



Southern Oregon University

Public Meeting Notice

April 16, 2015

TO: Academic and Student Affairs Committee
FROM: Susan Walsh, Provost & Vice President for Academic and Student Affairs
RE: Notice of Regular Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include Admissions Director Kelly Moutsatson's overview of SOU's strategic recruitment plan and how those efforts related to enrollment projections and outcomes. Jennifer Fountain, Director of Student Life will present an overview of SOU's planning and implementation of programs related to student retention. SOU's Academic Division Directors will provide brief introductions to each of their programs.

The meeting will occur as follows:

Tuesday, April 28, 2015
2:00 p.m. to 4:00 p.m. (or until business is concluded)
Hannon Library, DeBoer Boardroom, 3rd Floor (Room 303)

The Hannon Library is located at 1290 Ashland Street, on the campus of Southern Oregon University. **If special accommodations are required, please contact Jennifer Athanas at (541) 552-6111 at least 72 hours in advance.**

Board of Trustees

1250 Siskiyou Boulevard, Ashland, OR 97520 T (541) 552-6111



**Southern Oregon University Board of Trustees
Academic & Student Affairs Committee
Tuesday, April 28, 2015
DeBoer Boardroom, Hannon Library, 3rd Floor, #303
2:00pm – 4:00pm (or until business is concluded)**

Agenda

Call to Order – Teresa Sayre, Chair

Roll Call

Welcome & Introductions - Teresa Sayre, Chair

Public Comment

- 1. Approve April 15 Academic & Student Affairs Committee Meeting Minutes
ACTION ITEM
Teresa Sayre, Chair**

- 2. Recruitment & Retention at SOU
Kelly Moutsatson, Director of Admissions
Jennifer Fountain, Director of Student Life**

- 3. Introduction to Academic Divisions
David Humphrey Director of Oregon Center for the Arts at SOU
Greg Jones, Director for Division of Business, Communication, & the Environment
John King, Director for Division of Education, Health, and Leadership
Scott Rex, Director for Division of Humanities and Culture
Dan DeNeui, Director for Division of Social Sciences
Sherry Ettlich, Director for Division of Science, Technology, Engineering &
Mathematics
Lee Ayers, Director for Division of Undergraduate Studies**

Adjourn

Academic and Student Affairs Committee

April 15, 2015

1:30 p.m. to 3:40 p.m., Hannon Library DeBoer Room

Roll Call:

Present: Les AuCoin (by phone), Teresa Sayre, Judy Shih, Joanna Steinman, Steve Vincent, Susan Walsh (ex officio)

Absent: Filiberto Bencomo, Shea Washington

Guests: Karen Stone, Steve Thorpe, Roy Saigo, Liz Shelby, Dennis Slattery, Craig Morris, Ryan Brown, Jason Catz, Jeanne Stallman

Chair Sayre called the meeting to order at 1:30 p.m. The roll was called and a quorum was present.

Consent Agenda

Regarding the minutes from the March 18 meeting, Chair Sayre asked if there were any changes or discussion for these minutes. No changes were suggested. Shih/Steinman moved to accept the minutes as presented, and they were accepted.

Discussion Items

Discussion of Retrenchment Plan: Dr. Karen Stone, AVP for Academic Resource Management, was introduced by Dr. Susan Walsh. Stone gave an overview of the processes and analysis that led to retrenchment. The university underwent a Capacity Study in 2011, which showed that the curriculum was too diverse—we need a curriculum with some diversity, but with fewer paths. This study was followed in 2012 by a Program Prioritization analysis, which evaluated every academic program and academic support program and placed them in one of five quintiles. Other analysis included a workforce analysis, and the Delaware Cost Study, which showed that there was between \$6-\$7 million in non-course activities by faculty. These activities are not all unnecessary, but the study showed that we need better accountability of faculty activities. Shih asked about the criteria for faculty activity; Walsh explained some of the details such as student/teacher ratio, cost to deliver academic programs, and growth patterns. Vincent asked whether any external evaluation or market analysis had been done on what the public sector needs; the recent analyses have been internal, not external. Shelby commented that we have conducted market studies, but not a workforce development study.

Stone described some of the major changes that have occurred at SOU based on the previous internal analyses and the retrenchment plan that was adopted in 2014. The previous academic structure of a large College of Arts and Sciences, and smaller School of Business and School of Education (with Deans for each of these groups, plus multiple Department Chairs who were released from teaching one course) was changed to seven Divisions headed by a Director (plus Stone's position). Previous groupings of Departments were replaced by Programs, but Program

Chairs have fewer duties than previously and do not receive course release. The number of faculty FTE (full-time equivalent) in each Division is more equal, with about 40 FTE on average. AuCoin asked which programs are in the Social Sciences Division; the full list of Divisions and Programs will be sent to the Committee before the next meeting.

Stone said the new structure breaks down barriers even when Programs are in different Divisions. Walsh said we flattened the traditional academic model. AuCoin said that when he was at SOU he collaborated with other areas and is encouraged to see that this is working.

Stone presented information on the number of faculty positions that have been eliminated as a result of retrenchment. (Although there were also some reductions in staff positions, the retrenchment procedures are part of the faculty collective bargaining agreement, so the focus of retrenchment is on faculty.) Some of cuts were because of known retirements that will not be replaced, but also include reducing the number of adjunct faculty (yearlong and term-by-term) and some regular faculty positions. It is a significant reduction, representing approximately 61.6 FTE out of a total of 240-250 faculty FTE, over the next three years. AuCoin asked if there had been any litigation as a result; SOU attorney Jason Catz said he is not aware of any litigation that has occurred. Each faculty member that received notice had grievance rights, but none filed an individual grievance. (The faculty union filed a grievance about the process for the provisional retrenchment plan, but this was resolved last summer.)

