



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 14, 2016

TO: Southern Oregon University Board of Trustees, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee 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: curriculum and enrollment updates, a HECC Progress Report update, and a full recruitment, enrollment and retention overview.

The meeting will occur as follows:

Thursday, January 21, 2016

1:30 p.m. to 3:30 p.m. (or until business concludes)

Hannon Library, DeBoer Boardroom, 3rd Floor (Room 303)

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**



Board of Trustees
Academic and Student Affairs Committee Meeting
January 21, 2016

Call to Order and Preliminary Business



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, January 21, 2016
1:30 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

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|-----------|---|---|
| 1 | Call to Order and Preliminary Business | Chair Sayre |
| 1.1 | Welcome and Opening Remarks | |
| 1.2 | Agenda Review | |
| 1.3 | Roll Call | Sabrina Prud'homme,
SOU, Board Secretary |
| 1.4 | Consent Agenda: Approval of November 19,
2015 Meeting Minutes (Action) | Chair Sayre |
| 2 | Public Comment | |
| 3 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice
President for Academic
and Student Affairs |
| ~ 5 min . | 3.1 Curriculum Update | Dr. Susan Walsh |
| ~ 5 min . | 3.2 Enrollment Update | Chris Stanek, SOU,
Director of Institutional
Research; Lisa Garcia-
Hanson, SOU,
Associate Vice
President for
Enrollment and
Retention |
| ~ 10 min. | 3.3 HECC Progress Report - Update | Dr. Susan Walsh |

**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, January 21, 2016
1:30 p.m. – 3:30 p.m. (or until business concludes)
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AGENDA (Cont'd)

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|-----------|----------|---|---|
| ~ 60 min. | 4 | Recruitment, Enrollment and Retention
Overview | Kelly Moutsatson,
SOU, Director of
Admissions; Lisa
Garcia-Hanson; and
Jennifer Fountain,
SOU, Director of
Student Life |
| | 5 | Adjourn | Chair Sayre |



**Board of Trustees
Academic and Student Affairs Committee Meeting**

**Thursday, November 19, 2015
1:30 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MEETING MINUTES

Call to Order and Preliminary Business

Chair Sayre called the meeting to order at 1:30 p.m.

Roll Call

The following committee members were present: Teresa Sayre, Judy Shih, Joanna Steinman and Steve Vincent. Les AuCoin participated by video teleconference.

The following members were not present: Sheri Bodager and Shea Washington.

Others in attendance included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Sabrina Prud'homme, Board Secretary; Jason Catz, General Counsel; Chris Stanek, Director of Institutional Research; Lisa Garcia-Hanson, Associate Vice President for Enrollment and Retention; Dr. Amy Belcastro, Professor of Education and Director of Bridge Program; Dr. Daniel DeNeui, Director of Social Sciences; Dr. Jody Waters, Associate Provost and Director of Graduate Studies; Dr. Kristin Nagy Catz, Director of University Assessment; Dr. Vicki Purslow, Professor of Music and Chair, Music Program; Marjorie Trueblood-Gamble, Director, Diversity and Inclusion; Ryan Brown, Head of Community and Media Relations; Kathy Park, Executive Assistant; David Coburn, OSA; and Olena Black, League of Women Voters.

Consent Agenda

Trustee Steinman moved to approve the October 15, 2015 meeting minutes. Trustee Shih seconded the motion; it passed unanimously.

Public Comment

No public comment was made.

Provost's Report

Dr. Walsh reminded the committee that 1) they approved and recommended to the full board that staff move forward with developing an SOU-Rogue Community College (RCC) and an SOU-Klamath Community College (KCC) faculty/staff rate MOU; and 2) the full board approved and authorized that course of action. Staff continue to work on the MOU and are coordinating with Mr. Catz. Dr. Walsh spoke with Kirk Gibson, Vice President of Instruction at RCC, and he is excited about the initiative.

Chair Sayre announced that KCC selected SOU as its Partner of the Year. The boards will celebrate this honor on December 11th on the KCC campus.

Enrollment Update

Chris Stanek reviewed the official fourth-week numbers, noting a slight uptick in headcount

and FTE. He further stated that SOU has surpassed its retrenchment target by about 4.7 percent at this point in time. These fourth-week numbers do not determine SOU's funding; that is based on end-of-term numbers.

SOU has begun pre-registration for winter 2016. After one week, they recorded a 1.7 percent increase in headcount (2,944) and 6.5 percent increase in FTE (2,384) over the first week of pre-registration for winter 2015.

Trustee AuCoin asked about the underrepresented groups that the HECC will be tracking. Mr. Stanek said those numbers are holding steady, as they have been for the last 3-4 years.

Lisa Garcia-Hanson pointed out that SOU has exceeded both the fall 2014 and fall 2015 targets and stressed that it is growth over growth. SOU has fared well in the numbers the HECC evaluates and SOU and OIT were the TRUs that were up substantially. EOU is down, which may be concerning as a retrenchment partner, and WOU is down, but the reason is unknown. Trustee Vincent expressed interest in what is happening at EOU and WOU because their markets are similar to SOU's. He added that, at the OIT advisory board, Dr. Chris Maples shared the numbers per campus and OIT headcount is down significantly in Klamath.

Regarding retrenchment metrics, Mr. Stanek said at the end of fall 2015, numbers for SOU's report to the HECC will be solidified. Some of the key items are: (1) average class size at 26.5 versus target of 25; (2) low-enrolled courses at 28 versus target around 40; (3) the FTE increase over target by 4.7 percent; and (4) beating the applications target for fall 2015 by 18 percent.

HECC Reporting Update

Mr. Stanek explained that SOU will give an interim progress report to the HECC at its December 10th meeting. There will be two parts to the report. The first part is financial and operational metrics presented by Brian Fox. Then, President Saigo and staff will give a presentation focusing on the mission and decision-making framework, including mission refinement, program rationalization, contributions to 40-40-20 and retention initiatives.

Mr. Stanek clarified the HECC's term "program rationalization," noting that accreditation is guiding how SOU is assessing programs and is affecting mission refinement. Once SOU has completed the accreditation process in 2016 and new leadership is in place, SOU can establish a strategic plan and can focus on any necessary mission or program refinement. Dr. Walsh added that Ben Cannon and others at the HECC appreciate SOU's focus on accreditation, understand SOU is in a transitional period, and are giving SOU flexibility in how the institution defines and approaches those items. Mr. Stanek said SOU can then present information on organizational structure, engagement of the Board of Trustees, academic reorganization, integration of academic and student affairs areas, enrollment analysis, and reaffirmation that SOU is implementing the retrenchment plan and has made great progress.

Trustee Vincent asked about the depth of the recruiting, enrollment and retention data (e.g., tracking retention or enrollment by county or transfers from other institutions). Ms. Garcia-Hanson said SOU does track that sort of detail and many geo-demographic markers, which shows where the institution needs to focus. Mr. Stanek named several markers, saying SOU does not track by familial status (e.g., if students are parents or if they still live at home) but does track by county, veteran status, rural high school, socio-economic status, etc. As a new data point, SOU recently began tracking each of the 280-290 rural high schools that the HECC identified as eligible for bonus points.

