



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

April 7, 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: a Provost's report offering updates on curriculum and enrollment topics. A discussion and action on House Bill 3375 and Preparation of Diverse Educators also is planned. The committee also plans to review information on and discuss the following: 2016-2017 tuition and fees; a student capstone project presentation on a health sciences degree program; and an overview of the SOU Student Health and Wellness Center.

The meeting will occur as follows:

Thursday, April 14, 2016

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

Hannon Library, DeBoer Room, 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
April 14, 2016

Call to Order and Preliminary Business



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

**Thursday, April 14, 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.

- | | | | |
|-----------|----------|---|---|
| | 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 February 18,
2016 Meeting Minutes (Action) | Chair Sayre |
| | 2 | Public Comment | |
| ~ 15 min. | 3 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice
President for Academic
and Student Affairs |
| | 3.1 | Curriculum Update | |
| | 3.2 | Enrollment Services Staffing Update | |
| | 3.3 | Enrollment Dashboard and Completions Report
Presentation | Chris Stanek, SOU,
Director, Institutional
Research |
| ~ 10 min. | 4 | HB 3375 (2015) and Preparation of Diverse
Educators (Action) | Chair Sayre; Dr. John
King, SOU, Division
Director, Education |
| ~ 30 min. | 5 | 2016-2017 Tuition and Fees – Information
and Discussion | Mark Denney, SOU,
Associate Vice President
for Budget and Planning;
Torii Uyehara, ASSOU,
President |

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

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AGENDA (Cont'd)

- | | | | |
|-----------|----------|---|--|
| ~ 25 min. | 6 | Capstone Project Presentation: Health Sciences Degree | Jeanne Stallman, SOU, Executive Director, Outreach and Engagement; Dr. Donna Lane, SOU, Professor, School of Business; Anna Fusco, SOU Student |
| ~ 25 min. | 7 | Student Health and Wellness Center Introduction and Overview | Victor Chang, SOU, Director of Counseling |
| | 8 | Adjourn | Chair Sayre |



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

**Thursday, February 18, 2016
1:30 pm - 3:15 pm (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order and Preliminary Business

Chair Sayre called the meeting to order at 1:32 pm.

The following committee members were present: Teresa Sayre, Sheri Bodager, Judy Shih and Joanna Steinman. Trustee Les AuCoin participated by videoconference. The following members were absent: Steve Vincent and Shea Washington. Trustee Roy Saigo (ex officio) and Trustee Dennis Slattery were also in attendance.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Dr. Greg Jones, Division Director for Business, Communication and the Environment; Moneeka Settles, Innovation and Leadership Program Coordinator; Dr. John King, Division Director for Education; Dr. Jeffrey Gayton, University Librarian and Director of the Learning Commons; Fred Creek, Director of Campus Public Safety; Ryan Brown, Head of Community and Media Relations; Don Hill, Classroom and Media Services Manager; Gordon Carrier, Computing Coordinator; Sabrina Prud'homme, Board Secretary; Kathy Park, Executive Assistant; David Coburn, OSA; and Jim Chamberlain.

Trustee Shih moved to approve the January 21, 2016 meeting minutes. Trustee Steinman seconded the motion and it passed unanimously.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh updated the committee on the Bachelor of Music proposal. Faculty members made changes recommended by the Provosts' Council. The proposal has been resubmitted to the council and will be reviewed at its March meeting.

Dr. Walsh and seven other faculty and staff members attended the American Association of State Colleges and Universities (AASCU) conference, where they discussed AASCU's Re-imagining the First Year initiative, among other topics. SOU was one of 44 institutions selected to participate in the initiative. Responding to Trustee Steinman's question about how the participants were selected, Dr. Walsh said it was a rigorous

application process. AASCU was not interested in institutions that were aspirational but rather those with a breadth of existing programs.

Trustee Shih asked about the evaluation process of the 44 schools' outcomes. According to Dr. Walsh, the application included details on what programs are in progress and measures of success (both data and anecdotal information). SOU will have a cohesive framework that will include an assessment and can make changes in areas needing improvement. Dr. Walsh agreed with Trustee Shih's comment that these 44 institutions could serve as a model for the other AASCU members. Trustee AuCoin complimented Dr. Walsh and her team on this accomplishment.

Dr. Walsh discussed recent activities in Salem, saying they had productive meetings, met with legislators and participated in University Day. All seven universities participated, including presidents, provosts, vice presidents, faculty, staff and students. Craig Morris added that the legislators with whom he met were extremely impressed with how well the seven universities are working together, noting it was the first time they had seen all seven universities in the capitol at the same time, advocating for the same issues.

At the Provosts' Council meeting, the provosts addressed the accelerated learning and dual credit discussions that are occurring at the state level. It is not clear where the legislature will go. Chair Sayre added that this will become clear in the future. Dr. Walsh believed SOU has a big role in this because it has a robust dual credit program and relationships with community colleges that need to be considered.

Dr. Walsh reminded the committee members that enrollment data is available at sou.edu/avper.

Innovation and Leadership Degree Program Report

Dr. Greg Jones discussed the Innovation and Leadership (INL) Degree Program. It is SOU's credit for prior learning program, which institutions are mandated to have. The program is the brainchild of Jeanne Stallman, who engaged people with significant experience in the community. Moneeka Settles is the program coordinator and does the marketing, reviews applications, schedules professors, provides professor support, provides program support and evaluation, and teaches in the program. The program is a year old and the first and second cohorts are progressing through it.

Describing the unique nature of the INL program, Ms. Settles said it is a collection of courses that meets the needs of employers and employees in the valley. It attracts a segment of students who are not enrolled at SOU. It is a multi-disciplinary program, including courses from business, communication, psychology, and emerging media and digital arts. Upon completion of the program, students earn a Bachelor of Science.

The program targets those who have careers, have not completed a Bachelor's degree, and who desire a degree but may be concerned about the time commitment and the characteristics of their classmates. Responding to Trustee Shih's observation that these students have a high level of experience, Ms. Settles said it makes a big difference that the students know their cohort colleagues share the same level of life learning.

Ms. Settles discussed the background information used to develop the program, determine courses and program outcomes. Ms. Settles confirmed for Trustee Steinman that most of the required courses already existed, though the course on digital portfolios was designed specifically for this program and is now available to the whole university. She further explained the program, term and class structure.

Responding to questions from Trustees Shih and AuCoin, Ms. Settles said the cohorts are very cohesive and explained the program costs to students. She added that the program is nearly at capacity and the courses are taught by full-time faculty and adjuncts, about evenly split.

Trustee Shih asked about recruiting and whether any employers pay tuition costs. Ms. Settles discussed recruitment efforts, marketing and relationships with local employers, noting that some do pay for a portion of the tuition.

The program has several indicators of success so far: 158 inquiries since the inception; the third cohort starts in August 2016; students are very pleased with their classmates, professors and advisor support; employers respond positively to the program of instruction; one professor stated teaching in the program was the highlight of his career; and another professor said he thought the program was really working. Dr. Walsh added that she talked to an SOU employee who is a student in the program; the employee highly praised Ms. Settles' class and the program, saying it has changed her life.

Responding to Chair Sayre's and Trustee Steinman's questions about the probable success of the first cohort, Ms. Settles said she anticipates that all of them will complete the program and some of them will graduate in June. Responding to Trustee Bodager's question about whether the August cohort is full, Ms. Settles said it is not yet full but that she receives a lot of inquiries in March.

Though the program produces degrees, Chair Sayre asked if it was cost effective from a university standpoint. Ms. Settles said the program is self-supporting, even after paying for professors, her position and marketing. Dr. Walsh suggested a cost-benefit analysis in the future.

HB 3375 (2015) and Preparation of Diverse Educators

Chair Sayre introduced the topic, saying it is particularly timely because HB 3375 came with new mandates for the teacher education program that align with 40-40-20 and graduation of diverse educators. Dr. John King said all public teacher education programs must develop a concrete plan with strategies, goals, and deadlines for recruiting, admitting and graduating diverse educators.

The state has put funding behind this initiative in the new student success and completion model, with additional incentives for culturally and linguistically diverse college students. SOU will use a collaborative approach with its dedicated and committed partners in the community, including the Phoenix-Talent and Medford school districts and the Southern Oregon Educational Services district. The new initiative also takes advantage of other state programs, such as dual credit and accelerated learning, and will build the plan to take advantage of what is already happening in K-12.

Dr. King said recruiting and graduating culturally and linguistically diverse K-12 teachers benefits SOU in a couple of ways. SOU is looking at it as an enrollment driver and is expanding the pipeline of people SOU is preparing to become teachers through the teacher education program. More broadly, SOU is also preparing to expand the pipeline of K-12 students who are planning to go to college.

The proposal does not start from scratch. It builds on SOU's existing minority outreach efforts, including diversity scholarships, pre-college youth programs, Pirates and Bulldogs to Raiders programs, sending education practicum students to support specific programs in K-12 schools and the Bridge program.

Trustee AuCoin expressed interest in the HECC marks SOU wants to meet, specifically regarding Latinos and Native Americans. Dr. King said, at this point, the Pirates and Bulldogs to Raiders programs have cohorts of 35 students in each grade level from 8th to 12th grade. This will be the first graduation year for the Pirates to Raiders participants. So, from those two programs, there is a pipeline of 70 students per year who will be looking to start college. Dr. King said there will be an expansion of the program to other local districts. Dr. Walsh answered further that Brent Florendo is SOU's Native American student recruiter and has been in that position since last summer.

The goals are to fulfill the state mandate to increase the number of teachers with culturally and linguistically diverse backgrounds throughout southern Oregon schools and, in a broader sense, increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from the Rogue Valley who are encouraged and prepared to succeed in higher education. The strategies to meet these goals include starting early in a student's academic life, having an articulated dual credit pathway, bridging secondary and post-secondary systems, having targeted incentives for culturally and linguistically diverse students and leveraging community partnerships.

For SOU's commitment to this strategy, there are several fiscal impacts. SOU seeks to achieve budget neutrality through earmarking the additional state incentives that are provided for "targeted student sub-population" for tuition remission for these students. The Phoenix-Talent and Medford school districts will fund teacher equity fellowships. Southern Oregon Educational Services District will fund instructor Professional Learning Communities to develop and articulate new dual credit courses.

Responding to Trustee Shih's question about whether SOU can recruit qualified students for this program by approaching a student who is already pursuing a degree and offering a free secondary major in teaching, Dr. King said the answer is yes and no. Yes because that is a traditional approach for recruiting. But no because SOU has not recouped the state-provided funds. The goal is to recruit students who would not already be at SOU.

Dr. King then talked about measuring success. SOU's goals are to increase the college admission and completion rates among Latino students above statewide averages and increase the number of "locally-grown" culturally and linguistically diverse K-12 teachers from .4 to 10 per year. Dr. King is looking at this as a replicable, scalable and sustainable

model. At this point, the budget does not rely on any external funding beyond that provided in the student success and completion model already in place. However, SOU has \$189,000 set aside to sustain the program if necessary and has earned a \$20,000 external grant that supports the Pirates and Bulldogs to Raiders programs.

The next step for the board is to determine when to review the plan for adequacy and feasibility and provide input. Since this was the committee's first opportunity to look at the plan, Chair Sayre proposed that it be put on the agenda for April for further discussion and action.