Stone explained the retrenchment metrics and some of the key areas, including student retention, course size, and enrollment increases. SOU will need to reinvest following retrenchment, but will need to do this carefully and strategically. If we enroll more freshmen, we will need more faculty to teach the freshman-level University Seminar courses, and we need consistency that is not always present when we rely on adjunct faculty. We have increased course size somewhat, but it's usually only a few more students (5 or less) for most classes. We have data on the best class size for certain kinds of instruction. Stone described the process in managing courses, such as canceling low-enrolled (less than 10 students) classes, and reassigning faculty to teach other courses. We have more time to react for Fall term if we see if a course will have low enrollment, but don't have as long before winter and spring terms. Walsh added that we consider the cost of delivering a course relative to the need to deliver the course. We have developed a Faculty Loading Report to better manage our faculty resources. Stone described the "banking" system for faculty when they have variable teaching loads across academic terms.

AuCoin referred to an earlier question by Vincent about external review, and asked about the criteria for prioritization, perhaps focusing on our location or other assets that had not been exploited in the past. Stone said that's where we look at reinvestment; a major goal is to get control of our finances, and then we can look at where we want to grow. Sayre referred to pp. 17-18 of the retrenchment report that mentions that priority, and commended SOU for reaching so many of the retrenchment goals in a short time. She added that SOU and the new academic Divisions will need a strong vision and strategy. Stone said they have asked Directors to consider what kind of hiring they would want to do when we are able to reinvest, so we can

start thinking of the new directions in which we want to go. Craig Morris agreed and said reinvestment will be significant, but a challenge. We can't de-rail the retrenchment metrics that were established, so we will need close management. Chair Sayre thanked Dr. Stone for her presentation.

Accelerated Learning:

Walsh introduced Dr. Steven Thorpe, former faculty member and Interim Dean of the School of Education, and former Interim Director of the Division of Education, Health and Leadership. Upon retiring in January, Dr. Thorpe was hired as Special Assistant to the Provost to focus on our K-12 partnerships and other accelerated learning opportunities.

How can we be expanding at the time of retrenchment? The Oregon Education Investment Board (OEIB) recommended reinvestment money which resulted in 26 different grant projects to reinvest in education. Thorpe gave background information on the K-12 sector and its relationship to higher education in Oregon, and explained some key points of the last legislative session. SB 222 concerned the best way to provide accelerated learning for high school students, increase high school graduation rates and help achieve 40-40-20 goal, as well as other goals. In the current legislative session SB 84 is going through the committee process now and the goal is to make three dual courses available for every high school student in Oregon (currently "dual credit" is uneven and is not available in all Oregon high schools); also to establish statewide standards for dual credit programs and to establish a statewide funding mechanism for these programs. Studies show that students who have opportunities for dual credit, particularly completing three courses, have a higher graduation rate, perform better academically, and go on for post-secondary success. SB 81 is also being considered; it's the Oregon version of free community college tuition. SB 84 also recommends no cost to students and families; SB 81 goes further and says free community college tuition for a broader range of courses ("last dollar" approach).

Focusing on SB 84, what is accelerated learning, and what is dual credit? Accelerated learning is a more comprehensive term and includes dual credit, as well as AP (advanced placement), IB (international baccalaureate), and 2+2 (more prevalent at community colleges). The three courses in SB 84 could be any versions of these.

For Advanced Southern Credit, Steinman asked if the student's families pay for this credit. Stallman said typically the family pays, but there are a few exceptions. The cost is \$41 per credit, about ¼ of the regular tuition cost. The revenue is shared between the academic department, the high school, and SOU's Division of Continuing Education. The old movement for dual credit provided an opportunity to students; the current push (SB 84) makes this opportunity available to 100% of high school students in Oregon, at no cost to students and families. Stallman described the programs available at SOU. In Advanced Southern Credit, a high school teacher, trained to teach at college level, teaches the course at the high school, but it is lower division college-level instruction. For our Early Entry program, high school students come to SOU and take courses with regular SOU students. Shih commented about some AP credits not being accepted at certain universities, so sometimes students still need to take the

college course over again, but Stallman said AP credits will generally be accepted at SOU and that will reduce a student's cost and time to degree. Sayre said she is active in aligning credits, and described the Oregon Transfer Module.

Thorpe described the south Texas Pharr-San Juan school model and said that if students are supported with navigation assistance to guide them toward good study skills and that the courses lead to beneficial pathways beyond a high school diploma, they have higher high school graduation rates and go on to post-secondary success. Thorpe described the Southern Oregon Success Collaborative, designed to work with higher education institutions, K-12 institutions, health and human services, and the community to try to bring together teams to work on success for students from early learning through K-12 and post-secondary level. We hope that if SB 84 passes, it will bring a more organized set of opportunities to the state.

Walsh said some parallel conversations are going on at the Provosts Council level; Sayre asked if there's an effort to standardize approval for dual credit. Walsh said there is a May 15 meeting with community colleges and this will likely be discussed then. One of the concerns is resources to support these efforts; our concern is to have the resources to do this right; our new funding model is based on completion. Shih asked for clarification of the 40-40-20 goal; it means 40% will have a 4-year degree, 40% will have a 2-year degree or certificate, and 20% will have a high school diploma. Sayre said that, from her experience, the SOU dual credit program is well organized and of very high quality. She added that the cost of these programs is quite variable across the state. Steinman asked about possible enrollment increases at SOU that might occur if all the high schools have dual credit; Thorpe said that if 100 high schools are currently not offering dual credit, then 100 more high schools would be on board if SB 84 passes. Say said a high number of students at Phoenix High School take advantage of dual credit.

Shih asked if there are any unintended consequences in expanding dual credit opportunities, such as students taking fewer full-cost courses because of dual credit courses; Thorpe said when they asked the Pharr-San Juan educators this question, they were told that the college enrollment actually increased. AuCoin was surprised, but Thorpe said it may be because more students felt prepared for college, and fewer needed remedial help. Stallman said 22.4% of SOU's dual credit students eventually matriculate at SOU. These students will have a cost savings so this may encourage these students to seek a degree at SOU. Vincent asked about the dual enrollment revenue stream and market segmentation; is there a gap? Stallman said they have data about underserved students in Oregon, particularly for southern Oregon. She added that they have been approached by a school in Nevada about developing an Advanced Southern Credit program with it.

