in some volatile districts, can distort the overall employment picture.³ What is clear, however, is that the typically short employment duration of a superintendent inhibits the ability of a school district to build a unifying educational vision. This circumstance places a burden on institutions of higher education to revamp administrator preparation programs, to produce administrator candidates capable of navigating a complex political milieu and developing trust through open communication with teachers, staff, and community stakeholders.⁴ Today, administrators need deep intellectual grounding in community-based educational theory, and practical formal experience negotiating school-community dynamics.

¹ Bureau of Labor Statistics. (2016, March). *Handbook on Occupational Outlook*. Retrieved from Projections Central: <http://www.projectionscentral.com/Projections/LongTerm>.

² Indiana Department of Workforce Development. (2016). Retrieved from <http://www.hoosierdata.in.gov/FD/overview.aspx>.

The proposed University of Southern Indiana Doctor of Education program has been created to address these issues.

The genesis of the University of Southern Indiana Doctor of Education responds to needs on two levels. The first is to help the state fill administrator vacancies by preparing more leaders; the second significant focus, is to help the state to prepare leaders capable of doing more, by virtue of their preparation.

The proposed program will give education professionals in Indiana convenient access to an innovative, high-quality doctoral program.

³ Glass, L. G. (2003). The Superintendent Shortage: Findings From Research on School Board Presidents. *Journal of School Leadership*, 264-287.

⁴ Combs, H. S. (2015). Four Essential Practices for Building Trust. *Educational Leadership*, 18-22.