



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

April 8, 2021

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 including a Provost's Council update and other general updates. There will be a vice president's report offering updates on the enrollment dashboard and other general topics. The committee will discuss tuition and fees affordability for Academic Year 2020-21 including the Tuition Advisory Council's process and recommendation, the total cost of attendance, and federal relief funding to students. A curriculum update including new program options of the 3+1 and 4+1 MBA programs and Academic Partnerships online master's degree programs will be discussed. There will be discussion and action on a new certificate program, Professional Social Media. Updates on the Southern Oregon Education Leadership Council and recruitment information will be offered. Additionally, discussions regarding the Osprey-Raider transfer and reverse-transfer program as well as the Fall 2021 return to campus also are planned.

The meeting will occur as follows:

Thursday, April 15, 2021

12:00 p.m. to 3:30 p.m. (or until business concludes)

To view the proceedings, visit <https://sou.zoom.us/j/84986903199> at the time of the meeting.

Materials for the meeting are available at governance.sou.edu.

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to submit their comments or testimony in writing during this period of pandemic protocols. Please send written comments or testimony to the Board of Trustees email

address: trustees@sou.edu. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.

If special accommodations are required, please contact Pamela Tomac at (541) 552-8055 at least 48 hours in advance.



Board of Trustees
Academic and Student Affairs Committee Meeting
April 15, 2021

Call to Order / Roll / Declaration of a Quorum



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

**Thursday, April 15, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**
<https://sou.zoom.us/j/84986903199>

Persons wishing to provide public comment shall do so in writing during COVID-19 protocols.
Please note: times are approximate and items may be taken out of order.

Theme: Innovation and Collaboration

- | | | | |
|---------|----------|---|--|
| | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Jonathon Bullock |
| | 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 Bullock |
| | 2 | Public Comment | |
| 5 min. | 3 | Consent Agenda | |
| | 3.1 | Approval of January 21, 2021 Meeting Minutes | Chair Bullock |
| 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 | Other General Updates | |
| 10 min. | 5 | Vice President's Report | Dr. Neil Woolf, SOU, Vice
President for Enrollment
Management and Student
Affairs |
| | 5.1 | Enrollment Dashboard | |
| | 5.2 | Other General Updates | |

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

**Thursday, April 15, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

	6	Action, Information and Discussion Items	
40 min.	6.1	Tuition and Fees Affordability	Dr. Susan Walsh; Dr. Neil Woolf; Greg Perkinson, SOU, Vice President for Finance and Administration; Josh Lovern, SOU, Director of Budget and Planning
	6.1.1	Tuition Advisory Council: Process and Recommendation	
	6.1.2	Total Cost of Attendance for Academic Year 2020-21	
	6.1.3	Federal Relief Funding to Students	
	6.2	Curriculum Update	
15 min.	6.2.1	New Certificate Program: Professional Social Media (Action)	Dr. Erik Palmer, SOU, Associate Professor and Department Chair, Communication
20 min.	6.2.2	New Program Options: 3+1 and 4+1 Master' Degrees, Business Administration Programs	Dr. Rene Ordonez, SOU, Professor, School of Business; Dr. Joan McBee, SOU, Interim Division Director & Professor, School of Business; Dr. Matt Stillman, SOU, University Registrar/Executive Director of Enrollment Management
10 min.	6.2.3	Academic Partnerships Online Master's Degree Programs	Dr. Susan Walsh
10 min.	6.3	Southern Oregon Education Leadership Council Updates	Dr. Susan Walsh; Dr. Neil Woolf
10 min.	6.4	Osprey-Raider Transfer and Reverse Transfer Program	Dr. Neil Woolf
10 min.	6.5	Recruitment Updates	Dr. Neil Woolf

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

**Thursday, April 15, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

35 min.	6.6	Fall 2021 Return to Campus	Dr. Neil Woolf; Dr. Susan Walsh; Danielle Mancuso, SOU, Associate Director of Student Life; Danielle Hammer, SOU, Adjunct Faculty
	6.7	Future Meetings	Chair Bullock
	7	Adjournment	Chair Bullock

Public Comment

Consent Agenda

**Board of Trustees
Academic and Student Affairs Committee Meeting
Thursday, January 21, 2021
Videoconference**

MINUTES

Theme: SOU is on the forefront of rethinking liberal arts education

Call to Order/Roll/Declaration of a Quorum

Committee Members:

Jonathon Bullock	Present	Barry Thalden	Present
Dylann Loverro	Present	Steve Vincent	Present
Deborah Rosenberg	Present	janelle wilson	Present
Daniel Santos	Present		

Chair Jonathon Bullock called the meeting to order at 12:02 p.m. He said agenda items would be taken out of order to accommodate presenters' schedules. The secretary recorded the roll and a quorum was verified.

Other trustees in attendance: Lyn Hennion, Paul Nicholson and President Linda Schott.

Other attendees and Zoom panelists included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Greg Perkinson, Vice President for Finance and Administration; Jason Catz, General Counsel; Janet Fratella, Vice President for University Advancement; Sabrina Prud'homme, Board Secretary; Dr. Jody Waters, Associate Provost; Dr. Matt Stillman, Registrar; Dr. Vincent Smith, Chair of Environmental Science and Policy; Dr. Fabrizio Soares, Chair of Computer Science; Andrew Gay, Communication Department; Dr. Brie Paddock, Biology Department; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

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

Provost's Report

Academic Affairs: Wildly Important Goals

Dr. Susan Walsh said the division directors met in the fall to discuss the framework from *The 4 Disciplines of Execution*. The intent was to focus on only a couple of goals to keep from getting mired in a "whirlwind of distractions." Those two goals are: 1) emphasizing equity, diversity and inclusion (EDI) work within academic affairs and tying Strategic Direction I (transforming curriculum and pedagogy); and 2) improving enrollment, retention and access for underrepresented students.

Regarding the first goal, they are looking inward on what is being done to promote EDI work, looking at actions and values with regard to systemic racism and related issues. Dr. Walsh provided highlights on the work of various divisions on EDI issues, including

the integration of EDI into the curriculum; providing anti-racist education; curating lists of resources to share; participating in workshops and trainings; creating a strategic fund to purchase materials focused on racial diversity; and working with Orbis Cascade Alliance to replace certain Library of Congress subject headings (e.g., illegal aliens and undocumented immigrants).

Dr. Walsh also highlighted work the divisions are doing to support the second goal, including targeting recruitment and retention efforts at students from underrepresented populations; developing professional pathways scholarships for culturally and linguistically diverse candidates; developing and renewing contacts in community colleges to increase outreach; and identifying students who are at risk of failing their first term and creating support mechanisms to lead those students toward success. Dr. Walsh said it would be a few years before the goals are met but she is pleased with the progress.

Transfer Update and Provost's Council Update

Dr. Walsh said the Provost's Council has been working exclusively on transfers. House Bill 2998 involves post-secondary students transferring between community colleges and universities. The work has been progressing slowly. A bill around common course numbering will be introduced in the Senate which would either put off work on the master major transfer map or replace it. There is a lot of support from the provosts for common course numbering and it will likely be supported by the legislature.

Regarding transfers, Dr. Neil Woolf later added that a tie to the theme of rethinking liberal arts is rethinking how the success story of a liberal arts institution is told. Last fall and this fall, the Registrar's Office provided statistics on the percentage of courses that students submit for transfer that SOU accepts. This year, SOU accepted 93.1 percent. The remaining 7 percent are credits that no institution would accept (e.g., failed, remedial or less than college-level courses). The 93.1 percent is a high number and helps SOU retell the story of its success.

Tuition Advisory Council Update

Dr. Walsh said the Tuition Advisory Council (TAC) would meet the following week and that the TAC's composition will comply with the requirements of House Bill 4141.

Action, Information and Discussion Items

Curriculum Update

Chair Bullock reminded trustees that the board delegated to the committee the responsibility of approving new programs. The development of new programs is a part of rethinking how SOU is a leader in liberal arts education.

Program Approval: Bachelor of Science in Sustainability (Action) - Dr. Vincent Smith mentioned existing programs in Environmental Science, the proposed new programs (i.e., the Bachelor of Science and the minor in Sustainability and the Certificate in Geospatial Science); and he reviewed the proposal. He explained the new programs address needs in sustainability, one of the fastest growing industries and an area in which businesses are seeking to align their goals. SOU has also identified sustainability as a key component of its mission, vision and strategic direction and one of the ways to accomplish that is by inserting sustainability into the curriculum. Dr. Smith said the courses for the new programs exist so there is no need for new faculty.

Responding to Trustee Vincent's comments, Dr. Smith said the desired knowledge outcomes of the programs include the development of critical thinking skills and making decisions based on profit-loss. He hopes eventually to create a relationship with OIT in the energy generation area. Trustee Thalden recommended including "sustainability" in the title of the department. Responding to Vice Chair Santos' inquiry, Dr. Smith said faculty are working on how to insert EDI as a component of sustainability into the curriculum and a new course in environmental justice is being developed.

Trustee Thalden moved approval of the Bachelor of Science in Sustainability. Trustee Loverro seconded the motion and it passed unanimously.

Program Approval: Certificate in Geospatial Science (Action) - Dr. Vincent Smith said the geospatial science field has exploded in the last decade and is now being employed just about everywhere. It requires a working knowledge of remote sensing, geographic information systems, internet mapping, satellite data and drone work. SOU already has courses in these areas but students in other disciplines like biology, business, sociology, anthropology and archaeology are interested in being trained in this field. In lieu of getting a second major in environmental science, Environmental Science and Policy would like to offer a certificate. There has also been a lot of interest from local planning agencies to have their employees take these courses.

Responding to Trustee Vincent's inquiry, Dr. Smith said the courses could eventually be offered remotely if there is enough interest from students.

Trustee Vincent moved approval of the Certificate in Geospatial Science. Trustee Rosenberg seconded the motion and it passed unanimously.

Program Approval: Certificate in Cybersecurity (Action) - Dr. Fabrizio Soares said cybersecurity is the practice of defending computers, servers, mobile devices, electronic systems, networks and data from malicious attacks. He reviewed the proposal.

Because this field changes so frequently, Dr. Soares said the proposal was created so it could be adapted every few years or so. Individuals who have a degree in cybersecurity can return to SOU, recycle their knowledge and get a cybersecurity certificate. A number of Oregon universities have cybersecurity majors. Dr. Soares said offering a certificate will differentiate SOU, opening cybersecurity to students looking to build expertise in this area to supplement their chosen major.

Trustee Thalden moved approval of the Certificate in Cybersecurity. Trustee Wilson seconded the motion and it passed unanimously.

New Micro-Credentials - Update - Dr. Susan Walsh said numerous micro-credentials have been approved and a few are in progress. There is now a website that lists all the micro-credentials and the Marketing Department is drawing attention to the programs. The credentials are stackable and will make individuals more employable and versatile.

Responding to Chair Bullock's inquiry about advising students on the credentials at the outset, Dr. Walsh said the student success coordinators were involved in developing the

credentials and are the front line in advising for each division. The faculty also have had interdisciplinary engagement in developing the curriculum. Dr. Neil Woolf added that DegreeWorks helps students register for courses and complements the advising to help students create plans for graduation, which would include certificates and credentials.

Responding to Board Chair Nicholson's inquiry about marketing the credentials to non-traditional students, Dr. Jody Waters said several individuals have been working on ways to smooth entry into SOU for community members who want to come in as non-admitted students to take courses but not necessarily pursue a degree. The credentials will be advertised on social media, through existing community relationships and on the website.

Other General Updates - This agenda item was covered along with other discussions.