The Pirates to Raiders program for Phoenix students was described; it begins for students in the 7th grade and takes them through high school, to build relationships with students and their families, their school, and SOU. Walsh said at the April 28 committee meeting, many of these outreach efforts will be discussed then.

The meeting adjourned at 3:40 p.m.



Kelly Moutsatson

Director of Admissions

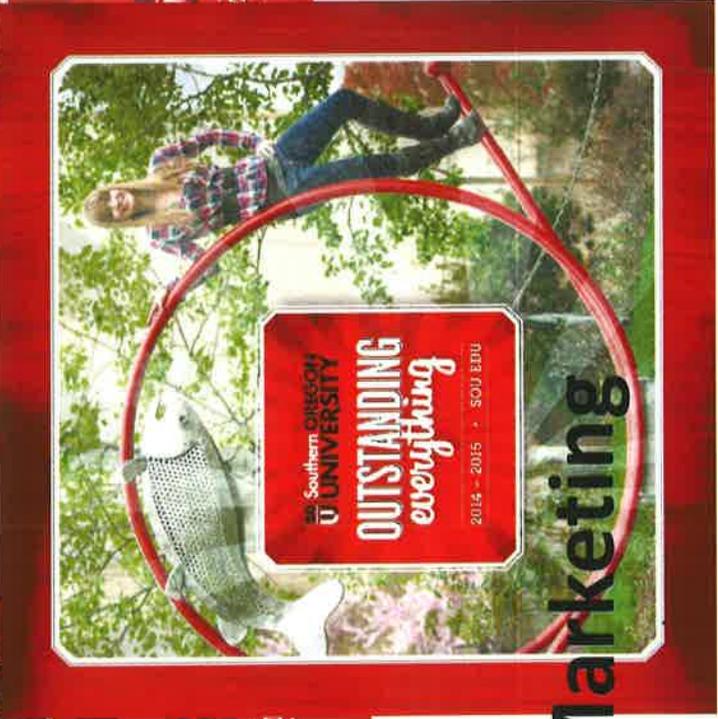
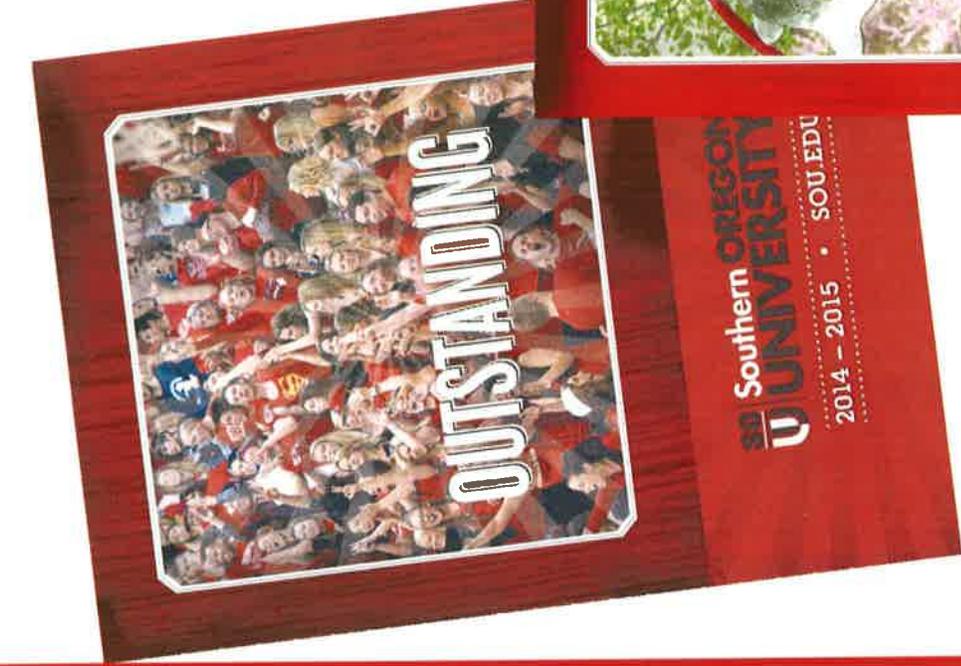




The Office of Admissions - Welcome Center



Setting realistic recruitment goals



Intentional Marketing





ADMISSIONS | Freshman | Transfer | International | Graduate

- Apply
- Important Dates
- Academic Programs
- Cost
- Campus Life
- Admitted Students
- Visit Options
- FAQ
- California Students



Stats at a Glance

Visit the Southern Oregon University Campus!

Let our Raider Ambassadors share their own undergraduate experiences while they show you around campus and answer your questions!

Road 2 SOU

Apply

REQUEST INFO

VISIT SOU

MEET THE STAFF

APPLY

through

Visit



HOBSONS 

The Connect CRM is a higher education software solution that allows us to build, automate, execute, and track the entire admissions communications plan all in one place.

- **Emails**
- **Phone calls**
- **Invitations**
- **RSVP**
- **Tours**
- **Lead Management**
- **Events and Interviews**

Social Media



Don't miss any updates from SOU Admissions

SOU Admissions
 Admitted for Fall 2015&from the Southern Oregon area sign up for a Raider Reception through your email invite!

10 photos
 10 likes
 10 comments



SOU
 Southern Oregon University Admissions
 College & University

Timeline About Photos Reviews More

Post Photo / Video

13 people like this

12 people have been here

Crazy fun - Great! Thanks so much! - 8/20/14

First friends to like this page

SOU Admissions

58+ Post



Instagram



SOU Admissions
 Southern Oregon University Admissions

If you're admitted for Fall 2015 and live in the Southern Oregon area, join us for our Raider Reception on May 31! This is a great opportunity to learn all about your next steps. Sign up via your personal email invitation.