Dr. King concluded by saying the statewide average for Latino students going to college is 9.2 percent. Looking at the students in the Pirates and Bulldogs to Raiders programs who are graduating, SOU has more than tripled that average so far, even before layering on dual credit and students still have time to decide whether to attend college.

Answering Trustee Shih's question about why the emphasis is on Hispanics, Dr. King said it is because of the large 33 percent Hispanic population in the Phoenix-Talent school district. They are looking to expand the program to Native American students. Dr. King pointed out that the HB 3375 initiative has broader application, covering all students whose first language is not English and who are of color.

AASCU Re-imagining the First Year

Dr. Jeffrey Gayton discussed AASCU's Re-imagining the First Year Program. There are 420 institution members of AASCU, public colleges similar to SOU. AASCU selected 44 of its members to participate in the Re-imagining the First Year program. SOU is the only Oregon institution selected to participate. The program's goal is to ensure success for all students, particularly those who have historically been underserved by higher education: low income, first generation and students of color. SOU's team includes representatives from many campus constituencies.

From AASCU's point of view, Dr. Gayton said the main goals of the program are collaboration and implementation. AASCU recognizes the days of institutions "going it alone" are over; they need to work together and share best practices. On the implementation side, institutions know what helps first year students succeed and do not need more pilot programs or research; they need to go ahead and make institutional changes. From SOU's point of view, SOU has to identify the common themes underlying existing initiatives that support first year students, including ROAR, Week of Welcome, the Office of Student Support and Intervention, SOU Cares, the Bridge program, University Seminar and the College Transition Collaborative. Drs. Walsh and Gayton believe having many ongoing initiatives is one of the reasons SOU was selected to participate in the AASCU program. SOU also needs to evaluate the cumulative effect of these initiatives; identify other initiatives that would reinforce existing efforts; and integrate disparate initiatives into comprehensive, reflective programs to support retention, learning and success for students in their first year and beyond.

Dr. Gayton said when something is everyone's responsibility, it is no one's responsibility and in this program, everyone has an important role to play.

Chair Sayre asked if there is a planned course of action for the participants to follow or if it is a collection of people working together as a group. Dr. Gayton said the team would develop a plan specifically for SOU. The team will submit an outline of the program on June 20. Since this is a 3-year program, AASCU recognizes groups will tinker with the plan, move targets around and shift areas of emphasis. Institution participants will get together to share ideas and AASCU will provide those ideas to all member institutions. Dr. Walsh added that AASCU has a history of big initiatives that cross over between existing initiatives and creating new ones. Dr. Gayton said AASCU will help SOU make its plan successful, pairing peer institutions to share and assist each other.

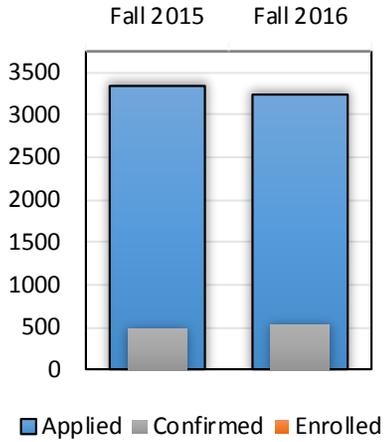
Adjournment

There being no further discussion, Chair Sayre adjourned the meeting at 3:00 p.m.

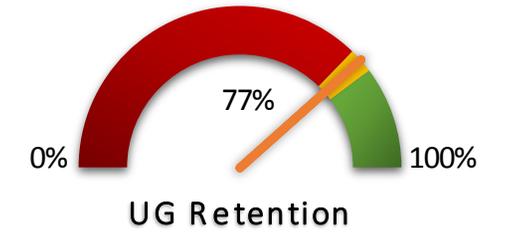
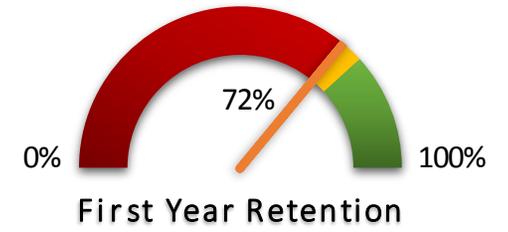
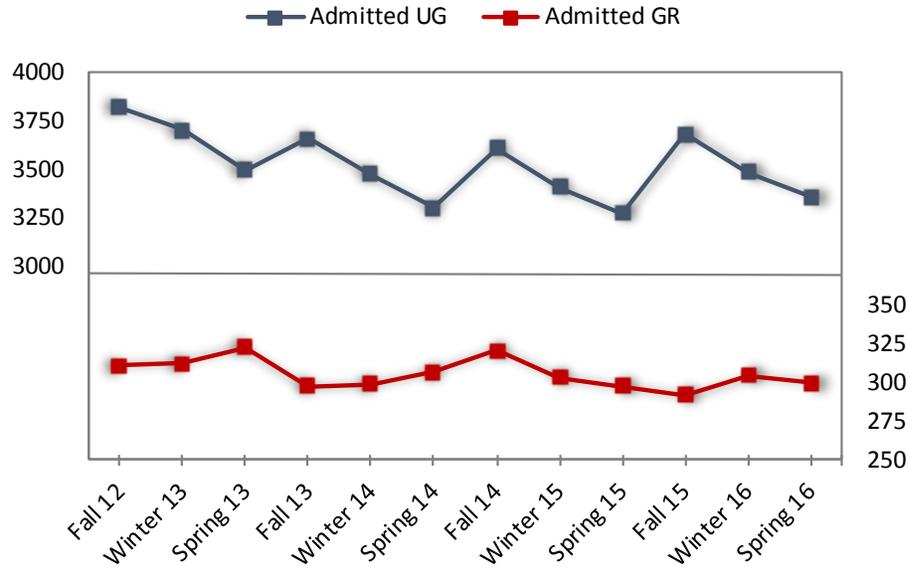
Public Comment

Provost's Report

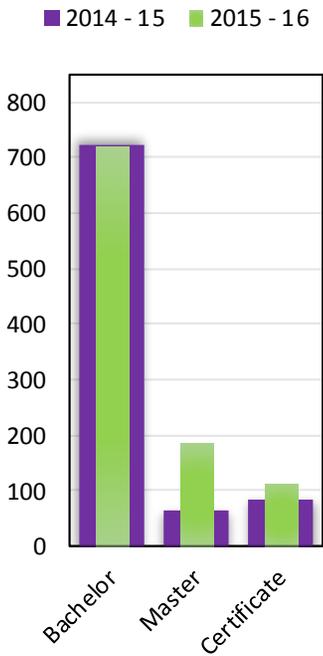
Admission Apps



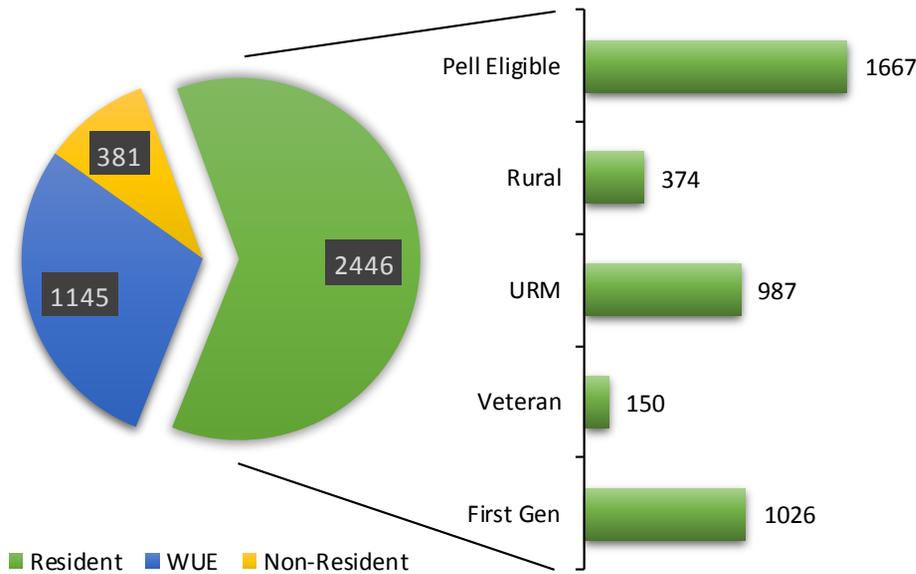
FTE Enrollment Trends



Degree Apps



Spring 2016 UG Student Population



Southern Oregon University

Degree Completions by **Discipline Level** Categories

Academic Year 2014-15 vs. Academic Year 2015-16

March Applications and YTD Awards

	Degree Applications (as of end of March)				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
Bachelor Degrees (2.0 base pts)	725	718	-7	-1.0%	798	73
Resident: Entered as First Year	232	182	-50	-21.6%	246	19
Discipline Level 1 (base pts x 1.00)	70	48	-22	-31.4%	74	3
Discipline Level 2 (base pts x 1.25)	100	98	-2	-2.0%	108	10
Discipline Level 3 (base pts x 1.85)	62	36	-26	-41.9%	64	6
Resident: Entered as Transfer (base pts x 0.675)	270	263	-7	-2.6%	314	21
Discipline Level 1 (base pts x 1.00)	79	79	-	0.0%	86	3
Discipline Level 2 (base pts x 1.25)	151	154	3	2.0%	182	14
Discipline Level 3 (base pts x 1.85)	40	30	-10	-25.0%	46	4
Non-Resident (no state funding)	223	273	50	22.4%	238	33
Master Degrees (1.0 base pts)	64	184	120	187.5%	236	19
Resident	39	122	83	212.8%	130	9
Discipline Level 1 (base pts x 1.27)	2	6	4	200.0%	3	2
Discipline Level 2 (base pts x 1.72)	35	104	69	197.1%	118	6
Discipline Level 3 (base pts x 2.46)	2	12	10	500.0%	9	1
Non-Resident (no state funding)	25	62	37	148.0%	106	10
Graduate Certifications (0.2 base pts)	86	113	27	31.4%	248	23
Resident	68	76	8	11.8%	199	17
Discipline Level 1 (base pts x 1.27)	5	3	-2	-40.0%	8	-
Discipline Level 2 (base pts x 1.72)	63	72	9	14.3%	191	17
Discipline Level 3 (base pts x 2.46)	-	1	1	0.0%	-	-
Non-Resident (no state funding)	18	37	19	105.6%	49	6

Notes: \$1137.43 allocated per pt for degrees in the FY 2016 appropriation and represented 20% of the total non-base PUSF, 80% was allocated from SCH production.
 Total points for FY 2016 = 1821.6 representing the three year trailing average of degree completions from Ay 2012-13 through 2014-15.