Preparing Students for Success

General Education - Andrew Gay and Dr. Brie Paddock provided highlights on the progress on transforming general education. The goals are to apply Strategic Direction I to general education; reduce the general education credit burden for students; make general education learning goals and requirements more transparent and purposeful for students; and make the model more attractive to prospective students. The plan is to launch the new general education model in Fall 2022.

Mr. Gay provided an overview of the six core capacities and their significance in the transformation process: purpose integration, communication, numerical literacy, inquiry and analysis, creativity and innovation, and EDI. Questions still remain about the new model, including the targeted number of credits, how to maintain the liberal arts identity, whether general education requirements should be connected to curricular pathways, the advantages and disadvantages of a first-year experience similar to the current University Seminar model, and what the general education portfolio should look like.

Responding to Trustee Wilson's inquiry, Mr. Gay said one important concept is mentoring and coaching students. The task force has discussed the importance of faculty development and communication advising tools that are made available to students, faculty and student success coordinators. The task force would like to begin a transformation to formal advising as well as maximizing informal encounters with students. Mr. Gay later added that there will be an increase in faculty development to support the development and improvement of advising skills. Dr. Paddock noted the difference between a professional portfolio and a reflective one, saying the latter helps students, especially first generation and underrepresented minorities, develop academic identities that assist with inclusion, retention and success. Board Chair Nicholson said the reflective portfolio appeared to be the creation of a life plan that looks at values, strengths and weaknesses and includes goals and action steps.

Responding to Trustee Vincent's inquiry, Dr. Woolf said there are various ways to track the improvement these changes have on retention and progress towards graduation. He added that, with the revised general education curriculum, students can progress faster through SOU than transferring from a community college, which helps with affordability and progress to completion.

SOU Post-Graduation Employment Information - Dr. Neil Woolf said the National Association of Career Educators conducts a first-destination survey. The survey indicates that the percent of recent graduates from SOU who are employed is 68, compared to 58 percent nationally. The data is for students who are employed in their field or in a related field within six months of graduation. The percentage of graduates that continue on to graduate school is 17 at SOU and 19 percent nationally.

Vice President's Report

Enrollment Management Dashboard

Dr. Neil Woolf reviewed the dashboard and provided context for some of the information. The first-year retention rate is 67.9 percent, 1 percent higher than last year; the national norm is 73 percent. The first-year graduation rate is 46 percent. Although it seems low, the figure is based on first year, full-time students who begin at SOU and graduate within 6 years of starting. It does not include transfer, part-time or stop-out students. By comparison, the Department of Education cites a national rate for four-year public institutions of 48 percent. SOU is well within a standard deviation of the normal rate. The transfer graduation rate is 60 percent, which is a good number.

Turning to the funnel for Fall 2021, Dr. Woolf said the admitted students are up 9 percent over last fall. Transfer students are down 27 percent, as community colleges were hit hard by COVID and locally by the fires [e.g., Rogue Community College (RCC) enrollment is down 28 percent].

Overall, there is a 5 percent increase in SOU's new-student admits. Dr. Woolf pointed out that this is a comparison during COVID times to pre-COVID times. Starting in March, COVID to COVID comparisons will be available. However, it is nice that enrollment is comparable to the pre-COVID world.

Enrollment Council Update

Dr. Woolf said he and Dr. Walsh chair the Enrollment Council, which has three committees. The Recruitment and Marketing Committee is working on institutional branding. In addition, the Constituent Relationship Management solutions allows better communication with more students.

The Financial Aid Working Group is working to increase the number of students who file the Free Application for Federal Student Aid (FAFSA). Nationally and at SOU, there is a decline in FAFSA rates, so, SOU will increase opportunities for students by holding workshops English and Spanish workshops. There also will be an increase in the marketing of federal work study opportunities at SOU, which is good for retention.

The Student Success and Retention Working Group has worked with the Education Advisory Board to create goals and strategies for use with Navigate. The number of students who have downloaded the Navigate app has increased to 65 percent, and 90 percent for freshmen. There is a 5 percent higher term-to-term persistence rate from app users compared to non-users.

Turning to the theme of rethinking liberal arts education, Dr. Woolf said co-curricular experiences allow students to become better citizens and there are a number of programs, discussions and resources available. Trustee Wilson added that the equity

coordinators in the Social Justice and Equity Center oversee what the co-curricular experience is in relation to academics and the mission, vision and values of SOU. One of her favorites is the equity roundtables, which are very interactive and engaging.

Other General Updates

Dr. Woolf said SOU's e-sports team is now operational and is competing. It is ranked 60-something out of 500 teams.

There was \$1.7 million in CARES Act funding for students; approximately \$1.2 million has been disbursed to 1400 students. The average award is \$1600. Requests continue to be submitted as these are not one-time payments. SOU will receive more federal dollars and will continue to pass it along to students.

SOU received another national ranking. College Choice has named SOU one of the 50 best disability-friendly colleges and universities in the United States.

The Student Health and Wellness Center (SHWC) recently was reaccredited for 3 years. Dr. Woolf expressed his appreciation for its work in medical and mental health.

Prior to returning in winter, students who live in the residence halls were required to provide a negative COVID test. They could either come with a test result or the SHWC would administer one. The SHWC staff have received their first doses of the vaccine.

Action, Information and Discussion Items (Continued)

Southern Oregon Higher Education Leadership Council

President Linda Schott said the Southern Oregon Higher Education Leadership Council was started by Representative Pam Marsh as "Reimagining Higher Education in the Rogue Valley." It involved RCC President Cathy Kemper-Pelle, Jim Fong from Rogue Workforce Partnership, superintendents of local school districts, herself and others.

The highest-level goal is to increase the number of students graduating from high school and pursuing post-secondary education. Dr. Walsh said she and Dr. Woolf have had several meetings with their counterparts at RCC to lay the foundation for this work. The next step is to reach out to K-12 then pull in the workforce element.

Dual Admission Transfer Program - Dr. Woolf said one of the challenges in the transfer area is early communication with community college students. Previously, SOU did not have access to RCC student information but in the new Constituent Relationship Management database, students can add their information early to SOU's database. For students who intend to transfer, the application process will be streamlined and transcripts will flow between SOU and RCC. The presidents are working on a signing ceremony to formalize the dual admissions Raider Transfer Program.

SOU-Rogue Community College Common Course Numbering - Dr. Walsh reminded trustees of the legislative initiative regarding common course numbering between institutions in Oregon. She said RCC and SOU already have many articulation agreements in place and SOU audited common courses in general education to compare them. Dr. Matt Stillman said SOU will be in great shape with RCC as a partner; however, SOU and RCC do not need to wait until the state is ready to move forward.

Preparing Students for Success (Continued)

Meta Majors - For students who have not declared a major, Dr. Walsh said the idea of meta majors is to focus them on a specific division. This would allow students to explore course work in a division that lines up with their interests. RCC is already doing this work with K-12 and calls it “guided pathways,” which line up with SOU’s academic divisions. The idea would be for RCC and SOU to work together with K-12 students and this is in the discussion stage between RCC and SOU. President Schott said this can help high school students make better choices when selecting dual credit courses, leaving more federal financial aid available to them later.

President Schott added that math is a barrier to students pursuing higher education. SOU will look at pedagogical approaches to teaching math from elementary ages to college.

Southern Oregon Higher Education Leadership Council (Continued)

Information Sharing Agreement: Rogue Valley College Access Network - Dr. Woolf described that the leadership council created information sharing agreements in the Southern Oregon College Access Network to allow higher education institutions to receive contact information on K-12 students. This will allow institutions to start building communication and outreach efforts and K-12 superintendents support the agreements. This will raise the aspirations of students, many of whom by the 3rd to 6th grade have decided if they will attend college.

Future Meetings

The committee’s next meeting will be on April 15, 2021.

Adjournment

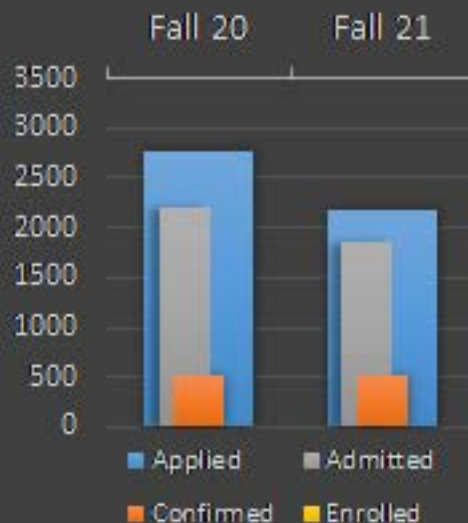
Chair Bullock adjourned the meeting at 3:23 p.m.