58+ Post





Instagram



SOU

INSTAGRAM CONTEST

Document the action from your travels and experience on the #SOUashland campus during Spring Preview Day! One randomly selected student will win a bag full of SOU swag!

TO ENTER, YOU MUST:

1) Follow @SOUAdmissions on Twitter/Instagram. 2) Include ALL 3 hashtags in your pictures.

#PreviewDay #souashland #Road2SOU



What motivates you on your trip to SOU for
Document the action from your travels and the exciting
One randomly selected winner will be the proud recipient
TO ENTER, YOU MUST

1) Follow @SOUAdmissions on Twitter/Instagram. 2) Include
#souashland
#PreviewDay
sou.edu/contest



Interactive Campus Map

SO Southern OREGON UNIVERSITY

Search

Campus Tour
Greetings from Southern Oregon University!

- Admissions
- Admissions Office
- Buildings (A-F)
- Buildings (G-Z)
- Clubs
- Map
- Medford Campus
- Parking
- Student Housing
- Sustainability
- Emergency

Southern Oregon University 1290 Siskiyew Boulevard
Ashland, OR 97520-5411 531-7677

Advanced High School
The Church of Jesus Christ of Latter-day Saints
Ashland OR LD Institute of Technology

Admissions Office

Office of Admissions and Welcome Center

Map navigation icons: Home, Search, Refresh, Location, Zoom In, Zoom Out, Full Screen, Close

www.sou.edu/map



HAWAII



ALASKA



CALIFORNIA



IDAHO



WA



COLORADO



OREGON



NV

Where do we recruit?

SOU2YOU



Boise Tailgate
Saturday Oct 25

SOU 2 YOU

Boise

WJVE

A promotional graphic for a Boise Tailgate event on Saturday, October 25. It features a background of a mountain landscape with a dirt road. The central text reads "SOU 2 YOU" in large white letters on a red background, with "Boise" written below it. A small "WJVE" logo is in the bottom right corner. A white callout box in the top right corner contains the text "Boise Tailgate Saturday Oct 25".

Boise SOU2You
Sunday Oct 26



SOU 2 YOU

California!

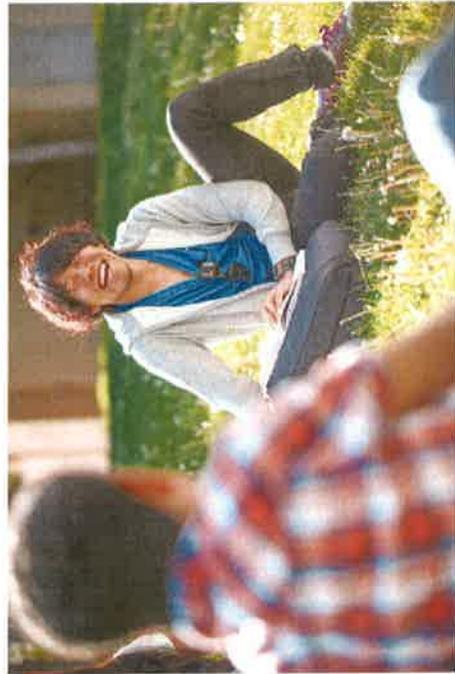
WJVE

OREGON UNIVERSITY

A promotional graphic for a Boise SOU2You event on Sunday, October 26. It features a background of a university campus with red-roofed buildings and trees with autumn foliage. The central text reads "SOU 2 YOU" in large white letters on a red background, with "California!" written below it. A small "WJVE" logo is in the bottom right corner. A white callout box in the top right corner contains the text "Boise SOU2You Sunday Oct 26".



visit options



PREVIEW EVENTS



Counselor Fly-In

SO Southern **OREGON**
U **UNIVERSITY**

- Build relationships
- Expand brand recognition
- Influence counselor impressions of SOU

What does that mean?

- **Prospect**
- **Recruit**
- **Applicant**
- **Admit**
- **Confirmed**
- **Yield**
- **Enrolled**



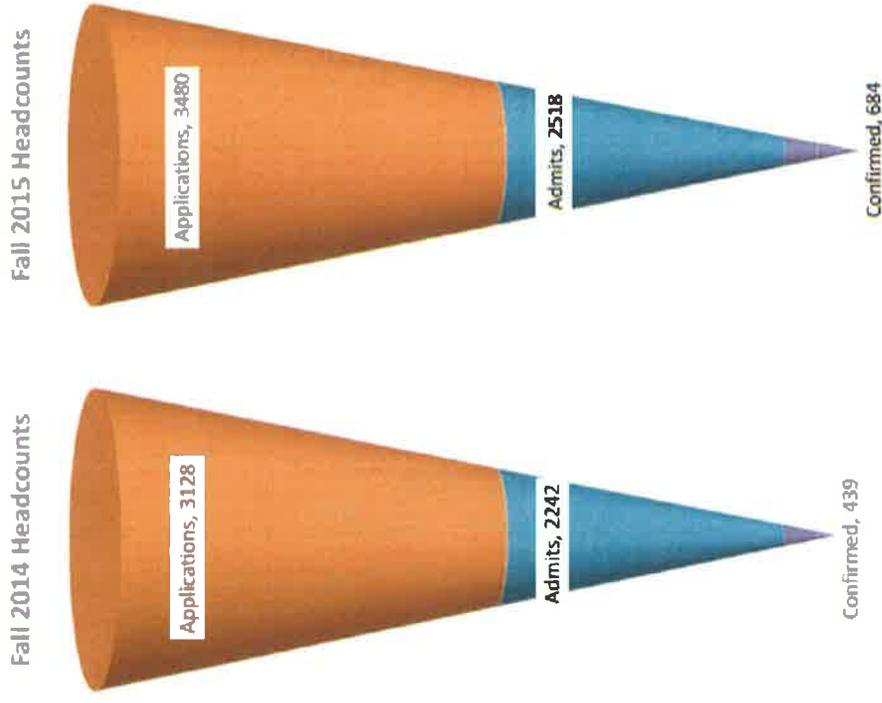
Funnel Report: Category Headcount by Student Type
Fall 2014 Week Ending 4/20/14 vs. Fall 2015 Week Ending 4/19/15
23 Weeks From Start of Term