Southern Oregon University

Degree Completions by Premium & Sub-population Categories
Academic Year 2014-15 vs. Academic Year 2015-16
March Applications and YTD Awards

	Degree Applications (as of end of March)				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
Bachelor Degrees (2.0 base pts)	725	718	-7	-1.0%	798	73
Resident: Entered as First Year	232	182	-50	-21.6%	246	19
Area of Study Premium†	17	17	-	0.0%	17	1
Underrepresented Minority*	39	31	-8	-20.5%	37	7
Pell Grant Recipient*	158	106	-52	-32.9%	160	8
Veteran Status*	190	133	-57	-30.0%	200	14
Rural High School Graduate*	97	51	-46	-47.4%	100	2
Resident: Entered as Transfer (base pts x 0.675)	270	263	-7	-2.6%	314	21
Area of Study Premium†	31	26	26	83.9%	36	4
Underrepresented Minority*	45	37	37	82.2%	49	1
Pell Grant Recipient*	204	217	217	106.4%	234	20
Veteran Status*	212	230	230	108.5%	246	19
Non-Resident (no state funding)	223	273	50	22.4%	238	33
Master Degrees (1.0 base pts)	64	184	120	187.5%	236	19
Resident	39	122	83	212.8%	130	9
Area of Study Premium†	1	15	14	1400.0%	8	1
Non-Resident (no state funding)	25	62	37	148.0%	106	10
Graduate Certifications (0.2 base pts)	86	113	27	31.4%	248	23
Resident	68	76	8	11.8%	199	17
Area of Study Premium†	1	1	-	0.0%	1	-
Non-Resident (no state funding)	18	37	19	105.6%	49	6

† Area of Study Premium increases point value by 20% and is defined as degrees within STEM, Health, and Bi-lingual Education

* pts for sub-groups are additive: if recipient exists in one group add 0.8 pts, if two add 1.0 pts, if three add 1.1 pts, if four add 1.2 pts

Notes: \$1137.43 allocated per pt for degrees in the FY 2016 appropriation and represented 20% of the total non-base PUSF, 80% was allocated from SCH production.

Total points for FY 2016 = 1821.6 representing the three year trailing average of degree completions from Ay 2012-13 through 2014-15.

HB 3375 (2015) and Preparation of Diverse Educators (Action)

Pathway to Teaching - SUMMARY

Full Undergrad Pathway - per student

Revenue Per Student	\$	51,135		
Cost Per Student	\$	51,470		
			Net Impact	\$ (335)

Full Grad Pathway - per student

Revenue Per Student	\$	84,726		
Cost Per Student	\$	80,376		
			Net Impact	\$ 4,350

~Prepared by Deborah Lovern Budget Officer for Academic and Student Affairs 4/6/16

Pathway to Teaching - PER STUDENT REVENUE TO SOU

	SCH	From student		From state		Total Revenue From activity
		Rate	Revenue	Rate	Revenue	
1. Pirates/BullDogs to Raiders No revenue stream						
2. Pre Education Path - Dual Credit earn up to 15 SCH new courses, new revenue	15			\$ 50.00	750	750 -
			-		750	750
3. Undergrad Degree in Elem Education						
a. Need 180 total, already earned 15	<u>165</u>					
b. Activity Based Funding Outcome Based funding		\$ 151	24,915	\$ 41.60	6,864	
c. Degree completion weight				2.00	8,324	
d. SSCM weighting (minority, Pell eligible)				1.00	4,162	
e. Fees 12 terms		\$ 510.00	6,120			
			31,035		19,350	50,385
4. MAT in 13 months NON-Education Undergrad Degree						
a. Need 180 total, already earned 15	<u>165</u>					
b. Activity Based Funding Outcome Based funding		\$ 151	24,915	\$ 41.60	6,864	
c. Degree completion weight				2.00	8,324	
d. SSCM weighting				1.00	4,162	
e. Fees 12 terms		\$ 510.00	6,120			50,385
MAT in 13 months (5 terms) 68 SCH	68					
Activity Based Funding Outcome Based funding		\$ 341.00	23,188	\$ 42.04	2,859	
MA Degree completion weight				1.00	4,162	
Graduate Certificate (Licence) weight				0.20	832	
Fees 5 terms		\$ 510.00	2,550			33,591
			56,773		27,203	83,976
Full Undergrad Pathway - per student (1,2,3)			62,070		40,200	51,135
Full Grad Pathway - per student (1,2,4)			56,773		27,953	84,726

Assumptions:

1. Pirates/Bulldogs to Raiders is free to students so there is revenue
2. SOU receives \$50 per SCH from the state for dual credit enrollment
- 3.a. 180 credits required for Elementary Education Degree, assumption is that 15 were taken as dual credit while in high school
- 3.b. Averaged tuition for FY16-17 will be \$151 per credit. The state will pay \$41.60 for every resident undergraduate credit
- 3.c. the Outcome based funding model provides 2 points for completion of an undergraduate BS/BA degree
- 3.d. The outcomes based model provides extra weighting for targeted sub-populations. This program targets 2 or 3 of those sub-populations
1.0 points for under-represented minorities and low-income (Pell eligible) students. There is a strong expectation many will also be rural, but we did not include that bump in this analysis. Every rural student would add \$416.20 in state revenue
- 3.e. In order to show all mandatory costs to the student, Student Fees have been included here. No attempt has been made to include food housing, course fees or other non-mandatory fees an average student might incur.
- 4.a. The MAT has been reduced as of 2016-17 to 68 credits, to be completed in 13 months, or 5 terms.
- 4.b. The Education specific tuition will be \$341 per credit for 2016-17. State revenue will be \$42.04 per credit for Education graduate credits
- 4.c. the Outcome based funding model provides 1 points for completion of an graduate degree
- 4.d. The outcomes based model provides no extra weighting for targeted sub-populations. It does provide .2 points extra weighting for graduate certifications (aka licensure)
- 4.e. See 3.e.

~Prepared by Deborah Lovern Budget Officer for Academic and Student Affairs 4/6/16

Pathway to Teaching -PER STUDENT COST TO SOU

	Cost per student
1. Pirates/Bulldogs to Raiders program	
Labor, operating costs	234
	234
2. Pre Education Path ASC	
earn up to 15 SCH towards major @ \$41/ SCH	615
Program to cover cost of tuition for the student	
	615
3. Undergrad Degree in Elem Education	
a. Tuition Waiver	6,229
b. Marginal Cost per Graduated student	38,272
c. Student Fee supported activities	6,120
	50,621
4. MAT in 13 months	
a. Marginal Cost per Graduated student	38,272
b. Student Fee supported activities	6,120
c. Tuition Waiver	23,188
d. Marginal Cost per MAT student on the Path	8,333
e. Student Fee supported activities	2,550
Opportunity Cost	
f. Forgone tuition for average .4 students who would have attended MAT regardless of Pathway	1,064
	79,527
Full Undergrad Pathway - per student	51,470
Full Grad Pathway - per student	80,376

Assumptions:

1. Costs include partial FTE for SOU staff member, student labor, and an operating budget, prorated by the total student each school will accept. Student head count assumes 70% retention rate.
2. Pathway program will cover the cost of Pre-Education dual credit courses. \$41 per credit x 15 credits.
- 3.a. Pathway program will cover the final years tuition.
- 3.b. Marginal cost to educate a student was derived by dividing all budgeted operations spending by degrees awarded. This averaged \$213 based on 2014-15. Using this method, it becomes the same for graduate as well as undergraduate students.
- 3.c. While it was informative to show total student costs to include student fees, it is not relevant to the pathway program. We are simply reversing revenue out here. This is a fair assumption since student fees are collected to cover specific activities and should be expended fully each year.
- 4.a. see 3.b.
- 4.b. see 3.c.
- 4.c. Pathway program will waive Graduate tuition for students who earned BA/BS at SOU.
- 4.d. This cost represents the increase in faculty wages required
- 4.e. see 3.c.
- 4.f. Opportunity cost represents the cost of a student from this targeted population who would have attended SOU at full cost had the pathway program not been offered.

** There is no SOU retention rate applied to Pathway students because outside of the dual credits in high school being free, there is no added cost for these students until they begin their final year of school.

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, April 14, 2015**

**Proposed Motion for Agenda Item:
HB 3375 (2015) and Preparation of Diverse Educators**

As outlined in ORS 342.774, The Higher Education Coordinating Commission (HECC) shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators [. . .]. The commission shall review the plans for adequacy and feasibility, with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plan.

Toward fulfillment of this requirement, and after thorough review and discussion, the Academic and Student Affairs Committee recommends the full board approve submission to the HECC, SOU's "Pathway to Teaching: Southern Oregon University Diverse Educator Recruitment and Development Plan," *as presented to/as amended by* this committee.

The plan has been reviewed for "adequacy and feasibility" in support of accomplishing the goal stated in HB 3375 (2015) and ORS 342.437.

The committee further recommends that full board authorize the board chair to create or cause to be created, any communications on behalf of the board, necessary to accompany SOU's submission of this plan to HECC.

Pathway to Teaching

Recruiting and Developing Diverse Educators at Southern Oregon University

Submitted in accordance with HB 3375: Oregon Educator Equity Report

February 18, 2016

Consistent with the goals of 40-40-20 and the Oregon Equity Lens, HB 3375 requires each public teacher education program in the state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The bill further requires the governing board of each public university to review these plans for adequacy and feasibility before final submission to the Higher Education Coordinating Commission.

Statewide Context: Valuing Teacher Diversity

Improving the diversity of our teaching workforce is a critical priority for closing the achievement gap and advancing towards 40-40-20. HB 3375 defines “diverse” as people with culturally or linguistically diverse characteristics including:

- (a) Origins in any of the black racial groups of Africa but not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.

Increasing the number of culturally and linguistically diverse teachers in Oregon contributes to the goal of enhancing educational equity and success for all students. As explained in the 2015 Oregon Educator Equity Report, research on teaching and learning demonstrates that having teachers they can relate to helps students become more engaged and thereby increases their effort, interest and confidence. For Oregon’s increasingly diverse student population, having high achieving teachers with cultural backgrounds similar to their own provides access to real life, relatable role models of academic achievement and career success that can inspire and support their own success in and outside of the classroom.

Oregon has made some progress towards the goal of increasing teacher diversity over the last twenty years, more than doubling the percentage of non-white teachers from 3.9% to 8.5%. That progress, however, has failed to keep pace with the growing diversity among Oregon’s k-12 student population such that the gap between the percentage of non-white students and teachers statewide (known as the Teacher Diversity Index) has ballooned from 12.4 to 27.9%. As a

result, Oregon's schools and teacher preparation programs face a significant challenge in their efforts to improve outcomes for Oregonian students by recruiting, developing and supporting a more diverse teacher workforce.

Institutional Context: Building a Diverse Student Body at Southern Oregon University

Teacher preparation programs at both the graduate and undergraduate level are highly dependent upon the student population of the university in which they are located. At Southern Oregon University (SOU), 69% of our teacher education candidates in 2014-15 were drawn from the undergraduate student population at SOU. Thus, efforts to enhance the diversity of the teacher education candidates stand to benefit from initial steps aimed at developing a more diverse student population university-wide. The Pathway to Teaching builds upon a strong foundation of successful minority outreach efforts already underway at Southern Oregon University:

The university invests in attracting and retaining a diverse student body through Diversity Scholarships which provide tuition remissions of up to \$5000/year for new and continuing students who demonstrate academic excellence and contribute to the university through community involvement, cultural sharing, leadership roles and extracurricular activities. The newly instituted Bridge Program employs a wrap-around approach to supporting Oregonian first generation college-going students as they transition into higher education through providing early summer entry, campus jobs, and pro-active advising and academic supports. The Office of Diversity and Inclusion, meanwhile, works to ensure a supportive and inclusive campus climate for all students by fostering a culture of respect and a rich diversity of ethnicity, race, gender and gender identity, size, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, disability, and political affiliation. Safeguarding this culture of respect, a Bias Response Team provides proactive education and responsive action to bias-related incidents, while programs such as SOU Connections help connect underrepresented students to each other and to the array of resources available across campus aimed at promoting student success and inclusion.

