



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 10, 2019

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 organizational updates and a Provost's Council update. There will be a vice president's report with a discussion on the enrollment dashboard as well as an organizational update and an update on the Education Advisory Board's Navigate program. Additional updates on academic affairs, curriculum, and international student recruitment will be discussed. The committee also will review student satisfaction survey results, the proposed 2019-2021 meeting schedule, and ideas for future meetings.

The meeting will occur as follows:

Thursday, October 17, 2019
12:00 p.m. to 3:30 p.m. (or until business concludes)
Hannon Library, DeBoer Room, 3rd Floor (Room 303)
Visit governance.sou.edu for meeting materials.

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



Board of Trustees
Academic and Student Affairs Committee Meeting
October 17, 2019

Call to Order / Roll / Declaration of a Quorum



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

**Thursday, October 17, 2019
12:00 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/Roll/Declaration of a Quorum | Chair Daniel Santos |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Roll and Declaration of a Quorum | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.3 | Agenda Review | Chair Santos |
| | 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda | |
| | 3.1 | Approval of June 20, 2019 Meeting Minutes | Chair Santos |
| 15 min. | 4 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice President
for Academic Affairs |
| | 4.1 | Provost's Council Update | |
| | 4.2 | Organizational Update | |
| 20 min | 5 | Vice President's Report | Dr. Neil Woolf, SOU, Vice
President for Enrollment
Management and Student
Affairs |
| | 5.1 | Enrollment Dashboard Discussion | |
| | 5.2 | Organizational Update | |
| | 5.3 | Education Advisory Board's Navigate Update | |
| | 6 | Action, Information and Discussion Items | |
| 30 min. | 6.1 | Update on Academic Affairs | Dr. Susan Walsh |

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

**Thursday, October 17, 2019
12:00 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

20 min.	6.2	Curriculum Update	Dr. Susan Walsh
25 min.	6.3	Student Satisfaction Survey Results	Dr. Eva Skuratowicz, SOURCE, Director; Dr. Mark Shibley, SOU, Chair, Sociology and Anthropology
20 min.	6.4	International Student Recruitment	Dr. Susan Walsh; Dr. Neil Woolf
5 min.	6.5	Proposed 2020-2021 Committee Meeting Schedule	Chair Santos
10 min.	6.6	Future Meetings	Chair Santos
	7	Adjournment	Chair Santos

Public Comment

Consent Agenda

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, June 20, 2019**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

Daniel Santos	Present	Barry Thalden	Present
Jonathon Bullock	Present	Steve Vincent	Present
Paul Nicholson	Absent	janelle wilson	Absent
Deborah Rosenberg	Present		

Chair Daniel Santos called the meeting to order at 12:10 p.m. in the DeBoer Room of the Hannon Library. The secretary recorded the roll and a quorum was verified. Chair Santos congratulated Trustee Nhipali on his graduation.

Other trustees in attendance: Lyn Hennion, Megan Davis Lightman, Shanztyn Nhipali and Dr. Linda Schott.

Other attendees included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Janet Fratella, Vice President for Development; Dr. Jody Waters, Associate Provost; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Kevin Stevens, Veterans Resource Center; Dr. John King, Education Division; Max Jensen, OSA; Echo Fields, retired faculty; Ryan Schnobrich, Internal Auditor; Dr. Katie Pittman, Business, Communication, and the Environment Division; Brent Florendo, Admissions; Dr. Brook Colley, Native American Studies; Joe Mosley, Marketing and Communications; Josh Lovern, Budget Office; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

Trustee Rosenberg moved to approve the consent agenda, as presented. Trustee Thalden seconded the motion and it passed unanimously.

Vice President's Report

Enrollment Dashboard and Completions Report

Dr. Neil Woolf mentioned the recent commencement ceremony with about 800 participating students. SOU is in the process of conferring approximately 1,300 degrees; the exact number will be certified toward the end of the summer.

Other General Updates

The financial aid leveraging tool is now under contract with a vendor to implement advanced financial aid solutions to help SOU spend its remissions money and institutional aid; the goal is to be operational to help the class of fall 2020.

Dr. Woolf said he attended the fundraiser for the Ruch Outdoor [Community] School, with Chair Hennion, who introduced him to the American Samoan performers. They discussed SOU's pipeline for American Samoan students and how to create a community for SOU's American Samoan students.

Dr. Woolf highlighted a few more points: the Student Health and Wellness Center's renovations; Raider Registrations; the mentoring program Larry Locke is building and growing; and the 44 percent response rate to the internally-created student satisfaction survey. Discussion later ensued on the importance of mentoring programs.

Responding to Chair Santos' inquiry regarding the reasons students drop out, Dr. Woolf said data comes from different sources: the student satisfaction survey; exit surveys; the Simpson Scarborough report; and national literature. A new process for students who want to drop their last course requires them to do so in-person with their student success coordinator, providing another source of information. Responding to Chair Santos' inquiry, Dr. Woolf said EAB's Navigate will identify students who are at risk, which will enable SOU to act more quickly and communicate more broadly. Dr. Jody Waters added that the National Survey of Student Engagement also provides data on students who drop out.

Action, Information and Discussion Items

Curriculum Approvals and Update (Action)

Dr. Jody Waters said the proposals included on the agenda embody SOU's core values, including diversity, inclusion and sustainability, and are largely interdisciplinary. The proposals use existing resources and do not put a strain on any particular division.

Undergraduate Certificate: Teaching English to Speakers of Other Languages (TESOL), Graduate Certificate: Teaching English to Speakers of Other Languages (TESOL) and Undergraduate Certificate: Sustainable Tourism

Dr. Waters reviewed elements of the TESOL certificates included in the meeting materials and said the hope was to begin the program in the fall. She said the certificates would also be beneficial to individuals outside the teaching profession, such as those who plan to work overseas rather than be licensed to teach in K-12 settings.

Dr. Waters said the Sustainable Tourism program is highly interdisciplinary and speaks to market interest. Dr. Katie Pittman said the students who would be the core target of this program would be those in outdoor adventure, environmental science and policy, and business. This certificate addresses several strategic directions.

Trustee Rosenberg moved approval of the three certificates. Trustee Thalden seconded the motion and it passed unanimously.

Online Programs Update: Innovation & Leadership and Master of Science in Education

Dr. Waters said the 10-week, fully-online program for Innovation & Leadership (INL) reaches students who have credits and are seeking to return to college after an absence or to enhance their career opportunities. All the courses for the INL program existed but some required conversion to an online format; the online program does not replace the campus-based program.

Dr. King said the Master of Science in Education currently exists. In the fall, three concentrations will be offered online to reach a broader audience: leadership in early childhood education; curriculum and instruction in STEM education; and adult education.

Overview of Native American Outreach, Education, and Support Programs

President Schott introduced the agenda item, saying it should be thought of in context of SOU's values, strategic plan, and improving things SOU already does. She mentioned Dr. Chad Hamill's work at SOU as an American Council on Education fellow and the report he submitted at the end of the fellowship.

Dr. Brook Colley and Brent Florendo provided an overview of SOU's Native American outreach, education and support programs. They highlighted the founding of the Native American Studies program 26 years ago and its current role at SOU; integrating indigenous perspectives and knowledge; recruitment and retention of Native American students; outreach to tribes (e.g., Klamath Youth Summit); pipeline and pre-college youth programs (e.g., Konaway Nika Tillicum); and future goals.

Mr. Florendo said he is a member of the Confederated Tribes of Warm Springs, is an SOU alumnus, and has held various positions at SOU. He is currently SOU's Native Nations Liaison. He is especially proud of the Konaway Nika Tillicum; its vision is that, through an intergenerational family model, the program would empower Native youth to access higher education, navigate educational systems, encourage self-determination, and strengthen critical thinking by connecting them to a community that values their aspirations.

Dr. Colley mentioned the pressing problem with and importance of understanding sovereignty. She also mentioned the high dropout rate for Native American students, causes of that and ideas to improve their retention.

Overview of Veterans' Programs

Kevin Stevens, an Air Force veteran, highlighted services the Veterans Resource Center (VRC) provides to students, veterans and military families, which go beyond a basic veteran's center. The VRC is part of the Social Justice and Service Team and provides monthly programming and outreach, orientation for veterans and military families, and provides ongoing transitional assistance.

The student population for the VRC is 275 for the year and the VRC also plays a large role in serving the community. Mr. Stevens reviewed the top service needs for SOU veterans: a place to connect with other veterans and military-affiliated students; a transparent, clear process when navigating various components of the university; identifying available, vetted resources; connecting with on campus resources regarding accommodations and selecting classrooms, majors/minors and instructors; and navigating the Department of Veterans Affairs.

Regarding community advocacy, Mr. Stevens said his goal is to build a stronger reputation in the veterans and military-affiliated community and described some of the

ways this will be accomplished. He also mentioned some of the VRC's recent programs, such as a new garden, reflexology and community potluck. Some of the current projects include faculty and staff "Green Zone" training; expanding connections with outdoor programming; reviewing the transfer process, credit evaluation and overall support network; reviewing policies; and building a student veterans organization.

Assessment and Accreditation Update

Dr. Jody Waters said strategic planning, assessment and accreditation are interrelated. Accreditation is the process by which an external evaluator ensures the quality of academic programming as well as compliance with educational standards. Trained peer evaluators assess aspects of the academic offerings to ensure SOU is doing what it says it is doing and is fulfilling its mission. Accreditation allows institutional improvement and ensures degree recognition, eligibility for federal aid, and transfer of credits.

In the course of a year, SOU must submit an annual report and may have to respond to specific inquiries from the accrediting body. SOU currently is in year three of a seven-year cycle, during which a significant report is due. The university will have an onsite accreditation visit in the fall. Dr. Waters also explained the Northwest Commission on Colleges and Universities' recent revision of the accreditation standards and the affect it may have on SOU.

Future Meetings

Chair Santos said the next meeting would be on October 17.

Adjournment

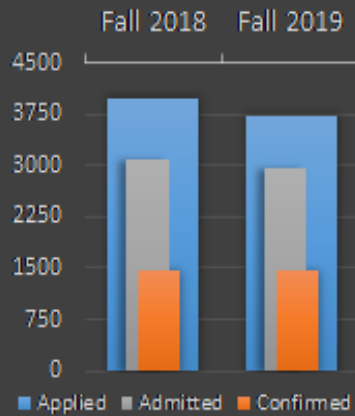
Chair Santos adjourned the meeting at 3:34 p.m.

Provost's Report

Vice President's Report

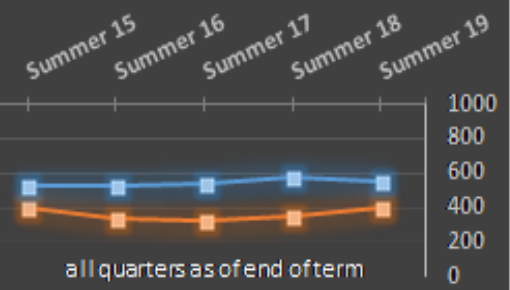
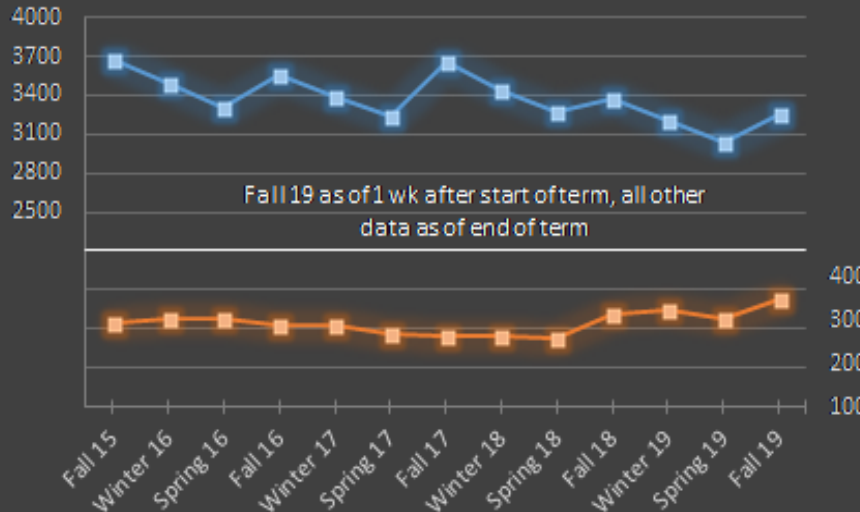
Admissions Data