Provost's Report

Vice President's Report

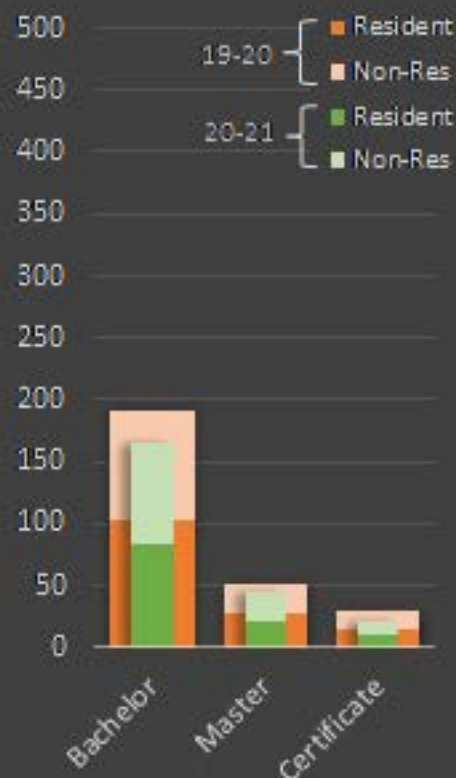
Admission Funnel

25 weeks before start of term



Degrees Awarded

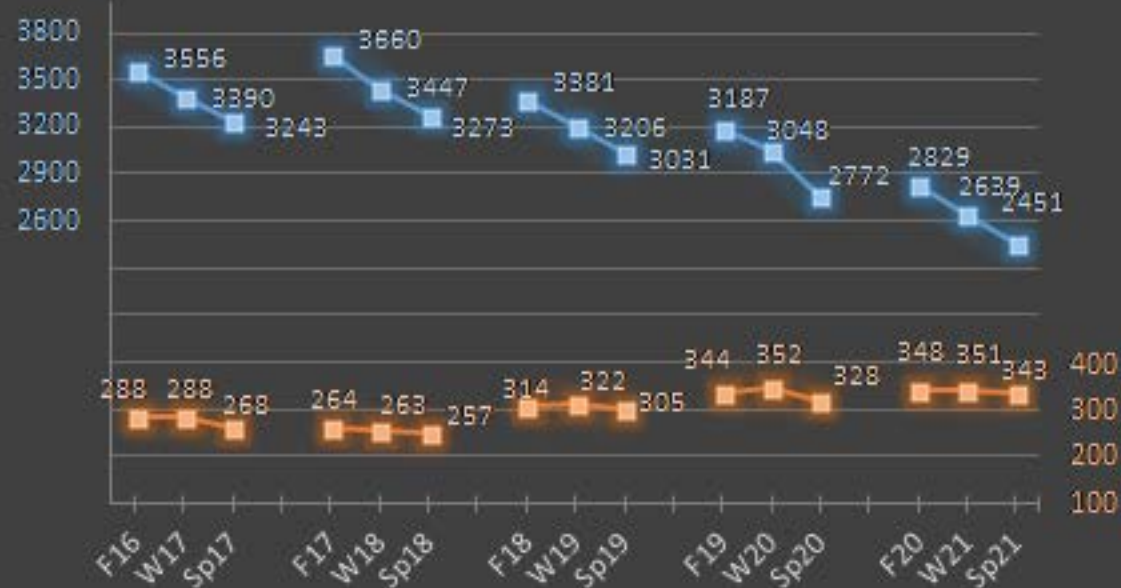
End of March



All charts updated: 04/05/2021

Admitted Student FTE

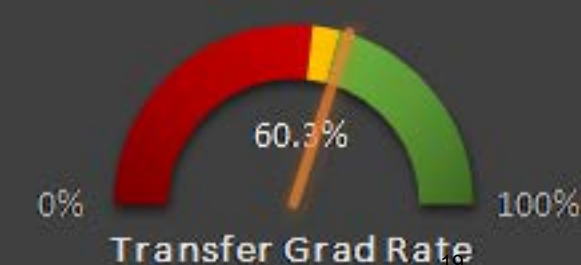
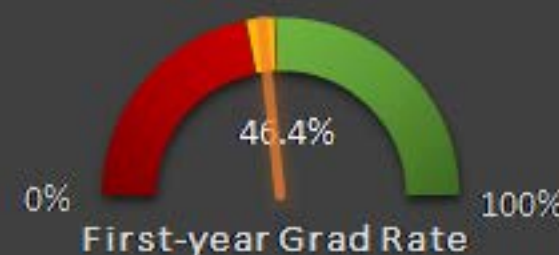
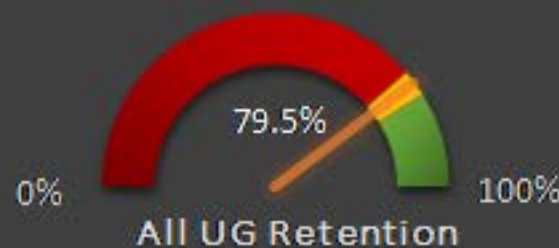
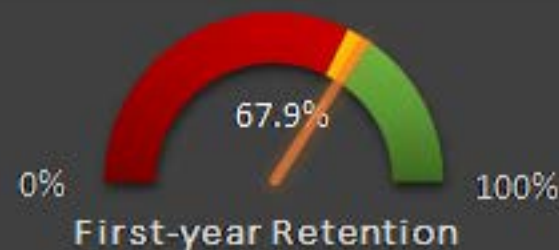
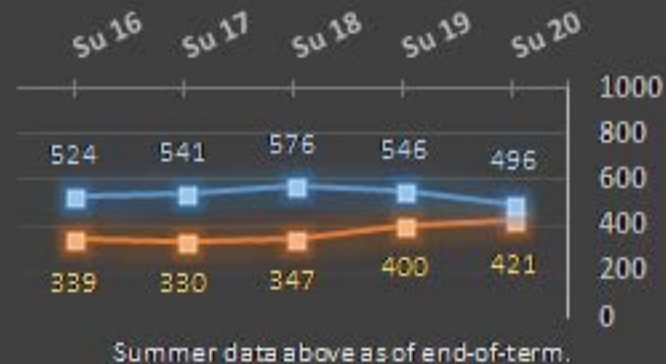
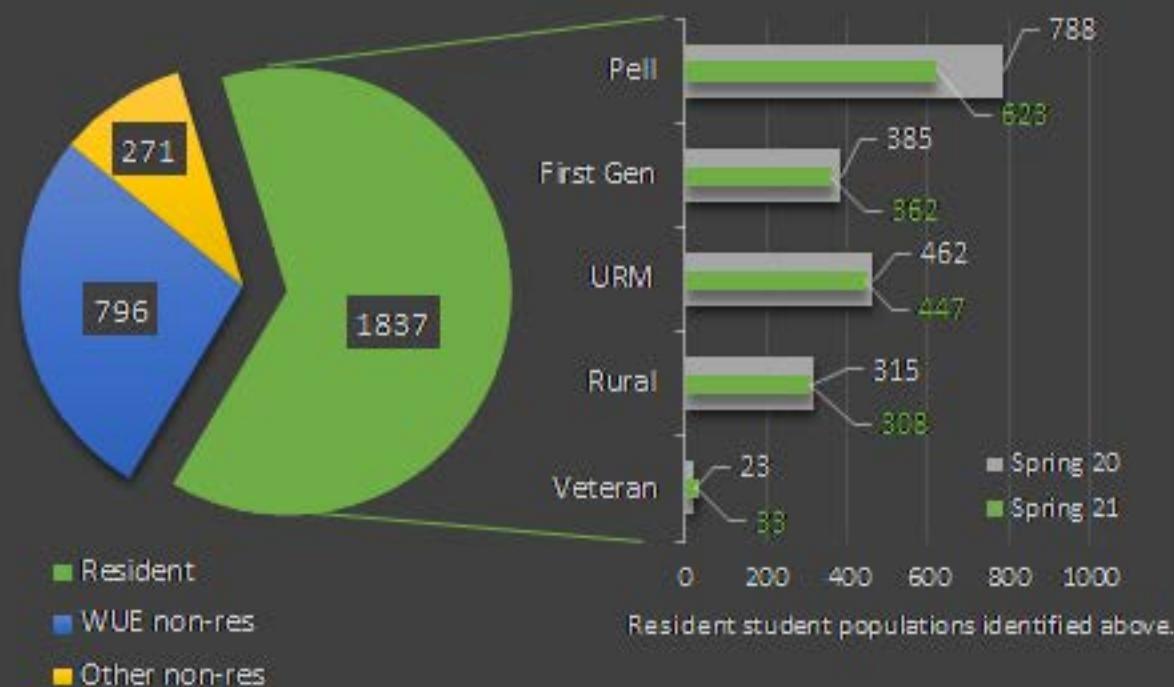
Admitted UG Admitted GR



Sp21 as of start of term - all other data as of end-of-term.

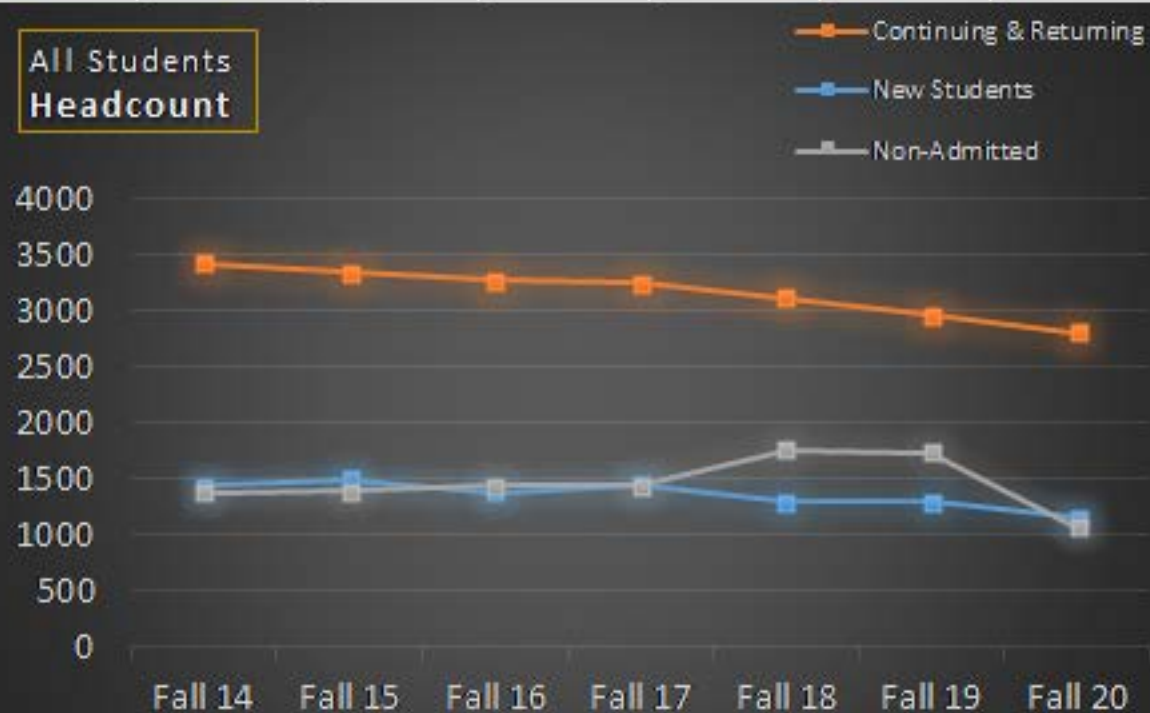
Spring 21 Admitted UG Students

Start of term.

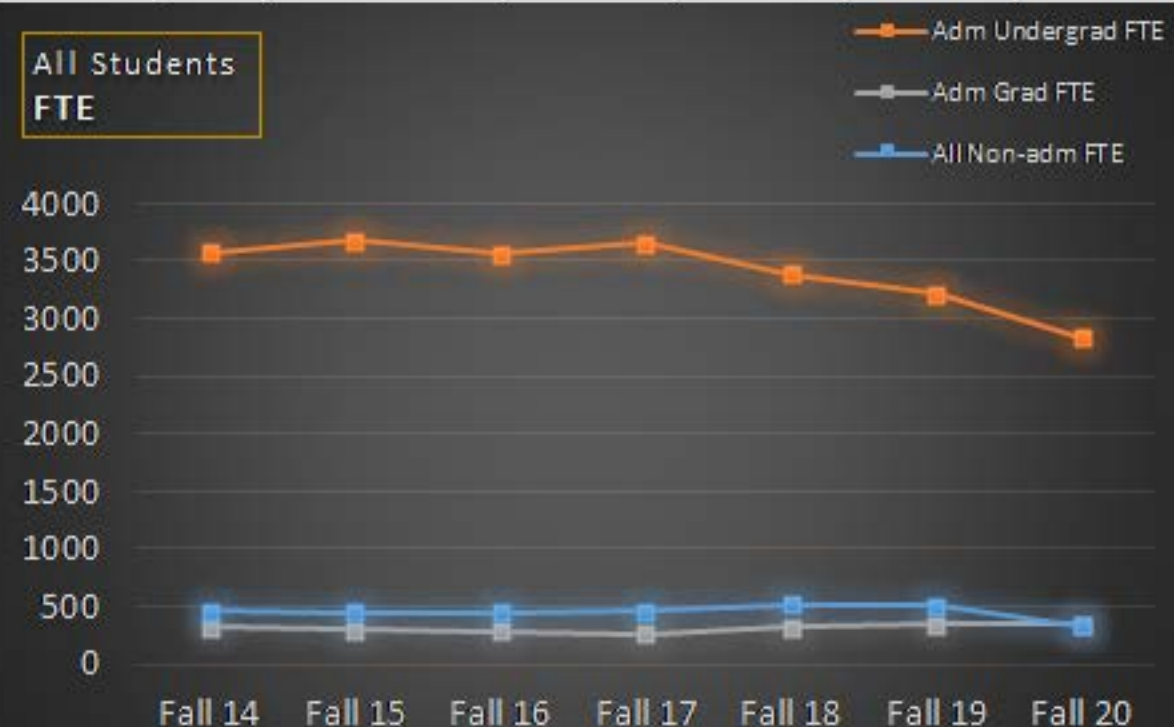


Yellow zones indicate prior year values.

