



Southern Oregon University Board of Trustees

Academic and Student Affairs Committee

Tuesday, April 28th, 2015

DeBoer boardroom, Hannon Library, 3rd Floor, #303

Minutes

Committee Members Present

Teresa Sayre, Judy Shih, Joanna Steinman, Steve Vincent and Les Aucoin (by tele-conference)

Committee Members Not Present

Filiberto Bencomo and Shea Washington

Other Trustees Present

Dennis Slattery

University Staff Present

Susan Walsh, Scott Rex, Jason Catz, Karen Stone, Lisa Garcia-Hanson, Daniel DeNeui, David Humphrey, Jennifer Fountain, Kelly Moutsatson, John King, Ryan Brown, Jadon Berry, Sherry Ettlich, Zoey Boyles, Danielle Mancuso, Liz Shelby, Craig Morris, Lee Ayers, and Mary Ann Gardner

Guests

None

Call to Order

Adoption of Committee Board Minutes of April 15, 2015.

Trustee Steve Vincent clarified his comment during the discussion of the retrenchment plan from the April 15th meeting. The question in the notes stated "Vincent asked whether any external evaluation or market analysis had been done on what the public sector needs?" He clarified his question as to

whether a market analysis was done both in the private and public sector. His question was in reference to both, not just private.

A motion was made by Trustee Steve Vincent to accept the minutes with corrections and seconded by Trustee Les Aucoin. The motion carried.

Public Comments

Jadon Berry, an employee of SOU and customer of the Schneider Children's Center spoke concerning the closure of the center at the end of the academic year. As an employee of SOU, he has benefited and appreciates the center. It is a wonderful place to take his children. He appreciates the costs involved in having his children attend, and feels it has been a great employee benefit to have a center so close to his employment. He felt it would be a great loss to the employees, students he serves, and the community. He expressed his hopes that an alternative solution can be found to closing the center.

Presentations by SOU Academic and Student Affairs

The presentations began with Provost Susan Walsh explaining the purpose of the meeting to provide a helpful snap shot of what SOU's Academic Divisions and Student Affairs are doing. Susan introduced Kelly Moutsatson, Director of Admissions and Jennifer Fountain, Director of Student Life, along with the Division Directors; Daniel DeNeui-Social Sciences, and David Humphrey-Oregon Center for the Arts, John King-Education, Health and Leadership, Sherry Ettlich- Science, Technology, Engineering and Mathematics, Greg Jones-Business, Communication and the Environment and Lee Ayers-Undergraduate Studies.

Student Affairs

Kelly Moutsatson, Director of Admissions: Kelly started by expressing the pleasure she receives from serving in her role at SOU.

Who we are? SOU needs a strong visual presence, and a presence that expresses no confusion as to who we are. We have a warm inside and outside WELCOME CENTER overhang seen from the parking lot. Our whole focus is to build, develop, and maintain relationships. Our office works with academic divisions, faculty, student life, and staff to ensure a clear picture of who we are.

We are responsible for recruitment of the appropriate population, freshman, resident, non-resident, perspective students, and establishing of realistic recruitment goals.

When I started here, we were using pastel and text heavy websites and documents. Today, we are using vibrant school colors, less text heavy pages, and after asking students what attracts their eye, we have converted to a more Instagram feel. Being 14 miles from the California border, we started our campaign to the Northern California region with the slogan; "Califoregon, Closer than you think!" SOU is a viable option to this population where 13 million, northern California, potential students reside.

We have created a series of video testimonials focusing on our students. Example shown: Daniel Breaux football player (<http://sou.edu/admissions/califoregon/index.html>). In the video, Daniel explains how football was his ticket into college and his ticket to getting an education. Being part of the team, and being part of the brotherhood has made his education experience even better. He loves the small comfortable SOU campus where a great vibe exists.

SOU currently has a new marketing director which should help in the project to produce more of these videos which are key to attracting recruits. We have a gem here and it's exciting to spread the news. As mentioned before, Admissions has moved away from a text heavy website. We have redesigned our admissions website, focusing on our plan of "Who are we".

In Admissions we have installed the new Connect CRN from Hobsons. This is a higher education software solution that allows us to build, automate, execute, and track the entire admission communication plan all in one place. It tracks all emails, phone calls, invitations, RSVP's, tours, lead management, events, and interviews. The tracking system allows us to track both in and out messages. We are using this tool to follow up and for making sure we are answering questions.