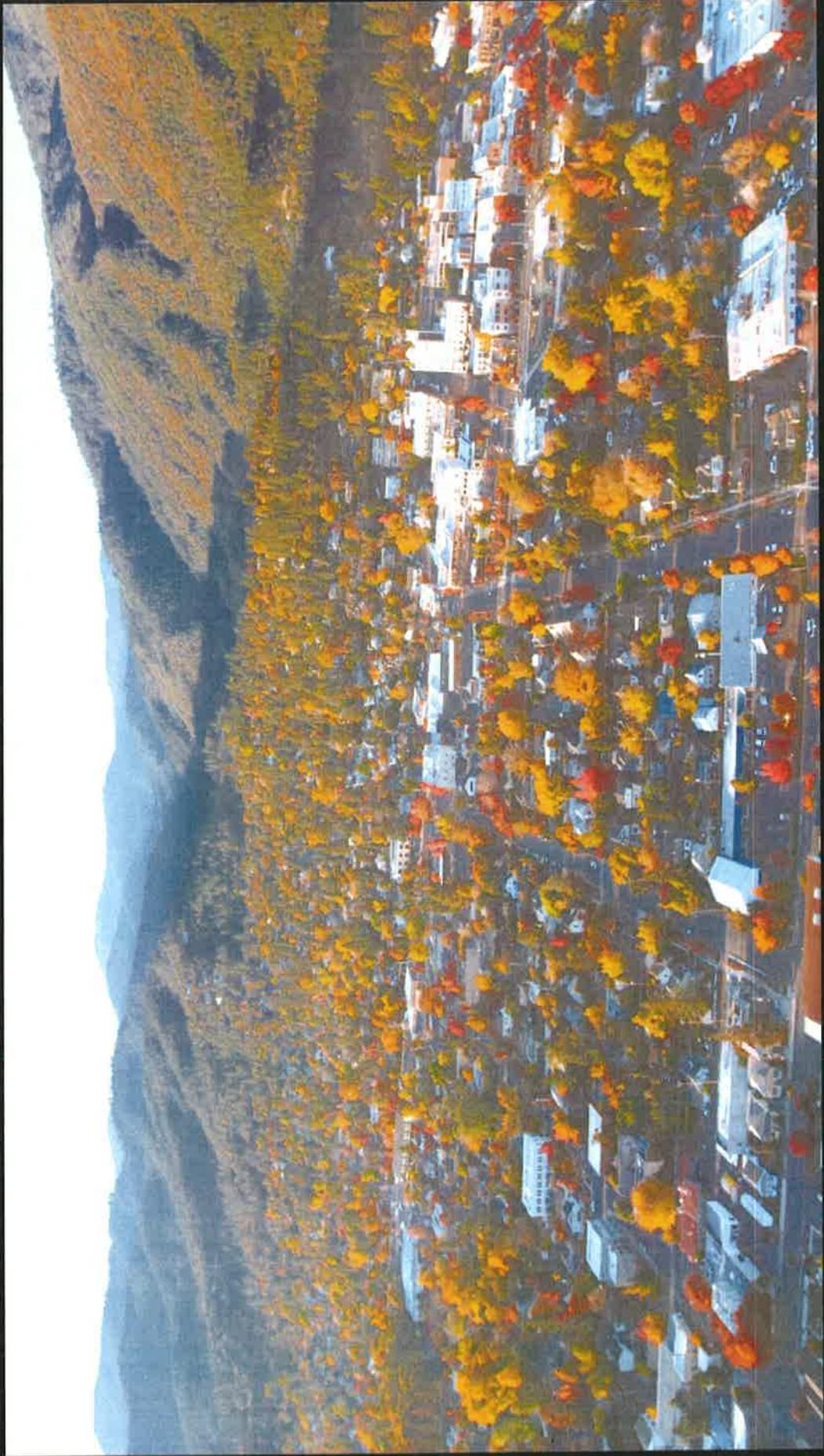
Applications				
Student Type	Fall 2014	Fall 2015	Change	% Change
Freshmen - Resident	970	1,145	175	18.0%
Freshmen - Nonresident	1,499	1,587	88	5.9%
Transfer - Resident	228	260	32	14.0%
Transfer - Nonresident	278	303	25	9.0%
Postbacs/Grads/Other	153	185	32	20.9%
Total	3,128	3,480	352	11.3%

Admits				
Student Type	Fall 2014	Fall 2015	Change	% Change
Freshmen - Resident	726	855	129	17.8%
Freshmen - Nonresident	1,102	1,213	111	10.1%
Transfer - Resident	172	182	10	5.8%
Transfer - Nonresident	192	230	38	19.8%
Postbacs/Grads/Other	50	38	-12	-24.0%
Total	2,242	2,518	276	12.3%

Confirmed (e.g. deposit paid)				
Student Type	Fall 2014	Fall 2015	Change	% Change
Freshmen - Resident	119	210	91	76.5%
Freshmen - Nonresident	169	277	108	63.9%
Transfer - Resident	42	65	23	54.8%
Transfer - Nonresident	62	95	33	53.2%
Postbacs/Grads/Other	47	37	-10	-21.3%
Total	439	684	245	55.8%

Enrolled				
Student Type	Fall 2014	Fall 2015	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads/Other	-	-	-	-
Total	-	-	-	-