Pre-College Youth Programs offer an array of opportunities designed to open the door to college for children and families from underrepresented populations:

- Academia Latina is a week-long residential summer program which immerses Latino 7th, 8th and 9th graders in the university setting through classes, field trips, cultural experiences and recreational activities;
- Latino Family Days help students and their families experience the university setting and learn about college admissions through campus tours, sessions on college applications, financial aid/scholarships, and student and faculty panels;
- Cesar Chavez Leadership Conference invites regional Latino high school students to address contemporary issues and educational opportunities beyond high school through workshops on leadership and community engagement;
- Pirates to Raiders is a partnership program between students, families, school districts and Southern Oregon University to support students from 8th grade through high school completion and admission to SOU;

- Konoway Nika Tillicum is a year-long academic and cultural support program for Native American students in grades 6-12 culminating in an 8-day residential academy on the college campus.

The SOU School of Education also provides targeted efforts aimed at building the pipeline of underrepresented students aspiring and academically prepared to succeed in college. Education practicum students spend approximately 100,000 hours each year in K-12 school settings and much of this time is now being directed to programs such as AVID and ASPIRE which provide academic support and mentoring for potential first generation college goers. We have dedicated two .5 FTE positions to Minority Outreach Coordinator and Navigator roles to support the expansion of Pirates and Bulldogs to Raiders programs which provide after school tutoring, family outreach, and college preparation and planning workshops for over 120 Latino middle and high school students in the Phoenix-Talent and Medford school districts. And, to help ensure all teachers we graduate are well equipped to support the academic achievement of linguistically diverse students, each of our teacher licensure programs was revised between 2014 and 2016 to integrate competencies in culturally responsive pedagogy and teaching English Language Learners within the general education classroom.

Extending the Bridge: Creating a Pathway to Teaching

Now, in a unique collaboration with two local school districts and the Southern Oregon Educational Services District (SOESD), the SOU School of Education seeks to build upon these efforts to create a sustainable, high impact model for cultivating a diverse educator workforce from within our local community. The specific goals, strategies, deadlines and success metrics for this Pathway to Teaching are presented below:

Goals

- 1) Increase the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
- 2) Increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core Strategies

- 1) Starting early:
 - Efforts to recruit diverse teachers which begin in or after college have historically proven ineffective and the percentage of culturally and linguistically diverse teachers nationwide continues to lag significantly behind that of students;
 - The Pathway to Teaching links with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach. It supports academic achievement and post-secondary aspirations at each step from 8th grade through graduate school.
- 2) Articulated career pathway including dual credit:
 - Students can earn 15 credits of college coursework while still in high school;
 - No tuition will be charged for college credits earned through the Pre-Education Pathway.

- 3) Bridging systems to support post-secondary and career aspirations:
 - Bridging middle & high school through Pirates/Bulldogs to Raiders program;
 - Bridging high school & college through Pirates/Bulldogs to Raiders program and dual credit Pre-Education pathway;
 - Bridging college & career through concurrent enrollment in the Master of Arts in Teaching (MAT) or undergraduate Elementary Education (EE) licensure track program and the Teacher Equity Fellows program.
- 4) Incentivizing participation for culturally and linguistically diverse students:
 - Free MAT/EE licensure program for students who complete the Pre-Education Pathway and earn their undergraduate degree from SOU;
 - Intent to Employ offer for students who complete the Pre-Education Pathway;
 - Paid fellowships for students completing their MAT or EE licensure program.
- 5) Leveraging community partnerships around common priorities and shared commitments:
 - Southern Oregon University agrees to earmark “targeted student sub-population” state funding generated by students participating in the Pathway to support tuition remissions during their MAT or EE licensure track program;
 - Medford and Phoenix-Talent school districts agree to award fund paid fellowships for students from their district participating in the Pathway during their MAT or EE licensure track program;
 - Southern Oregon Educational Services District (SOESD) Migrant Education agrees to fund instructor Professional Learning Communities (PLCs) to develop and articulate courses in the Pre-Education Pathway.

Implementation Plan and Timeline

Fall 2015

- Expand Pirates to Raiders model to Medford School District (Bulldogs to Raiders)
- Present draft Diverse Educator Recruitment and Development Plan to the Phoenix-Talent and Medford school districts and the SOESD

Winter 2016

- Establish instructor PLCs to develop Learners and Learning course and articulate ED 251 Introduction to Teaching
- Revise Co-Pay Voucher agreements to address Diverse Educator Recruitment Plan
- Each party conducts institutional review of budget framework
- Present the Diverse Educator Recruitment and Development Plan for SOU Institutional Board approval

Spring 2016

- Develop and sign Documents of Commitment
- Present Diverse Educator Recruitment and Development Plan for HECC approval
- Develop Memorandum of Understandings regarding multiple entry points for high school and college students already in the Pathway pipeline

Fall 2016

- Announce Pathway to Teaching at Pirates and Bulldogs to Raiders kickoff nights
- Establish PLCs to develop and articulate ED 201 Risk and Resilience, ED 202 Culture in the Classroom, and ED 252 Social Foundations

Winter 2017

- Create articulation agreements with existing Rogue Community College (RCC) Early Childhood and Elementary Education dual credit courses

Spring 2017

- Co-sponsor diverse educator hiring fair with SOESD Migrant Education Office

Summer 2017

- Begin targeted incentives for students in the MAT and Elementary Education licensure track programs

Fall 2017

- Begin offering dual-credit Pre-Education Pathway courses

Program Success Metrics

Pathway to Teaching:

- Annual target of ten local CLD teachers graduating from the MAT and Elementary Education licensure track programs
- Budget neutrality

Pirates and Bulldogs to Raiders:

- Academic achievement metrics: high school gpa, high school graduation rates, dual-credits earned, college admission rates, college completion rates
- Non-cognitive metrics: growth mindset, post-secondary aspirations, high school attendance, college persistence

Pathway Elements

Supports and Incentives as students transition from:



Middle School and High School: targeted support programs provide:

- After school mentoring
- Post-secondary planning and application support
- Family outreach and community events

Pirates and Bulldogs to Raiders program currently serve Latino students within Phoenix-Talent and Medford school districts. Future expansion possible to Eagle Point school district and Native American students participating in the Konaway program.



High School: Pre-Education pathway provides ALL students the opportunity to earn 15 credits of college level coursework while still in high school.

- ED 251 Introduction to Teaching, 3 credits
- ED 202 Culture in the Classroom, 3 credits
- ED 252 Social Foundations of Education, 3 credits
- ED 201 Risk and Resilience, 3 credits
- ED 209 Practicum, 3 credits
- Additional transition support programming includes:
 - Visits to the Southern Oregon University campus
 - Assistance applying for college admission and financial aid
 - Family outreach and student leadership conferences

FREE TUITION for college credits earned through the Pre-Education Pathway

TARGETED INCENTIVES: students who complete the Pirates or Bulldogs to Raiders program and complete the Pre-Education Pathway with a GPA of 3.0 or above will be offered an Intent to Employ letter guaranteeing a teaching position after graduating from college and qualifying for an Oregon Teaching License.



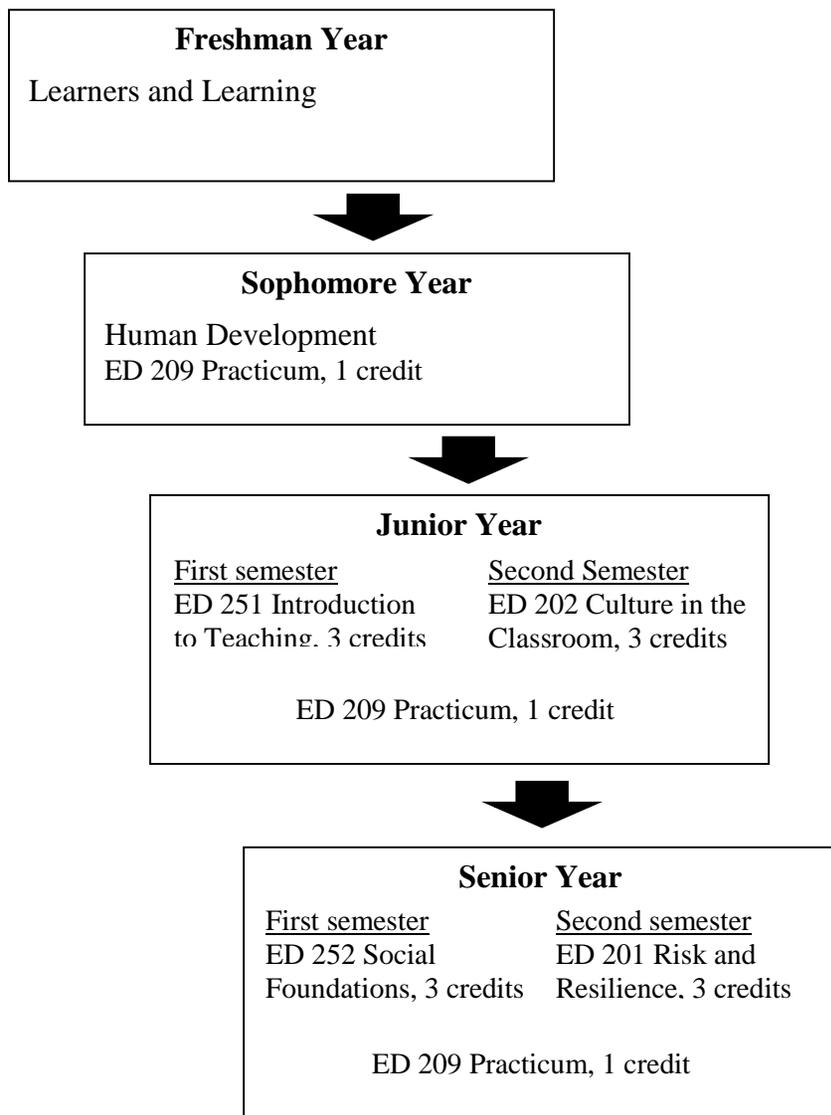
College: Earn your college degree from SOU and qualify for an Oregon Teaching License.

TARGETED INCENTIVES: students who complete the Pirates or Bulldogs to Raiders program and the Pre-Education Pathway, earn their bachelor's degree at SOU, and meet all program entrance requirements will be offered FREE TUITION in the MAT or Elementary Education Licensure Track program and a PAID FELLOWSHIP through the Teacher Equity Fellows Program.



Career: Teach in local schools!