We have employed social media to our advantage. It provides a one on one connection between Marketing, Admissions and our potential recruits. Admission's Facebook page has also become a question and answer page. We can share important dates, newsworthy events, and report on past events. We have hosted Instagram contests to share the wealth of information from the view of the students, staff, and faculty that participate.

Along with the interactive campus map, we have a virtual campus navigation tour of our campus to serve those who are not physically here at SOU. Other key factors are student ambassadors, phone campaigns by faculty, and Admissions. Universities are thinking of creative and unique tours an example is University of Oregon offers a running tour of their campus.

Where do we recruit? We recruit at every high school in the state. We are a participant in the Oregon Public University tour. Representatives of all seven of the Oregon public institutions travel in a van over a 5 week period visiting the high school juniors in the state. SOU recruits into California, Idaho, Washington, Alaska, Nevada and Colorado. We do admissions on the spot to review transcripts and make decisions on the spot. We support the Oregon college application week. Our new admissions councilor will focus on the transfer population. This has created a renewed interest. We visit community colleges once per term.

A website doesn't capture everyone. Our "SOU 2 You" program has been highly successful. The intention is to provide a place for recruits to ask all the questions and have high touch access to SOU. When we go out, we bring alumni and students. We meet students where they live and invite them to our preview event, ROAR (Raider Orientation and Registration).

Our ROAR's provide great opportunities for the students to get connected to our people, programs, and SOU. These events highlight faculty with personal interactions. The feedback has been positive. On

April 3rd, we had 600 guests, many of which came from our "SOU 2 You" campaign encounters. When the attendee's leave, they have their registration and in most cases, course schedule in hand.

Another very successful program is our once a year, "Counselor Fly-In". SOU flies in and hosts at our campus, eight counselors each year. These all-expense paid, 2 to 3 day trips are intensive and focus on influencing counselor impressions about SOU. We had one counselor who had a very negative opinion of SOU, fly in and completely change their perception of our university. We have a waiting list of around twenty counselors we wish to target from around the state, not just Portland. Our budget of \$5,000 can accommodate only eight counselors per year. Because of the success of this program, we are very eager to expand upon it. What are the counselors exposed to? We have a reception where they meet faculty, staff, and students. This is a very high touch dinner. While on campus, we take them to a theatre arts production such as *The Glass Menagerie*. They meet with Athletics. We take them around to a number of disciplines and programs. We sit down and ask them about how our SOU systems are working for them and their students.

Our Raider Reception is for our newly admitted students to celebrate their admission to SOU. This Sunday, May 3, is our next Raider Reception where we go over questions concerning housing, campus life, and financial aid. It's another high touch event that helps the student understand what campus life will be like.

Other ongoing efforts that Admissions conducts: Academic Latina, Pirates to Raiders, Cesar E. Chavez, Native American youth academy, Valley View visitation (African American), faculty calling campaign, and the faculty share program, where they share the latest and greatest things happening in programs. We have orchestrated 1,500 phone call campaign with the faculty. These calls are very time consuming but produce high yields. Our faculty participation since last year has grown.

We wish to define the following terms that are used in Admissions:

- Prospect: A "prospect" is simply a prospective student that we have obtained as a contact.
- Recruit: A "recruit" is an individual who has expressed interest in SOU.
- Applicant: An "applicant" is an individual who has applied to the University, but has not yet been admitted.
- Admit: An "admit" is a student who has met eligibility requirements as presented by the Office of Admissions and offered a space to become a student at SOU.
- Confirmed: "Confirmed" is a student who has deposited indicating that they plan to enroll at SOU.
- Yield: "Yield" is the percentage of admitted students who go on to enroll at SOU.
- Enrolled: "Enrolled" refers to students who have actually registered for classes and plan to matriculate.

Our funnel report numbers are strong and up 12 percent over last year. Our freshman and transfer numbers are up. Our confirmed numbers are showing a 57 head count increase. We have a gem here at SOU and it's exciting to spread the news.

Jennifer Fountain, Director of Student Life: I represent a dynamic area working with a brilliant staff and students. We have three pillars: Union and Traditions, Social Justice and Service, and Leadership. I'm a messenger and here today with two of my colleagues; Jadon Berry, Coordinator for New Student Orientation and Student Success, and Danielle Mancuso, Assistant Director of Student Life for Union and Traditions. We are in a great place.