Provost's Council

Dr. Walsh updated the committee on the Provost's Council's discussions, saying it will define its role based on the role of the President's Council in relation to the HECC. They also had conversations about the new structure.

Dr. Walsh and Mr. Morris attended a HECC meeting in Portland where an agenda item discussed how the seven institutions were spending the additional \$30 million the legislature allocated. Some similarities were noted, such as hiring more advisers and initiatives to help students. Mr. Morris said the commissioners seemed impressed with the presentations, pleased with how institutions are spending the funds, and will advise the legislature that the funds are being spent in accordance with the guidelines provided.

Race Awareness Week

Marjorie Trueblood-Gamble discussed Race Awareness Week, which was November 2-6. SOU has held Race Awareness Week for about six years, usually the week of Martin Luther King Jr's birthday. This year it was moved to November because of other national events that were being held in November and to space-out related events. The events included Lee Mun Wah as a guest speaker, who provided several sessions.

There were areas of success and areas for improvement. There were 533 participants at the ten events, a large increase over previous years. Ms. Trueblood-Gamble worked closely with faculty to have them include events in their syllabi. She was disappointed in the level of participation by certain community groups, such as the Chamber of Commerce and the mayor's office. She met with them prior to Race Awareness Week and will meet with them again in an effort to secure their future participation.

Ms. Trueblood-Gamble also discussed recent race-related events nationwide and the racist postings on Yik Yak, a regional social media outlet.

Trustee Vincent suggested that participation may be increased by holding an event that could meet a private-sector human resources diversity training requirement. Ms. Trueblood-Gamble mentioned her work with the Race Equity Coalition to create an Inclusive Ashland campaign where businesses would commit to inclusivity. Chair Sayre suggested holding events on the Medford campus.

Bridge Program Update

Dr. Amy Belcastro briefed the committee on SOU's Bridge Program—a program that invests in at-risk students. The program is in its first year and still developing infrastructure. The program identified 21 students, all Oregon residents, who have strengths not necessarily reflected on SAT scores or in GPAs, such as leadership or commitment to a cause, which can be nurtured and developed to help the students succeed.

Dr. Belcastro's inclusive model for institutional reform provides context to support program decision making (e.g., how they identified and put forth a program to support at-risk students). Administrators examined which underserved population to focus on, the state's 40-40-20 goals, and a commitment to Oregon students. In her presentation, Dr. Belcastro said the outcomes were supported by research on high-impact practices nationally and the study aligned with SOU's National Survey of Student Engagement findings. Students' relationships with faculty members were a major driver to overall satisfaction and success.

The program provides a strong orientation to SOU and the world of higher education. There

was a one-week summer pre-session, worth one tuition-free credit and free room and board. The success was amazing: students connected with each other, to other people and to resources and were ambassadors to new students. The program also provides Bridge jobs on campus.

The program offers holistic advising, targets mentors for participants and has a weekly class specifically for these students. Students discern a major, identify their personal strengths and the program teaches students how to use those strengths to their advantage. The curriculum is developmentally-designed and is a balance between hard and soft skills--cognitive and non-cognitive skills. It also provides significant writing support.

The program wants to expand to serve 50-60 students next year. These will be first-time freshmen, Oregon residents with a high school GPA between 2.5 and 3.0, and Pell-eligible. The first students from the Pirates to Raiders program are beginning to attend SOU and will be invited to participate in the Bridge Program. The program also wants to bridge into high schools to target students who have not considered college and into communities by exploring what success looks like, having community mentors and developing internships.

Trustee AuCoin was extremely impressed by the presentation. Following Dr. Walsh's comment that this program was put together in record time and is a national model of inclusive student success, Mr. Morris added that this is not the first time the Provost's office has created a program that has received national attention.

College Transition Collaborative (CTC)

Dr. Dan DeNeui began the CTC presentation by asking the committee members if, in a new academic or social setting, they have ever felt as if they did not belong. Dr. DeNeui, Director of Social Sciences and former professor of psychology, noted "belongingness mindset intervention" as his research focus.

Dr. DeNeui contacted David Yeager at University of Texas regarding research they were conducting. The project lead at Stanford responded and invited SOU to be part of the CTC, which is a research project. Eighteen schools are included; some of the partner institutions are Yale, Cornell and Dartmouth. SOU was selected, partly to examine if the approach is scalable. SOU is now getting national press by participating in this collaborative.

The CTC is about mindset intervention, addressing students' feelings that they do not belong in college for whatever reason, which results in them withdrawing from the academic environment and not seeking available resources. It is particularly salient for at-risk students. With mindset intervention, these students are introduced to alternative behavioral responses.

Last spring, in focus groups at SOU, researchers from University of Indiana interviewed about 30 students on their first-year experiences. The program had to recruit and offer incentives but did not hand select; they wanted broad representation and got a good mix of students.

Over the summer, 1,188 of this year's new students participated in interventions in one of three experimental conditions by responding to vignettes. This spring, the 1,188 participating students will be given follow-up surveys. They will look at broad outcome measures, such as retention, persistence, graduation and GPA. They will also look at covariate measures, including loneliness, belongingness, sense of community at SOU, academic performance, connections with faculty, social network, campus involvement and physical health.

The project will be modified for year two based on what worked well or did not. In years three

and four, SOU can make it more “our own.” Trustee Vincent asked if the program will be expanded to all students or just a select few if the results show that certain message points lead to higher retention. Dr. DeNeui believed they would be obligated to make the program available to all students. For example, it could be delivered online through vignettes. If that is not sufficient, then maybe it has to be face-to-face interaction.

Accreditation and Assessment - Progress and Timeline

Dr. Jody Waters and Dr. Kristin Nagy Catz discussed progress on accreditation and assessment. Dr. Waters reminded the committee that accreditation is a cyclical process and SOU is accountable to a set of bodies. Accreditation is the ongoing and regular self-study of what the institution is doing and how well we are doing it. Assessment is the collection of artifacts that can speak about certain topics and accreditation is the process that goes around the collection of these artifacts. The Northwest Commission of Colleges and Universities (NWCCU) is SOU’s regional accreditor.

Dr. Waters described some of the benefits of accreditation such as federal and state financial aid, employer tuition assistance programs, transferring credits, admission to graduate programs, and faculty recruiting and retention. She stressed the strong culture of assessment at SOU and the enthusiasm of the committee.

SOU must show adherence to NWCCU’s accreditation standards, which are “principle-based statements of expectations of quality and effectiveness.” Prior reports addressed the standards of (1) mission, core themes and expectations and (2) resources and capacity. The year-seven report will focus on the standards of (1) planning and implementation, (2) effectiveness and improvement and (3) mission fulfillment, adaptation and sustainability.

Each standard must be measured by indicators. For example, for the standard regarding program curriculum and degree requirements, NWCCU would determine if students are given the proper amount of information on what their degree is going to involve, how they are going to move through it and whether they can find that information. SOU would look at whether the institution publishes a degree plan, makes information available about how that plan is going to be executed, and where and how it is available. As supporting evidence, NWCCU would look at the printed sheets departments use when advising students, review catalogs to ensure information is accurate and complete enough that students would be able to answer questions about their majors, and if there is a rigorous curriculum approval process.