Pre-Education Pathway



High School Offerings (not for dual credit)

Learners and Learning (co-developed with reference to ED 462 Human Development, Cognition and Learning and ED 470 The Exceptional Child)

Human Development (co-developed with reference to ED 340 Child and Adolescent Development and ED 460 Whole Child Development)

Dual Credit Offerings (15 credits)

ED 201 Risk and Resilience, 3 credits (develop with reference to ED 481 From At-Risk to Resiliency and ED 426 Bullies and Victims)

ED 202 Culture in the Classroom, 3 credits (develop in reference to ED 346 Child, Family and Community and ED 460 Multicultural Education)

ED 251 Introduction to Teaching, 3 credits

ED 252 Social Foundations in Education, 3 credits

ED 209 Practicum, 3 credits (may be satisfied through paid internships with the Medford after-school program)

Course development and articulation supported through funding provided by SOESD and Migrant Education Office

Budget Framework

Costs

- Pirates/Bulldogs to Raiders programming = \$273/student¹
- Tuition waivers for dual credit courses = \$615/student²
- Opportunity cost of foregone tuition and fees = \$10,636³
- Marginal cost to educate = \$8,333/student⁴
- Teacher Equity Fellowships = \$9,360/student⁵
- Instructor PLCs for course development and articulation = \$4,500⁶

Revenue

- State support based upon dual credit incentives = \$750/student⁷
- Additional UG state support incentives for targeted sub-populations = \$4,578/student⁸
- Additional UG state support incentives for bi-lingual education = \$2,081/student⁹
- State support for GRAD enrollment and degree completion = \$4,994/student¹⁰
- External fundraising:
 - Juan Young Trust, College Dreams, Ellwood Foundation, Oregon Campus Compact
 - Potential ODE contribution: Diverse Educator Pipeline Grant or its successor

Cost-sharing guarantees to be included within a Document of Commitment

- SOU agrees to accept co-pay vouchers and earmark incentivized state support through the Student Success and Completion Model (SSCM) to fund tuition remissions for up to ten qualifying students in the MAT or senior year Elementary Education licensure track
- Districts agree to provide paid fellowships and allocate co-pay vouchers to support eligible candidates completing the MAT/EE programs
- ESD Migrant Education office agrees to support instructor PLC engaged in course development and articulation

¹ Based on 2014-15 programming costs

² Based upon \$41/credit for 15 credits of ASC completed through the Pre-Education Pathway

³ Based upon ten year average of .4 qualifying students per year (i.e. culturally/linguistically diverse graduates from Medford or Phoenix high schools who complete the MAT program after earning their BA/BS from SOU)

⁴ Based upon 3 ELU at average professorial rate for MAT 527, 528, 540, 541, 542, 543 (and equivalent ED 411, 416, 417, 418, 435, 458)

⁵ Based upon .5 FTE Instructional Assistant average rate of \$13/hr.

⁶ Based upon \$50/credit for 15 credits of ASC completed through the Pre-Education Pathway

⁷ Based upon 20 hours at ESD curriculum rate (\$45/hour) for five member PLC

⁸ Based upon 1.1 “Targeted Student Populations” weighting under the SSCM

⁹ Based upon 1.5 “Area of Study” weighting under the SSCM

¹⁰ Based on 1.0 “Degree Level” and “Graduate Certificate” weighting under the SSCM

PATHWAY TO TEACHING

Southern Oregon University
Diverse Educator Recruitment Plan

Existing Minority Outreach Efforts at SOU

- Diversity Scholarships
- Academia Latina, Latino Family Days, Cesar Chavez Leadership Conference, Konoway
- Pirates and Bulldogs to Raiders programs
- Deploying Education practicum students to support targeted intervention programs within k-12 schools
- Bridge Program

Pathway to Teaching: Goals

1. Increase the number of teachers culturally and linguistically diverse backgrounds within schools throughout Southern Oregon
2. Increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to succeed in higher education.

Pathway to Teaching: Core Strategies

1. Starting early
2. Articulated pathway including dual credit
3. Bridging secondary and post-secondary systems
4. Targeted incentives for culturally and linguistically diverse students
5. Leveraging community partnerships

Pathway to Teaching: Fiscal Impact

1. SOU: achieve budget neutrality through earmarking “targeted student sub-population” state funding
2. Phoenix-Talent and Medford school districts: fund teacher equity fellowships
3. SOESD: fund instructor PLC’s to develop and articulate new dual credit courses

Measuring Success

- Increase college admission and completion rate among Latino students above statewide averages
- Increase number of “locally-grown” CLD teachers from .4 to 10 per year
- Create a replicable, scalable and sustainable model

We are tackling persistent social and educational challenges in a coherent and multifaceted way!

Next Steps

1. Spring 2016: SOU Institutional Board review for adequacy and feasibility
2. Spring 2016: SOU, Phoenix-Talent and Medford School District, and SOESD sign documents of commitment
3. Summer 2016: submission to the HECC
4. 2016-17: develop full dual-credit pathway
5. 2017-18: begin targeted incentives

2016-2017 Tuition and Fees Information and Discussion

Tuition and Fee Recommendation: Process

- Tuition Rates → Tuition Advisory Counsel

- Mandatory Fees
 - Student Incidental Fee → Student Fee process
 - Student Recreation Center Fee → Student Fee process**
 - Student Health Fee → Director of SHWC
 - Building Fee → Legislative Action
 - Residence and Dining Fee * → Director, Housing

- Special Fees (not being presented here)
 - Course Fees → Academic Directors
 - Late/Registration Fees → Divisions/Departments
 - Other Misc. Fees → Divisions/Departments

**Note: For the Student Recreation Center, the Recreation Center Steering Committee will set the Rec Center fees, once established.

*Note: Residence and Dining are not technically a Mandatory Fee, however, for consistency, SOU presents them along with Mandatory Fees

Tuition and Fee Recommendation: Comparison to Other Schools

- Resident Undergraduate
- Nonresident Undergraduate
- WUE Undergraduate

- Resident Graduate
- Nonresident Graduate

- Total Mandatory Fees

EOU	SOU	PSU	WOU	OIT	UO	OSU
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OIT	EOU	SOU	WOU	PSU	OSU	UO
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EOU	SOU	PSU	WOU	OIT	UO	OSU
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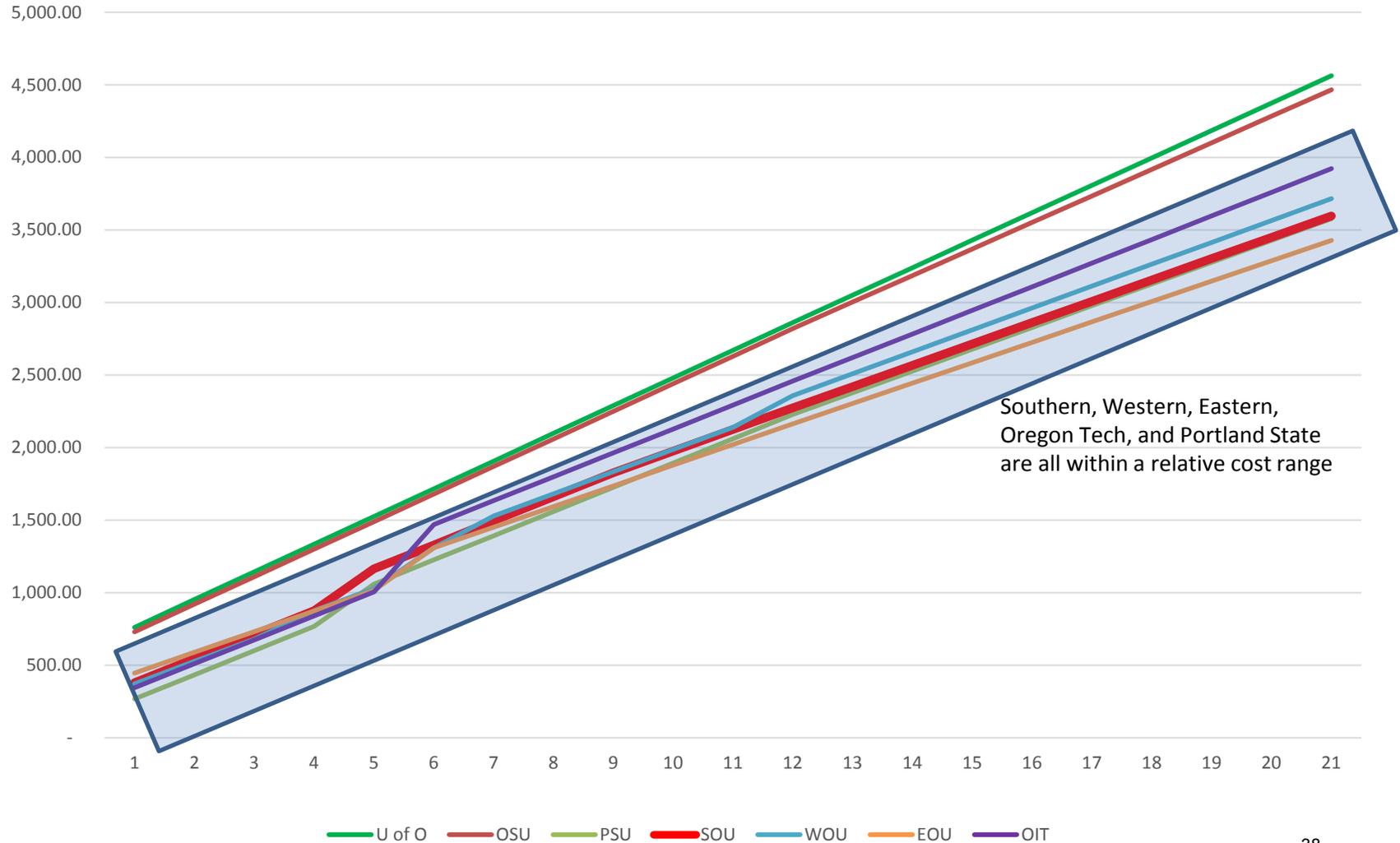
EOU	PSU	WOU	OIT	SOU	OSU	UO
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OIT	EOU	SOU	PSU	OSU	WOU	UO
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PSU	EOU	OIT	SOU	OSU	WOU	UO
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Tuition and Mandatory Fees

Resident Undergraduate Fall, 2015, Per Credit Taken



Tuition Recommendation

- Proposed by the Tuition Advisory Council
 - Recommendation:
 - 3% Increase for all Undergraduate Tuition rates
 - Zero Increase for all Graduate Tuition rates

- Fairly consistent w/Financial Pro Forma and Retrenchment Plan

- Feedback
 - Faculty Senate
 - ASSOU Senate
 - UPB
 - Budget Committee

New Rates

Tuition Rate	2015-16	2016-17	% Inc.	\$ Inc.
Resident Undergrad	\$147	\$151.41	3.00%	\$4.41
Western Undergrad Exchange	\$221	\$227.12	2.77%	\$6.12
Nonresident Undergrad	\$463	\$476.89	3.00%	\$13.89
Online Undergrad	\$212	Based on residency status		
Resident Graduate	\$397	\$397	0.00%	\$0.00
Nonresident Graduate	\$497	\$497	0.00%	\$0.00
Masters in Education	\$341	\$341	0.00%	\$0.00
Online Graduate	\$462	Based on residency status		

Student Incidental Fee: Recommendation

- SOU, relative to other Oregon Public Universities:

PSU	UO	EOU	SOU	OIT	WOU	OSU
\$218	\$224	\$255	\$307	\$310	\$327	\$344

- History

Year	2010-11	2011-12	2012-13*	2013-14	2014-15	2015-16	2016-17
Rate	\$304	\$307	\$263	\$301	\$307	\$307	\$320

Note: 2012-13 preceded \$1 Million decline in Student Fee Reserve

- Recommendation
 - \$13 increase, or 4.23% to accommodate the Student Referendum to support the Schneider Children's Center
 - No other Increase, held spending relatively flat.