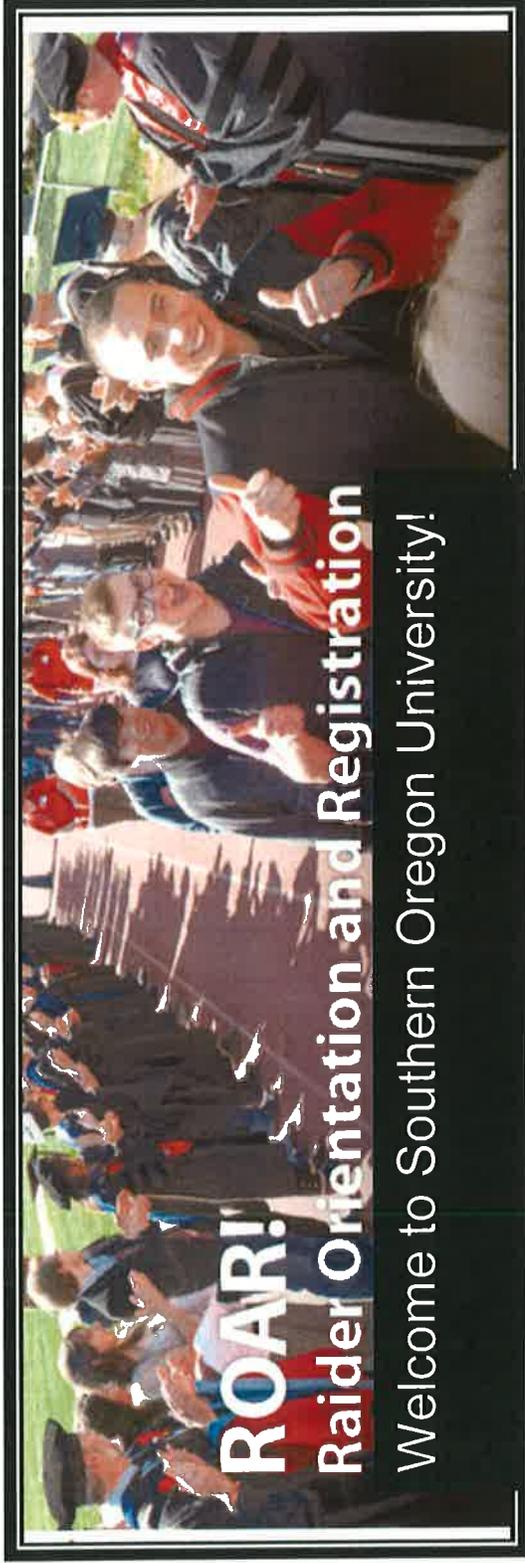




Jennifer Fountain

Director of Student Life





The What & Who: Division of Undergraduate Studies

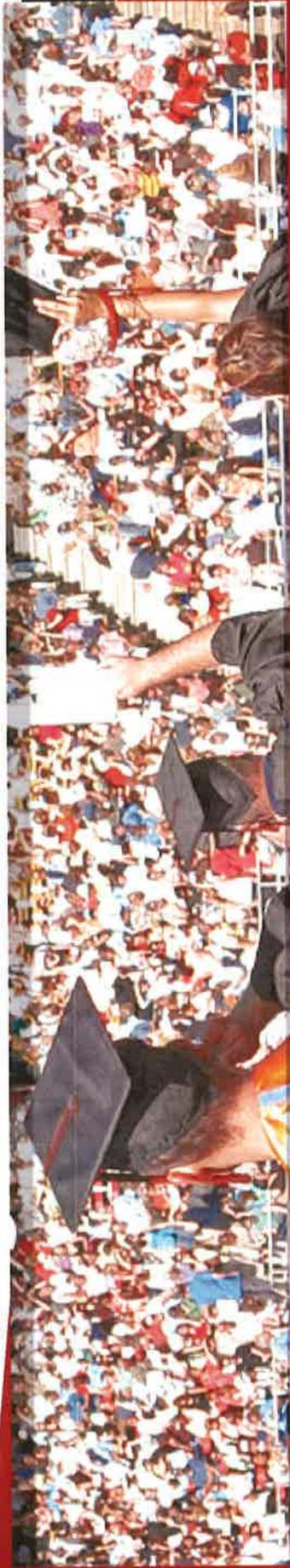
Dr. Lee Ayers

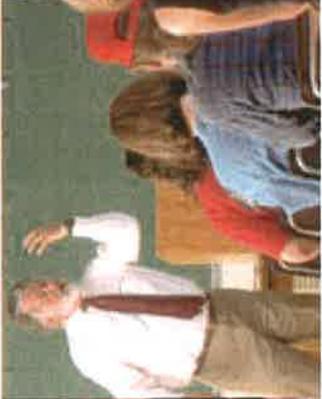
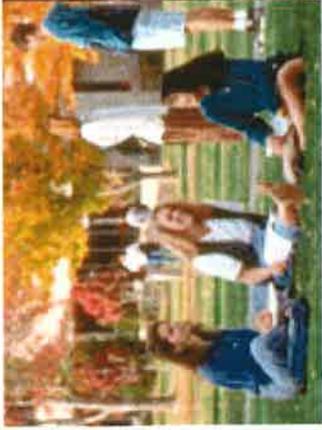