1 wk after start of term



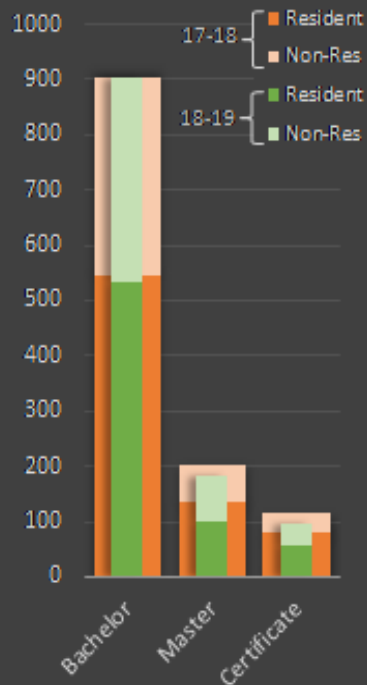
FTE Enrollment Trends

Admitted UG Admitted GR



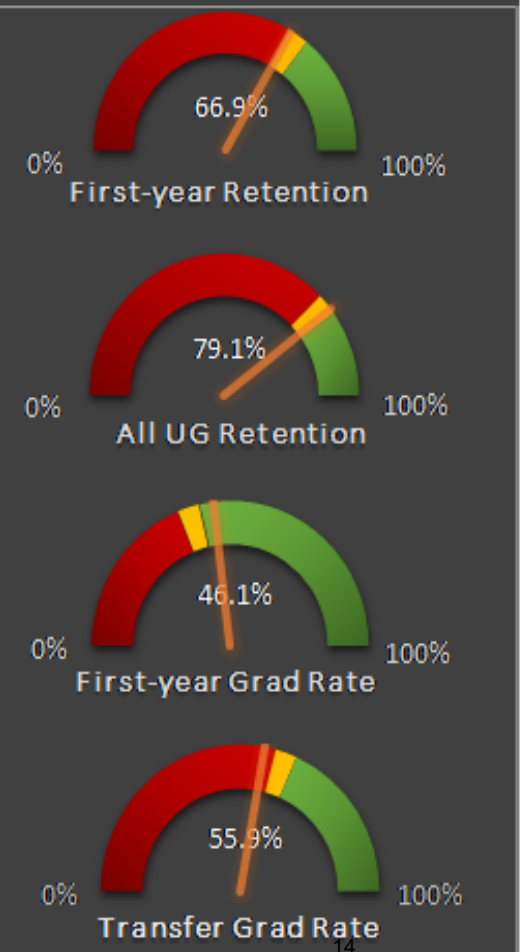
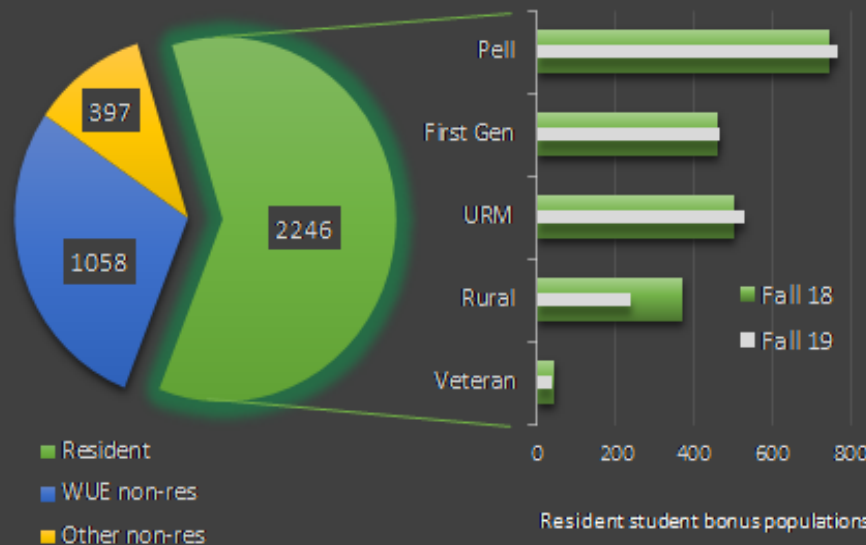
Degrees Awarded

Totals through September

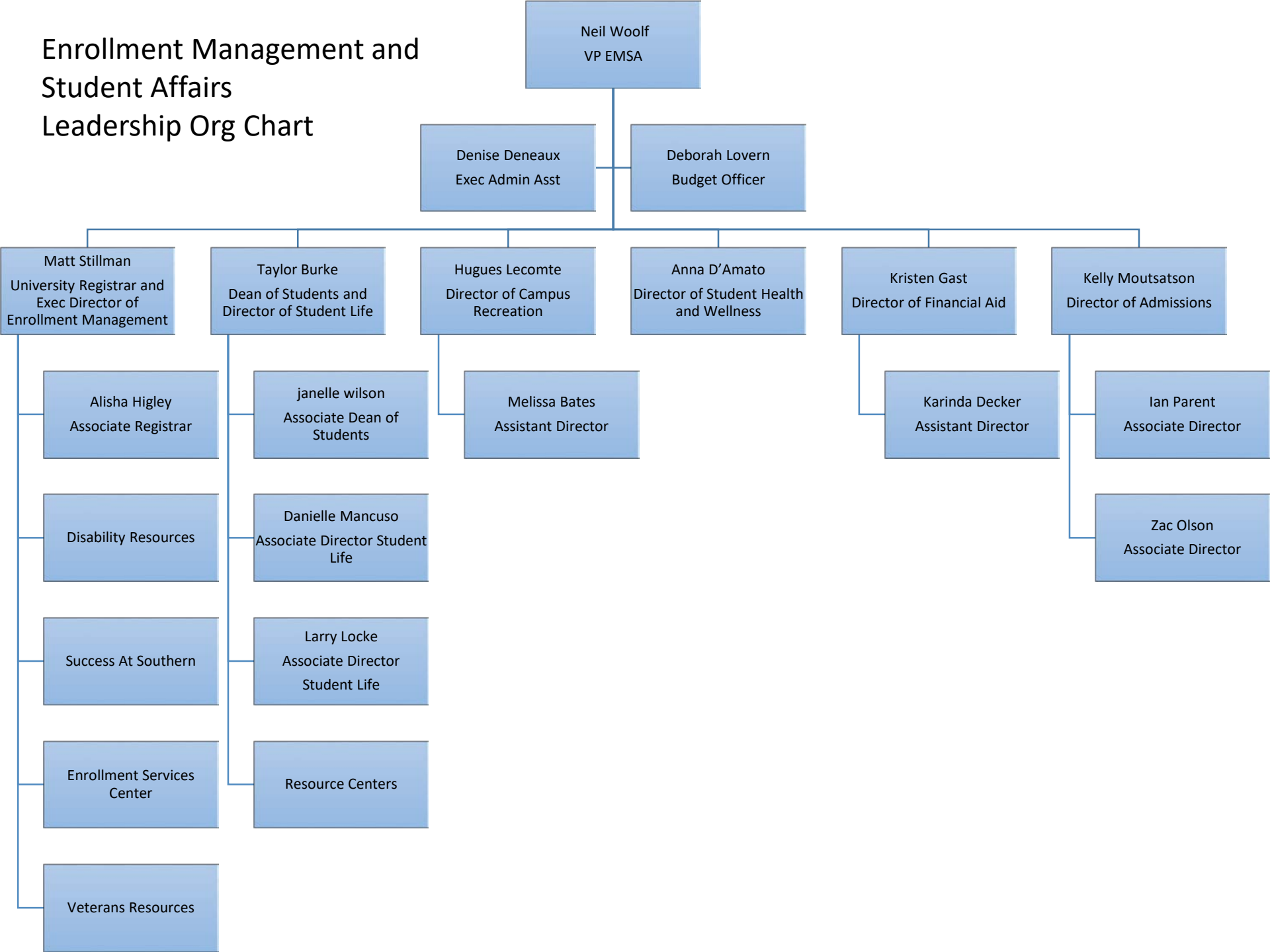


Fall 2019 Admitted UG Students

as of 1 wk after start of term



Enrollment Management and Student Affairs Leadership Org Chart



Neil Woolf
VP EMSA

Denise Deneaux
Exec Admin Asst

Deborah Lovern
Budget Officer

Matt Stillman
University Registrar and
Exec Director of
Enrollment Management

Taylor Burke
Dean of Students and
Director of Student Life

Hugues Lecomte
Director of Campus
Recreation

Anna D'Amato
Director of Student Health
and Wellness

Kristen Gast
Director of Financial Aid

Kelly Moutsatson
Director of Admissions

Alisha Higley
Associate Registrar

janelle wilson
Associate Dean of
Students

Melissa Bates
Assistant Director

Karinda Decker
Assistant Director

Ian Parent
Associate Director

Disability Resources

Danielle Mancuso
Associate Director Student
Life

Larry Locke
Associate Director
Student Life

Resource Centers

Success At Southern

Enrollment Services
Center

Veterans Resources

Zac Olson
Associate Director

Update on Academic Affairs

Curriculum Update

Student Satisfaction Survey Results



SOU Student Satisfaction
Report to the Board of Trustees

*Mark Shibley, Ph.D., Eva Skuratowicz, Ph.D., Paige Kuntz, and
Gabrielle Cole*

OCT 8, 2019

SOU Student Satisfaction

Report to the Board of Trustees

Executive Summary

The Southern Oregon University Research Center (SOURCE) was hired by Southern Oregon University to construct, administer, and analyze the results of a student satisfaction survey of SOU students in Spring 2019. The SOURCE research team was comprised of SOURCE Director Dr. Eva Skuratowicz, Professor Mark Shibley, and student research assistants Paige Kuntz and Gabrielle Cole.

The online satisfaction survey was sent to a stratified random sample of 1350 undergraduate and graduate students, and completed by 596 students for a response rate of 44%. The survey queried student satisfaction levels regarding a wide range of areas: SOU's reputation, campus climate, campus life – student affairs, academic counseling, instructional effectiveness, career preparation, campus support services, service excellence, registration, diverse populations, costs of education, safety and security, facilities, and enrolling again. Each question of the survey included a statement and students were asked to indicate their level of agreement or disagreement with the statement. For example, students were asked about their level of agreement or disagreement with the statement, "I feel a sense of pride about SOU."

The data were analyzed on two levels: the aggregated responses of all students and the responses of students separated by race/ethnicity, gender, year in school, first generation status, academic division, residency, and housing. Data analysis at the overall level found that students at SOU are generally satisfied with their experiences on campus and with interactions with staff and faculty. A notable exception is the students' clear dissatisfaction with the cost of education, including on campus room and board, parking, textbooks and course materials, student fees and tuition costs. Other areas that demonstrate somewhat less robust satisfaction are internship opportunities, career preparation, and the degree to which ASSOU represents student interests.

There was not a great deal of variance when separating students into groups and then analyzing those groups' levels of satisfaction with aspects of the institution. One group, non-residents, does appear to have a more tenuous relationship with SOU as they are more likely to view tuition costs more negatively than residents and their experiences with various SOU service departments are less satisfactory.

Literature Review

Measuring students' satisfaction can be an important source of information for enhancing their academic experience and better understanding the factors that lead to their academic performance, success, and persistence (Akoto, et al., 2017; Brand, et al., 2015; DeShields et al., 2005; Oja, 2011). As Oja (2011) notes, a small body of recent studies indicate a positive relationship between satisfaction and academic achievement and satisfaction and persistence. Her own research regarding student satisfaction in a large community college in California found an association between students reporting higher levels of the following: feeling important to the institution, customer service, quality instruction, and a welcoming environment; and students reporting higher levels of academic achievement. Akoto et al. (2017) specifically tested the effect of student satisfaction on academic performance in their study of two medium-sized four-year universities in the South. They were careful in their research design to separate the effects of learning climate and satisfaction, and found that student satisfaction influences the learning climate and also has a strong mediating effect on academic performance. Engagement is also implicated in satisfaction; Branad et al. (2015) and Webber (2013) found that higher levels of student involvement and connectedness contribute to increased student satisfaction.

While many examples of the current student satisfaction literature focus on satisfaction within a particular major or program (Chen & Lo, 2015; Cummings et al., 2015; DeShields et al., 2005; Settlage, D. & Settlage, L., 2015), we can look to the national student satisfaction survey research conducted by Ruffalo Noel Levitz (2018) to gain a better understanding of overall student satisfaction within four-year universities. Ruffalo Noel Levitz compiled student satisfaction findings from 896 four-year and two year, public and private institutions and found that overall satisfaction was identical for students of four-year public universities and four-year private universities, at 56% of students reporting that they were satisfied or very satisfied. Students of four-year public universities were slightly more likely than those of four-year private universities to report that they will re-enroll at the institution they were attending, at 61% versus 57%. At public four-year universities, students were more likely to report increasing levels of satisfaction as they moved up class levels. In addition, those who live off campus indicated that they are slightly more satisfied (58%) than those who live on campus (55%).

Research indicates that diversity in gender, race/ethnicity, socio-economic status and cultural background may result in different experiences in higher education (Fish, et al., 2016). According to the Ruffalo Noel Levitz (2018) study, there were variations in reported satisfaction levels among students of different racial categories. Caucasian students at four-year public universities reported the highest level of satisfaction at 62%, while only 45% of African American and Asian students reported that they were

satisfied or very satisfied with their experience. Fifty-eight percent of Hispanic students reported they were satisfied overall. In a study of student satisfaction at a community college with a high percentage of low-income students, Bell et al (2016) found in comparing six racial/ethnic groups, that the only statistically significant difference was that Latinx students had higher satisfaction scores than multiple race students. Ruffalo Noel Levitz (2018) reported that women in public four-year universities had higher rates of satisfaction (60%) compared to men (52%).

We can also look to the satisfaction results for SOU students in the 2018 National Survey of Student Engagement to provide additional context (NSSE 2018). First year and senior students were asked to rate their satisfaction with SOU by rating their overall experience as well as whether they would choose to attend SOU again. These results were presented alongside the average results from students at comparable universities. Eighty-one percent of first year students at SOU rated their overall experience at SOU as “Excellent” or “Good”; this was on par with first year students at peer institutions. SOU seniors were slightly below their peer group on this same measure, 81% compared to 84%. When asked if they would “definitely” or “probably” choose SOU again, SOU students fell behind their peers at comparable institutions: 76% of SOU first years would choose SOU again compared to 80% of their peers and 76% of SOU seniors would make the same choice compared to 81% of seniors at comparison universities.