Student Recreation Center Fee: Recommendation

- SOU, relative to other Oregon Public Universities:

OIT	OSU	EOU	SOU	PSU	WOU	UO
\$0	\$0	\$28	\$35	\$41	\$42	\$98

- History

Year	2014-15	2015-16	2016-17
Rate	\$0	\$35	\$75

- Referendum in FY12-13
- FY15-16 – partial year debt svc only
- FY16-17 – full year debt service, partial year operations
- FY17-18 – full year debt service, majority/full year operations
- FY18-19 – full year debt service, full year operations

Student Health Fee: Recommendation

- SOU, relative to other Oregon Public Universities:

SOU	PSU	WOU	OSU	EOU	OIT	UO
\$123	\$124	\$127	\$135	\$150	\$150	\$161

- History

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Rate	\$116	\$119	\$119	\$123	\$130

- Primary cost drivers:

- SEIU contract: 2.25% COLA, reclassification of staff
- Services to meet growing student needs
 - CU Thrive, Mental Health Library, mental health counselors

Building Fee: Recommendation

- Set by Legislature
- Currently \$45/term – all Oregon public universities
- Funds deferred maintenance & minor capital
- No change announced

Residence and Dining Facilities: Recommendation

- Not a mandatory fee – but presented here as info
- Residence Hall Rates:
 - Contractually required to raise at least 3%
 - Proposing increases ranging from 3% to 7%
 - Double rooms: Greensprings: 3%, Shasta & McLoughlin: 3.5%
 - Single rooms: 7% due to current demand exceeding supply
 - Housing Remissions, rate reductions:
 - \$100K supporting enrollment mission – awarded through Fin Aid
 - \$75K supporting athletics
 - \$125K supporting returning students: GPA discounts, etc.
- Dining
 - Ranges on plans are between 2.3% and 4.3%
 - Returning students will pay last year's rate

Total Tuition and Fees: Limitations

- Total tuition and fee increase in excess of 5%: Advance HECC approval
- Individual tuition rate or fee increase in excess of 3%: HECC notice

	2015-16 Current Rate		2016-17 Proposed rates		Percent Increase	Percent of total
	Rate	@ 15 Credits	Rate	@ 15 Credits		
Tuition	147.00	\$ 2,205.00	151.41	\$ 2,271.15	3.00%	79.94%
Building Fee	45.00	45.00	45.00	45.00	0.00%	1.58%
Incidental Fee	307.00	307.00	320.00	320.00	4.23%	11.26%
Health Fee	123.00	123.00	130.00	130.00	5.69%	4.58%
Rec Center Fee	35.00	35.00	75.00	75.00	114.29%	2.64%
		\$ 2,715.00		\$ 2,841.15	4.65%	100.00%
Increase \$ / Term:				\$ 126.15		

Enrollment Projection



Account	Tuition Category	2012-13	2013-14	2014-15	2015-16	2016-17
Waived	Waived	1,812	2,199	2,126	2,231	2,235
01101	Res UG	124,762	118,067	112,747	112,107	112,332
01102	NonRes UG	6,387	5,031	4,811	4,829	4,838
01103	Staff	2,074	2,219	2,690	2,605	2,610
01104	Res Grad	5,097	4,473	4,819	4,484	4,493
01105	NonRes Grad	1,149	1,605	1,006	968	971
01106	WUE UG	39,061	38,527	41,841	45,014	45,104
01180	Course Based	18,114	16,561	17,168	17,214	17,248
01587	MEDU Grad	6,377	5,998	6,575	6,582	6,595
Total SCH Enrollment		204,833	194,680	193,783	196,034	196,426
Average FTE		4,839	4,607	4,608	4,673	4,683
Retrenchment Projection				189,618	187,533	187,908
Retrenchment Projection %				-2.60%	-1.10%	0.20%
Actual to Retrenchment %				2.20%	4.53%	4.53%
Actual to prior year %				-0.46%	1.16%	0.20%

Revenue: Projections

	FY14-15		FY15-16		FY16-17	
	Budget	Actual	Budget	Projected Close	Pro Forma	Projected
Tuition	34,090,227	34,764,268	36,653,711	36,945,801		35,825,457
Fees	1,568,850	1,489,864	1,385,027	1,378,168		3,178,592*
Remissions	(3,458,094)	(3,211,523)	(3,529,264)	(3,359,264)		(3,603,885)
Net Tuition	32,200,983	33,042,609	34,509,474	34,214,474	35,731,000	35,400,164
State Aid	16,986,240	17,064,538	20,392,670	20,392,670	21,490,000	21,490,000
Misc. Revenue	1,958,858	1,915,358	2,230,427	1,964,661	2,000,000	1,851,993
Total Revenue	51,146,081	52,022,505	57,132,571	57,322,036	59,221,000	58,742,157

❖ Note: the reason for the increase in Fee revenue from FY15-16 to FY16-17 is the change for online courses, moving from a differential tuition to an online course delivery fee

Questions?

Capstone Project Presentation: Health Science Degree

Health Science Degree

BA 428

**Anna Fusco, Callen Trost,
Ed Steimel, Frankie Craig**

Background and Intro



Healthcare is the largest employment sector in southern Oregon.



With changes in the healthcare sector, specific skill sets will be required of individuals entering the field.

Objectives of Study

Identifying what skills and competencies employers in the healthcare industry are looking for with new employees.

Identifying if a new degree program would be beneficial for students entering the healthcare sector and what curriculum should be included.

Literature Review

- Anna Sussman found that hospitals were seeking nurses with advanced degrees in response to a more complex healthcare system.
- The degrees generally consisted of courses dealing with leadership, evaluating research, and the history of nursing.
- Gwen Servellen wrote about the importance of communication within the healthcare industry.
- Communication:
 - Improves patient satisfaction
 - Helps determine patients' problems easier
 - Allows them to help patients deal with stress

Literature Review Cont'd

- **Doris Savron from the University of Phoenix stated that today's healthcare leaders are searching for tech-savvy individuals who can keep pace with the rapidly changing environment**
- **Being technologically inclined will be a beneficial skill to have going into the healthcare industry.**

Population and Purpose

Survey designed to:

- 1) Ascertain interest in creation of Health Sciences bachelor's degree program at SOU
- 2) Investigate needed skill sets in healthcare to determine curriculum.



Web-based survey distributed via email to healthcare professionals in Southern Oregon

Primary Data

Survey targeted healthcare professionals and educators likely to have interest in creation of integrated healthcare degree program at SOU

Clinical and non-clinical personnel surveyed

Secondary Data

- **Identifying and Addressing Regional Healthcare Workforce Needs and Opportunities**
- **Concept paper for interdisciplinary B.S. in Health Sciences Program at Southern Oregon University**
- **Competencies for Health Sciences Education Program (graph)**

How was data from the Qualtrics survey Analyzed?

We took the responses and analyzed the data to see what the majority felt was an appropriate response to the needs of the healthcare profession.



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The next slides will show what the group of professionals felt was important for graduates entering the field.

Who took the survey?

The two tables show the professions each group belongs to. The table on the right shows the clinical professional groups whereas the table below shows the non-clinical professional groups.

The survey had a total of 38 respondents, 17 who were classified as a clinical professional and 21 who were classified as a non-clinical professional

Clinical Respondents

Answer	Response	%
General Physician	1	7%
Dental	0	0%
Chiropractic	2	14%
Counseling	4	29%
Specialty Physician	1	7%
Other (Please specify)	3	21%
Therapeutic or Rehabilitation Services (PT, OT, etc.)	0	0%
Wellness Services (Dietician, Life Coach, Personal Training, etc.)	2	14%
Complimentary or Alternative Medicine CAM (Acupuncture, Massage etc.)	0	0%
Pharmacology	0	0%
Mid-Level Provider (RN, NP, PA, etc.)	1	7%
Total	14	100%
Other (Please specify)		
Lab Manager		
LAB TECHNICIAN		
Social Work		

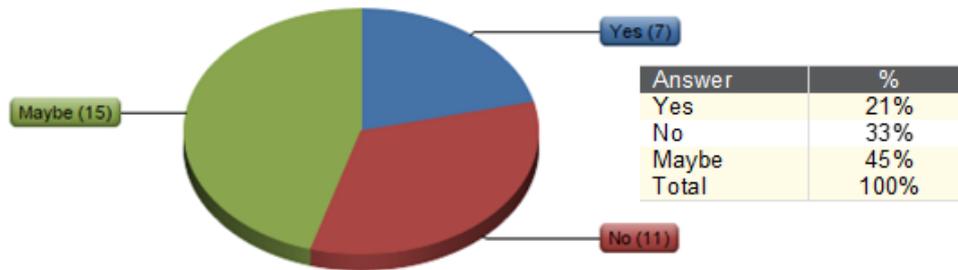
Non-Clinical Respondents

Answer	Response	%
Administration	7	37%
Management	6	32%
Information Technology	0	0%
Human Resources	5	26%
Other (Please Specify)	0	0%
Marketing/Public Relations/Communications	1	5%
Medical Sales/Supplies	0	0%
Manufacturing and/or Engineering	0	0%
Total	19	100%

Current Degree Programs

We asked professionals a few questions asking whether or not of the current offering was sufficient. The group wanted to see if there was really a need for a change in the current curriculum.

Do you feel current bachelor's degree programs effectively prepare students for a career in healthcare?



The first question gathered more maybe responses than anything else. This doesn't give us a strong answer or whether graduates are prepared for the professional world. However the second question gave a very definitive answer on whether or not we needed a new degree program.

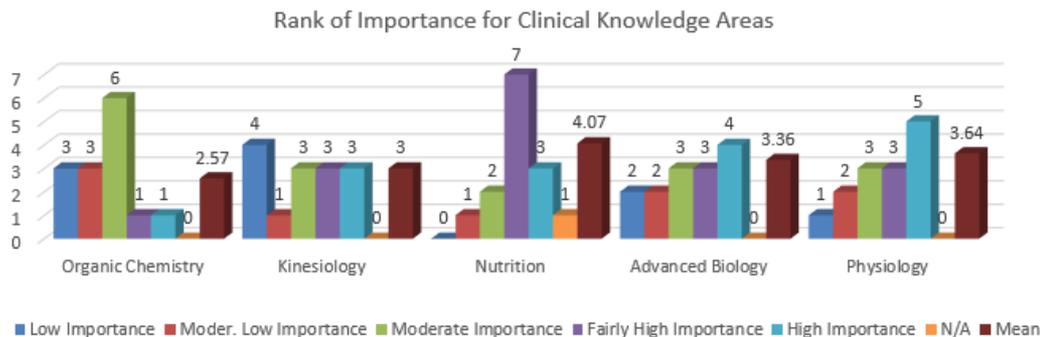
Table 3: Response to is There a Need of an Undergraduate (or entry-level) Degree that Focuses on Emerging Needs in the Health Care Field?