Responding to Trustee AuCoin’s question about how responsible citizenship is demonstrated, Dr. Waters and Dr. Walsh said it is one of the most complicated standards to address and is done through assessments of attitudes and core beliefs; application of the Collegiate Learning Assessment at the beginning and end of a student’s university career; providing learning opportunities and outcomes; and is embedded in the University Studies curriculum.

To get to the year-seven report, Dr. Waters discussed the steering committee’s work, collaboration with campus committees and programs, SOU’s commitment to assessment, and preparing the campus for the on-site visit. On December 4, there will be a retreat to walk the academic programs through their submissions. Then in January and February 2016, the team will begin writing the report.

Attendees, some of whom were NWCCU-trained reviewers, then discussed the mechanics of site visits. SOU submits its report and the NWCCU committee comes to SOU. It is a non-stop visit with campus groups, asking questions to verify the report’s contents. The NWCCU

committee will want to interview trustees and, specifically, members of the Academic and Student Affairs Committee. The focus is on direct measures of student learning outcomes, and how that is measured. The review committee writes its report while at SOU. The NWCCU focuses on the current state of the university rather than previous accreditation reports. In any event, SOU has addressed the soft spots from the prior reports. In the year-three report, SOU was just entering retrenchment and NWCCU will want to look at where the institution is now compared to where SOU was the report was submitted.

Trustee Vincent said that schools have been put on notice or lost accreditation for not having a current strategic plan and for financial reasons. Mr. Morris thought it would be unusual to lose accreditation solely for not having a strategic plan or for a financial problem that was less than bankruptcy. Once put on notice, an institution usually has 2-3 years to correct deficiencies. Mr. Morris concluded by saying that he does not anticipate SOU being at risk of losing its accreditation or even being put on notice.

Bachelor of Music

Dr. Vicki Purslow described the proposal for creating a new Bachelor of Music (BM) at SOU. Although the music department recruits large freshmen classes each year, about 36 percent of those students leave after the freshman year. Music is a highly-specialized program and students want a professional degree of a BM rather than a BA in Music. With a 75 percent retention rate, music is one of the highest retaining programs on campus. Students usually decide in their first year if they want to obtain a BM or a BA in Music. If students stay past the freshman year, retention is in the 90th percentile.

The proposal is for a basic BA in music with no concentration and a BM with a concentration in performance or music education. Dr. Purslow said SOU should be retaining music education students for the MA in teaching program but does not; that program has been revised and increased retention is anticipated. With this proposal, she anticipates better retention at the baccalaureate level. The students are mostly Oregon residents and full-time freshmen.

Chair Sayre pointed out the proposal has been approved by the Curriculum Committee and the Faculty Senate and is now before this committee for action. If approved, Dr. Walsh would take it to the Provost's Council and it would then go to the HECC. Mr. Morris stressed that adopting this program will result in no additional faculty members and no major expenses.

Responding to Trustee AuCoin's inquiry, Dr. Purslow said a BM is a common degree and is offered at Portland State University, University of Oregon (but is not accredited by the National Association of Schools of Music), Oregon State, and either Western Oregon or Eastern Oregon Universities. She believes SOU cannot compete without it.

Chair Sayre added that many music teachers in primary and secondary schools are reaching retirement age. This would be an area that will be very attractive to future music students.

Trustee AuCoin moved that the Academic and Student Affairs Committee approve the proposal of a new Bachelor of Music degree program. Chair Sayre added that the program must be reviewed and approved by the Statewide Provost's Council and forwarded to the HECC for consent before being officially added to SOU's curriculum. Trustee Vincent seconded the motion and it passed unanimously.

Adjournment

Chair Sayre adjourned the meeting at 3:37 p.m.

Public Comment

Provost's Report

Undergraduate Course SCH* by Department
Winter 2015 Week Ending 1/11/15 vs. Winter 2016 Week Ending 1/10/16
1 Week After Start of Term

Department	Winter 2015	Winter 2016	Change	% Change
Art	2,341	1,542	-799	-34.1%
Creative Writing	456	499	43	9.4%
Emerging Media & Digital Art	1,167	1,379	212	18.2%
Music	1,271	1,277	6	0.5%
Theatre	2,361	2,563	202	8.6%
Subtotal - Oregon Center for the Arts	7,596	7,260	-336	-4.4%

Education	2,441	2,484	43	1.8%
Health and Physical Education	2,147	2,102	-45	-2.1%
Outdoor Adventure Leadership	581	667	86	14.8%
Military Science	116	112	-4	-3.4%
Subtotal - Education, Health and Leadership	5,285	5,365	80	1.5%

Criminology and Criminal Justice	2,402	2,369	-33	-1.4%
Economics	932	992	60	6.4%
Geography	272	148	-124	-45.6%
History	1,188	1,023	-165	-13.9%
Political Science	508	639	131	25.8%
Psychology	4,141	4,198	57	1.4%
Sociology/Anthropology	1,752	1,988	236	13.5%
Subtotal - Social Sciences	11,195	11,357	162	1.4%

Gen Ed and House Experience	605	525	-80	-13.2%
Honors College	225	287	62	27.6%
Learning Commons	36	-	-36	-100.0%
Success at Southern	32	41	9	28.1%
Undergraduate Studies	285	247	-38	-13.3%
University Seminar	2,322	2,927	605	26.1%
Subtotal - Undergraduate Studies	3,505	4,027	522	14.9%

Department	Winter 2015	Winter 2016	Change	% Change
Biology	2,223	2,779	556	25.0%
Chemistry	1,208	1,599	391	32.4%
Computer Science	1,092	1,280	188	17.2%
Mathematics	3,244	3,090	-154	-4.7%
Physics	864	867	3	0.3%
Subtotal - STEM Division	8,631	9,615	984	11.4%

Business	6,287	6,523	236	3.8%
Communication	2,245	2,786	541	24.1%
Environmental Studies	1,511	1,039	-472	-31.2%
Subtotal - Division of BCE	10,043	10,348	305	3.0%

English	1,202	1,182	-20	-1.7%
Gender, Sexuality, and Women's Studies	77	167	90	116.9%
International Studies	152	156	4	2.6%
Native American Studies	244	254	10	4.1%
Philosophy	1,020	868	-152	-14.9%
Foreign Languages & Literatures	1,952	1,999	47	2.4%
Subtotal - Humanities and Culture	4,647	4,626	-21	-0.5%

Library Science	-	-	-	
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Physical Education Activities	740	699	-41	-5.5%
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Total Undergraduate	51,642	53,297	1,655	3.2%
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Total Undergraduate + Graduate	55,201	56,866	1,665	3.0%
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* SCH = Student Credit Hours

Graduate Course SCH* by Department
Winter 2015 Week Ending 1/11/15 vs. Winter 2016 Week Ending 1/10/16
1 Week After Start of Term

Department	Winter 2015	Winter 2016	Change	% Change
Art	5	-	-5	-100.0%
Creative Writing	-	-	-	
Emerging Media & Digital Art	-	-	-	
Music	90	100	10	11.1%
Theatre	3	3	-	0.0%
Subtotal - Oregon Center for the Arts	98	103	5	5.1%

Education	1,978	2,049	71	3.6%
Health and Physical Education	12	6	-6	-50.0%
Outdoor Adventure Leadership	2	3	1	50.0%
Military Science	-	-	-	
Subtotal - Education, Health and Leadership	1,992	2,058	66	3.3%