Beginning a college career can be exiting. We begin with new student orientation to welcome them into the Raider family including our traditions and keys to student success. The transition and adjustment goes beyond academics, we understand there are financial, social, and emotional challenges. We have lots of integration programs. It's the combination of social integration and academic, that insures student success. We look at transfer and first year students as different populations. Counseling transfer students can be more complex with the integration of their transcripts and helping them navigate our culture. Research is clear that transfer student main concerns are their finances. Many seek employment on or off campus. 10 hours a week of employment is a model of success but 10 hours is not enough to cover their financial needs and/or dependent care

During the first year experience, we also set the model of persistence and hope. Most students operate under the assumption that "We don't need it until we need it". We try front loading the students with information of where and how to get assistance, but it's a delicate balance. We know the orientation programming is the bridge that is the last stage of recruitment and first stage of success.

The summer before the fall, we have our new student orientation program. We also have many orientations during the year for new students beginning in the middle of the academic year. All of these orientations are focused on students and their families. We do a pre-orientation using "Moodle". "Moodle" is an online instructional tool which offers a wide variety of teaching and learning opportunities. We also orient the students with the Gmail account system, financial aid prompts, degree requirements, and catalogs. We jam pack it with fun, traditions, faculty, staff, and families. We have two tracks for the event, one for the parent and/or family and one track for the students.

Orientation to campus: Student Track: The students stay the night, eat at the Hawk, have a campus tour, explore the venues, and get to see the spirit. The advising and registration piece includes faculty integration showing our students the approachability of our faculty. At the completion of this event, they walk out with a fall schedule and financial aid help. Students get to interact with peers to establish connections and meet orientation leaders. Family and Parent Track: We have the theme, "Art of letting go". After the WOW, "Weekend of welcome" we move to two weeks of welcome events. We very much focus on student success and retention. We know the students face challenges that are different. We are knowledgeable and committed to these challenges.

Question: Do we do an orientation to Ashland? Yes, that happens during our welcome week; SOU loves Ashland.

Question: Is today a learning experience for the board? Are we asking questions? Are we being given the opportunity to ask questions or make suggestions? Time seems constrained. Susan Walsh

clarified that this committee board meeting is more educational and a complete information overload. This is a snap shot of Student Life and Academic Affairs programs. Later, we will get into the weeds.

Question: What is the long term plan? Susan Walsh clarified, that this is a complicated system and you should keep your notes and we will dive into the details later. Reflect in your notes specific things you would like to dive into or things you wish to share as a board member. It was agreed that the committee members should forward items they wish to investigate deeper to Committee Chair, Teresa Sayre. These items will be worked into future agendas.

Academic Divisions

Susan Walsh explained that each Division will introduce themselves, give an overview, and a five minute discussion concerning their program, retention in their division, or something they are excited about. This is a new structure and we are excited about.

Lee Ayers, Undergraduate Studies (US): Who is undergraduate studies? Undergraduate studies is a collaboration across divisions and programs providing students a broader knowledge of the wider world through University studies foundation, explorations and integrations curriculum; engaging students in transformation change to thrive in a contemporary world. After retrenchment Undergraduate Studies will be taught with seven faculty members and term by term instructors. Undergraduate Studies includes USEM, Honors, House, Accelerated Baccalaureate (ACC BACC), the Learning commons, student success, English 101 and 102 (for international students) and WR122.

Over 180 credits are needed for a bachelor's degree from SOU. 60-62 of these credits are earned within University studies. The Oregon University system mapped outcomes partnering with business to see the skillset needed for career success. The delivery is designed to prepare the student for life with a larger role. First is Foundation learning goals (A, B, C, and D), which stresses developing and enhancing fundamental communication, critical thinking, information literacy, and quantitative reasoning skills. Explorations learning goals (E,F, and G) stress acquiring a broadly informed knowledge of the various disciplines and becoming familiar with the kinds of inquiry that occurs within the aesthetic, social, and scientific worlds. Last is Integrations (H, I, and J) which focuses on the deepening, application and transfer of knowledge across the disciplines. Empowering the students and giving them skillsets helps to move them forward.

The House experience model of US was developed with retention and recruitment in mind. How do we get students together? We are moving forward next year with 3 houses; Green House, Social Justice House, and Skeptic House. Each House covers all the US goals including first year seminar, explorations, and then integration in the third year. The houses wrap around students a team of faculty instead of bouncing around among faculty. These houses have a problem solving base. If a student decided they don't like the house model, they can pull out and everything counts towards their US credits. Their credit transfer is seamless and they receive full credit value. We are presenting at the American Association of State Colleges and Universities (AASCU) program in July as an update presentation.