Answer	Response	%
Yes	30	91%
No	1	3%
Maybe	2	6%
Total	33	100%

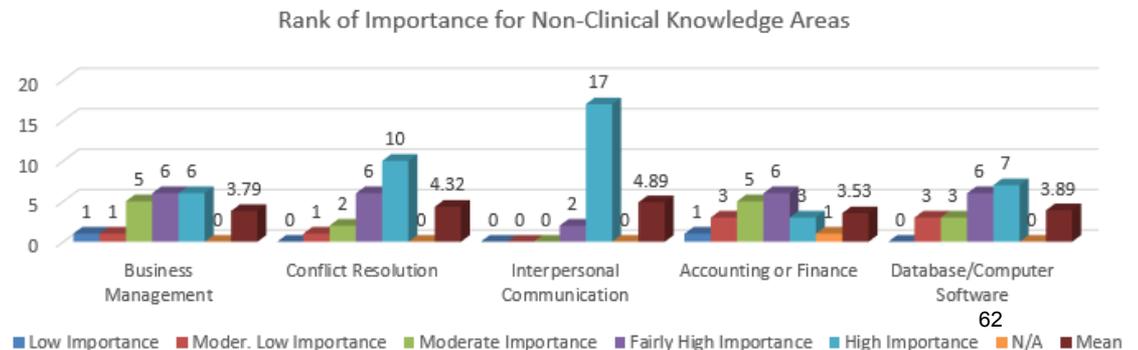
Knowledge Ranking: Clinical vs. Non-Clinical

We analyzed the different responses for clinical and non-clinical knowledge areas from the professionals. Our goal was to see what professionals thought was useful in the healthcare industry versus what was offered in the curriculum.

Please rate your level of importance for new employees in your area to have clinical knowledge in the following areas: (Clinical)



Please rate the level of importance for new employees in your field of the healthcare industry to have knowledge in the following areas: (Non-Clinical)

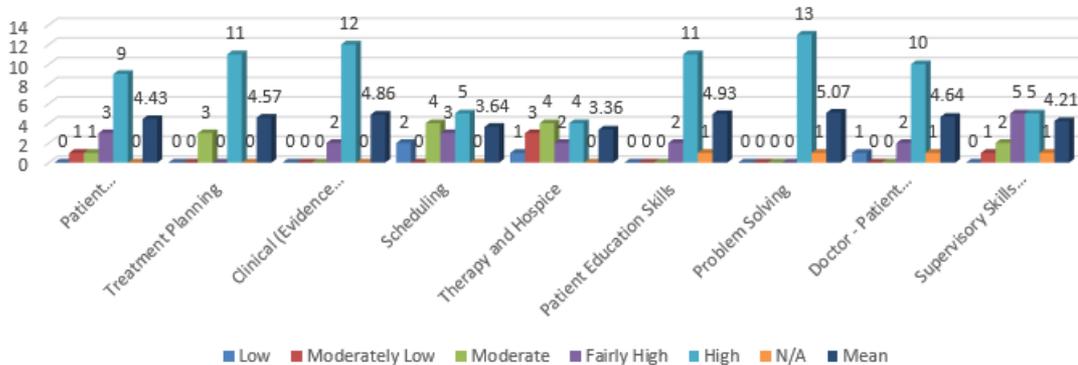


Skill Set Ranking

As with the knowledge areas, we asked professionals to rank the most beneficial skill sets for those in the clinical and non-clinical areas of healthcare.

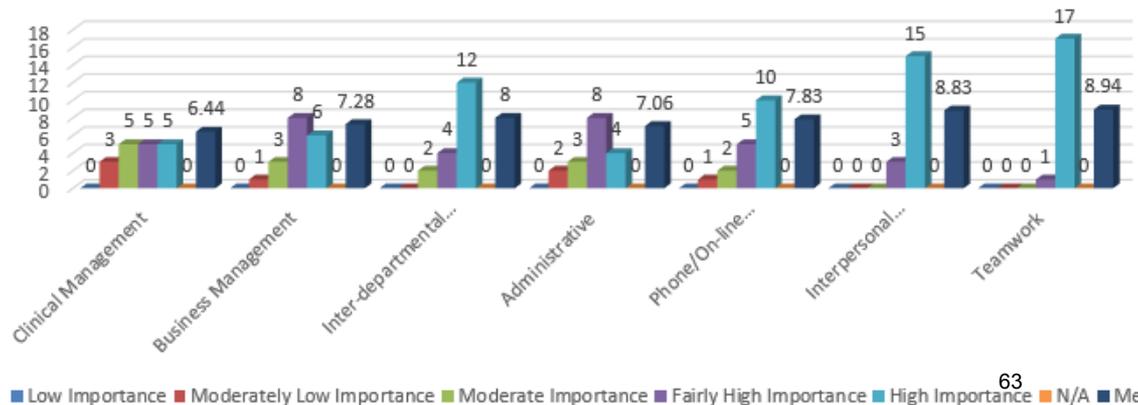
Please rate how beneficial the following skill sets are for those in your field: (Clinical)

Benefits of Clinical Skill Sets



Please rate the importance of the following skill sets in your field: (Non-Clinical)

Benefits of Non-Clinical Skill Sets



Beneficial Skill Sets - Open Ended

What skills would be beneficial to those entering your field of healthcare after college?

The last questions we had were open ended, and they gave us great insight as to the real needs of graduates entering the professional world of health care.

Our first question asked about the skill sets that were best professionals to have.

Text Response	
Communication, Working well with others	Understanding office flow. How insurance billing works. Be able to work in every department of your medical practice. HIPAA medical records,
Communication skills, motivational interviewing for healthcare, trauma informed care, self-care, compassion fatigue, resilience, anatomy/physiology, psychopharmacology	High level of communication, critical thinking, and ability to work in a team setting.
Technical/Computer Skills, Communication Skills	I believe that requirements for medical school and the whole medical school curriculum needs to be revamped. No physician can memorize all the information out there now, as Osler could when he was a practicing physician. Anything that can be looked up on a smartphone should be and physicians need to focus much more on communication skills and team building/teamwork skills for modern clinical settings. Focusing on the disease/diagnosis only to the exclusion of the patient/family goals and desired outcomes is driving up costs and removing the critical element of patients feeling seen and heard.
Data entry, computer knowledge	Beyond the necessary clinical skills - knowledge on how to run a business, current state of health insurance and basic billing (help them make right choice if think cash-only), how to network and reach out to colleagues for help
working knowledge of contracting, billing, motivating and engaging employees	Mind Body, wellness = integrated medicine
Interpersonal communication-Healthcare IT-HR law-Basic accounting principles-	Strong analytical skills
Accountable Communication, Professionalism, Office 365, Management, Time Management, Communication	medical legal, presentation courses, MS office, communication, organizational behavior, human behavior, biology, anatomy, medical terminology,
Medical terminology, life sciences, Communication skills, professionalism courses. Addiction, Mental Health DSM knowledge	Communication skills, computer skills, ability to work well with a team.
Communication skills, and conflict resolution	A good understanding of evidence based practice, professional ethics, trauma informed service delivery, importance of integration and collaboration, holistic assessment and treatment planning.
integration of alternative, allopathic/medical, mental health, and neurobiology	In addition to the above, I believe that care/compassion/empathy are skills crucial to any healthcare job
You must have an advanced degree in the field. Business skills would be very helpful	communication, openness to learn / feedback, emotional intelligence, adaptability / change management, coaching and principles of employee development, delivering results and meeting customer expectations, innovation,
Manage your personal life. Recognize that most healthcare fields require a background check and that things like DUIs are reflected there.	Leadership and innovative thought process
Computer Skills, Math Skills, Problem Solving, CPT Coding & Reimbursement, Insurance Authorizations	Medical school followed by residency and fellowship. Fine motor skills are important. Interpersonal skills
Weight management/advanced skills, sports nutrition, team approach and support for eating disorders	clinical skills (strengths, systems, intervention focused/short term), treatment plan and documentation, multicultural, understanding of barriers and disparities in healthcare related to socioeconomic status and cultural differences, medical lingo, empathy
Knowledge of CMS incentives and medical homes. Also, advanced excel training, more clinical education, OSHA training, and employment laws.	Prioritizing tasks, managing high stress crises situations, management and retention of staff

Educational Advice - Open Ended

The next question asked what educational advice professionals could give those who are considering going into the healthcare field. This advice would be great for those who have not yet started the process and might be on the fence about what career path they want to do.

What is the best educational advice you could offer a person seeking employment in the healthcare field?

Text Response	
Be able to problem solve and learn how to work well with others.	Shadow and interview as many healthcare settings as you can that you think you might be interested in.
Explore your options, shadow many fields and interview patients and providers alike	It's a dynamic and broad field, so get in and get some experience, your position you have today will change many times in your career.
Be engaged throughout the whole education process. Knowing all aspects of the healthcare field will only help you be a better caregiver. Knowledge is power.	Opportunities abound, pursue an area of interest to you.
Customer service and psychology classes.	Seek as much education, training and internship opportunities as possible, ask lots of questions, stay humble and have a plan for self-care before entering into the field.
Be adaptable to change and willing to learn new things	Learn how to manage your time and learn the ability to problem solve situations without a lot of emotions.
get some experience in a healthcare facility	Seek as many experiences as possible in a variety of health care environments (i.e., rotations, internships, shadowing experiences, volunteer experiences...).
A mix of clinical training and business skills creates the most effective leaders	The more you can learn about the basic field of medicine the better. Learn everything you can
When choosing a site for your internship, choose a place you would apply to after graduation. These internships are viewed by employers as a working interview and are a valuable tool for hiring quality employees.	Start broad then narrow based on what brings you joy and matches your skills. Be optimistic and open minded.
Get a well-rounded education - one that focus not only on the science of medicine but the art as well - human communication/connection	Have your life together...no current addictions three years recovery minimum, personal issues resolved. Good boundaries. Be professional and know your medical terminology.
Leverage any opportunity to get experience and be data driven	Focus on the Resident's needs, and leave your personal life at home
Plan to be a lifelong learner.	job shadow, informational interview, volunteer, etc. get a realistic view into the field
Obtain Associates or Bachelor's degree, CPT Coding Certification, Epic Software Knowledge if possible and or other medical software knowledge.	Besides clinical training be sure to learn all you can about specific conditions of seniors like dementia, etc. because the senior population is growing so fast. SPECIFIC TRAINING FOR A SPECIFIC JOB.
Spend time with someone in the field you are considering to discover the reality of the day to day work rather than the Made for T.V. version of the work. Consider the demands on your future life... Determine your goals/lifestyle and otherwise before committing years of study and work to a career that doesn't mesh with your goals/desires potentially.	Become a volunteer and/or job shadow in areas of interest. Shadow someone in the field before starting education in healthcare. Get good grades to keep your options open. Make contacts for recommendations.
Explore all the options by shadowing or asking questions so you choose the field that will best fit your skills and desires.	Get hands on experience in many different aspects of nutrition education, part-time or volunteer work so you have a wide scope of experience to offer.
Know the trenches before you make the river. Understand the process and what impact the improvements will have on your team and your patients.	Stay positive and keep up on continued education, especially in employment law. Added training in conflict resolution will help also.

Cross Training Advice

The last section of the survey was reserved for professionals to give advice on what their other side should have for training. We asked what clinical and non-clinical professionals think their counterparts should have to make the healthcare field easier to navigate.

What non-clinical training would benefit the clinical?