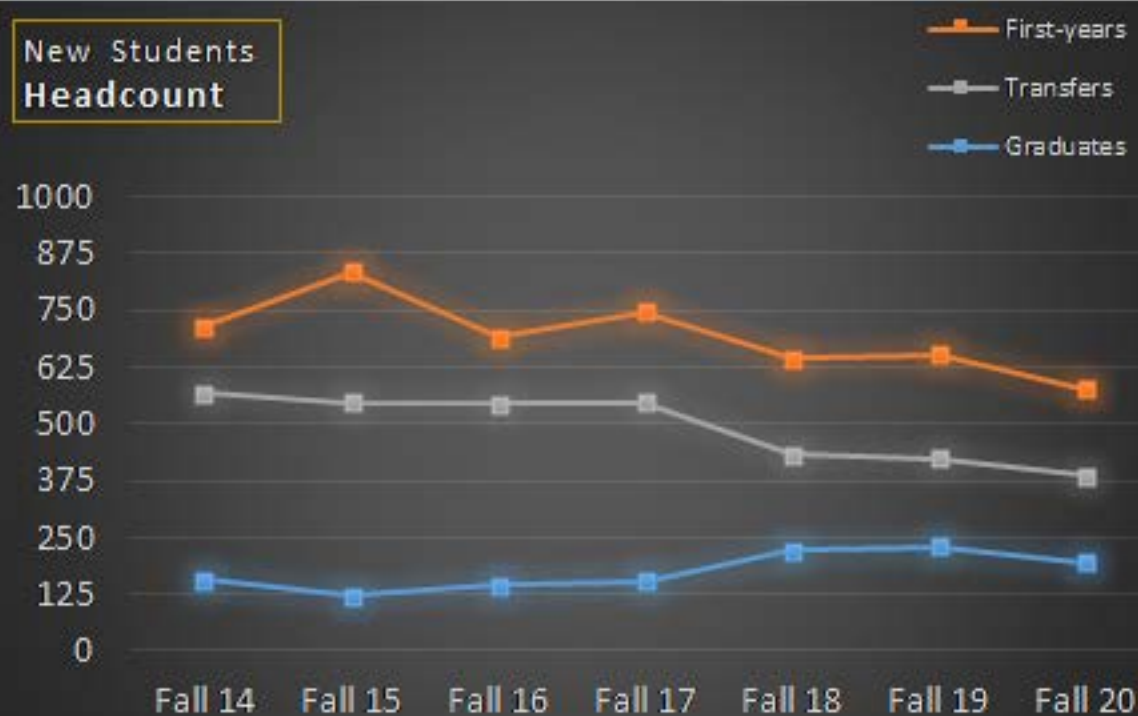
**All Students
Headcount**



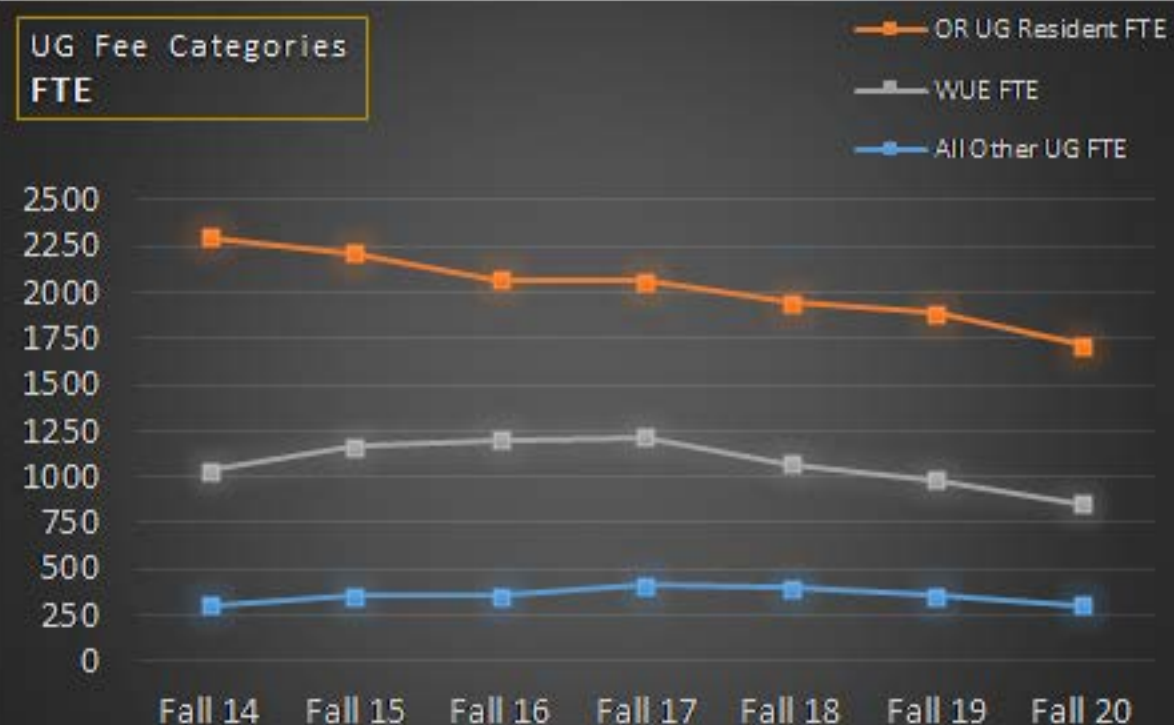
**All Students
FTE**



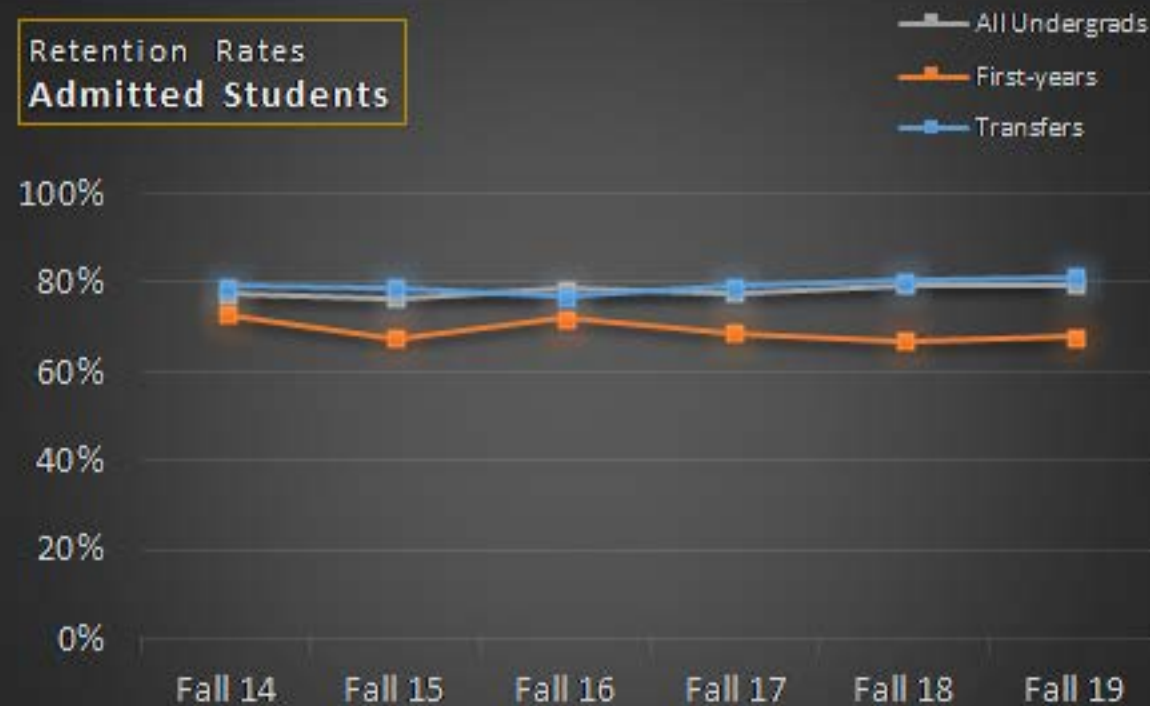
**New Students
Headcount**



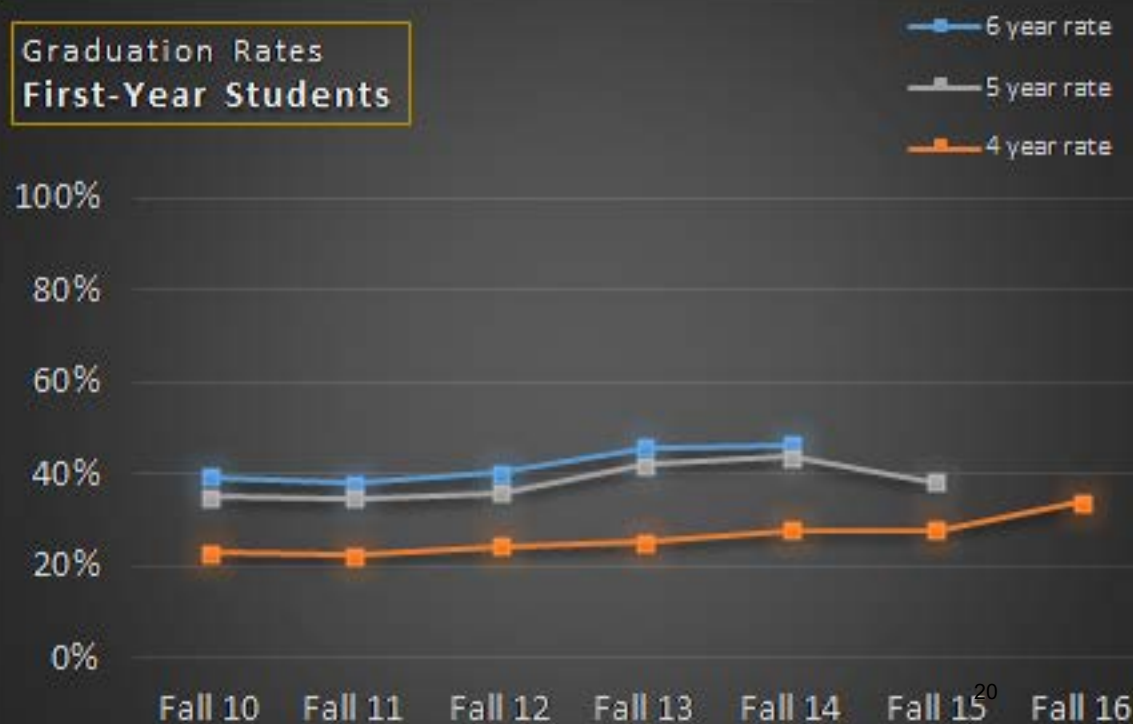
**UG Fee Categories
FTE**



**Retention Rates
Admitted Students**



**Graduation Rates
First-Year Students**



Tuition and Fees Affordability

Tuition Advisory Council: Process and Recommendation

HOUSE BILL 4141 COMPLIANCE MEASURES

1. The University must create a shared governance body that advises the President concerning resident tuition and fees recommendations to be brought before the University's Board of Trustees; SOU chartered the Tuition Advisory Council.
2. That body must provide a written document describing the role of the advisory council and be composed of at least:
 - ☒ a) Two Administrators
 - ☒ b) Two Faculty
 - ☒ c) Two Students representing Student Government
 - ☒ d) Two Students representing historically underserved students
3. The University must provide training on:
 - ☒ a) The budget of the university
 - ☒ b) The legislative appropriation process
 - ☒ c) Data showing the relationship between tuition and fees to state appropriations
4. The University must provide the council with:
 - ☒ a) A plan for managing costs
 - ☒ b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations
5. If the council feels a recommendation greater than 5% annually is necessary, the council must document its consideration of:
 - ☒ a) The impact of that increase on students, especially historically underserved students
 - ☒ b) The impact of that increase on the mission of the University
 - ☒ c) Alternative scenarios involving smaller increases
6. The council must also:
 - ☒ a) Provide opportunities for students to actively participate in the process and deliberations
 - ☒ b) Provide a written report to the President with recommendations, deliberations and observations about tuition and fees for the upcoming academic year including any sub-reports requested by members of the council or other documentation produced or received by the council
7. The University must ensure that the process is described on the University's website and include downloadable materials such as:
 - ☒ a) The council's role and relationship to the Board
 - ☒ b) Any documentation, agendas and data considered during deliberations