Methodology

Survey Construction

For this survey, SOU administration determined that a survey instrument constructed explicitly for SOU students would potentially increase the response rate and provide more specific and relevant information on student satisfaction. There were concerns about going forward with the nationally available satisfaction survey instrument that has been used in the past. The current version of this instrument contains questions that are not relevant to the SOU student population (e.g. asking about graduate teaching assistants); are outdated (e.g. asking about the usefulness of the student handbook, the quality of the telephones in the dorm rooms); and the names for various offices did not match SOU’s configurations (e.g. “business office” vs “enrollment services center”). Additionally, the instrument lengths of the survey were either 83 or 115 questions with 14 response categories for each question, which puts additional hurdles in the way of student completion of the survey. Dr. Mark Shibley conducted pilot testing of the national survey in his research methodology class, and students reported the issues stated above as well as struggling with understanding some of the terminology used in the survey instrument such as “adjunct faculty”.

In order to develop a student satisfaction survey that reflected the specific experience of attending SOU, along with drawing upon subjects that are typically asked in national surveys, Dr. Skuratowicz and Dr. Shibley worked with a variety of campus stakeholders. They conducted a focus group with SOU administrators and staff in order to identify the subject areas for questions as well as the types of students who would be queried. Dr. Skuratowicz and Dr. Shibley consulted again with various members of SOU administration and staff once questions had been established. In addition, the survey questions were constructed with feedback from Dr. Shibley's 2019 research methodology class and those same students piloted the SOU survey multiple times and gave extensive feedback.

The resulting online survey contained 65 questions, with five or six answer categories. The survey covered the following subject areas: SOU's reputation, campus climate, campus life – student affairs, academic counseling, instructional effectiveness, career preparation, campus support services, service excellence, registration, diverse populations, costs of education, safety and security, facilities, and enrolling again. The questions were primarily closed-ended, but there were four open-ended questions, including one for general comments. Each question of the survey included a statement and students were asked to indicate whether they strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or strongly disagree with the statement. For example, students were asked to indicate their level of agreement with the statement, "I feel a sense of pride about SOU." Please see the appendix for a complete list of all the survey questions.

Survey Sample

Chris Stanek, SOU's Institutional Researcher, used the guideline that the sample should be representative of the class distribution of the entire body of admitted students and generated a stratified random sample for the survey. Targeting a panel of 1350 respondents from a total enrolled Winter 2019 student population of 4147, Mr. Stanek randomly selected a representative proportion of each class: 170 first years, 269 sophomores, 396 juniors, 353 seniors and 162 graduate students.

Survey Recruitment and Response Rate

Qualtrics, the online survey software program used by SOU, was utilized for survey construction and survey recruitment. The survey was opened on April 9, 2019 and closed on May 12, 2019. After the initial email with the survey invitation was sent out, three reminder emails were sent to those students who had not completed a survey. An incentive was used to encourage survey responses: those who completed the satisfaction survey were entered into a random drawing for twenty \$50 Amazon gift cards. We received a total of 596 completed surveys for a response rate of 44%.

Representativeness of Sample Respondents

We examined the demographic variables for the respondents to determine the representativeness of our sample group. Seniors, men, African Americans, and Pacific Islanders are the most under-represented student groups in our sample. We explored the possibility of weighting the sample by these groups and concluded that it would make little difference in the results (<1% in most cases).

Sample Respondents Compared to the Population by Demographics

Variables	Population Count	P%	Sample Respondents Count	S%	P/S Ratio
Gender					
Women	2443	60.1	412	69.1	0.87
Men	1584	39	178	29.9	1.30
Non-binary	39	1	6	1	1.00
Race/Ethnicity					
White	2459	60.7	362	60.7	1.00
Black/African American	97	2.4	10	1.7	1.41
Hispanic	467	11.5	76	12.8	0.90
Asian	96	2.4	15	2.5	0.95
Pacific Islander	32	0.8	3	0.5	1.58
Native American	53	1.3	7	1.2	1.09
Middle Eastern/North Africa	21	0.5	3	0.5	1.04
Multiethnic	365	9.0	52	8.7	1.03
Unknown	464	11.4	68	11.4	1.00
Year in School					
First-year	278	7.0	67	11.2	0.63
Sophomore	565	14.2	84	14.1	1.01
Junior	828	20.9	165	27.7	0.75
Senior	1844	46.5	91	15.3	3.04
Grad Student	452	11.4	189	31.7	0.36
First Generation					
Yes	773	19	94	15.8	1.20
No	3293	81	520	84.2	0.96
Major Divisions					
OCA	528	13.8	87	14.9	0.92
STEM	438	11.4	65	11.1	1.03
BCE	1095	28.6	137	23.5	1.22
SS	852	22.2	131	22.5	0.99
EHL	751	19.6	121	20.8	0.94

HC	138	3.6	27	4.6	0.78
US	29	0.8	11	1.9	0.40
Residency					
Oregon Resident	2498	61.4	341	57.2	1.07
Non-resident	1568	38.6	255	42.8	0.90

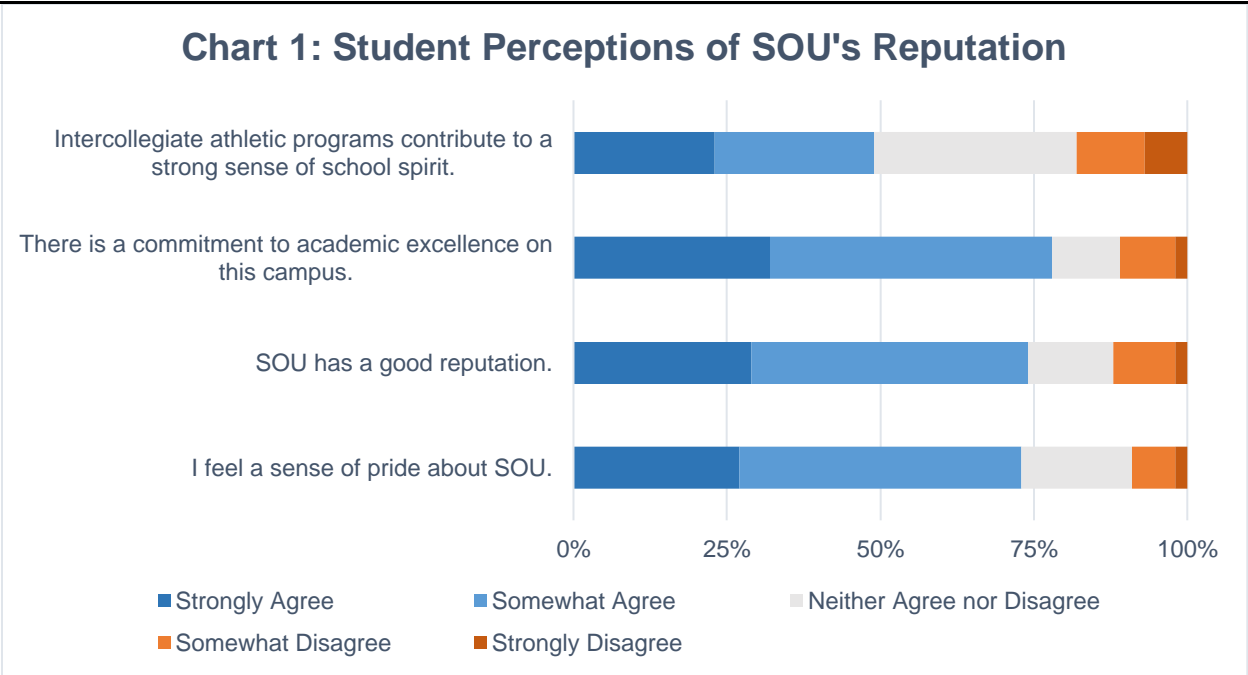
Responses for All Students

This section presents the results for all students for all of the questions from the student satisfaction survey. Following a brief summary sentence that highlights one or two trends, the responses in percentages are displayed in both table and chart form. The charts display the percentage of students in each of the five answer categories. The tables collapse the five answer categories into three to give an overall sense of agreement, neutrality, or disagreement with a statement. There were 596 students who completed the survey. However not all students answered each question; for some students a question was not relevant to them and they were able to indicate that. Those students who indicated that a statement was not relevant were removed from the response percentages for that particular question.

About three-quarters of our students take pride in their SOU affiliation, believe that the university is committed to academic excellence, and believe that the institution has a good reputation.

Table 1: Student Perceptions of SOU’s Reputation

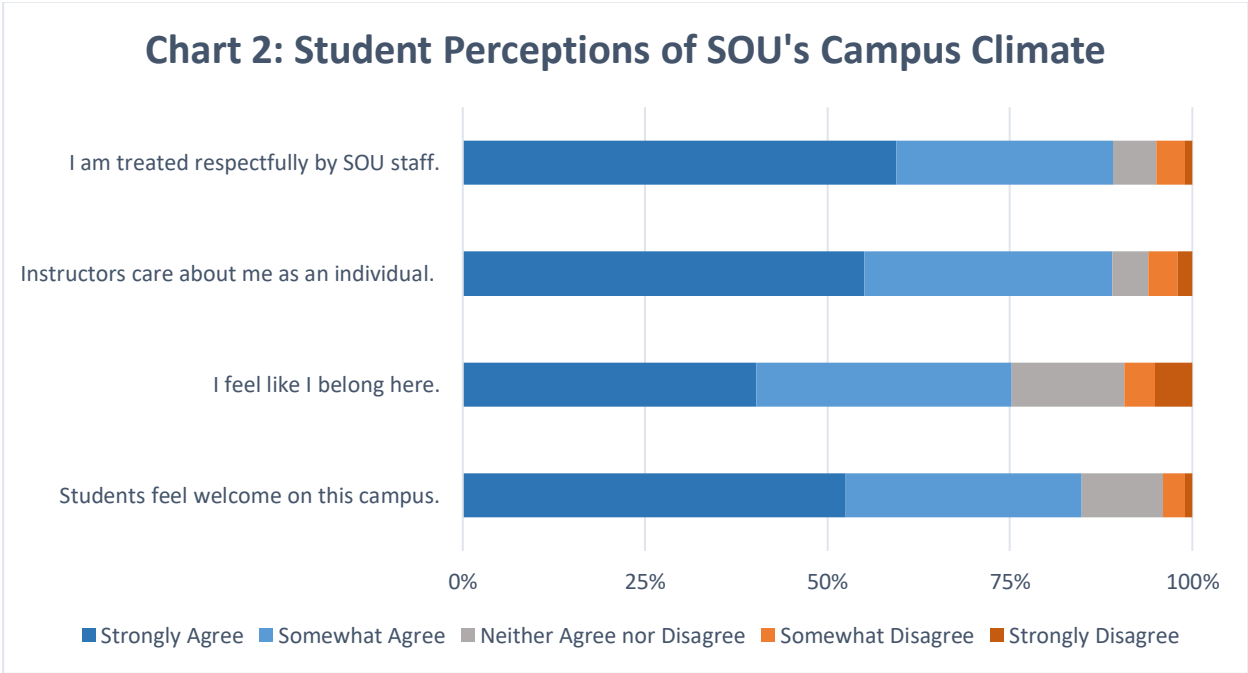
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
I feel a sense of pride about SOU.	72	18	10
SOU has a good reputation.	74	14	12
There is a commitment to academic excellence on this campus.	77	11	12
Intercollegiate athletic programs contribute to a strong sense of school spirit.	49	33	18



The vast majority of students (85 to 90 percent) feel welcome on SOU’s campus, believe that their instructors care about them individually, and believe that they are treated respectfully by SOU staff. However, 12 percent still feel like they don’t belong here.

Table 2: Student Perceptions of SOU’s Campus Climate

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
Students feel welcome on this campus.	84	11	5
I feel like I belong here.	73	15	12
Instructors care about me as an individual.	89	5	5
I am treated respectfully by SOU staff.	90	6	5



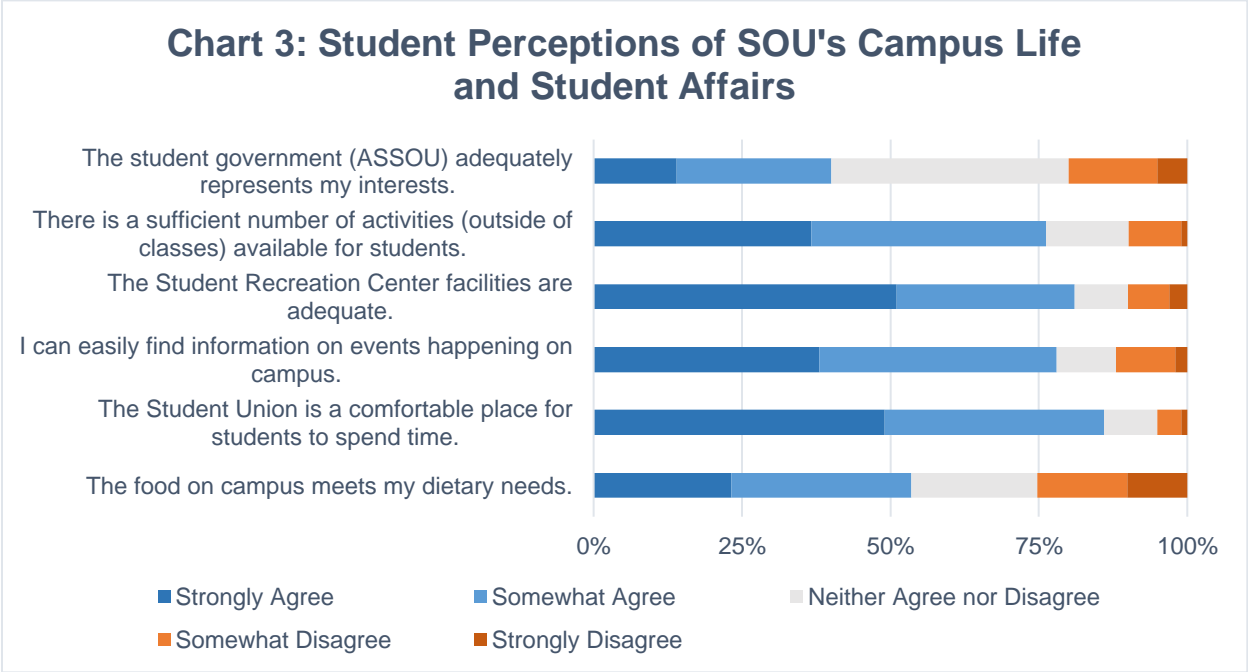
More than three quarters of our students agree that the Student Union is a comfortable place, there is a sufficient amount of activities available, they can easily find information about activities and events, and the Student Recreation Center facilities are adequate. Just over half agree that the food on campus

meets their dietary needs, and only 40 percent agree that student government adequately represents their interests.