Criminology and Criminal Justice	-	4	4	
Economics	-	-	-	
Geography	-	-	-	
History	-	-	-	
Political Science	-	-	-	
Psychology	468	533	65	13.9%
Sociology/Anthropology	-	-	-	
Subtotal - Social Sciences	468	537	69	14.7%

Master in Interdisciplinary Studies	38	20	-18	-47.4%
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* SCH = Student Credit Hours

Department	Winter 2015	Winter 2016	Change	% Change
Biology	124	73	-51	-41.1%
Chemistry	-	-	-	
Computer Science	12	12	-	0.0%
Mathematics	31	10	-21	-67.7%
Physics	-	-	-	
Subtotal - STEM Division	167	95	-72	-43.1%

Business	186	345	159	85.5%
Master in Business Administration	261	252	-9	-3.4%
Master in Management	237	36	-201	-84.8%
Communication	18	-	-18	-100.0%
Environmental Studies	7	36	29	414.3%
Subtotal - Division of BCE	709	669	-40	-5.6%

English	7	-	-7	-100.0%
Gender, Sexuality, and Women's Studies	8	-	-8	-100.0%
International Studies	-	-	-	
Native American Studies	-	-	-	
Philosophy	-	-	-	
Foreign Languages & Literatures	72	87	15	20.8%
Subtotal - Humanities and Culture	87	87	-	0.0%

Total Graduate	3,559	3,569	10	0.3%
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Total Undergraduate + Graduate	55,201	56,866	1,665	3.0%
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Enrolled Student Headcounts
Winter 2015 Week Ending 1/11/15 vs. Winter 2016 Week Ending 1/10/16
1 Week After Start of Term

	Winter 2015	Winter 2016	Change	% Change	Winter 2015 End of Term	Change	% Change
First Year Students	26	22	-4	-15.4%	26	-4	-15.4%
New Transfers	114	126	12	10.5%	117	9	7.7%
New PostBacs/Graduates	29	38	9	31.0%	34	4	11.8%
Subtotal - New Students	169	186	17	10.1%	177	9	5.1%
Continuing Students	4,195	4,223	28	0.7%	4,293	-70	-1.6%
Returning after Absence	149	151	2	1.3%	104	47	45.2%
Non-Admitted	168	213	45	26.8%	1,261	-1,048	-83.1%
Grand Total - Headcount	4,681	4,773	92	2.0%	5,835	-1,062	-18.2%
Grand Total - FTE	3,740	3,852	112	3.0%	4,083	-231	-5.7%
Resident	3,082	3,032	-50	-1.6%	4,148	-1,116	-26.9%
Non-Resident	1,599	1,741	142	8.9%	1,687	54	3.2%
International	131	135	4	3.1%	134	1	0.7%
American Indian/Alaskan Native	55	57	2	3.6%	55	2	3.6%
Asian	89	92	3	3.4%	96	-4	-4.2%
Black/African American	101	115	14	13.9%	108	7	6.5%
Hispanic/Latino	435	477	42	9.7%	465	12	2.6%
Pacific Islander	23	19	-4	-17.4%	23	-4	-17.4%
North African, Middle Eastern, Other	28	25	-3	-10.7%	31	-6	-19.4%
Two or More Races	338	402	64	18.9%	352	50	14.2%
Subtotal - Students of Color (race & ethnicity)	1,069	1,187	118	11.0%	1,130	57	5.0%
White	2,921	2,822	-99	-3.4%	3,077	-255	-8.3%
Unknown*	560	629	69	12.3%	1,494	-865	-57.9%
Alaska	77	79	2	2.6%	78	1	1.3%
California	927	1,031	104	11.2%	985	46	4.7%
Hawaii	94	104	10	10.6%	99	5	5.1%
Idaho	28	29	1	3.6%	28	1	3.6%
Washington	146	151	5	3.4%	149	2	1.3%
All Other States	225	245	20	8.9%	241	4	1.7%

*includes a significant number of non-admitted students whose ethnicity/race data is not systematically tracked

SCH* by Student Level Within Tuition Category
Winter 2015 Week Ending 1/11/15 vs. Winter 2016 Week Ending 1/10/16
1 Week After Start of Term

Tuition Category	Winter 2015	Winter 2016	Change	% Change
UG WUE	13,777	15,175	1,398	10.1%
UG Resident	28,082	28,042	-40	-0.1%
UG Non-resident	1,497	1,568	71	4.7%
UG Online	6,762	6,992	230	3.4%
Subtotal - Undergraduates	50,118	51,777	1,659	3.3%
GR Resident	734	709	-25	-3.4%
GR Non-resident	481	483	2	0.4%
GR Online	384	298	-86	-22.4%
GR Education Differential	1,527	1,719	192	12.6%
Subtotal - Graduates	3,126	3,209	83	2.7%
Staff Rates	790	675	-115	-14.6%
Waived Tuition	647	683	36	5.6%
Course Based Tuition	478	510	32	6.7%
Advanced Southern Credit	28	-	-28	-100.0%
Early Entry HS	14	27	13	92.9%
Grand Total - SCH	55,201	56,881	1,680	3.0%

* SCH = Student Credit Hours

Recruitment, Enrollment and Retention Overview



Introduction

Susan Walsh, PhD

Provost and Vice President for Academic and Student Affairs



Presenters

Kelly Moutsatson

Director of Admissions

Donny Nickelson

Coordinator for Academic Advising

Jennifer Fountain

Director of Student Life

Taylor Burke

Director of Student Support and Intervention



Outline of Presentation

Kelly Moutsatson
Director of Admissions



RECRUITMENT



OUR FOCUS



- Build, develop, and maintain relationships both internally and externally
- Focus for new undergraduate students includes:
 - First-year
 - Transfers
 - Under-represented populations
 - International
 - Non-traditional
 - Striking the right balance between resident and non-resident undergraduates



THE BEGINNING

Building the Pipeline



Off-campus events:

- SOU2You Events
- High School Visitations
- Promotion of Jackson/Josephine Pledge
- Community College Visitations
- Application Workshops
- Admissions-on-the-Spot
- Oregon College Application Week
- Oregon Transfer Days (OTD)
- Portland Regional Admissions Counselor
- Raider Receptions
- OPU Tour

On-campus events:

- Daily Tours – Individual and Group
- Preview Day and Weekend Events
 - Reach Higher Shasta
 - College Options
- Pre-College Youth Program Support
 - Academia Latina
 - Cesar E Chavez Conference
 - Konaway
 - Valley View Visitation
 - P2R and B2R
- Athletics/Admissions Presentations
- Application Workshops
- Admissions-on-the-Spot
- Local Raider Reception
- Athletics/Admissions Presentations
- Application Workshops
- Admissions-on-the-Spot
- Bringing Community Partners on Campus
 - United Way
 - Local High Schools/HC Symposium
- Counselor Fly-In
 - Transfer Advisors' Breakfast

APPLICANTS AND ADMITS



- SOU2You Events
- High School Visitations
- Community College Visits
- Jackson/Josephine Pledge
- Application Workshops
- Admissions-on-the-Spot
- Oregon Transfer Days
- OPU Tour



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PATH TO ENROLLING



- Second round of SOU2You events
- February and April preview events
- Continuous communication
- Raider Receptions
- Next Steps



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The path to becoming
an SOU **Raider**...