Question: With this new model, did we develop outcome measurements that have meaning? The Houses are very deliberate and draw work samples on an institutional level. Trustee Les Aucoin thanked Lee for providing the Syllabi for the houses to him, and it was recommended that they be provided to the other trustees.

Scott Rex, Humanities and Culture (H&C): I have taught 10 years in the Spanish program. We have the best Division Assistant on campus, Joanne Steinman. We have a lot going on in Humanities and Culture. Our Native American Academy that attracts students, director is retiring and we are doing a search. In Foreign Languages we have five different languages and the only University with an American Sign Language program which is a very popular program. We have two international master's programs, one in Mexico and in France. We have Philosophy which is a very popular and covers ethics, religion etc. Students have gone on to receive degrees in medical ethics and serve on medical boards. Many of our students that take logic do better in their other classes. Our Gender Sexuality and Women's Studies (GSWS) program is welcoming. International studies is critical for the global citizenship. English and Writing includes professional writing, and provides Advanced Southern Credit with support. Oregon Writing project is housed in H&C. Anthropology is currently in our division but is merging with Sociology. With the new divisions, we have better curricular management which has helped to manage our resources better. Because we have been brought together, we are able to give our students internship and get them out of their comfort zone. Some examples of internships in our division are migrant worker advocates, medical interpreters at La Clinica, care assistance for transgender clients, volunteering with teachers, and international internship at Doctors without borders. What do our students do after graduation? Lots have gone on to getting their master or going into doctoral programs. We have produced numerous MAT teachers. Some of the employment our graduates have received cover a wide range from the Center of Disease control, becoming language teachers all around the world and one of our graduates won \$250,000 on "Who wants to be a Millionaire".

John King, Education, Health and Leadership (DEHL): In the Division of Education, Health and Leadership, we can teach you, keep you healthy, take you down the river, and keep you safe. 63% of the university graduate programs rests in DEHL. Half of the graduates are our own undergraduates, so we have very deep relationships with all the divisions and programs on campus. We have unique collaborations. STEM-Environmental Education is the only one in the country with a science based curriculum for teaching. We educate specialists in the English language, reading specialists, and our students in our divisions provide over 150,000 hours in our local schools as student teachers in the individual classrooms. In our vision statement, we are committed to effective, deep, and sustainable changes in our community. We are a resource in our community, and we impact the schools where our students are placed. Non-profit education is having discussions on how we can pool our efforts and have a maximum impact on our community. The models around the country show that collective impact models help longstanding issues of the community. We identify the targeted programs that would benefit the schools. License teachers seeking admin positions. ASPIRE-partnership. We are offering professional development for summer STEM programs. We are establishing collaborating partners, such as developing shared degree programs with Klamath Community College with a May 15, 2015 signing ceremony. We are working on an Oregon Tech graduate program combination. In the

future there will be an Autism specialty in combination from us and Oregon Tech. We also provide a Master's degree in Outdoor leadership and business development programs.

Sherry Ettlich, Science, Technology, Engineering and Mathematics (STEM): We have many degrees in STEM. Currently, we are teaching out Physics next year. The natural science with its hands on exploratory nature, is an attractor to students. Because our students aren't competing with graduate and Ph.D. students, our students are experiencing more hands on time with scientific equipment and quality lab time. Our students are getting great placement after leaving SOU because of their projects and this exposure. Eighty percent of our Chemistry students who apply, make it into the medical programs they seek.

We are looking forward to moving into the new science building this fall and are worried about the unpacking after the move. This move into Science II should start around July 20th. We will move into Science I, in September and the remaining move should occur in late October. Facilities management and the lab staff jumped on the architects to fix the mistakes that were made and we are excited to be moving forward. It's critical we move out of the Cascade Building so Theatre can take our place during their building capital project.

Every student does a capstone and a faculty member is their mentor. We offer an honors capstone and honors degree in Math. We offer an accredited degree from the American Chemical Society. Our Masters of Environmental education draws from around the nation. We have "Fall in the Field", which is an outdoor program brings together the regional schools for a mini outdoor school. Our students construct the management plus the curriculum for the students. We just took in our last class of math graduates. Our Computer Science master program was floundering, but a partnership with Western Oregon University could save this. We are working on the kinks to make this happen.