Table 3: Student Perceptions of SOU’s Campus Life and Student Affairs

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
The food on campus meets my dietary needs.	53	21	26
The Student Union is a comfortable place for students to spend time.	86	9	5
I can easily find information on events happening on campus.	78	10	13
The Students Recreation Center facilities are adequate.	81	9	10
There is a sufficient number of activities (outside of classes) available for students.	76	14	10
The student government (ASSOU) adequately represents my interests.	40	40	20

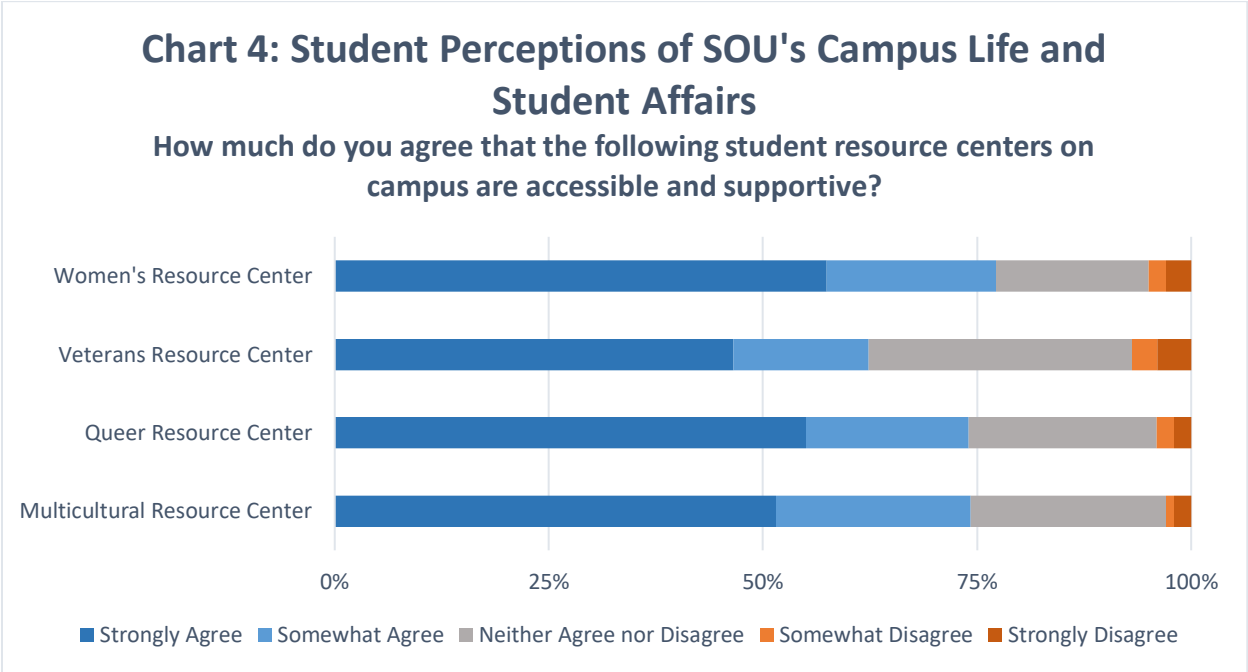
Chart 3: Student Perceptions of SOU's Campus Life and Student Affairs



About three quarters of our students agree that the Queer Resource Center, Multicultural Resource Center, and our Women’s Resource Center are accessible and supportive for students. Slightly fewer students say that about the Veterans Resource Center.

Table 4: Student Perceptions of SOU’s Campus Life and Student Affairs

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
How much do you agree that the following student resource centers on campus are accessible and supportive? Please choose an answer for each center, ranging from strongly agree that the center is accessible and supportive to strongly disagree that the center is accessible and supportive.			
Multicultural Resource Center	75	23	3
Queer Resource Center	73	22	4
Veterans Resource Center	63	31	7
Women’s Resource Center	78	18	5

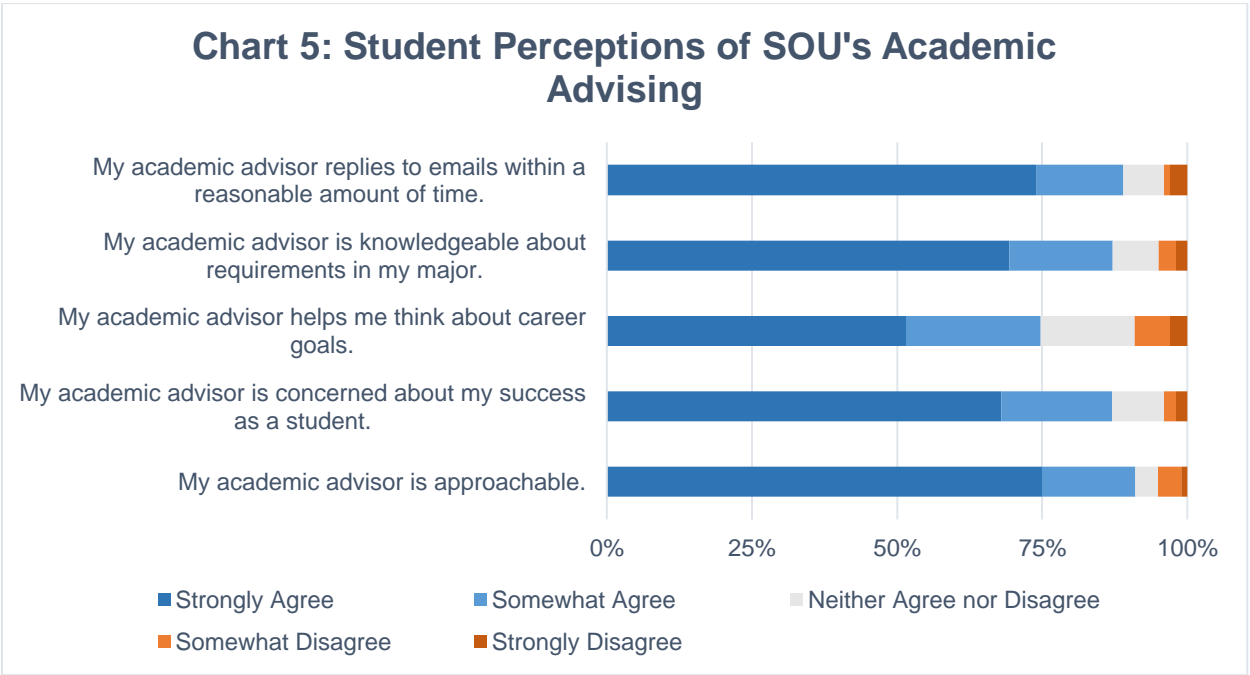


About ninety percent of SOU students agree that their academic advisor is knowledgeable about their major, approachable, responds to emails in a timely manner, and that their advisors are concerned about the success of students. Three-quarters agree that their advisor helps them think about career goals.

Table 5: Student Perceptions of SOU’s Academic Advising

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
My academic advisor is approachable.	91	4	5
My academic advisor is concerned about my success as a student.	88	9	4
My academic advisor helps me think about career goals.	74	16	10
My academic advisor is knowledgeable about requirements in my major.	87	8	5
My academic advisor replies to emails within a reasonable amount of time.	89	7	4

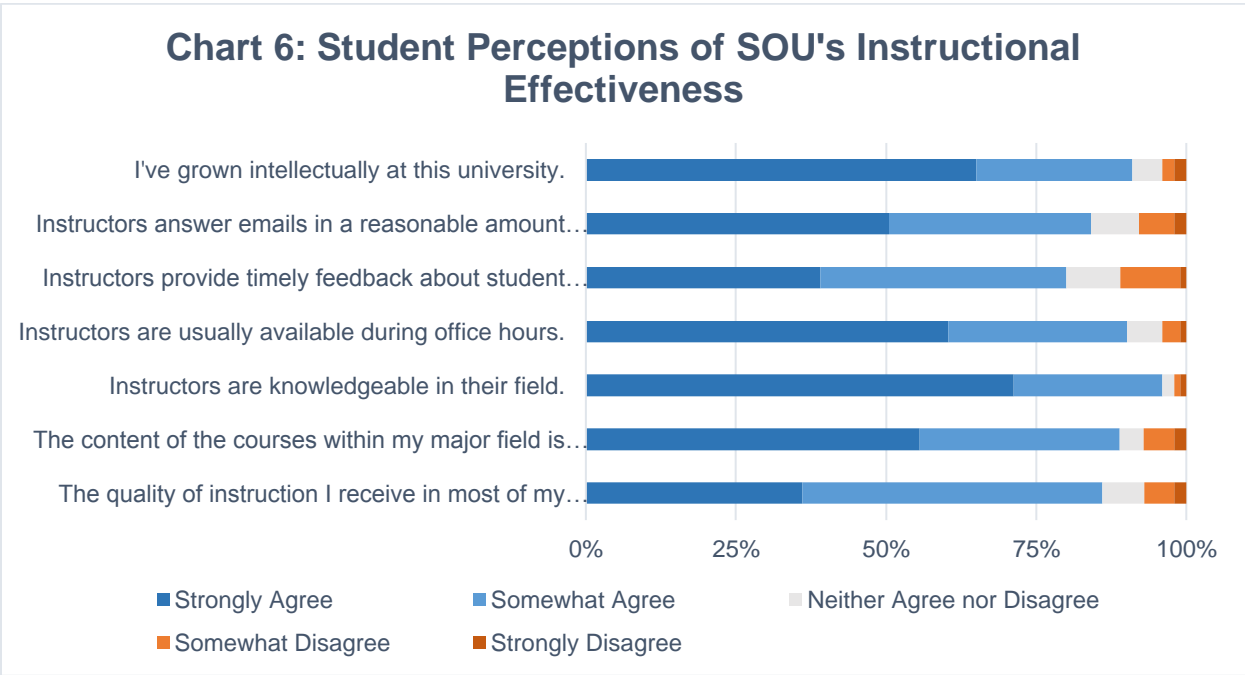
Chart 5: Student Perceptions of SOU's Academic Advising



Around ninety percent of our students agree that the instruction they receive in their courses is excellent, their major courses are valuable, SOU’s instructors are knowledgeable and available during office hours, and agree that they have grown intellectually while here.