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Meet Morgan Intoschi!

Petaluma High School



Counselor Fly-In

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COMMUNICATION

Student Outreach

Southern Oregon University
Written by Propel Marketing [?] · December 11, 2015 · [Like Page](#)

Take a closer look and see why Southern Oregon University can take you further than you ever imagined.



24,745 people reached [Boost Post](#)

19k Views

[Like](#) [Comment](#) [Share](#)

Katie Bergantino, Oceana Buckingham, Tyler Heth and 297 others like this. [Top Comments](#)

39 shares 10 comments



Request Information

Thank you for your interest in SOU! By completing this form, you will receive personalized information about Southern Oregon University. While you are not required to provide all of the information below, the more information you are able to provide, the more personal we can make your SOU experience.

Please note, an asterisk(*) denotes a required question.

Student Basic Information

Student's Full Name

Date of Birth *

Student Contact Information

Address *

City *

State *

ZIP *

Phone * - -

Student's E-mail address *

Verify Student's E-mail address *

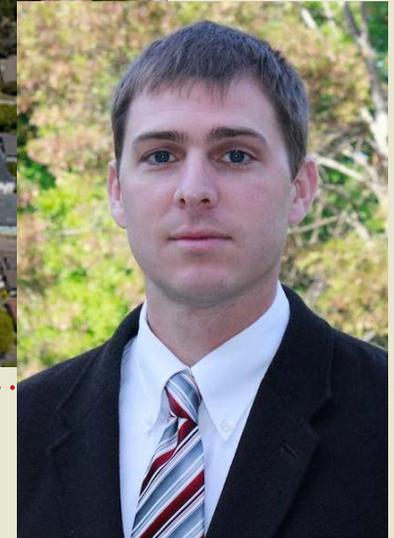
	NI E-mail results	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	11/19/2013
	rent	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	
	NI E-mail results	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	
	MT E-mail results		-	Default
	NI E-mail results	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	
	NI E-mail results	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	
	rent	Sou2you Larkspur [17 Nov 2013 09:00 AM]	-	
Inquiry Letter	Doc Merged	Letter and Mailing	Merged Doc Download	Recruits
Inquiry Letter	Doc Merged	Letter and Mailing	Merged Doc Download	Recruits
Inquiry Letter	Doc Merged	Letter and Mailing	Merged Doc Download	Recruits
Inquiry Letter	Doc Merged	Letter and Mailing	Merged Doc Download	Recruits
zzz01 response to web form	E-mail Viewed	Communication	EMT E-Mail Results	Recruits



HIGH SCHOOL VISITATIONS



Petaluma High School



Zac Olson
SOU Admissions

SOU2YOU EVENTS



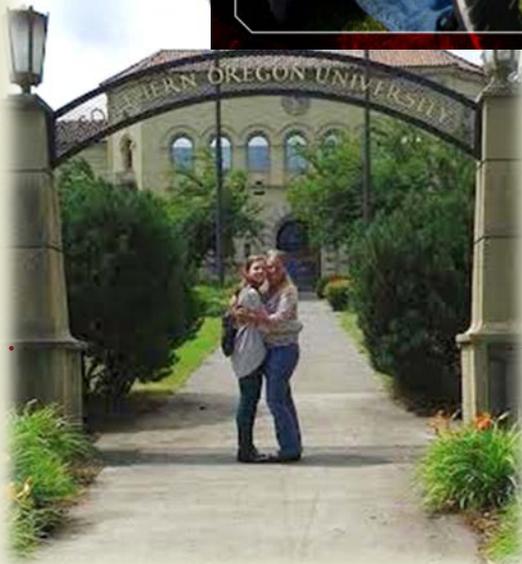
PREVIEW EVENTS



Morgan and her dad at Preview Weekend



Morgan and her mom at Preview Weekend



PREVIEW WEEKEND



Welcome to SOU!



Welcome to Southern Oregon University!

Congratulations on your admission to Southern Oregon University. This decision was made after thoughtful consideration, and we believe that you will make a wonderful addition to our community.

Many opportunities await you as a student at Southern Oregon University. Your education here will benefit greatly from our collaborative and creative intellectual environment. At Southern, we guarantee that you will have the opportunity to work closely with your professors and engage the "real world" in meaningful ways.

You'll find vast academic offerings and recreational opportunities here. Whether you are a Theatre student participating in a play directed by a member of the Oregon Shakespeare Festival, an Environmental Studies major engaging in hands-on research at our Deer Creek Center, or a Criminology major receiving direction from an officer of the Ashland Police Department, Southern Oregon University is serious about connecting the classroom with the community. Our location in Ashland, Oregon offers you a rich, cultural surrounding combined with stunning and unique geographical resources.

We look forward to seeing you on campus!

Kelly R. Moutsaton
Kelly Moutsaton
Director of Admissions

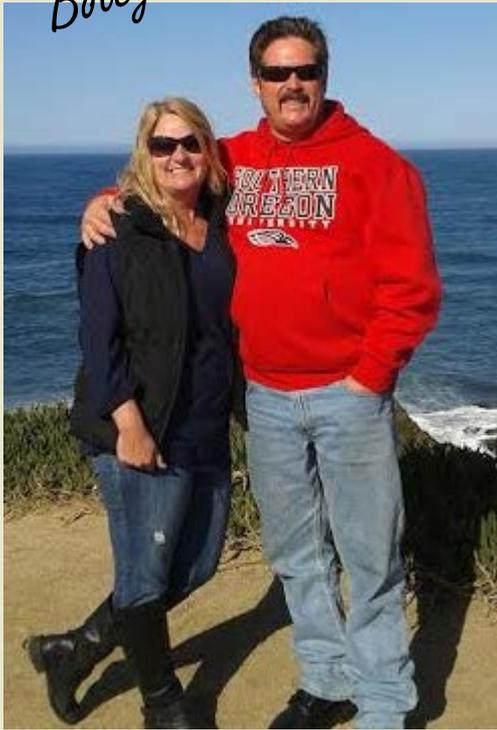


*Camping the summer
before SOU*



PROUD PARENTS

Botega Bay!



Mom

Dad





ENROLLMENT

RAIDER RECEPTIONS



On her way to SOU!



RAIDER RECEPTIONS



ADMITTED



CONNECTING STUDENTS



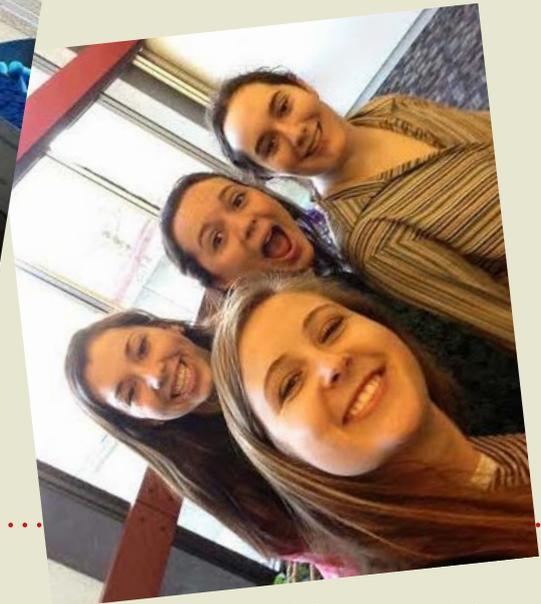
ROAR and WEEK OF WELCOME



After ROAR



Morgan at ROAR!