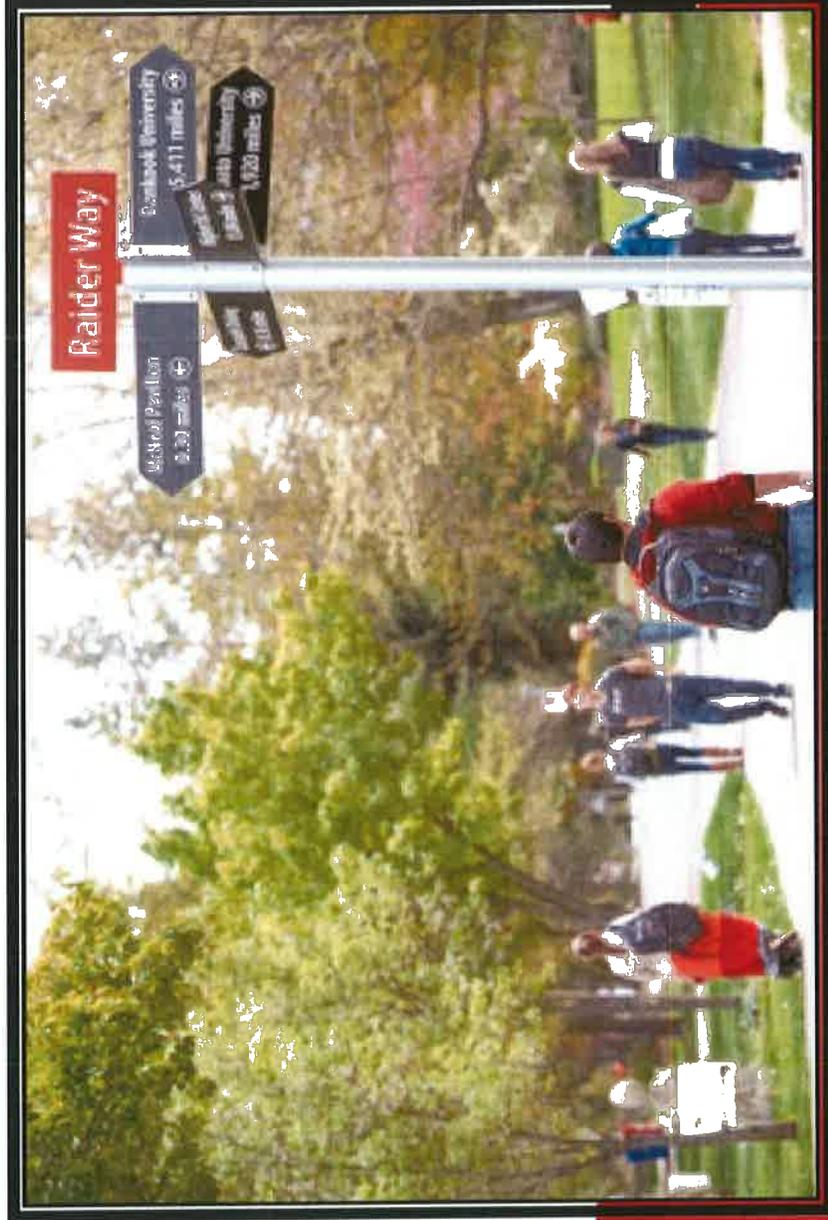
Undergraduate Studies is collaboration across divisions and programs providing students a broader knowledge of the wider world through **University Studies foundations, explorations, and integrations** curriculum; engaging students in *transformational change* to thrive in a contemporary world.

learning that empowers individuals



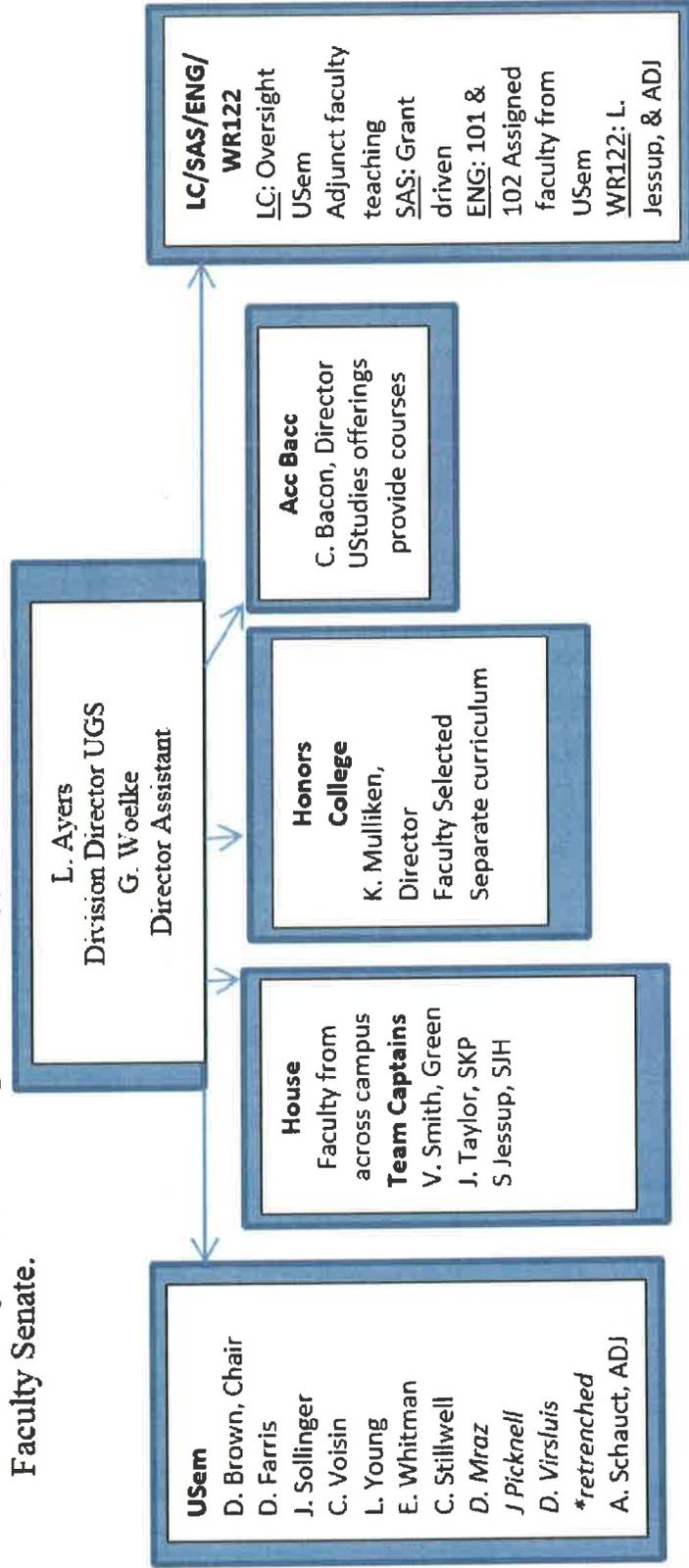


Start Here...