MANDATORY STUDENT INCIDENTAL FEES – JOINT RECOMMENDATION

For July 1, 2021 through June 30, 2022

Date: April 8, 2021

To: The Board of Trustees of Southern Oregon University

From: Associated Students of Southern Oregon University (ASSOU)

DESCRIPTION OF REQUEST

Joint Recommendation for Mandatory Incidentual Fees for Academic Year 2021-22 & Summer Term 2021

DESCRIPTION OF FUNDS

Mandatory Incidentual Fees as authorized and collected according to ORS 352.105. Fees include:

<u>STUDENT INCIDENTAL FEE</u>	
Incidental Fee - Academic Year 2021 - 22	\$380
Incidental Fee - Prior Academic Year 2020 - 21	\$372
\$ Change from Prior Year:	\$8
% Change from Prior Year:	2.15%
Incidental Fee - Summer Term 2021	\$85
Incidental Fee - Prior Summer Term	\$82
\$ Change from Prior Year:	\$3
% Change from Prior Year:	3.66%
Programs Supported	Est. Collections
Athletics (Incidental Fee Supported Funds only)	\$1,260,095
Campus Recreation (Incidental Fee Supported Funds only)	\$649,837
Student Life & Educational Activities	\$1,919,119
Indirect Budget Authority Support	\$71,858
Building/Equipment Reserves & General Liability Easements	\$28,175
Incidental Fee Reserve	\$112,788
Sub-Total Incidentual Fee Budgets:	\$4,041,870
<u>GREEN TAG FEE</u>	
Green Tag Fee - Academic Year 2021 - 22	\$13
Incidental Fee - Prior Academic Year 2020 - 21	\$13
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Programs Supported	Est. Collections
Green Tag Projects	\$138,275
<u>RECREATION CENTER FEE</u>	
Recreation Center Fee - Academic Year 2021 - 22	\$104
Recreation Center Fee - Prior Academic Year 2020 - 21	\$104
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Programs Supported	Est. Collections
Recreation Center (Building, Debt Service, Labor, etc.)	\$1,032,040

JOINT RECOMMENDATION

☒ Approve ☐ Disapprove

Violet Crain
President, Associated Students
of Southern Oregon University
Violet Crain

4.9.2021

Date

☒ Approve ☐ Disapprove



President, Southern Oregon University
Dr. Linda Schott

4.9.2021

Date



ACADEMIC YEAR 2021-22 TUITION RATE RECOMMENDATION
For July 1, 2021 through June 30, 2022

Date: April 9, 2021

To: The Board of Trustees of Southern Oregon University Board of Trustees

From: Dr. Linda Schott, President

DESCRIPTION OF REQUEST

Recommendation of Tuition Rates for Academic Year 2021-22

DESCRIPTION OF FUNDS

Tuition Rates as authorized and collected according to ORS 352.102. Rates include:

	2020-21	2021-22					
Undergraduate Tuition Rate per SCH	Current	Proposed	% Change from Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per AY @ 45 SCH	Annual Tuition Cost
01-WUE SCH	\$294	\$301.50	2.55%	\$7.50	\$112.50	\$337.50	\$13,567.50
02-UG Resident SCH (incl. EXRES)	\$196	\$201.00	2.55%	\$5.00	\$75.00	\$225.00	\$9,045.00
02.2-UG JackJo Pledge	\$125	\$150.00	20.00%	\$25.00	\$375.00	\$1,125.00	\$6,750.00
03-UG Non Resident SCH	\$580	\$597.00	2.93%	\$17.00	\$255.00	\$765.00	\$26,865.00
04.1-UG Online SCH RES	\$196	\$201.00	2.55%	\$5.00	\$75.00	\$225.00	\$9,045.00
04.2-UG Online SCH NON-RES	\$196	\$201.00	2.55%	\$5.00	\$75.00	\$225.00	\$9,045.00
04.3-UG Online SCH WUE	\$294	\$301.50	2.55%	\$7.50	\$112.50	\$337.50	\$13,567.50
Graduate Tuition Rate per SCH							
05-GR Resident SCH (incl. EXRES)	\$491	\$505.00	2.85%	\$14.00	\$168.00	\$504.00	\$22,725.00
06-GR Non Resident SCH	\$593	\$610.00	2.87%	\$17.00	\$204.00	\$612.00	\$27,450.00
07.0-GR AP MBA Online SCH	\$430	\$430.00	0.00%	\$0.00	\$0.00	\$0.00	\$19,350.00
07.1-GR Online SCH RES	\$491	\$505.00	2.85%	\$14.00	\$168.00	\$504.00	\$22,725.00
07.2-GR Online SCH NON-RES	\$491	\$505.00	2.85%	\$14.00	\$168.00	\$504.00	\$22,725.00
07.3-GR AP MS.Ed Online SCH	\$369	\$369.00	0.00%	\$0.00	\$0.00	\$0.00	\$16,605.00
08-GR - MEDU SCH	\$421	\$433.00	2.85%	\$12.00	\$144.00	\$432.00	\$19,485.00
Other Categories Tuition Rate per SCH							
09-Staff	\$58	\$60.00	3.45%	\$2.00	\$30.00	\$90.00	\$2,700.00
10-Waived Tuition SCH	\$0	\$0.00	0.00%	\$0.00	\$0.00	\$0.00	\$0.00
11-Course Based Tuition SCH	\$110	\$113.00	2.73%	\$3.00	\$45.00	\$135.00	\$5,085.00
12-Adv Southern Credit SCH	\$49	\$50.00	2.04%	\$1.00	\$15.00	\$45.00	\$2,250.00
13-Early Entry Credit SCH	\$181	\$186.00	2.76%	\$5.00	\$75.00	\$225.00	\$8,370.00

PRESIDENT'S RECOMMENDATION

[X] Approve [] Disapprove

President, Southern Oregon University
Dr. Linda Schot

4.9.2021
Date



MANDATORY ENROLLMENT FEES RECOMMENDATION

For July 1, 2021 through June 30, 2022

Date: April 8, 2021

To: The Board of Trustees of Southern Oregon University

From: Dr. Linda Schott, President

DESCRIPTION OF REQUEST

Recommendation for Mandatory Enrollment Fees for Academic Year 2021-22 & Summer Term 2021

DESCRIPTION OF FUNDS

Mandatory Enrollment Fees as authorized and collected according to ORS 352.102. Fees include:

BUILDING FEE (includes Technology Infrastructure)	
Building Fee - Academic Year 2021 - 22	\$60
Building Fee - Prior Academic Year 2020 - 21	\$60
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Building Fee - Summer Term 2021	\$45
Building Fee - Prior Summer Term	\$45
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Programs Supported	Est. Collections
Building Fee Reserve	\$500,000
Technology Infrastructure	\$165,000
Sub-Total Building Fee Budgets:	\$665,000

STUDENT HEALTH SERVICES FEE	
Health Services Fee - Academic Year 2021 - 22	\$150
Health Services Fee - Prior Academic Year 2020 - 21	\$150
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Health Services Fee - Summer Term 2021	\$45
Health Services Fee - Prior Summer Term	\$45
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
Programs Supported	Est. Collections
Student Health and Wellness Center and Programs	\$1,484,610

PRESIDENT'S RECOMMENDATION

[X] Approve [] Disapprove

President, Southern Oregon University
Dr. Linda Schott

4.9.2021
Date

Total Cost of Attendance for Academic Year 2020-21

Tuition Category	Current Credit Rate Per Term	Current Tuition per Academic Year	Proposed Credit Rate Per Term	Proposed Tuition per Academic Year	Increase \$ per Credit	Increase \$ per Academic Year	Increased %
Resident Undergrad	\$196.00	\$8,820.00	\$201.00	\$9,045.00	\$5.00	\$225.00	2.55%
WUE	\$294.00	\$13,230.00	\$301.50	\$13,567.50	\$7.50	\$337.50	2.55%
Nonres Undergrad	\$580.00	\$26,100.00	\$597.00	\$26,865.00	\$17.00	\$765.00	2.93%
Resident Grad	\$491.00	\$17,676.00	\$505.00	\$18,180.00	\$14.00	\$504.00	2.85%
Nonres Grad	\$593.00	\$21,348.00	\$610.00	\$21,960.00	\$17.00	\$612.00	2.87%
Masters - Education	\$421.00	\$15,156.00	\$433.00	\$15,588.00	\$12.00	\$432.00	2.85%

Mandatory Enrollment & Incidental Fees							
Student Incidental & Green Tag	\$385.00	\$1,155.00	\$393.00	\$1,179.00	\$8.00	\$24.00	2.08%
Student Rec Center	\$104.00	\$312.00	\$104.00	\$312.00	\$0.00	\$0.00	0.00%
Student Health Services	\$150.00	\$450.00	\$150.00	\$450.00	\$0.00	\$0.00	0.00%
Building Fee	\$60.00	\$180.00	\$60.00	\$180.00	\$0.00	\$0.00	0.00%
Composite Mandatory Fees:	\$699.00	\$2,097.00	\$707.00	\$2,121.00	\$8.00	\$24.00	1.14%

Tuition & Fees Totals	SCH: 15UG 12GR	SCH: 45UG 36GR	SCH: 15UG 12GR	SCH: 45UG 36GR			
Resident Undergrad	\$3,639.00	\$10,917.00	\$3,722.00	\$11,166.00	\$13.00	\$249.00	2.28%
WUE	\$5,124.00	\$15,327.00	\$5,229.50	\$15,688.50	\$15.50	\$361.50	2.36%
Nonres Undergrad	\$9,279.00	\$28,197.00	\$9,662.00	\$28,986.00	\$25.00	\$789.00	2.80%
Resident Grad	\$6,591.00	\$19,773.00	\$6,767.00	\$20,301.00	\$22.00	\$528.00	2.67%
Nonres Grad	\$7,731.00	\$23,445.00	\$8,027.00	\$24,081.00	\$25.00	\$636.00	2.71% ²⁸
Masters - Education	\$5,751.00	\$17,253.00	\$5,903.00	\$17,709.00	\$20.00	\$456.00	2.64%

Housing	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Greensprings - Double	\$2,662	\$7,986	\$2,741.51	\$8,224.53	\$79.59	\$238.77	2.99%
Greensprings - Double-as-Single	\$3,516	\$10,548	\$3,621.10	\$10,863.31	\$105.13	\$315.38	2.99%
Madrone - Single Apartment	\$4,107	\$12,322	\$4,229.97	\$12,689.91	\$122.80	\$368.41	2.99%
Shasta - Double	\$3,006	\$9,017	\$3,095.70	\$9,287.10	\$89.87	\$269.62	2.99%
Shasta - Single	\$3,660	\$10,981	\$3,769.84	\$11,309.53	\$109.45	\$328.34	2.99%
McLoughlin - Double	\$3,166	\$9,497	\$3,260.49	\$9,781.47	\$94.66	\$283.98	2.99%
McLoughlin - Single	\$3,931	\$11,792	\$4,048.06	\$12,144.18	\$117.52	\$352.57	2.99%
McLoughlin - Super Single	\$4,323	\$12,970	\$4,452.55	\$13,357.64	\$129.27	\$387.80	2.99%
McLoughlin - Studio Single	\$4,411	\$13,232	\$4,542.43	\$13,627.29	\$131.88	\$395.63	2.99%