*Week of Welcome
39
activity*

MOVE-IN

Morgan's new "home" away from home



*Morgan and her dad during
Week of Welcome/Move-in*



CAREER CONNECTIONS



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BRIDGING AT SOU





BRIDGING AT SOU



- **New Program** for underrepresented first-year students
- **Collaboration** between Student Life, Career Connections, Academic Advising, Learning Commons, and Faculty
- **Supports** a successful transition and first year at SOU



ROAR - Advising



Primary Goals:

- Connect students with faculty and Academic Advisors
- Provide degree information
- Get students successfully registered

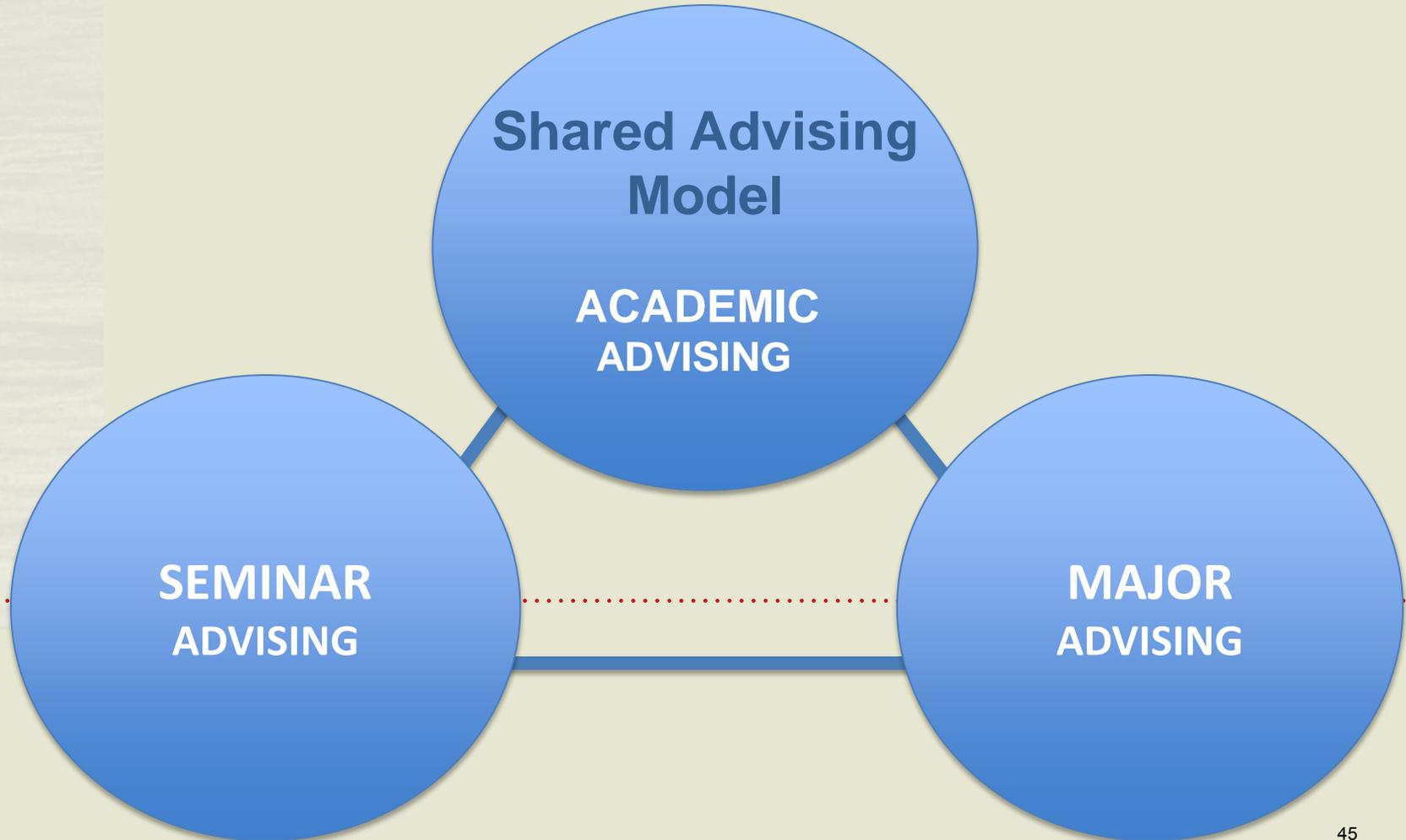
**Introduction
to Degree
Requirements**

**Meet Your
Faculty**

**Register for
Classes**

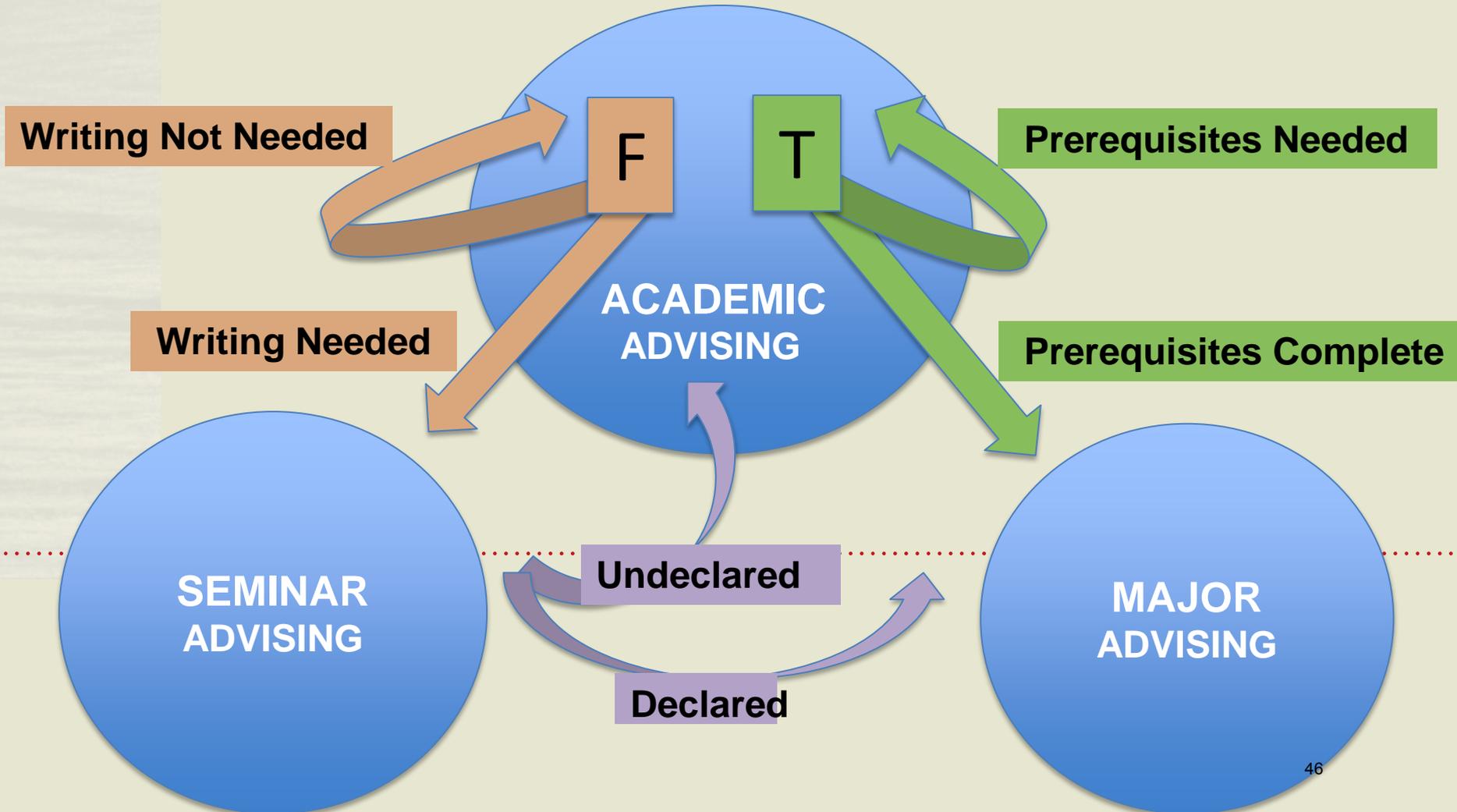


ROAR – NEW STUDENT ADVISING





ROAR – NEW STUDENT ADVISING





Proactive Advising



Examples:

- Follow up to ROAR registrations
 - Reach out to undeclared students
 - Contact students who haven't finished their second language requirement
 - Each contact with a student is a chance to support students
 - Presentations in Seminar classes
-



Advising Assessment



Education Benchmarking, Inc. (EBI) Survey 2015

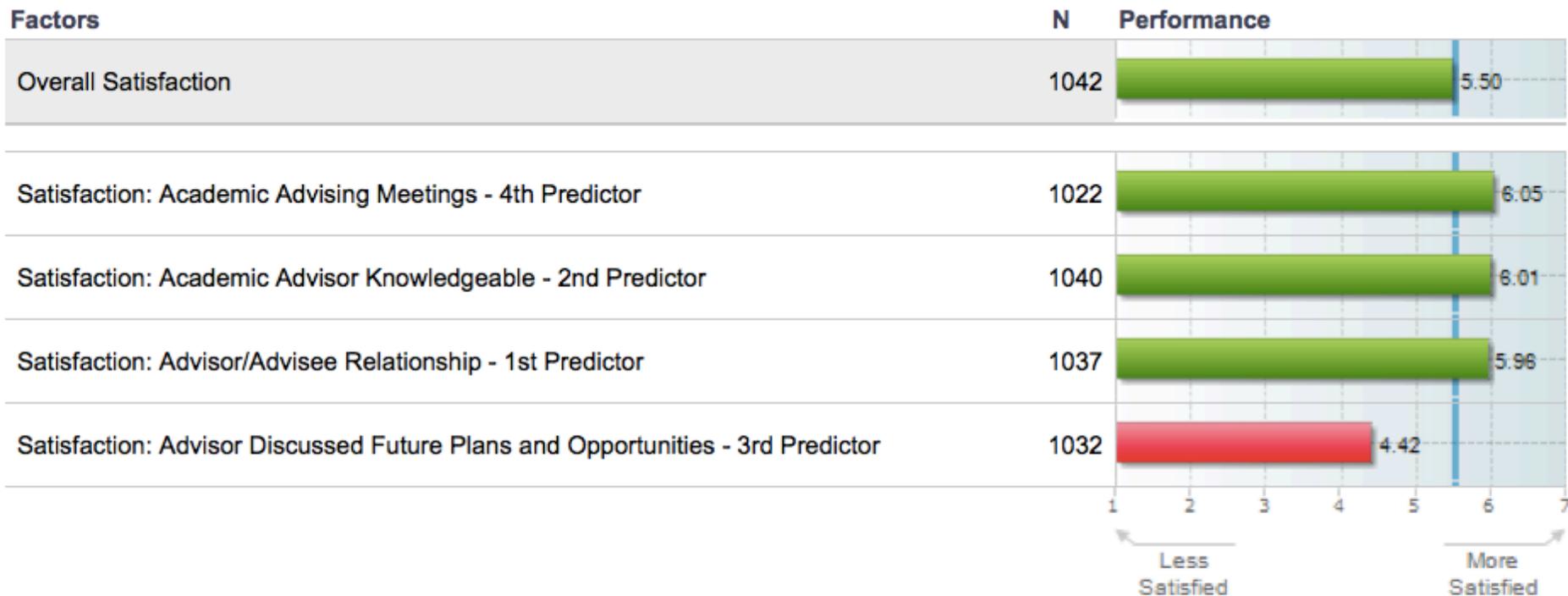
- Developed and validated (aligned with Council for the Advancement of Standards for Academic Advising)