Table 6: Student Perceptions of SOU’s Instructional Effectiveness

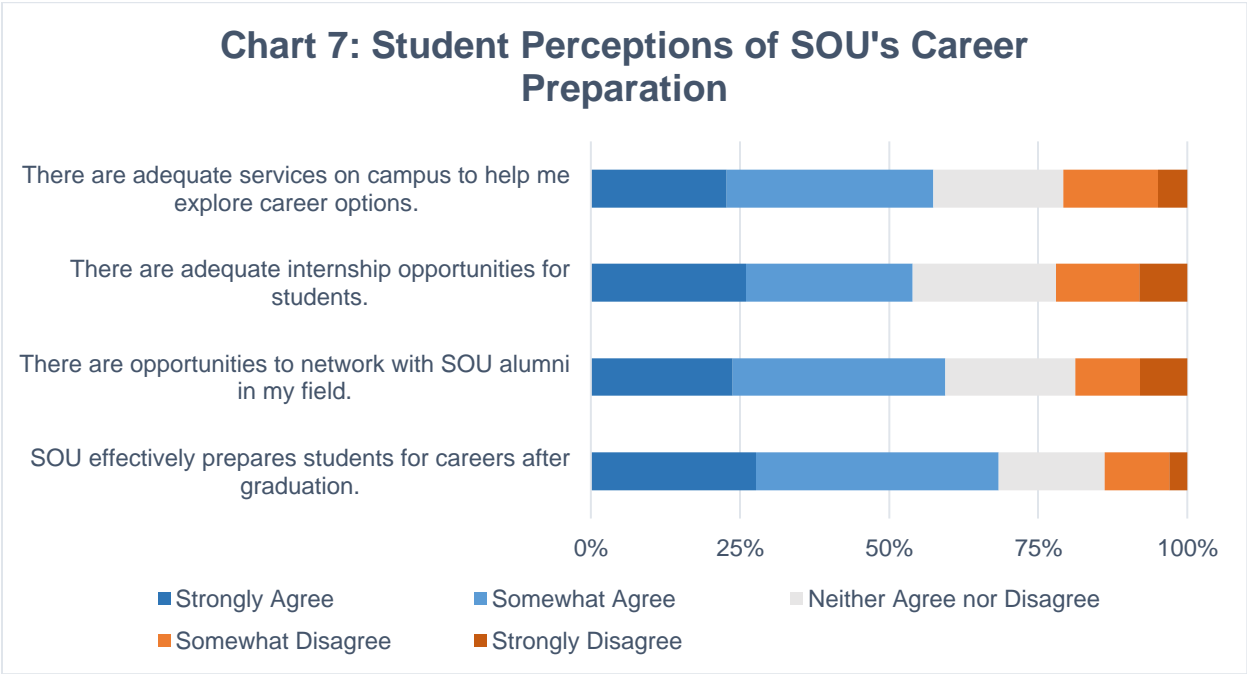
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
The quality of instruction I receive in most of my classes is excellent.	86	7	7
The content of the courses within my major field is valuable.	89	4	7
Instructors are knowledgeable in their field.	97	2	1
Instructors are usually available during office hours.	91	6	3
Instructors provide timely feedback about student progress in a course.	80	9	11
Instructors answer emails in a reasonable amount of time.	85	8	8
I’ve grown intellectually at this university.	91	5	3



Nearly two thirds of our students believe that SOU effectively prepares students for future careers, and more than half believe there are networking opportunities with SOU alumni in their field, adequate opportunities for internships and adequate services to explore career options.

Table 7: Student Perceptions of SOU’s Career Preparation

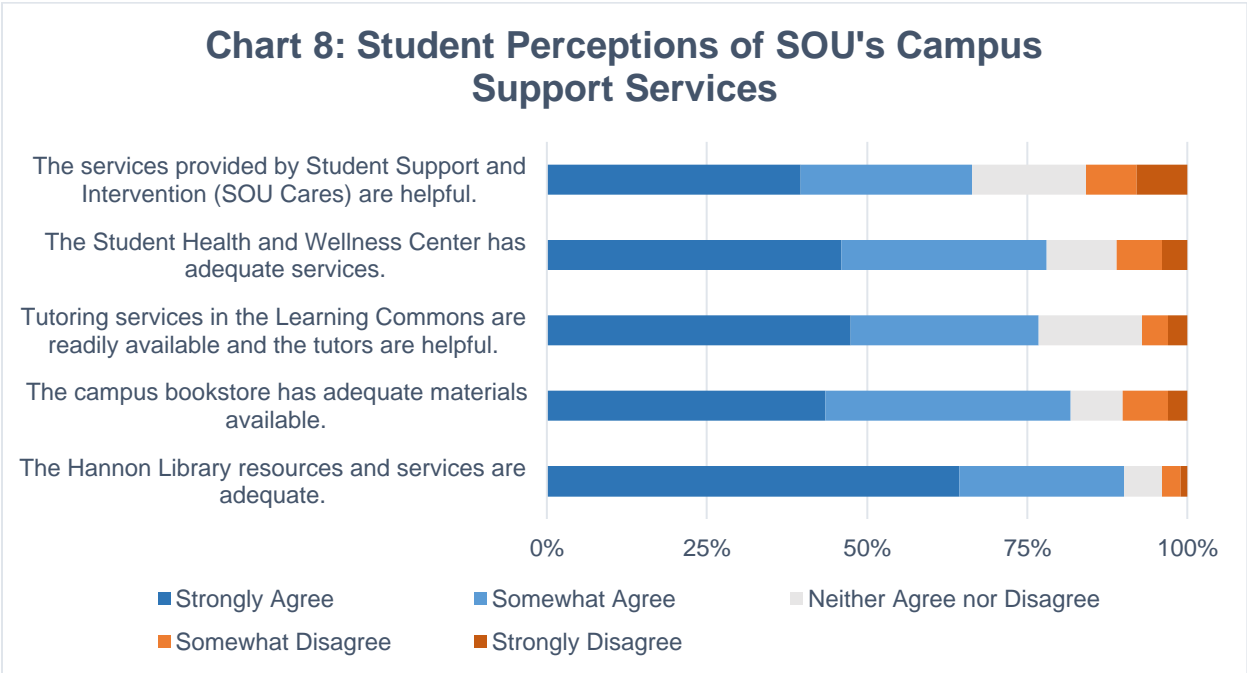
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
SOU effectively prepares students for careers after graduation.	69	18	13
There are opportunities to network with SOU alumni in my field.	60	22	19
There are adequate internship opportunities for students.	54	24	22
There are adequate services on campus to help me explore career options.	58	22	20



About eighty percent of our students agree that the SOU Bookstore has adequate materials, tutoring services are readily available and helpful, and the Student Health and Wellness Center has adequate services.

Table 8: Student Perceptions of SOU’s Campus Support Services

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
The Hannon Library resources and services are adequate.	90	6	4
The campus bookstore has adequate materials available.	81	8	11
Tutoring services in the Learning Commons are readily available and the tutors are helpful.	77	16	7
The Student Health and Wellness Center has adequate services.	78	11	11
The services provided by Student Support and Intervention (SOU Cares) are helpful.	67	18	15

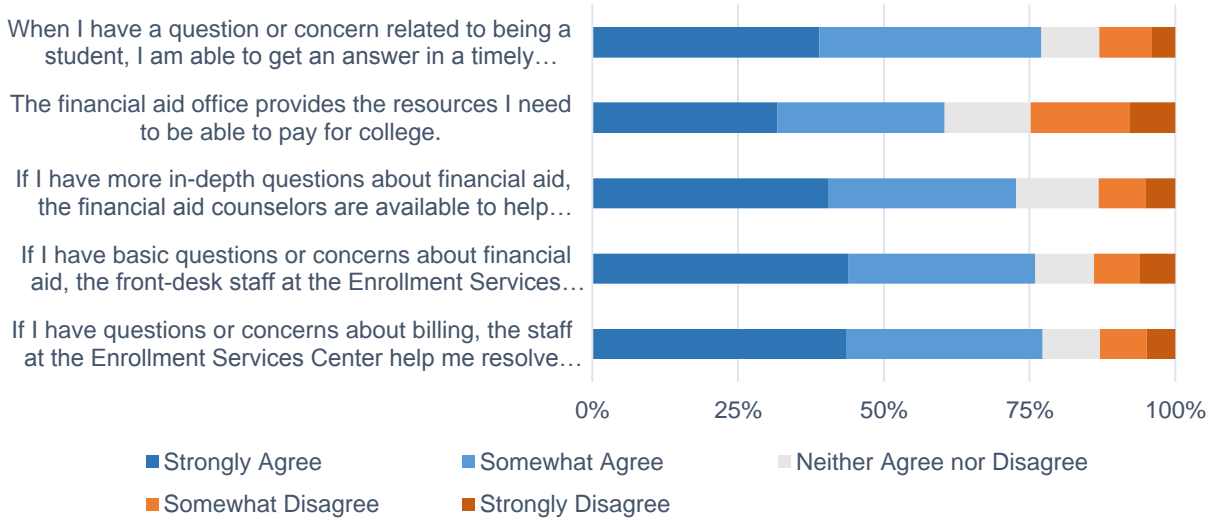


About three quarters of our students agree that the Enrollment Services Center can help resolve questions and concerns about financial aid and billing, SOU’s financial aid counselors are available and helpful, and questions related to being a student will be answered in a timely manner.

Table 9: Student Perceptions of SOU’s Service Excellence

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
If I have questions or concerns about billing, the staff at the Enrollment Services Center help me resolve them.	78	10	12
If I have basic questions or concerns about financial aid, the front-desk staff at the Enrollment Services Center help me resolve them.	76	10	14
If I have more in-depth questions about financial aid, the financial aid counselors are available to help me resolve them.	73	14	14
The financial aid office provides the resources I need to pay for college.	61	15	24
When I have a question or concern related to being a student, I am able to get an answer in a timely manner.	77	10	13

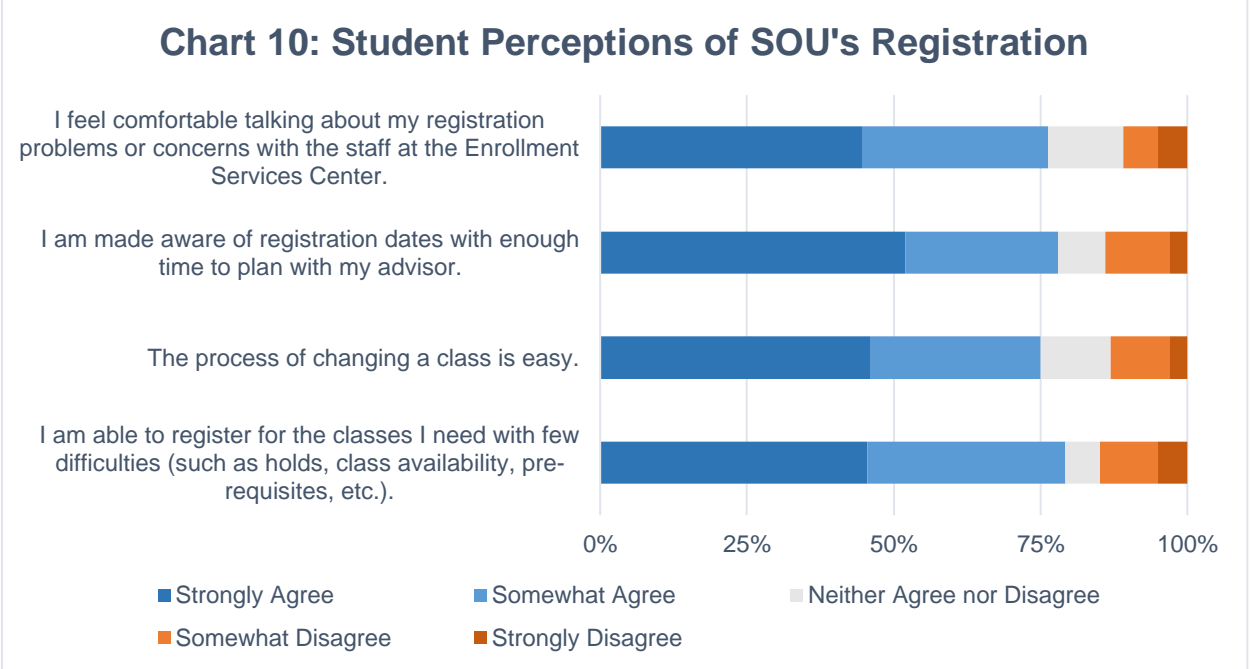
Chart 9: Student Perceptions of SOU's Service Excellence



About three quarters of our students agree that registering for classes and changing a class is not difficult, that they are made aware of registration dates with enough time to plan, and that the Enrollment Services Center is available to address questions or concerns about registration.

Table 10: Student Perceptions of Southern Oregon University’s Registration

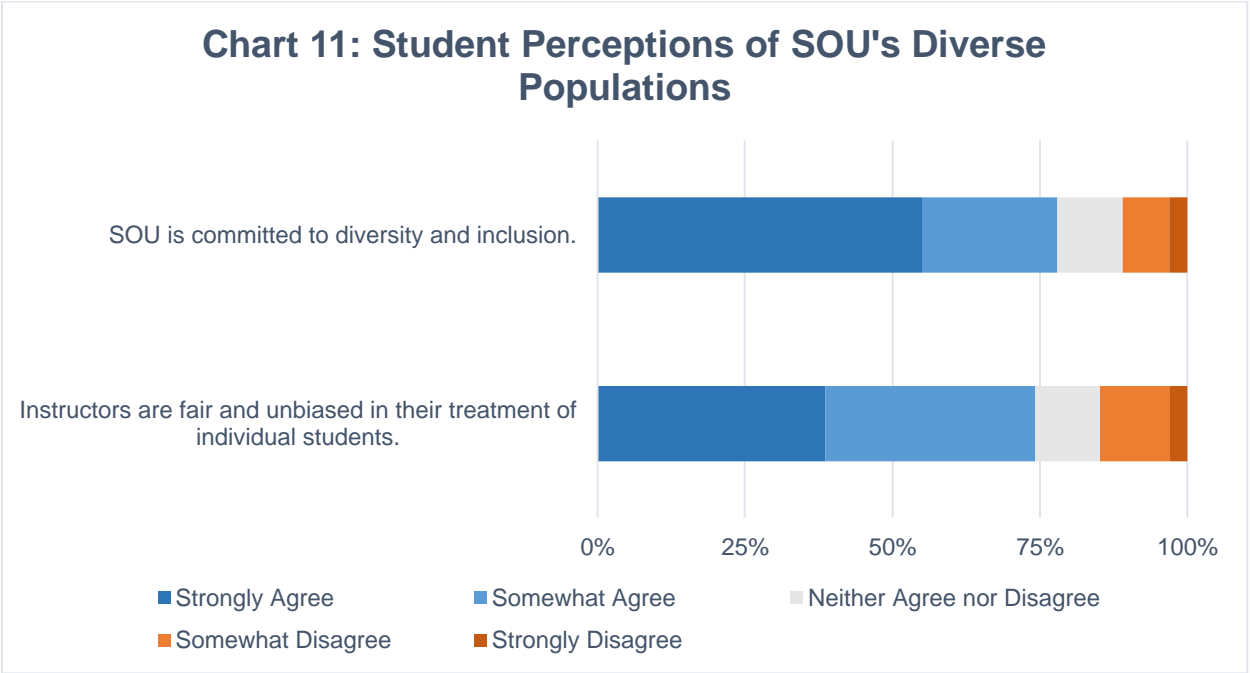
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
I am able to register for the classes I need with few difficulties (such as holds, class availability, pre-requisites, etc.).	79	6	15
The process of changing a class is easy.	75	12	13
I am made aware of registration dates with enough time to plan with my advisor.	78	8	14
I feel comfortable talking about my registration problems or concerns with the staff at the Enrollment Services Center.	76	13	11



About three quarters of our students believe that SOU is committed to diversity and inclusion, and believe that instructors are fair and unbiased.