Meals	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Red Plan	\$ 1,921	\$ 5,763	\$1,978.39	\$5,935.16	\$57.44	\$172.31	2.99%
Black Plan	\$ 1,921	\$ 5,763	\$1,978.39	\$5,935.16	\$57.44	\$172.31	2.99%
S Plan	\$ 1,612	\$ 4,835	\$1,659.94	\$4,979.82	\$48.19	\$144.57	2.99%
O Plan	\$ 1,612	\$ 4,835	\$1,659.94	\$4,979.82	\$48.19	\$144.57	2.99%
U Plan	\$ 1,612	\$ 4,835	\$1,659.94	\$4,979.82	\$48.19	\$144.57	2.99%
Rocky Plan	\$ 1,310	\$ 3,930	\$1,349.17	\$4,047.51	\$39.17	\$117.51	2.99%
Hawk Plan	\$ 901	\$ 2,703	\$927.94	\$2,783.82	\$26.94	\$80.82 ₂₉	2.99%
Madrone Plan	\$ 848	\$ 2,544	\$873.36	\$2,620.07	\$25.36	\$76.07	2.99%

Tuition	Current per Term	Current Per AY	Proposed per Term	Proposed Per AY		\$ ▲ Per Term	\$ ▲ per AY	% ▲
Resident Undergrad	\$2,940	\$8,820	\$3,015.00	\$9,045.00		\$5.00	\$225.00	2.55%
Mandatory Enrollment & Incidental Fees								
Student Incidental & Green Tag	\$385	\$1,155	\$393.00	\$1,179.00		\$8.00	\$24.00	2.08%
Student Rec Center	\$104	\$312	\$104.00	\$312.00		\$0.00	\$0.00	0.00%
Student Health Services	\$150	\$450	\$150.00	\$450.00		\$0.00	\$0.00	0.00%
Building Fee	\$60	\$180	\$60.00	\$180.00		\$0.00	\$0.00	0.00%
Composite Fees:	\$699	\$2,097	\$707.00	\$2,121.00		\$8.00	\$24.00	1.14%
Composite Tuition and Fees:	\$3,639	\$10,917	\$3,722.00	\$11,166.00		\$13.00	\$249.00	2.28%
Housing/Meals								
Shasta Double	\$3,006	\$9,017	\$3,095.70	\$9,287.10		\$89.87	\$269.62	2.99%
Red Plan	\$1,921	\$5,763	\$1,978.39	\$5,935.16		\$57.44	\$172.31	2.99%
Composite Housing/Meals Change:	\$4,927	\$14,780	\$5,074.09	\$15,222.26		\$147.31	\$441.93	2.99%
Total Cost of Attendance								
Resident Undergrad	\$8,566	\$25,697	\$8,796.09	\$26,388.26		\$160.31	\$690.93	2.69%

Federal Relief Funding to Students

Curriculum Update

SOU Micro-Credential Programs

A micro-credential is a recognition of an individual's competency in a specific area, with competency defined as critical knowledge, skills and dispositions required to understand and apply the learning.

Each micro-credential allows learners to demonstrate their proficiency in a set of key competencies that were identified and developed by educators of Southern Oregon University. Unlike a traditional degree where the learning process is linear and time-based, the micro-credential learning process is a unique and "stackable" experience, in which learners achieve sets of discrete and demonstrable learning goals.

Digital credentials provide learners the opportunity to break apart the traditional degree credential to represent and communicate skill sets they have earned. Learners can stack these credentials to gain degrees or certificates or to tailor their learning to their specific career needs, professional goals or personal interests. Academic micro-credentials at SOU generally consist of three to four SOU courses, with additional applied opportunities, community workshops, service learning or other requirements.

Learners who successfully complete a micro-credential receive a digital badge that allows them to display their accomplishment.

Academic Micro-Credentials

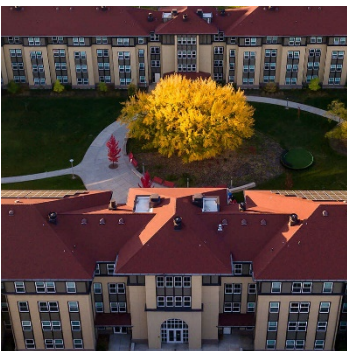


Cinema Production Technology

Offered as an Academic Micro-Credential

The Cinema Production Technology badge provides a strong foundation for students interested in securing entry-level employment in broadcast media, corporate video production or communications departments, and in assisting freelance video producers. When completed as part of an undergraduate degree, the Cinema Production Technology badge will supplement graduate applications to MFA programs in film production or adjacent programs.

[SEE DETAILS](#)

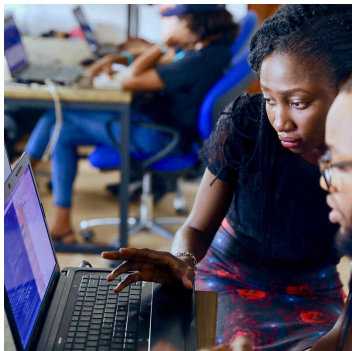


Community Planning

Offered as an Academic Micro-Credential

The micro-credential in Community Planning prepares students for a range of planning professions including transportation planning, land use planning, water resource planning, urban planning, and community development.

[SEE DETAILS](#)

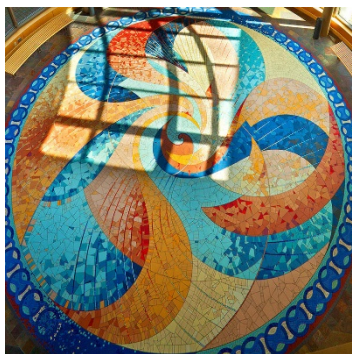


Digital Security

Offered as an Academic Micro-Credential

By completing Southern Oregon University's 12-credit badge in Digital Security, students develop intermediate skills in the three core toolsets within Digital Security: Network Security, System Security, and Web Security. The Digital Security badge provides a strong foundation for students interested in securing entry-level employment in security.

[SEE DETAILS](#)

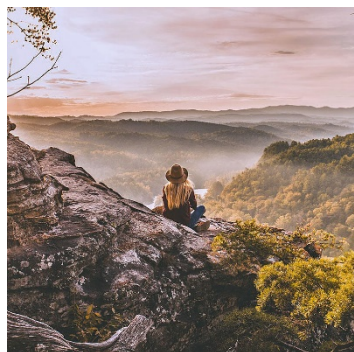


EDI: Gender, Indigeneity, & Sexuality

Offered as an Academic Micro-Credential

This Equity Diversity & Inclusion: Gender, Indigeneity, & Sexuality micro-credential prepares students to communicate effectively across difference, understand how structural and systemic barriers and inequitable processes and practices are created, and thrive in an increasingly diverse world.

[SEE DETAILS](#)

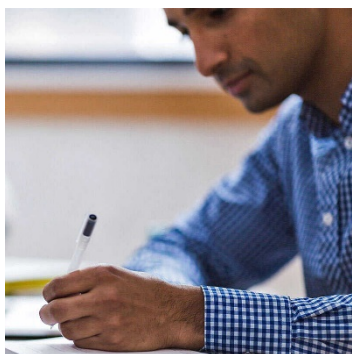


Environmental Research & Data Analysis

Offered as an Academic Micro-Credential

The micro-credential in Environmental Research & Data Analysis prepares students with advanced technical skills in research methods and data analysis in the environmental sciences broadly. Courses emphasize advanced statistical analysis, field methodology, and computer modeling for use in natural resource management, field research, and geospatial data management.

[SEE DETAILS](#)



Foundations of Professional Writing

Offered as an Academic Micro-Credential

The 14-credit Professional Writing badge builds the knowledge, skills, and experience necessary to write and edit effective professional documents and materials. Students who complete the certificate will gain experience with a range of genres (e.g., grant proposals, manuals, end-user documentation, press releases, catalogs, published articles, and essays), as well as the ability to work collaboratively with organizations.

[SEE DETAILS](#)



Foundations of School Mental and Behavioral Health

Offered as an Academic Micro-Credential

The School Mental and Behavioral Health micro-credential equips K-12 classroom assistants and classified staff to provide universal behavioral supports in a culturally appropriate and trauma-informed manner. Offered in collaboration with K-12 districts and community mental health agencies, the credential is the first rung of a regional School Mental and Behavioral Health career ladder.

[SEE DETAILS](#)



Foundations of Sustainability and Tourism

Offered as an Academic Micro-Credential

By completing this Badge, learners gain an understanding of corporate sustainability and sustainable practices in the tourism business and destination development. This is a “stackable credential” and all classes can be applied towards either the Certificate in Sustainable Tourism or the Certificate in Sustainable Leadership.

[SEE DETAILS](#)

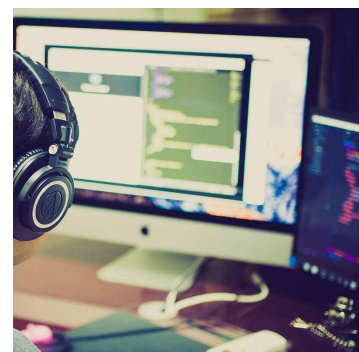


Geographic Information Systems (GIS)

Offered as an Academic Micro-Credential

The Micro-credential in Geographic Information Systems (GIS) equips learners with the concepts and skills necessary to advance careers in the geospatial sciences. This micro-credential is designed both for working practitioners and traditional students desiring to develop and demonstrate proficiency in GIS. The micro-credential is designed to nest within a proposed certificate in geospatial technology.

[SEE DETAILS](#)



Network Technology

Offered as an Academic Micro-Credential

By completing Southern Oregon University’s 12-credit badge in Network Technology, students develop intermediate skills in the three core toolsets within network technology: Network Foundations, Network Services, and Wireless Networks. A Network Technology badge provides a strong foundation for students interested in securing entry-level employment in network management.

[SEE DETAILS](#)

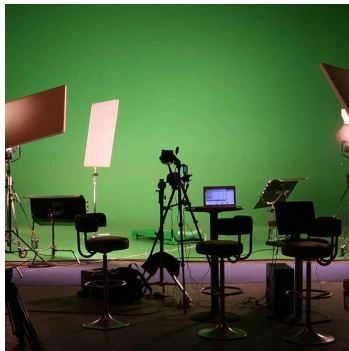


Project Management

Offered as an Academic Micro-Credential

Learners who complete the Project Management micro-credential will gain an understanding of traditional project management tools and processes including project networks, budgets and schedules. They will learn how to scope projects effectively to get projects done on time and within budget. They will also apply a variety of risk management tools in their work.

[SEE DETAILS](#)

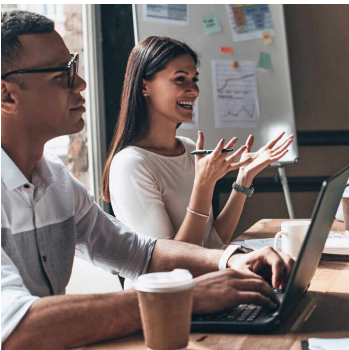


Set Skills for Cinema Production

Offered as an Academic Micro-Credential

In this immersive learning experience, students leave the classroom to learn on location in an environment that emulates a professional film production. Students apply for a below-the-line crew position and work within a departmental hierarchy to collaboratively produce a short film alongside faculty and professional mentors. The Set Skills for Cinema Production badge demonstrates the student's preparation for entry-level assistant work on professional film and television sets.