- 67 items – demographic, Likert-scaled, and open-ended questions
- Sent out 3926 surveys to undergraduate students
- Received 1074 responses (27.4 % response rate)



Advising Assessment



Overall Satisfaction & Top 4 predictors of satisfaction with academic advising



-  = Your institution has a higher mean than the goal (5.5).
-  = Your institution is within .25 of the goal (5.5).
-  = Your institution has a lower mean than the goal (5.5) by more than .25.



RETENTION



- Multi-Cultural RC
- Queer RC
- Women's RC
- Commuter RC
- Environmental RC
- Clubs & Orgs
- Outdoor Programs
- Raider Recreation
- EPIC & ASSOU
- WOW Programming
- Crater Lake Snowshoe Extravaganza
- Winter's a Drag
- Casino Royale
- ASB – Taos, NM
- *It's on Us* campaign
- Food Pantry



- Technology to collect co-curricular data
- Blended Learning Environment
- Central Communication Point
- Co-Curricular Transcript

“Retention is directly linked to [our] institution’s ability to help students explore and actualize their full potential.” ~ Campus Labs® & Collegiate Link

SO RAIDER TRADITIONS

“Ceremonials, rites, and rituals on a college campus give form to communal life. They enrich the campus ethos and allow interpretations and meanings to be made of special events”

-Kuh, G.D., & Whitt, E.J. (1988). The invisible tapestry: Culture in American colleges and universities. ASHE-ERIC Higher Education Report