Table 11: Student Perceptions of SOU’s Diverse Populations

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
Instructors are fair and unbiased in their treatment of individual students.	74	11	15
SOU is committed to diversity and inclusion.	78	11	11



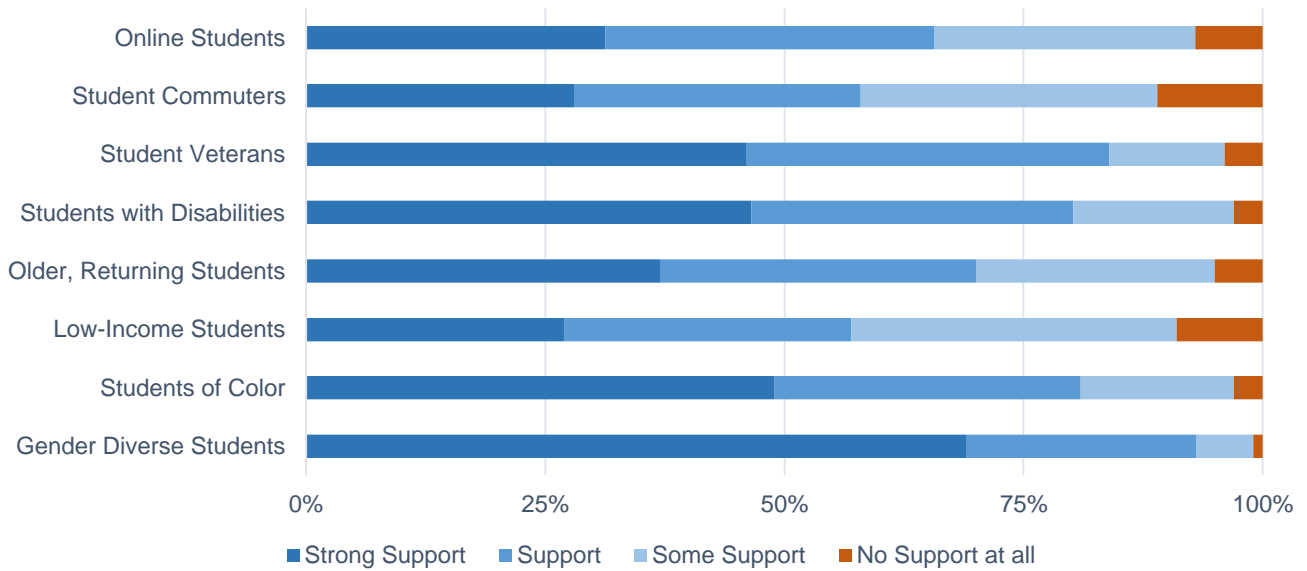
About eighty percent of our students believe that SOU effectively provides support to students of color, students with disabilities, and student veterans, while about ninety percent of our students believe SOU effectively supports gender diverse students.

Table 12: Student Perceptions of SOU’s Diverse Populations

Agree/disagree with these statements:	% Support	% No Support
How effectively does SOU support the following groups of students? Please choose one answer category for each group, with answers ranging from SOU giving very strong support to SOU not giving support at all.		
Gender Diverse Students	93	7
Students of Color	81	19
Low-income Students	58	42
Older, Returning Students	70	30
Students with Disabilities	81	20
Student Veterans	85	16
Student Commuters	58	42
Online Students	65	35

Chart 12: Student Perceptions of SOU's Diverse Populations

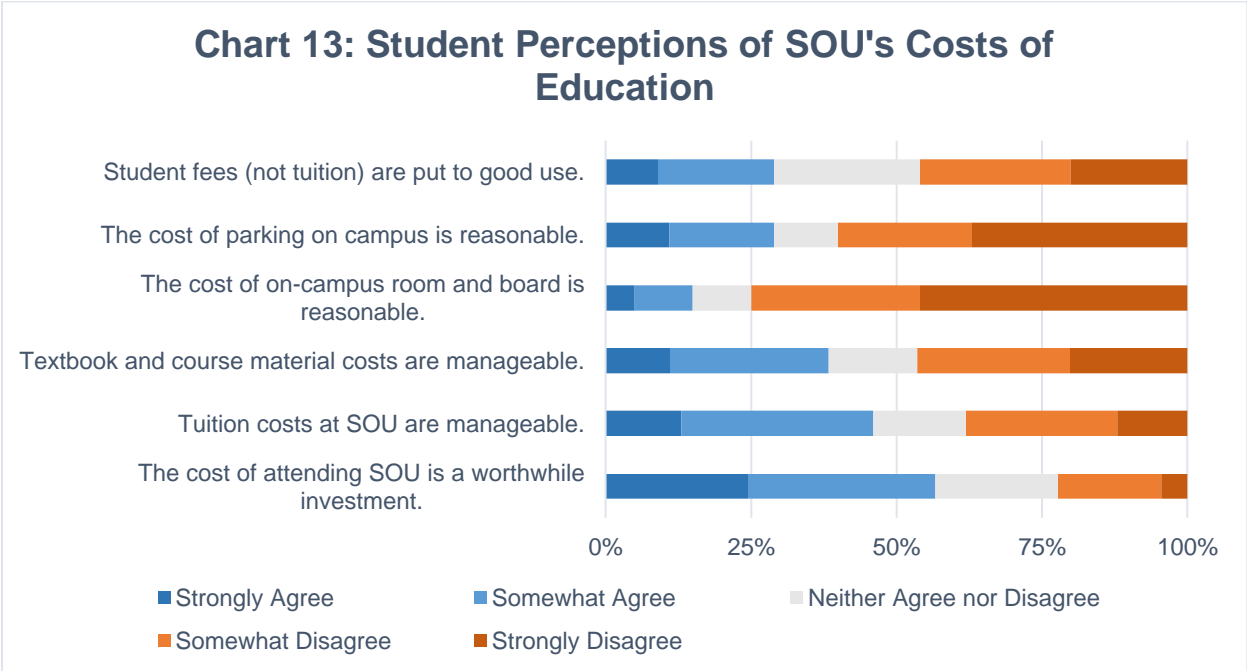
How effectively does SOU support the following groups of students?



About one third of our students agree that textbook and course material costs are manageable, the cost of on-campus parking is reasonable, and student fees (aside from tuition) are put to good use. Nearly two thirds of our students agree that SOU is a worthwhile investment.

Table 13: Student Perceptions of SOU’s Costs of Education

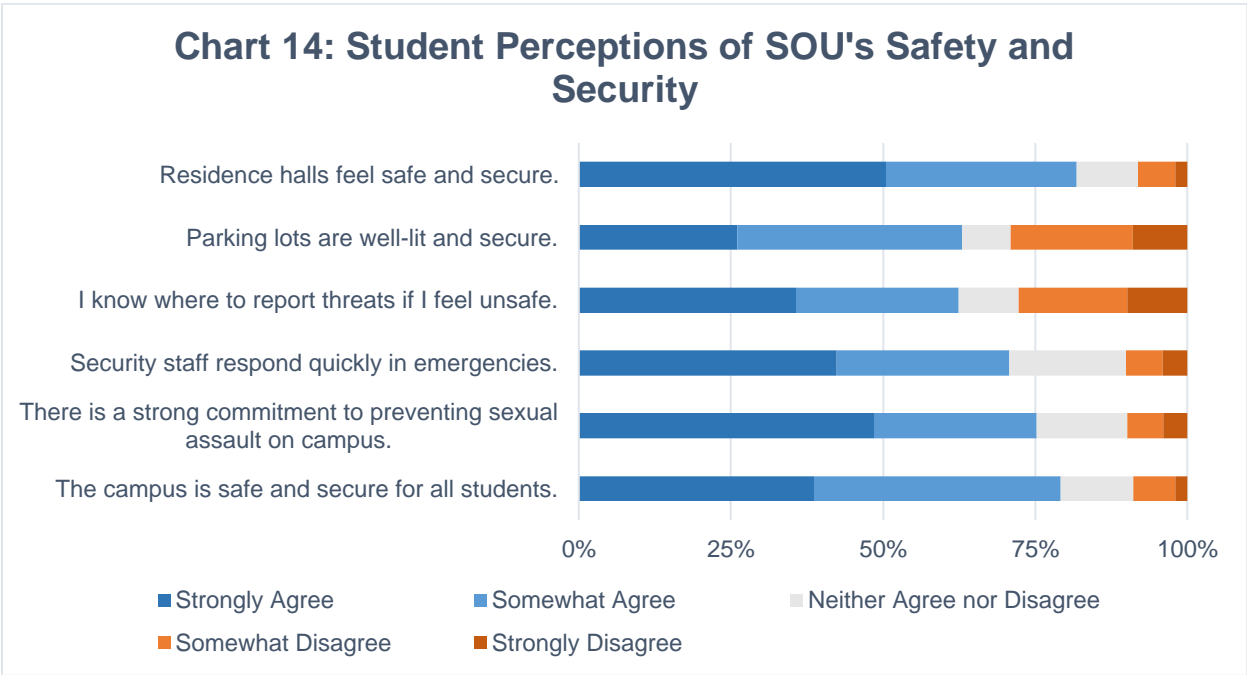
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
The cost of attending SOU is a worthwhile investment.	62	19	20
Tuition costs at SOU are manageable.	46	16	38
Textbook and course material costs are manageable.	38	15	47
The cost of on-campus room and board is reasonable.	15	10	75
The cost of parking on campus is reasonable.	29	11	60
Student fees (not tuition) are put to good use.	29	25	46



About three quarters of our students agree that our campus is safe and secure, SOU has a strong commitment to preventing sexual assault on campus, and security staff respond quickly when needed.

Table 14: Student Perceptions of SOU’s Safety and Security

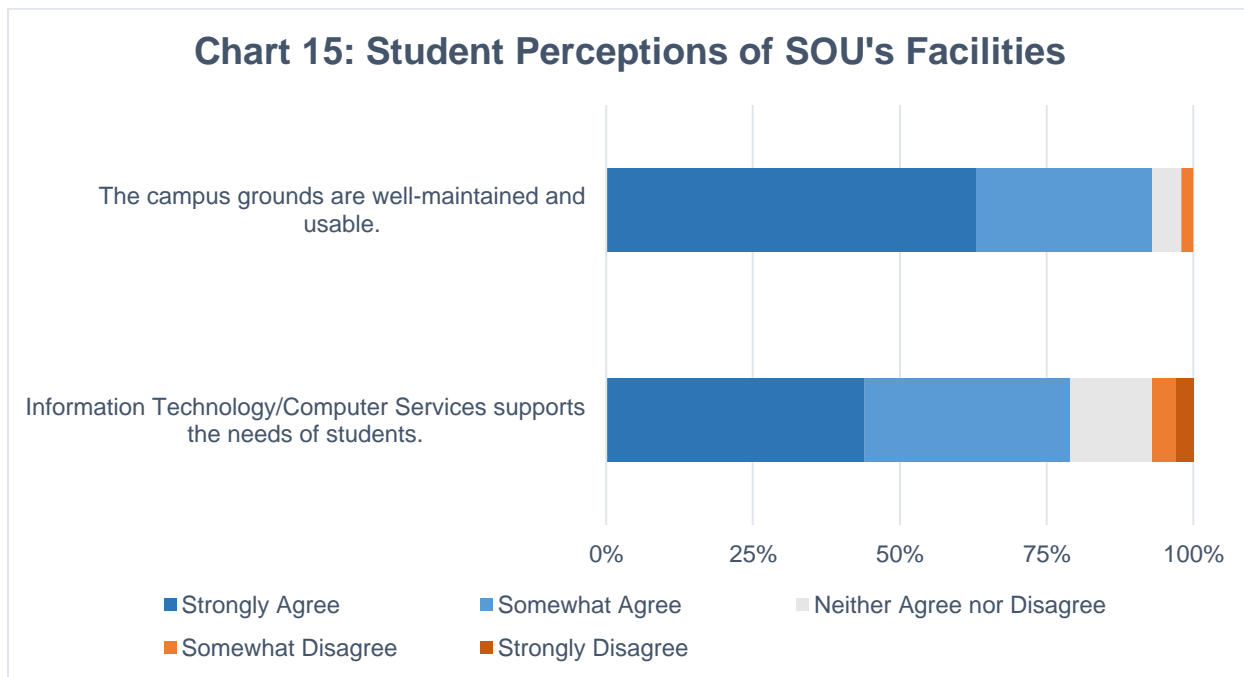
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
The campus is safe and secure for all students.	79	12	9
There is a strong commitment to preventing sexual assault on campus.	76	15	10
Security staff respond quickly in emergencies.	71	19	10
I know where to report threats if I feel unsafe.	63	10	28
Parking lots are well-lit and secure.	64	8	29
Residence halls feel safe and secure.	81	10	8



Over ninety percent of our students believe SOU's campus grounds are well-maintained and usable.