[SEE DETAILS](#)

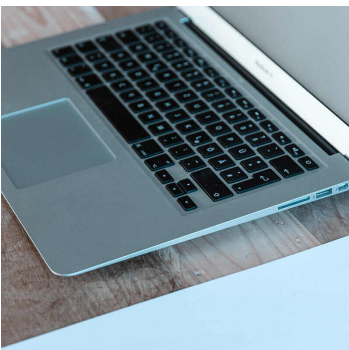


Social Media Strategy

Offered as an Academic Micro-Credential

By completing Southern Oregon University's 12-credit badge in Social Media Strategy, students demonstrate their ability to conceive, execute, and assess social media campaigns on behalf of clients. The Social Media Strategy badge provides a strong foundation for students interested in securing entry-level employment with clients or employers in marketing, public relations, advertising, or journalism.

[SEE DETAILS](#)



Story Development for Screenwriting

Offered as an Academic Micro-Credential

By completing SOU's 12-credit badge in Story Development for Screenwriting, students demonstrate their ability to pitch and develop screen stories for film and television. The Story Development for Screenwriting badge provides a strong foundation for students interested in securing entry-level employment in the entertainment industry as a script reader or writer's assistant, in pursuing a screenwriting fellowship, or, when completed as part of their undergraduate degree, in applying to graduate programs in screenwriting.

[SEE DETAILS](#)

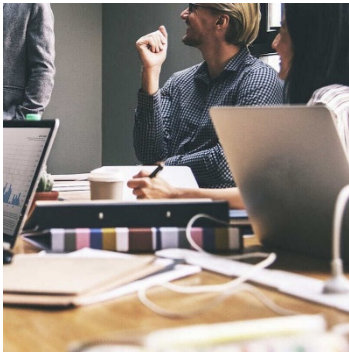


Sustainable Food Systems

Offered as an Academic Micro-Credential

The micro-credential in sustainable food systems prepares students entering into food system-related careers to better understand sustainable systems utilized in production, distribution, processing, sales, and waste reduction.

[SEE DETAILS](#)



Team Leadership and Collaboration

Offered as an Academic Micro-Credential

This Micro-Credential emphasizes knowledge of individual emotional intelligence, leadership styles, conflict styles, and group dynamics in order to be a better leader of teams and collaborator in groups.

[SEE DETAILS](#)



Values-Based Leadership

Offered as an Academic Micro-Credential

A badge in Values-Based Leadership is an experiential learning opportunity that gives curious learners an opportunity to analyze community needs and prototype local solutions in collaboration with established local businesses as well as social and commercial entrepreneurs. In addition to values-based leadership training from industry professionals, students will gain internship experience and take a course that challenges them to consider how local entrepreneurship takes place in wider systems of influence.

[SEE DETAILS](#)

Micro-credential programs are available to both degree-seeking and non-degree seeking students at Southern Oregon University. If you have questions on your eligibility, please contact our Admissions office at sou.edu/admissions/contact .

For more information and a full list of FAQ's, visit:
<https://sou.edu/academics/micro-credentials/>

New Certificate Program: Professional Social Media (Action)

New Program Proposal

NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.

New Program name: Certificate in Professional Social Media

CIP Code: (Classification of Instructional Program):

09.0102 Mass Communication/Media Studies

Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

We expect no impact on courses outside of our program. We expect increased demand from students on existing courses in the Communication Program.

2. Will any prerequisites or other course requirements affect other departments/programs? **NO** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

N/A

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

Among the courses included in this certificate, all enroll well, but most typically feature a small number of available seats according to current scheduling patterns.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

None expected

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

This certificate entails no additional library resources above those already allocated for courses in the Communication program.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None expected

4. Catalog copy for the new program, including requirements and electives.

OVERVIEW

The Certificate in Professional Social Media provides a compact credential by which students can improve their practical, conceptual and creative competencies in online media production in the 21st century. Students emerge from the certificate with skills and dispositions in writing for online media, content strategy, visual storytelling, design thinking, new media entrepreneurship, and a practical understanding of the landscape of creative industries today.

The certificate is primarily oriented toward preparing students for careers in social media marketing, content creation, and media strategy. Pertinent job titles include Social Media Manager, Social Media Strategist, Brand Strategist, Content Strategist, Copywriter, Community Manager, Account Manager, Project Manager, and Digital Producer. Other affiliated career categories include public relations, journalism, user experience design and data analytics.

The certificate is designed to be completed with one year of full-time study. However, students may follow flexible pathways to complete the required courses according to other timelines, fully supporting the concurrent completion of other majors and programs of study at SOU.

REQUIRED COURSES (28cr)

COMM206 - Multimedia Writing (4cr)
COMM213 - Visual Design for Media (4cr)
COMM214 - Mobile Photo & Video (4cr)
COMM221 - Creative Industries (2cr)
COMM325 - Design Thinking (2cr)
COMM424 - Creative Entrepreneurship (4cr)
COMM482 - Media Law & Ethics (4cr)
COMM485 - Advanced Social Media Campaigns (4cr)

PROFESSIONAL SKILLS ELECTIVES (8cr)

COMM321 - Public Affairs Journalism (4cr)
COMM322 - Online Journalism (4cr)
COMM323 - Strategic Social Media (4cr)
COMM326 - Multimedia Storytelling (4cr)

COMM327 - Creative Careers Bootcamp (4cr)
COMM328 - Sports Communication (4cr)
COMM344 - Media Photography (4cr)

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

No Programs Affected

4/29/16

MEMORANDUM

TO: Erik Palmer, Chair, Communication
Patrick Stubbins, Executive Assistant to the Provost

FROM: Dale Vidmar, Interim University Librarian, Library Liaison to
Communication.

DATE: 1/26/2021

SUBJECT: Resources to Support the Proposed Certificate in Social Media

The review process for the proposed Certificate in Social Media at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering.

After reviewing the proposed curriculum as well as individual assignments and projects for some of the courses such as COMM 206, COMM 221, COMM 325, COMM 482, COMM 424, COMM 323, COMM 460D, COMM 2214, COMM 485, and COMM 327, the Hannon Library is well positioned to support the Certificate in Social Media as proposed.

The *Communication Source* database, as well the interdisciplinary *ProQuest Central* and the *ProQuest ABI/Inform* databases have ample scholarly sources that address a range of subjects specific to the proposed certificate. There are also many books available both in the Hannon Library and from other Summit libraries that provide relevant research and information in these subject areas as well as related subjects.

At this time, the Hannon Library's holdings of material related to the Certificate in Social Media are adequate. The library currently funds the databases related to "social media" to provide needed materials to support the program. Funds from the current Communication department book budget will be used to maintain continued vigilance in purchasing additional new print material in social media and related subject areas.

The library is recommending the following amounts in the Budget Outline Form:

Library/Printed \$0

Library/Electronic \$0

The Hannon Library endorses and supports the Certificate in Social Media proposal.

Thank you for the opportunity to review and respond to the proposal.

Dale Vidmar

Interim University Librarian

Library Subject Liaison to Communication

New Program Options: 3+1 and 4+1 Master's Degrees, Business Administration Programs

Accelerated Pathway to MBA Program Overview

April 15, 2021
Academic & Student Affairs Committee
SOU Board of Trustees

Dr. Joan McBee
Division Director - Business, Communication, and the Environment

Dr. Rene Ordonez
Graduate Programs in Business Coordinator

Dr. Matt Stillman
University Registrar
Executive Director of Enrollment Management

Overview & Goals:

- Develop an affordable, accelerated, and interconnected undergraduate-to-MBA program
- Encourage evening MBA program growth
- Create a potential road map for future accelerated program development in other academic areas
- Provide affordable and timely pathways to degrees
- Increase program market competitiveness
- Enhance revenue generation and student satisfaction
- Huge potential for market expansion, especially with international market (Kings relationship & HTW)



Curricular Overview:

- 3+1

Students in the Accelerated Baccalaureate or Jackson/Josephine Pledge program may continue for a fourth year earning their bachelor's and MBA degrees in 180 credits rather than 225 saving both time and money.

- 4+1

Students earning a 3.0 GPA by their senior year can complete their bachelor's degree requirements and begin work on their MBA simultaneously.



Target Qualified Students:

Accelerated Baccalaureate or Jackson/Josephine Pledge –
93 currently enrolled:

- Business (8)
- Education (16)
- Creative Arts (16)
- Psychology (14)
- Communication (5)

Four-Year Majors:

- Business (238)
- Innovation and Leadership (36)



Cost & Administrative Overview:

- Participants pay undergraduate tuition for all coursework
- Students treated as undergraduates throughout the program (huge financial aid advantages to doing so)
- Academic policies will be adjusted to permit using graduate credits to simultaneously fulfill undergraduate credits
- Undergraduate degree and MBA awarded simultaneously
- Only applicable to evening MBA program (Online MBA program not eligible)



The 3+1 and 4+1 Accelerated Pathways to In-person MBA

*A win-win Innovative approach to program development and expansion
that presents benefits both students and SOU*

For Students:

- A seamless transition from undergraduate degree to a Master's degree
- Allow students to earn two degrees
 - ✓ In less time - 10% to 20% than when taken separately
 - ✓ with significant cost savings - \$17,000 to \$20,000 over when taken separately
- The in-person MBA experience is highly valued by students and community members due to the cohort-like experience and professional connections

For SOU:

- Provide powerful recruitment tool for SOU Admissions
- Entice students to stay at SOU to earn their MBA when they may not have considered it otherwise
- Bolster Student Success and Completion Model by improving graduation rates
- Create a potential road map for future accelerated program development in other academic areas
- Enhance strong collaboration between Academic Affairs and Enrollment Management & Student Affairs

Questions/Discussion

Academic Partnerships Online Master's Degree Programs

Southern Oregon Education Leadership Council Updates

Osprey-Raider Transfer and Reverse Transfer Program

Recruitment Updates

Fall 2021 Return to Campus



What is the Bridge program?

Bridge is a year-long program that is designed to help promising first-year students as they transition into the college. This program is mentorship driven, and this means that each Bridge student is paired with a former Bridge student who works with the program as a peer-mentor. The Bridge mentors work in partnership with the classes to help support students as they transition into college and develop the skills needed for success.

The Bridge program begins with an exciting week-long pre-fall event that is intended to introduce Bridge students to campus and resources. Bridge students move to campus early and enjoy a week of cohort building, educational workshops, and local cultural events. The students then take the Bridge class throughout their first year. This class is intended to further their academic and social skills and continue helping them to build a support network of educators and peers. **Bridge students receive both the pre-fall event for free and up to 7 free credits through taking the Bridge classes. The program is limited to a yearly cohort of 50 students.**

Who is a Bridge student?

This program is for first-year students graduating from an Oregon high school. We focus on recruiting promising first-generation students and those who have significant barriers to academic success. A successful applicant demonstrates both need and high ability factors such as strong service, volunteerism, advocacy, leadership, unique talents, creativity, and independent and complex thinking. Students may either self-nominate or be nominated for the program by a high school counselor or faculty member through [this form](#).

We Would like to Introduce Ourselves

Our Faculty

Dr. Danielle Hammer



College Degrees: Bachelor of Arts (BA), majors in English and Anthropology from SOU; Doctor of Philosophy (Ph.D) in Literatures in English from University of California, San Diego.

Why I Love Bridge: College can seem like a different world for students who do not come from an established family history of higher education. I love to be able to show these students that the university setting *is* for them. I also enjoy connecting each of my students with the resources that they need to thrive in this college setting. I feel privileged to see all of the amazing strengths that Bridge students bring with them, and I am happy that I get to be involved in the process of helping them acclimate to college life. As an SOU graduate, I also enjoy introducing students to many of the amazing people and

places that I came to love in my time as an undergraduate.