^{SO} U **RAIDER** **TRADITIONS**

Raider
Traditions

University
Traditions

SOU Mission Traditions

SO U RAIDER TRADITIONS

Raider Days,
Raider Winter
fest, Alternative
Service Break

SOAR, Beak Week,
Homecoming, Pow Wow,
Luau, Pride, SJ Conference

Orientation, Convocation, Commencement

Targeted Intervention and Support

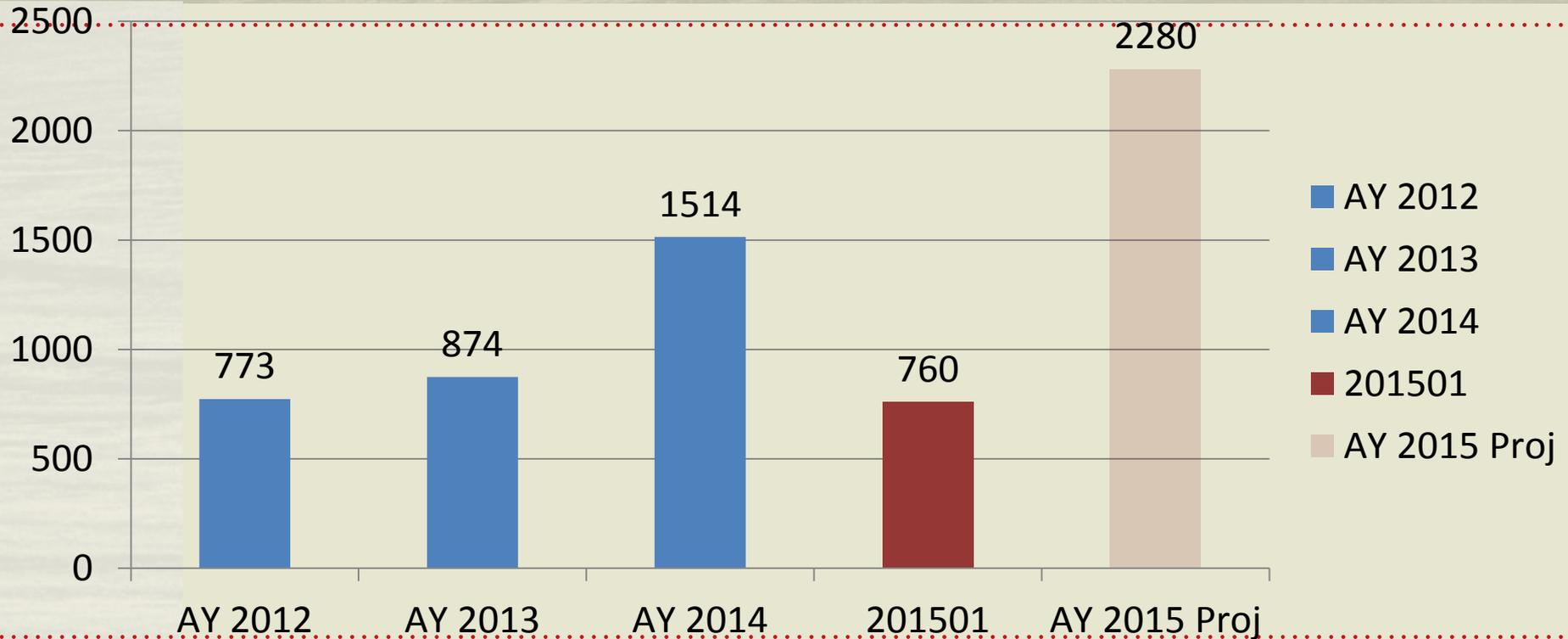
Providing the right intervention at the point of need in order to educate, build resilience, and promote retention.

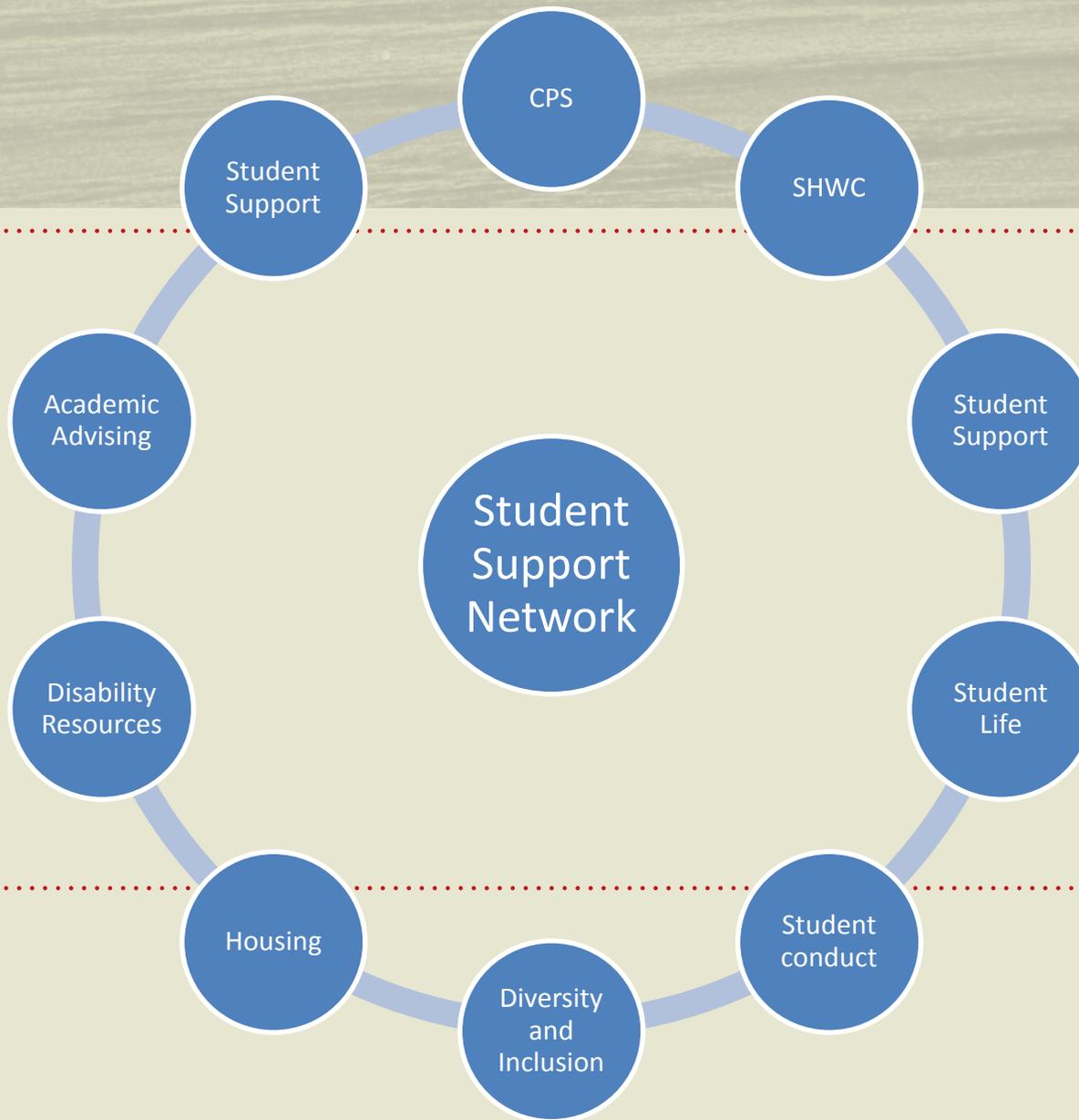
Points of Intervention

- Faculty
- Enrollment Services
- Financial Aid
- Student Health and Wellness
- Counseling
- Academic advisors
- Disability Resources
- Trio Advisors
- Student Life advisors
- Housing staff
- Student Support and Intervention – Case Management
- Conduct/Community Standards
- Campus Public Safety
- Campus Choice/Title IX
- Bias Response Team

Total Cares Reports by AY

AY 2012-Projected AY 2015







QUESTIONS?

Adjourn