Table 15: Student Perceptions of SOU's Facilities

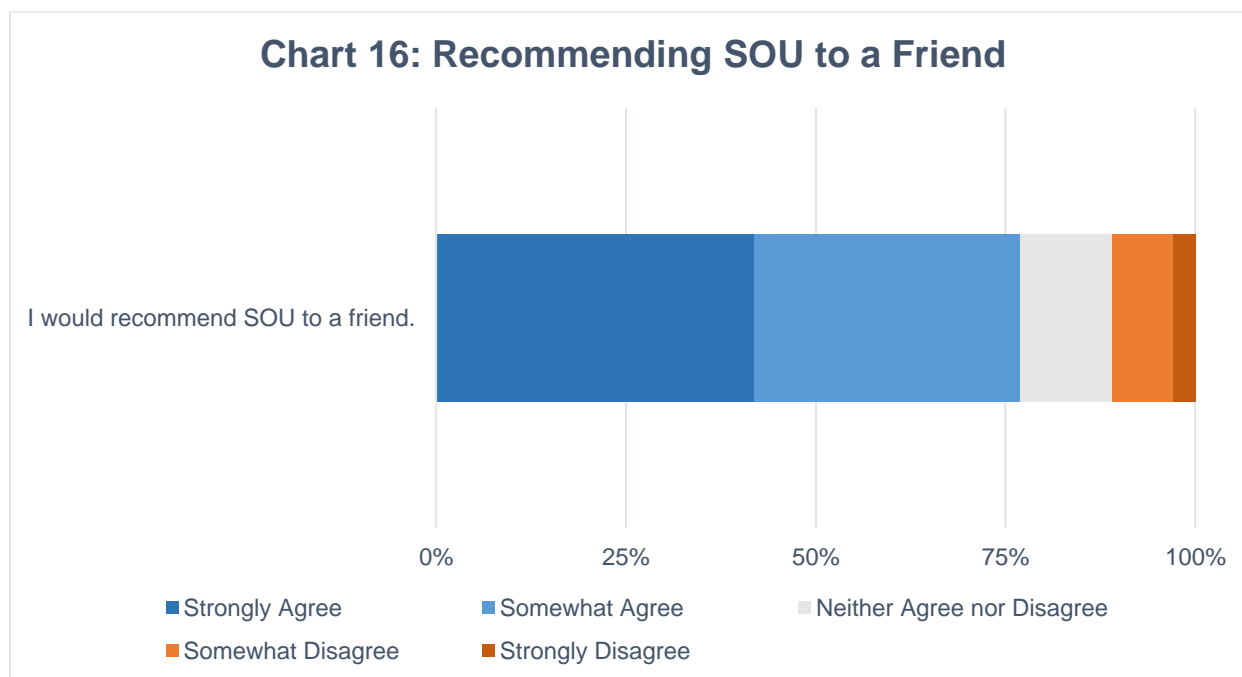
Agree/disagree with these statements:	% Agree	% Neither	% Disagree
Information Technology/Computer Services supports the needs of students.	79	14	7
The campus grounds are well-maintained and usable.	93	5	2



About three quarters of our students would recommend SOU to a friend.

Table 16: Recommending SOU to a Friend

Agree/disagree with these statements:	% Agree	% Neither	% Disagree
I would recommend SOU to a friend.	77	12	11

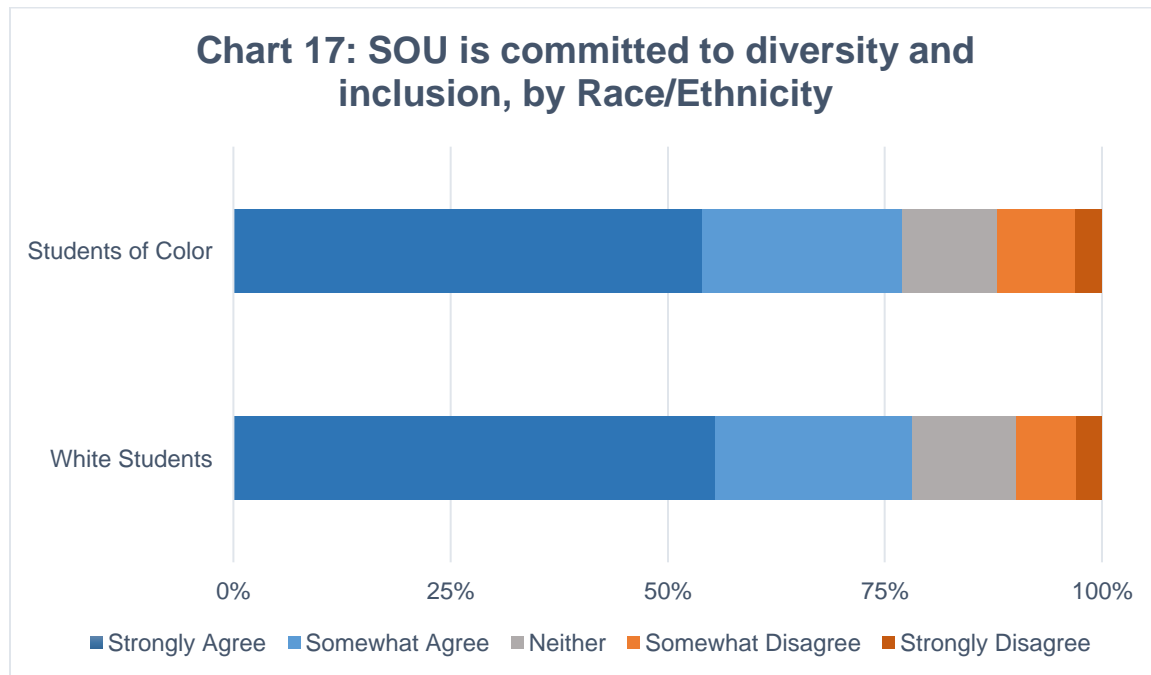


Responses by Student Groups

In general, most students are satisfied with their SOU experience, though there is some variation among student groups. We examined those differences on seven variables (Race/Ethnicity, Gender, Year in School, First Generation Status, Academic Division, Residency, and Housing). This amounted to nearly 500 tables. The following summary highlights statistically significant findings (generally, $p < .05$), with a percentage point difference of roughly 10 or more, that may be important for student support and retention.

Race/Ethnicity

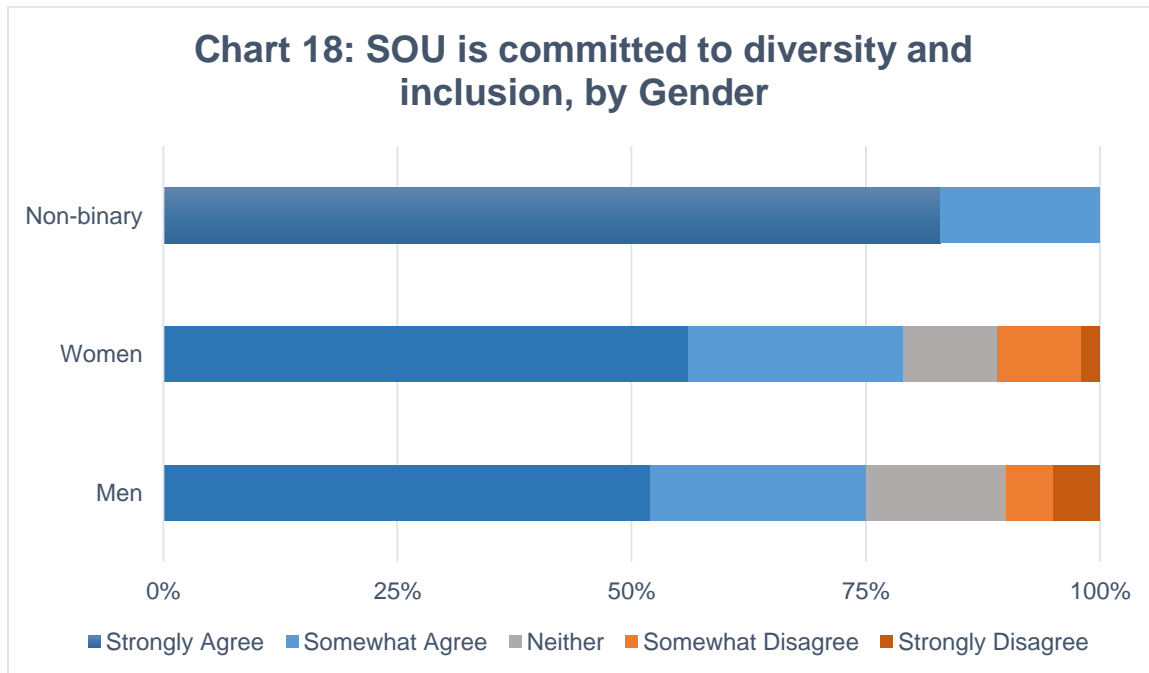
About three-fourths of all students agree that SOU is committed to diversity and inclusion, and there is no significant difference between students of color and white students on this question; however, students of color are less likely than white students to say that SOU gives “very strong support” for students of color ($p = .08$).



Students of color are more likely than white students to agree that athletic programs contribute to a strong sense of school spirit. White students are more likely than students of color to agree that the Queer Resource Center on campus is accessible and supportive.

Gender

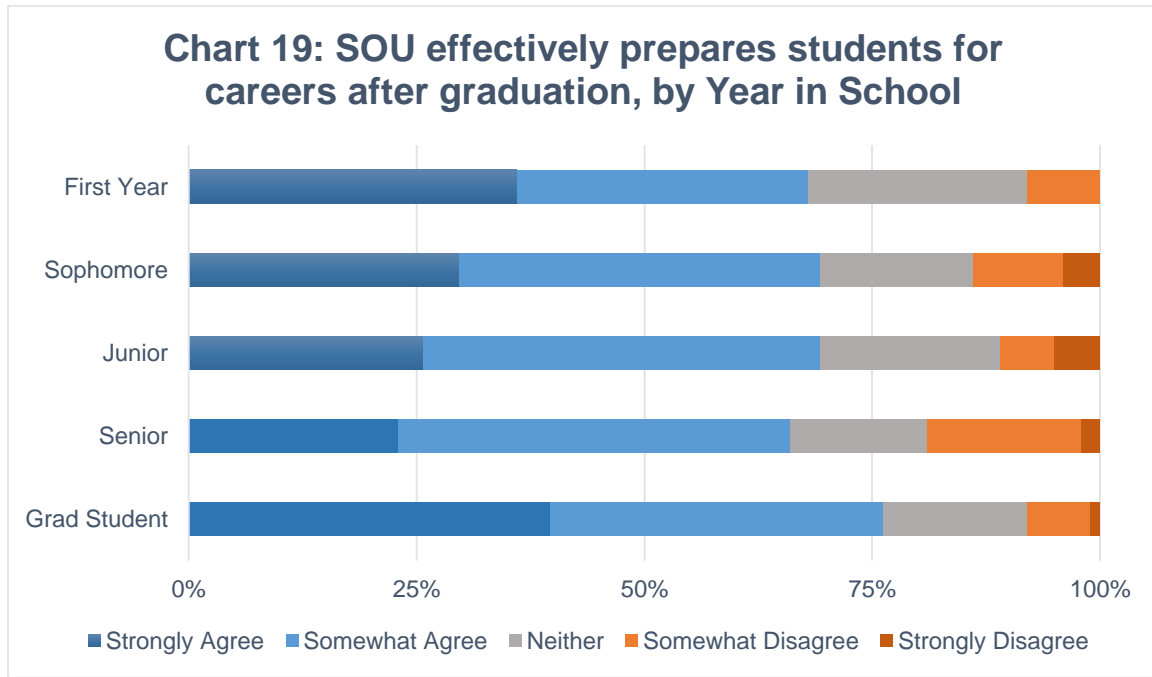
Non-binary students (n=6) are more likely than women and men to agree that SOU is committed to diversity and inclusion.



Women are much more likely than men to find student resource centers on campus to be accessible and supportive, particularly the Multicultural Center and Women’s Resource Center. Non-binary students are, by far, the most positive about the value of all the student resource centers. Non-binary students uniformly say that SOU provides “very strong support” for gender diverse students. Women are more likely than men to express concern about the safety and security of residence halls and parking lots.