Dan DeNeui, Social Sciences (SS): I've been at SOU for 13 years and this is a very exciting time, especially with a new board, and the opportunities it brings. In Social Sciences, we have very diverse program that were all part of the old College of Arts and Sciences. Criminal Justice and Psychology are two of the largest programs on campus. We are coming together as a division instead of solo programs which they once represented. This year we have spent focusing on getting to know the student needs. History and Political Science is an example of two programs that get together and operate well together. Sociology and Anthropology are coming together and these combinations are baby steps to help decide who we are as a division. We are building an online social science minor. Business majors need a minor to graduate, so this would service this need. We have an online Criminal Justice major. We have been very tactical and pragmatic in our start as a division and have started the conversation as to what is it that we share and what are our guiding principles. Challenges are to paint a good picture of who we are and we are focusing on this. We have been participating on an outreach program. In the past, we let students come to us, but we hadn't reached out. We now have calling campaigns. We are focusing on being proactive and have faculty help paint the picture. Our goal is to be more deliberate and focused.

What we do? What skills our student walk out with? We are working to get a course off the ground at the VA in White City for symbolic, good-will, reasons. They need to be served by building course work at their site. We also have a number of classes in conjunction with Advance Southern Credit where high school students get college credit. We have a team of faculty building a summer institute and being deliberate about serving local teachers.

Greg Jones, Business, Communication and the Environment (BCE): Greg started his presentation by explaining his excitement at having just returned from the local, small, Ashland airport where he met with former and current students who are bringing together digital imagery, use of drones, and development of a business based on a combination of Environmental Sciences and Business. We currently have eight degrees and multiple certificates. We have recently started the Innovational and Leadership program to help people finish their degrees. Our division contributes to the Accelerated Baccalaureate program (ACC BACC). We have online programs to aid in degree completions. We offer certifications such as Certificated Public Accounting, and Human Resource Management certificates. Having a core background and degree in Environmental Studies (ES) along with a minor anywhere on campus works to provide strong career opportunities. We have seen students with ES degrees minor in Criminal Justice and work for the forest service as a ranger. We have the Cascade Hub which is an innovative think-tank. We have a great retention piece and cohort building piece, which is our business orientation class for 100 level students. We recently had a retreat to the Crater Lake National Park where our students learned about the business of operating a national park.

David Humphrey, Oregon Center for the Arts (OCA): In the early 70's, SOC included all the Arts into one center, and the time wasn't right. In the last year or two, we put them all together into one, to make the Oregon Center for the Arts. We have three main parts; academic, allied arts (chamber music, museum space, etc.) and community partnerships. This alliance allows the student to perform and work in the area they wish. Academic: Music offers a Masters in Performance and Theatre offers a bachelor program and a master's program. The Master's program works with teachers covering three summers where they get training in performance development. Our Music Theater studies program is becoming very popular and will soon have a degree on its own. Our dance studies which includes modern, jazz, and musical theater, is also starting to grow. Creative Arts includes Art, EMDA, Art History, and Creative Writing. We currently have close to 500 majors with a waiting list for students. We have an audition process for students. Our building is being expanded soon, so we will have more studios and accommodate more majors. Theater has 230 majors, with the expansion we can increase to 250 majors. Our students are integrated into EMDA and Creative Writing. There are lots of jobs in digital arts area, one can see this if you sit and watch the last 30 minutes of credits after any movie. Game development is covered in our EMDA program. Zynga the company that is the producer of Farmville, offers a place where they pay students to work. The Oregon Shakespeare Festival (OSF) and OCA have several types of relationships. We have fifteen students that are currently performing and have understudy roles. The production of Guys and Dolls will be moving to larger venues and three of our students will be moving with the production. Between the OSF and OCA, we provide a wonderful professional work environment right here in Ashland. OSF is the second largest professional theater production company

in the US. It was recommended that David should come back at another committee meeting and bring students.

May 13th, 2015 Academic and Student Affairs committee meeting date needs to change because of recent events that are conflicting. We have May 28th, 2015 scheduled for only 1.5 hours. Can we add to this meeting and cancel the May 13th, 2015 meeting? It was agreed that we could meet on the 28th from 3:30-5:30? Committee members, please send Trustee Sayre questions you wish to bring up. Since the Finance committee meets from 1:00 to 3:00 that day, we cannot start earlier.

Thanks were given to everyone that spoke.

Action Items

None discussed

Adjournment

With no further business for the Academic and Student Affairs Committee meeting, the meeting was adjourned at 4:18 pm.

Respectfully submitted,

Mary Ann Gardner

Assistant to the AVP of Curricular Management