The Division

University Seminar supplies the only faculty dedicated to the Division. Faculty from across campus contribute to University Studies through courses approved through the University Studies Committee and confirmed by the Faculty Senate.



UNIVERSITY STUDIES

Pathway to Academic and Career Success



Of the 180 credits needed for a bachelor's degree from Southern Oregon, you will earn 60 to 62 within University Studies. SOU's general education curriculum. Built on student learning outcomes and progressively challenging courses, University Studies helps you adapt knowledge, skills, and responsibilities to new challenges. The curriculum allows you to align courses, balance learning in the majors with a broader perspective of liberal arts, and foster civic, social, and personal responsibility. The curriculum is also based on student learning, with specific learning goals embedded in courses that qualify for University Studies. The purposes of the learning goals are these:

1. **Foundation Learning Goals (A, B, C, D)** stress developing and enhancing fundamental communication, critical thinking, information literacy, and quantitative reasoning skills.
2. **Explorations Learning Goals (E, F, G)** stress acquiring a broadly informed knowledge of the various disciplines and becoming familiar with the kinds of inquiry that occur within the aesthetic, social, and scientific worlds.
3. **Integrations Learning Goals (H, I, J)** stress the deepening, application and transfer of knowledge across the disciplines. Students explore ethical perspectives in science and technology, citizenship and community, and diversity and global awareness.



**Our University Studies curriculum
focuses on different kinds of relationships**



FOUNDATIONS (A, B, C, D)

learning goals RELATE to all of
higher education and are pervasive



EXPLORATIONS (E, F, G)

learning goals are broadly investigative
and RELATE to disciplinary perspectives



INTEGRATIONS (H, I, J)

learning goals are “big idea” journeys
and RELATE to interdisciplinary perspective



University Studies is similar to other general education programs when it comes to course Distribution



DIPLOMA = 180 credits
(of **STUDIES**)

The STRANDS of **University Studies**

Foundations

- A** Communication
- B** Thinking
- C** Informational Literacy
- D** Quantitative Reasoning

Explorations

- E** Arts & Humanities
- F** Social Sciences
- G** Sciences

Integrations

- H** Science, Technology & Society
- I** Citizenship & Social Action
- J** Diversity & Global Awareness



University Studies: Essential Learning Outcomes

“a liberal education usually includes a general education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major.”





**Will you join a House Seminar
or a University Seminar?**

What's the difference?



HSE **OR** **USEM**

House Seminar Experience

University Seminar Experience



Overview of House

Undergraduate Studies



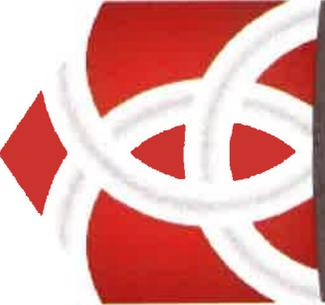
HOUSE
EXPERIENCE
at SOU



**GREEN
HOUSE**



**SKEPTIC
HOUSE**



**SOCIAL
JUSTICE**



House Seminar Experience

University Seminar Experience

Multiple instructors	One primary instructor
3 terms, 5 credits per term	3 terms, 4 credits per term
Houses meet from 3:30-5:20 on MW Or M, T, W, R 12:30 – 1:20 & from 1:30-4:20 on Fridays.	USem courses meet 2X weekly (at a variety of times) on either a MW or a TR schedule.
Green House (2) Skeptics House (1) Social Justice House (1) (# of sections offered)	A Sense of Place (1) A Sense of Wonder: Navigating the World (1) Classic Literature: Treasures Old and New (2) Biology at the Crossroads (2) Advocating for Social Justice (2) Ethical Thinking for the 21st Century (3) Reading, Writing & Revolution: Know Thyself, Think Globally, Act Locally (3)

A Broad-based General Education

- Helps us form *critical* questions
- Provides insights to *difficult* and *complex* problems
- Enables *multiple* perspectives
- **Invites *empathy* for others**
- Illustrates the *connections* between people, ideas, and places
- Invigorates and *sustains* our

democracy

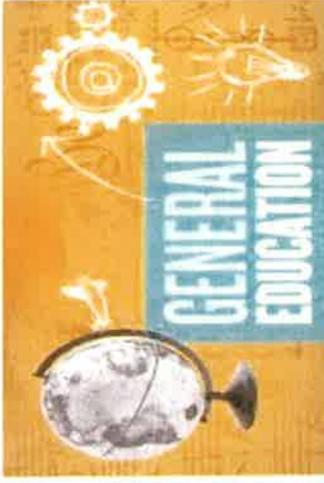


LEAP



SOUTHERN OREGON UNIVERSITY

Dear Past,
Thanks for all the lessons.
Dear Future,
I'm ready...





Questions?

- **University Studies**
- **USem OR House**
- **Honors College**



Academic Programs

Oregon Center
for the
Arts at SOU

Business,
Communication,
and the
Environment

Education,
Health,
and
Leadership

Humanities
and
Culture

Social Sciences

Science,
Technology,
Engineering,
and Mathematics

Undergraduate
Studies

Division Director:
Dr. David Humphrey

Division Director:
Dr. Greg Jones

Division Director:
Dr. John King

Division Director:
Dr. Scott Rex

Division Director:
Dr. Dan DeNeui

Division Director:
Dr. Sherry Ettlich

Division Director:
Dr. Lee Ayers

- Art
- Art History
- Creative Writing
- Emerging Media & Digital Arts
- Music
- Theatre Arts

- Business
- Communication
- Environmental Studies

- Education
- Health, Physical Education, & Leadership

- Anthropology
- English & Writing
- Foreign Languages & Literature
- Gender, Sexuality & Women Studies
- International Studies
- Native American Studies
- Philosophy

- Criminology & Criminal Justice
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

- University Seminar
- Accelerated Baccalaureate
- General Education including House experience
- Honors Curriculum