Year in school

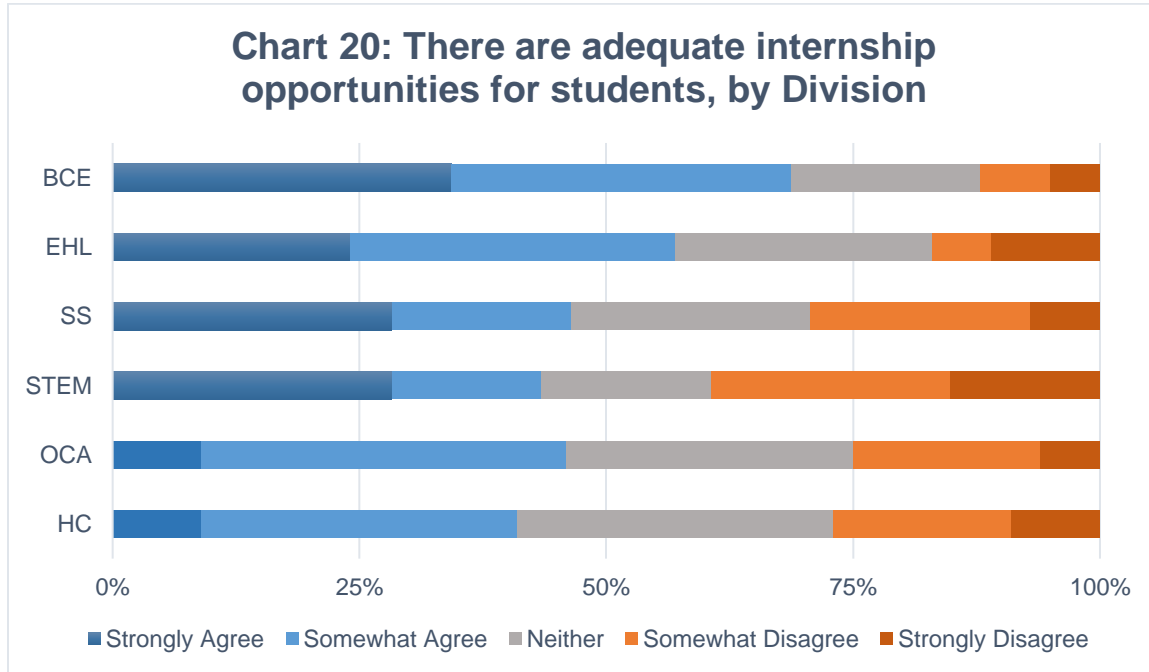
Most students agree that SOU effectively prepares students for careers after graduation, with graduate students agreeing most strongly. Disagreement with this statement increases from the first to the final year of college.



Most students agree that their academic advisor helps them think about their career goals, and there are no differences on this question by year in school.

Academic Divisions

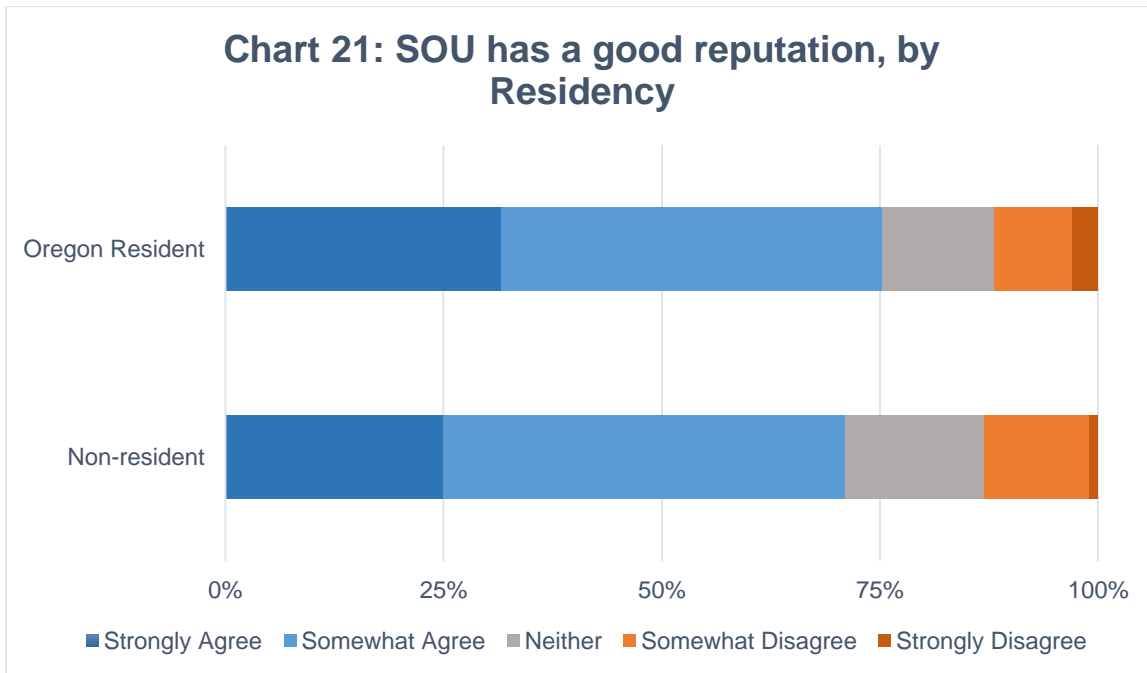
Only in BCE and EHL do a majority of students agree that there are adequate internship opportunities for students.



Almost two-thirds of all students in OCA, BCE, DSS and DEHL have a professor in the major as their primary advisor, compared to 56% of DHC students and 44% of STEM students. About a third of STEM and DHC students indicate that the division SSC is the primary advisor, which is twice as high as majors in other divisions.

In-state Residency

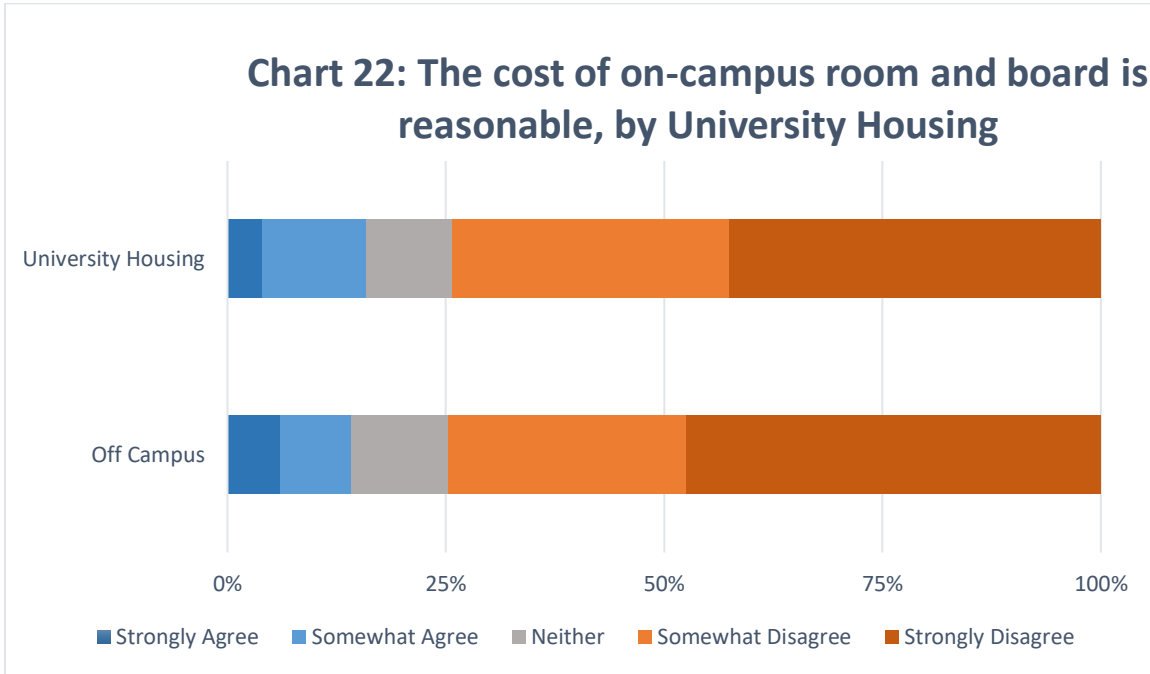
Oregon residents are slightly more likely than non-residents to agree that SOU has a good reputation, but the difference is not statistically significant.



Non-resident students are less likely than residents to agree that tuition costs at SOU are manageable, and they are less likely to agree that the cost of attending SOU is a worthwhile investment. Non-residents are also less likely than residents to agree that front-desk staff in the Enrollment Services Center help them resolve basic questions about financial aid, and they are less likely to agree that financial aid counselors are available to help them resolve questions about financial aid. Finally, non-residents are slightly less likely to recommend SOU to a friend.

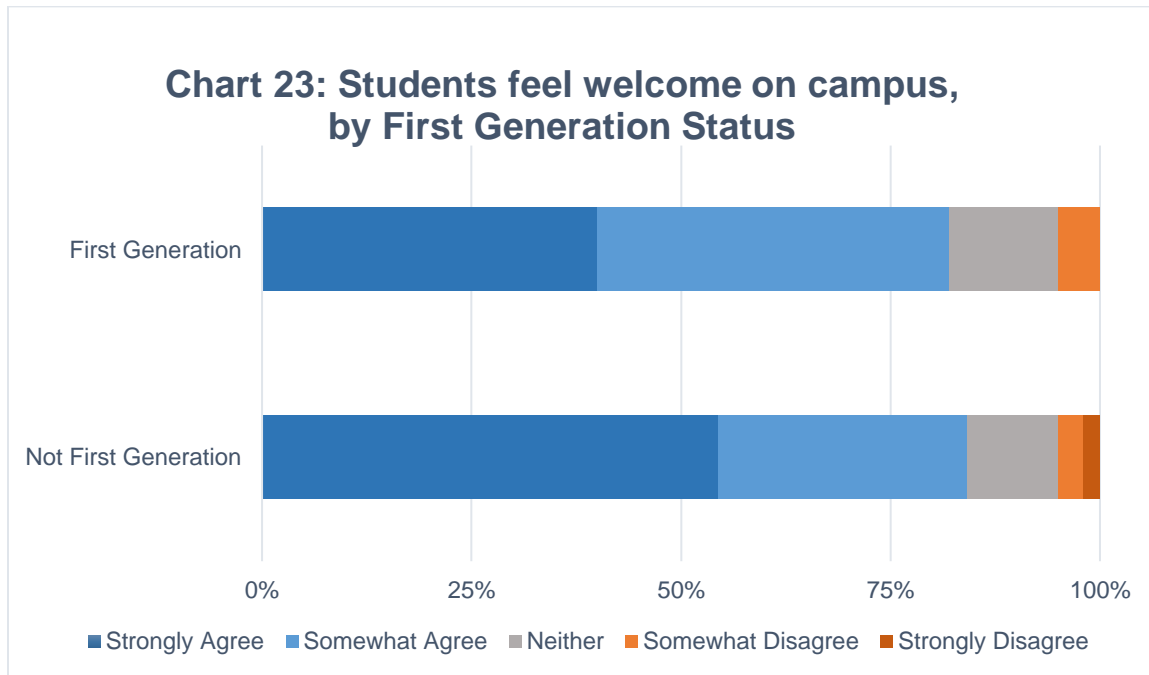
University Housing

Only 15 percent of SOU students agree that the cost of on-campus room and board is reasonable, and there is no statistically significant difference on this question between students living in university housing and those living off campus.



First Generation

Most students agree that they are welcome on campus. First generation students agree less strongly than students whose parents attended college.



Discussion

Overall, students at SOU are satisfied with their experiences on campus and with interactions with staff and faculty. That being said, there is variability in terms of the strength of their positive attitudes regarding various components of the university and this report provides data which can inform SOU administrators, staff and faculty on areas that are doing particularly well, and areas that can be strengthened.

A notable exception to the overall levels of satisfaction is the students' dissatisfaction with the cost of education, including on campus room and board, parking, textbooks and course materials, student fees and tuition costs. Other areas that demonstrate somewhat less robust satisfaction are internship opportunities, career preparation, and the degree to which ASSOU represents student interests.

There is not a great deal of difference when separating students into various groups and then analyzing those groups' levels of satisfaction with aspects of the institution. One group, non-residents, does appear to have a more tenuous relationship with SOU as they are more likely to view tuition costs

more negatively than residents and their experiences with various SOU service departments are less satisfactory.

One possibility, going forward, is to look at student responses and longitudinal outcomes such as student persistence and graduation to determine whether there is an association between satisfaction and retention. This could be a joint project for the SOU Institutional Research Office and SOURCE.

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International Student Recruitment

Proposed 2020-2021 Committee Meeting Schedule

**SOU Board of Trustees
Board and Committee Meeting Schedule
Academic Years 2019-20 and 2020-21**

MEETING	Academic and Student Affairs	Finance and Administration	Executive and Audit	Board of Trustees
DAY	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year (As needed for curriculum approvals)	Seven Times Per Year	Four Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	4:00-6:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 16, 2020	January 16, 2020	January 17, 2020	January 17, 2020
		February 20, 2020 (Budget focus)		
		March 19, 2020 (Budget focus)		
	April 16, 2020	April 16, 2020	April 17, 2020	April 17, 2020
		May 21, 2020 (Budget focus)		
	June 18, 2020	June 18, 2020	June 19, 2020	June 19, 2020
	October 15, 2020	October 15, 2020	October 16, 2020	October 16, 2020
	January 21, 2021	January 21, 2021	January 22, 2021	January 22, 2021
		February 18, 2021 (Budget focus)		
		March 18, 2021 (Budget focus)		
	April 15, 2021	April 15, 2021	April 16, 2021	April 16, 2021
		May 20, 2021 2:30-4:00 p.m. (Budget focus)		Special Meeting May 20, 2021 4:30 – 6:00 p.m.
	June 17, 2021	June 17, 2021	June 18, 2021	June 18, 2021
	October 21, 2021	October 21, 2021	October 22, 2021	October 22, 2021

Future Meetings

Adjournment