Text Response

Motivational interviewing, nonviolent communication, assertive communication, person centered care
 Management, stress management,
 Assertiveness, Therapeutic use of self, conflict resolution, time management effective and empathetic communication.
 technology, conflict resolution, communication, budget, management
CUSTOMER SERVICE, COMMUNICATION, PROFESSIONALISM
 Communication and business skills
 Consequences of gossip and negativity in the workplace, conflict resolution model, utilizing supervision, utilizing personnel and procedure policies, healthy communication skills.
 Yes and Yes! Compassionate Communication (or NVC - Marshall Rosenberg style), collaborative problems solving, compassion and empathy are things that CAN be taught and should be.
 Personality tests, communication skills, time management/multi-tasking
 Trauma Informed Care, Conflict resolution/non-violent communication, accountable communication, Emotional Intelligence
 Communication, leadership, stress management, employee engagement and team building
 empathy, customer service skills, communication (ability to navigate use of medical terminology and layman's terms to maximize consumer understanding)
 Effective Interviewing, behavior modification, communication with clients and health care team, marketing of services
 Communication is extremely important.

What clinical training would benefit the non-clinical employees?

Text Response

Medical Terminology, Payer Process (back office)
 medical terminology, anatomy, communication
 In addition to terminology and A&P, an internship in a healthcare facility at the point of delivery
 Medical Terminology, BLS CPR/First Aid, EPIC
 Medical terminology and basic skills
 anatomy, medical terminology,
 basic understanding of mental health/illness and substance use disorders
 Medical terminology, death and dying, CNA certification, family dynamics, mental health issues
 Terminology, medications, disease processes, technology (EHRs, interfaces, apps....),
 Medical terminology, the different type of injections, what a biopsy is, what is the difference between lab & pathology,
 Medical terminology; Overview of healthcare in the US (history & current); triage protocols; defusing difficult situations.
 overview of health care system
 Get exposure to a variety of fields and learning opportunities - in school and outside of school.
 Anatomy, medical terminology, Exercise Physiology
 Medical Terminology
 Medical terminology, CMA courses, proper sterilization, biology, psychology, and medication dosing/terminology.
 first aide, CPR, medication administration, monitoring and reporting change of condition

Conclusions & Recommendations



There is a high degree of interest in a NEW integrated Health Science bachelor's degree among healthcare employers in Southern Oregon.

Communication



- Inter-personal
- Inter-professional
 - Medical Terminology

Hierarchy of Clinical Skills (in order of importance)

1. Problem Solving
2. Clinical (evidence based practice skills)
3. Doctor-Patient interpersonal communication
4. Treatment planning
5. Patient (Exam / Evaluation skills)
6. Supervisory skills (over other healthcare providers)
7. Scheduling
8. Therapy and hospice



Hierarchy of NON-Clinical Skills (in order of importance)

1. Teamwork
2. Interpersonal Communication
3. Inter-departmental Communication
4. Phone/Online Communication
5. Business Management
6. Administrative Skills
7. Clinical Management



Areas of Knowledge (in order of importance)



Clinical

1. Nutrition
2. Physiology
3. Advanced Biology
4. Kinesiology
5. Organic Chemistry

Non-Clinical

1. Interpersonal Communication
2. Conflict Resolution
3. Database/ Computer Software
4. Business Management
5. Accounting or Finance

Internships

Recommended

- Answered strongly in the affirmative (4.5 out of 5)
- Mentioned in 15 of the 33 comments in the Advice question



Student Health and Wellness Center Introduction and Overview



STUDENT HEALTH AND WELLNESS CENTER – INTRO & OVERVIEW
ACADEMIC & STUDENT AFFAIRS COMMITTEE - BOARD OF TRUSTEES
APRIL 14, 2016
VICTOR CHANG
DIRECTOR OF COUNSELING & CO-DIRECTOR OF SHWC

WHO WE ARE



Specialize in university health

Student-centered

Quality care from start to finish

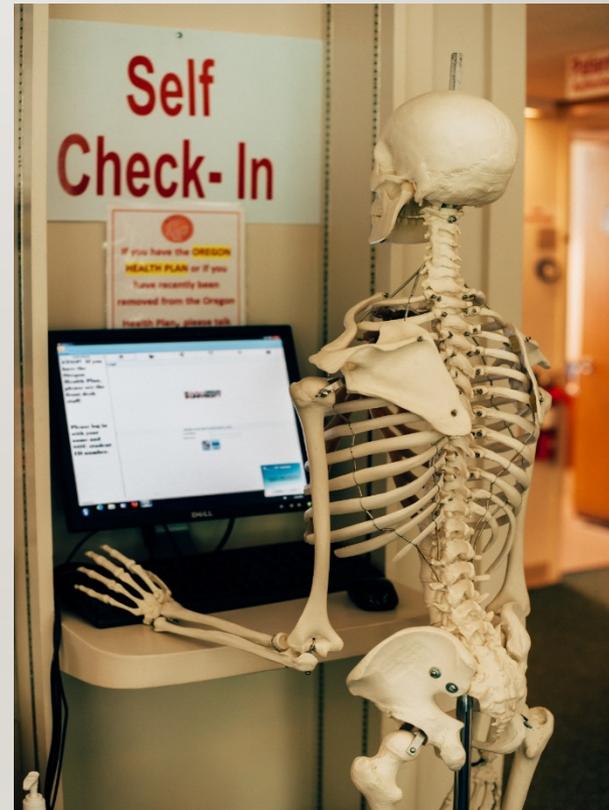
Committed to ongoing improvement

Outreach & health promotion, mental health and primary medical care

WHAT WE DO



- Prevention
- Education
- Intervention
- Diagnostic
- Treatment
- Referral
- Follow up
- Care coordination



ROLE: PROVIDER & EDUCATOR



- Retention-focused
- Educational
- Holistic approach
- Campus & community-oriented
- Auxiliary unit-supporting the primary academic mission

RETENTION-FOCUSED



- Accessible - to reduce missed time from classes (including an on-site dispensary)
- Economically-minded - to reduce stress associated with costs of care
- Flexible - balancing the needs of walk-in students and scheduled appointments
- Focused - on personal and academic success



EDUCATIONAL



- Campus-wide health promotion through student-centered, non-biased teaching and personal empowerment
- Provider-to-student focused on responsibility, healthy choices, and increasing coping skills
- Public health role – measles, HINI, Zika, other pandemics

HOLISTIC & INCLUSIVE APPROACH



SUPPORTING TRANSGENDER YOUTH
SEPTEMBER 18, 2015 9AM-4PM
SOU ROGUE RIVER ROOM, STEVENSON UNION

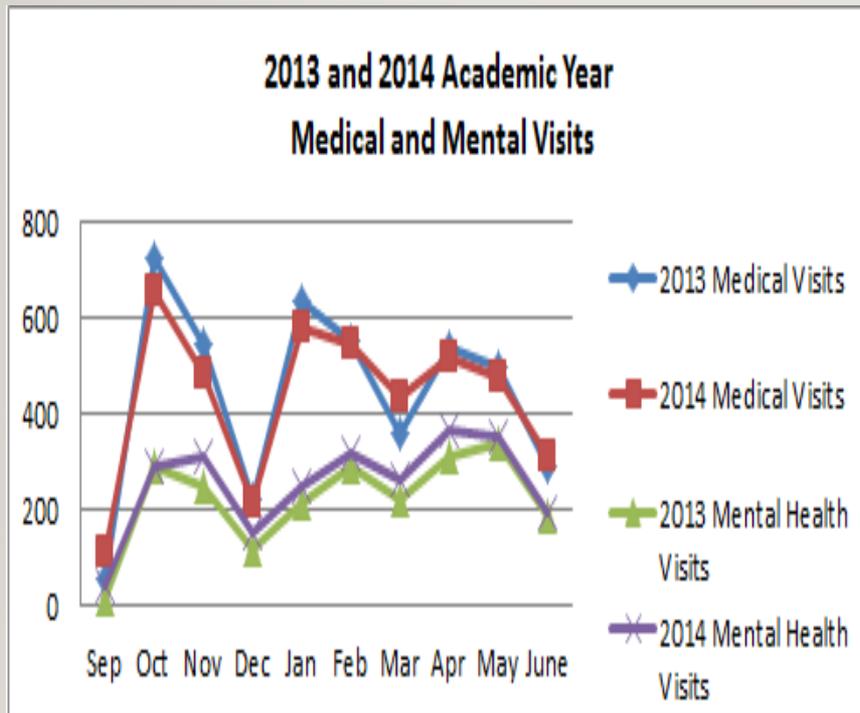
**Providing Support For
A Transgender Person**
Presented By:
Lauren Evanoff
Guest Speaker:
Audrey Lehmann, PhD



Saturday
February 6th, 2016
9:00 am to 12:00 pm
Southern Oregon University



BY THE NUMBERS



In 2014-15, roughly 2,000 students had:

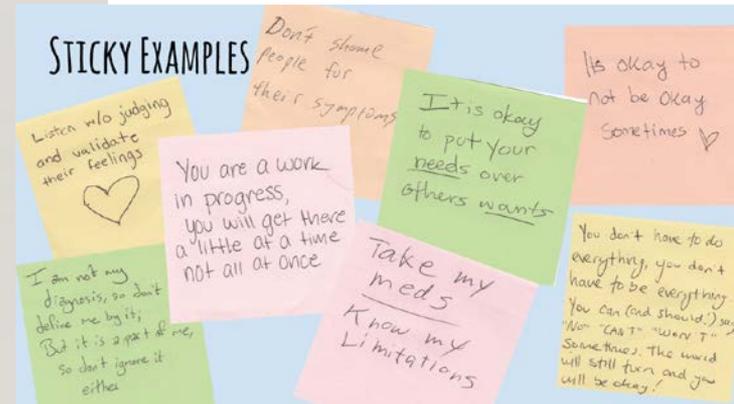
- 7,130 total visits
- 2,638 mental health
- 4,492 medical

Plus, thousands more reached through prevention education

CAMPUS CONNECTIONS



- Housing, student life & resource centers: collaboration, training, and support
- Veterans & Military students
- Suicide prevention
- Student Support Network
- Bias Response Team; ViPRA
- Crisis management team
- Faculty and staff consultation, training and collaboration
- Student-led mental health promotion



COMMUNITY CONNECTIONS



- County medical advisory group (JC Public Health)
- Local alcohol and drug planning committee
- Jackson County Youth Suicide Prevention Coalition
- Mental Health Resource and Education Network (MHREN)
- Jackson County Mental Health (crisis, embedded therapist)
- Asante Rogue Regional Medical Center (BHU, PCU)
- Asante Ashland Community Hospital (ED)

AUXILIARY UNIT



- Financial independence and fiscal responsibility (health fee, COA)
- Follow OSHA and CLIA guidelines
- Accredited by the Accreditation Association for Ambulatory Health Care (AAAHC)
- Responsible for adhering to state Board of Pharmacy (dispensary)
- Ethical & legal compliance with federal law, OARs, SOU policies, professional organizations and licensing boards



FOCUS FOR 2016-2017



- Welcome new Director of Health Services, RN, MA
- Assessment: student success initiatives; NCHA data review
- Working with ASSOU to continue to meet the health care needs of students
- Continued collaboration in universal student resilience-building: e.g. the Bridge Program
- Refinements in triage/referral processes and crisis intervention with key stakeholders
- Re-accreditation from AAAHC

LOOKING AHEAD:



- Excellent service to students in a cost-effective manner
- Innovation in strengthening student resilience
- Adapt to the evolution of health care and the health insurance landscape
- Collaborate to meet the growing mental health demand
- Champion student health, academic success and retention-to-graduation
- Tireless advocates for universal prevention, early intervention, coordinated treatment and recovery

Adjourn