You Should Know: My passion for helping students to succeed in the university setting comes, in part, from my own personal experiences. I was a first generation high school and college graduate, and I was also a homeless youth. I understand what it means to have to quickly adapt to such a different way of life. I was fortunate to have amazing teachers and to be involved in programs like the Ronald E. McNair Post-Baccalaureate program. I want to pay all of those kindnesses forward by helping others to adapt and succeed in University and beyond.

Dr. Deborah Brown



College Degrees: Bachelor of Arts (BA) in English from SOSC (now SOU); Master of Arts (MA) in English from the University of Northern Colorado; Doctor of Philosophy (Ph.D) in English Literature from the University of Nevada, Reno.

Why I Love Bridge: I enjoy working with first-year students in all capacities, but I especially love that Bridge gives me the opportunity to support and mentor students as they make the transition into college. I was a first-generation college student when I began studying at SOU (then Southern Oregon State College), and I wish that a program like Bridge existed to help ease my transition from highschool to college. I enjoy helping students find their strengths and overcome their weaknesses, and Bridge allows me to focus on students and help them succeed at the university level. It's rewarding to see Bridge students return to the program and serve as mentors.

Meet Some of our Mentors



Master Mentor Phoenix Ramirez, pron: he, him

Major: Theatre, Junior, Class of 2022

Hometown: Joseph, Oregon

Social Media: Twitter and Instagram: @thepyropigeon, Snapchat: @thelivinphoenix

Why I Loved Bridge: I liked being in Bridge because it helped me make a bunch of new friends and helped me connect with leadership opportunities all before classes even started!

Mentoring: This is my 2nd time being a Bridge Mentor, and what excites me the most is the same as last year. I probably gave you a tour at some point before you chose SOU! It's like meeting old friends!

Motivation: I attend SOU because I want to work with the Oregon Shakespeare Festival and with the BFA program here. I will have a high chance to work with them!

Cool Facts: I am a big leader all around campus, the state, and sometimes lead things across the country! I work as a foster youth advocate and get to meet with politicians like Bernie Sanders and AOC frequently. I am also into video games, theatre, and napping!



Mentor Renee Seal, pron: she, her

Major: History, minor in Hospitality and Tourism Management, Junior, Class of 2022

Hometown: Joseph, Oregon

Social Media: Facebook - Renee Seal, Instagram - @sealrenee, Snapchat - reneeseal01

Why I Loved Bridge: Bridge really helped me outline my first year at SOU! From the friends I met to the on campus jobs I got Bridge gave me the connection to them. It also really gives you a head start when you get to come to campus early!

Mentoring: I'm excited to be a Bridge Mentor because I love getting to meet new people and hear their stories in life and what it is they aspire to do. Being a Bridge Mentor is a way for me to do this while helping students out along the way.

Motivation: Ashland reminded me of a larger version of my home town, and I loved the people that were here when I first came to visit. I knew SOU would be my home for college and was something that had always been a life plan on mine.

Cool Facts: I come from a small town of 1,000 people where I was raised my whole life, and I graduated high school with just 15 kids in my class. In summer I enjoy spending my time in the mountains hunting and swimming at the lake in my town. While at SOU I'm active in the Republicans Club and YAF Club and volunteer for local political campaigns.



Mentor Bernice Petit, pron: she, her

Major: Chemistry and Criminal Justice - Forensics concentration, minor in Psychology - pre-professionalism route of Pre-Med, Sophomore, Class of 2023.

Hometown: Oakridge, Oregon

Social Media: Instagram - @xoxo.rachel.xoxo13, Snap - @Bernicerp22

Why I loved Bridge: I met some great people this year through the program. Individuals that I don't think I would have become friends with if it wasn't for bridge. The laughs, the tears, the adventures, the endless memories made this year were from people I met in Bridge. Bridge made those memories possible.

Mentoring: The mentors really helped me a lot. They were there to listen to my problems and help me find solutions. It was nice having someone that I could go to and talk to. I want to give back and help this year's students really connect and know that they have someone that is there for them.

Motivation: My motivation to attend college was based on the fact that my mother did everything she could to provide a life for us kids. She became a Nurse, and she wouldn't change a thing. I want to have my career and be financially stable and give back to not only the community but to my mom. She deserves it. She truly deserves the world. I hope to give it to her. She is my motivation for college. Surprisingly though, she was opposed to S.O.U because it was far, but she knows that it was a top choice for me; and she's just glad that I'm happy.

Cool Facts: I can sing. I can draw. I can play the piano and violin. I am originally from West Palm Beach, Florida. I have 13 siblings. (8 brothers, 5 sisters). I aspire to be a Forensic Medical Examiner. I enjoy writing poems and hanging out with friends. I was the Valedictorian of my class. I enjoy hiking and swimming. I just enjoy meeting new people and doing new things!

Meet Some of our 2020 Cohort



Frida

About Me:

My name is Frida Nicole Cruz and I recently graduated from North Medford High School. I recently picked up new hobbies such as cooking and art journaling, but I have always been interested in art and playing classical music with my flute. Throughout my high school career, I have taken up positions in leadership such as Vice President of Latino Leadership Club and President of Sparrow Club. I have also participated in clubs like Student Hunger Strike Force and the Torch Honor Society. To add, I have gained volunteer experience through programs such as Tornadoes to Raiders as a tutor, Bike Camp NOW as a guide, and have taken an

internship with Rogue Climate. After graduating Second in Class as a Valedictorian I immediately joined some new clubs such as Psych Club, Asian Student Union, and Latino Student Union here at SOU in hopes of staying connected.

My accomplishments: Alongside the many awards that I received from high school (Oregon State Seal of Biliteracy, Gold Level Global Seal of Biliteracy, United States Marine Corps Scholastic Excellence Award, and more), I recently qualified in the President's List of Honor Students for the 2020 Fall Term. Although these accomplishments have taken much time to earn, I know that it will be worth it in the end.

My goals: I hope to become a bilingual and bicultural mental health counselor to provide counseling to students in the Latinx community. To do this I know that I will be attending graduate school, which makes the Three-Year Plan worthwhile. I am excited to learn here at SOU and to acquire the tools to reach my goals!

Why I joined Bridge: I joined two programs called Bridge and the Three-Year Plan with Jack/Jo Pledge in hopes of helping me get the scholarships I need for college and to finish early.



Chloe

About me: I am a first-generation college student at Southern Oregon University majoring in biology with minors in chemistry, botany, and psychology. My hobbies are playing the piano and rock hunting and I am also qualified to be an Emergency Medical Responder (EMR). My greatest challenge was my senior year in high school. I am a registered homeless student. I had to work to support myself, finish high school and navigate the college application process. Despite the odds against me, I graduated high school early, with honors, in March of 2020. With hard work and dedication to my education, I was awarded several scholarships to help support my academic goals.

My accomplishments: In my spare time, I volunteer with OSPRIG Students, a student-run nonprofit working towards a greener future and I will soon start training as a volunteer with Lines for Life a non-profit dedicated to preventing substance abuse and suicide.

My goals: I plan on attending graduate school and I would like to complete a doctorate in pharmaceutical and herbal medicine. My goal is to create safer and healthier plant-based medicines at an affordable price.



Trent

About me: I come from Salem Oregon and I have gone through a lot to get here. School was never too challenging for me. However it was much easier with my grandma around. I used to sit by her bedside after school and tell her about what we learned. Giving her a piece of

the outside world she didn't have anymore and she would tell me about her youth. She died right before the end of junior year, and it hit me hard. The following year I was hit with the death of my first dog, and, along with everyone else the pandemic. Despite all of it I persevered and kept going because I knew it will all be worth it in the end.

My Accomplishments: I love learning and telling stories, which is why I was recently accepted into the SOU Theatre program. I am looking to take my skills to teaching high school.

My Goals: My dream is to leave SOU with a degree in theatre and my teaching license so I can inspire the next generation of students like my teachers did to me. Showing them that there is a place for them somewhere in the world, and that they can find it no matter who they are or where they came from.

Why I joined Bridge: I joined bridge because I wanted extra help navigating college as a first generation student from a different county.





BRIDGE PROGRAM

SOUTHERN OREGON UNIVERSITY



**Poverty levels are based on 2019 U.S. Federal Poverty statistics: extreme poverty, \$12,600 or less for a family of four; poverty, \$25,100 or less for a family of four; near-poverty, \$37,650 or less for a family of four. Oregon's 2018 Median Income level, based on Oregon State data, was \$74,022 for a family of four).*

Our 2020-2021

Bridge students applicant demographic*

Extreme Poverty: **23%**
 Poverty: **24%**
 Near-Poverty: **15%**
 Below Oregon Median Income: **25 %**
 Average income: **\$50, 136**

First Generation College students: 70%

White: 37%

Identifying as a race/ethnicity other than White: 63%

Our Current 2021-2022

Bridge students applicant demographic*

Extreme Poverty: **5%**
 Poverty: **5 %**
 Near-Poverty: **6 %**
 Below Oregon Median Income: **19%**
 Average income: **\$94, 625**

First Generation College students: 48%

White: 57%

Identifying as a race/ethnicity other than White: 43%

Current Applicant reasons for applying:

- Support services and peer mentoring: 78%
- Peer connections: 39%
- Pre-fall experience: 50%
- Academic support: 21%
- Financial benefits of enrollment: 35%
- Community engagement opportunities: 33%
- Anxiety over post-covid college experience: 50%

Our 21 Approach:

Expand the mentorship successes

- Earlier peer mentor training and advanced Master Mentor training.
- Increased peer to protege summer communication.

Use new online tools to expand offerings

- Early summer financial aid and mental health workshops via Zoom.
- Online social opportunities for early cohort bonding.

Plan for pandemic learning loss

- New students will submit a writing sample for coordinators to evaluate for additional academic support.

Focus on Pandemic Crisis support

- Many of our students this year have experienced a significant mental health crisis at one point during the term, and we do anticipate this trend continuing. We will work on connecting students who have self-identified mental health concerns with Disability Services and campus mental health resources.




BRIDGE PROGRAM

SOUTHERN OREGON UNIVERSITY

"Bridge has helped me transition from high school into college and has taught me skills to flourish as an adult."

— RYLEE

"Bridge is a community that has your back from the start to finish in your first year." — AVA



BRIDGE PROGRAM

Southern Oregon University's **Bridge Program** is a first-year experience that helps promising students transition to college successfully by supporting their social, emotional, and academic strengths. The program is open to graduating Oregon high school students and welcomes underrepresented students.

The program offers students these benefits:

- a pre-Fall Bridge Orientation in late September
- supportive year-long peer mentoring
- increased financial support during the first year
- enhanced academic advising, career counseling, and access to on-campus jobs
- campus connections to key resources, faculty, and services
- academic workshops in study skills, time management, and student success
- leadership development and social networking opportunities
- access to cultural events, civic engagement projects, and social activities
- up to seven tuition-free credits through first-year Bridge courses

The year begins with pre-Fall Bridge Orientation, a four-day residential experience that supports students' transition to college life with workshops and fun social activities. Throughout the year, Bridge Seminar courses and mentoring build on this initial orientation, connecting students to people, programs, resources, and opportunities that develop their strengths and contribute to their academic success, community engagement, and leadership skills.

Visit sou.edu/bridge to nominate a student or to apply.

Email bridge@sou.edu for more information.



Office of Admissions
1250 Siskiyou Boulevard
Ashland, Oregon 97520

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UNIVERSITY

Future Meetings

Adjournment