



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 10, 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 virtual location set forth below.

Topics of the meeting will include a provost's report offering general and Provost's Council updates as well as a vice president's report including the enrollment dashboard and a report of summer experiences. There will be a curriculum update including discussion and action on a new documentary production certificate. Additional topics include the Academic Program Planning Toolkit; programs and strategies for adult learners; technological recruitment strategies: Demand Builder, Parent Portal, and Alumni Success; as well as a discussion of expectations for the incoming fall class. A progress update on the work of the General Education Task Force also is planned.

The meeting will occur as follows:

Thursday, June 17, 2021

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

<https://sou.zoom.us/j/88255633618>

Visit governance.sou.edu for meeting materials.

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 least 24 hours in advance of the meeting at (541) 552-8055.



Board of Trustees
Academic and Student Affairs Committee Meeting
June 17, 2021

Call to Order / Roll / Declaration of a Quorum



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

Thursday, June 17, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)
<https://sou.zoom.us/j/88255633618>

Theme: Adapting to the Changing Environment of Higher Education

AGENDA

Persons wishing to participate during the public comment period shall provide written comments.
Please note: times are approximate and items may be taken out of order.

- | | | | |
|---------|----------|---|--|
| | 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 April 15, 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 | Summer Experiences | |
| | 6 | Action, Information and Discussion Items | |

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

**Thursday, June 17, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

20 min.	6.1 Curriculum Update	Dr. Susan Walsh
	6.1.1 Documentary Production Certificate (Action)	Andrew Gay, SOU, Associate Professor and Coordinator, Digital Cinema
35 min.	6.2 Academic Program Planning Toolkit	Dr. Susan Walsh; Dr. Neil Woolf; Dr. Karen Stone, SOU, Associate Vice President for Academic Resource Management; Chris Stanek, SOU, Director of Institutional Research
15 min.	6.3 General Education Task Force - Progress Update	Dr. Susan Walsh; Andrew Gay, SOU, Associate Professor and Coordinator, Digital Cinema
35 min.	6.4 Programs and Strategies for Adult Learners	Dr. Susan Walsh; Dr. Neil Woolf
20 min.	6.5 Technological Recruitment Strategies: Demand Builder, Parent Portal, Alumni Success	Dr. Neil Woolf; Zachary Olson, SOU, Interim Director of Admissions
15 min.	6.6 Expectations for Incoming Fall Class	Dr. Neil Woolf; Dr. Susan Walsh
	6.7 Future Meetings	Chair Bullock
7	Adjournment	Chair Bullock

Public Comment

Consent Agenda

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

MINUTES

Theme: Innovation and Collaboration

Call to Order Roll/Declaration of a Quorum

Committee Members:

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

Chair Jonathon Bullock called the meeting to order at 12:00 p.m. The secretary recorded the roll and a quorum was verified.

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

Other attendees and Zoom webinar panelists included: Greg Perkinson, Vice President for Finance and Administration; Jason Catz, General Counsel; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Sabrina Prud'homme, Board Secretary; Taylor Burke, Dean of Students and Director of Student Life; Dr. Matt Stillman, Executive Director of Enrollment Management; Josh Lovern, Director of Budget and Planning; Hughes Lecomte, Director of Campus Recreation and SRC; Dr. Lee Ayres-Preboski, Division Director of Undergraduate Students; Dr. Joan McBee, Interim Division Director/Professor of School of Business; Danielle Mancuso, Associate Director of Student Life; Zachary Olson, Associate Director of Admissions for Operations; Robert Casserly, OLLI Assistant Director; Dr. Rene Ordonez, Professor, Business; Dr. Erik Palmer, Associate Professor & Department Chair of Communication; Danielle Hammer, Adjunct Faculty, University Seminar; Belisario Nigenda-Perez, TRIO, SSS Coordinator; Stacy Shaver, Academic Resource Officer; Deborah Lovern, Provost's Office; Christina Sanz, Southern Oregon University Foundation; and Pamela Tomac, Office of the Board Secretary.

Public Comment

There were no public comments.

Consent Agenda

Board Vice Chair Santos moved to approve the consent agenda as presented. Trustee Loverro seconded the motion and it passed unanimously.

Provost's Report

General Updates

Provost Susan Walsh said that work currently is being done on the general education curriculum. The general education task force is wrapping up year two. The plan is to work

over the summer, lay some groundwork for the fall term, and continue into next academic year. The process has been inclusive of most faculty on campus. There are still six capacities which Andrew Gay previously presented to trustees. Learning outcomes will be determined for all the capacities and a model will be presented to the faculty senate for approval.

Responding to Trustee Loverro, Dr. Walsh said the new curriculum should begin in the Fall 2022 term for new students but the process for continuing and transfer students may differ.

Responding to Vice Chair Santos' question about a fall transition back to campus, Dr. Walsh said Dr. Woolf is on a statewide re-opening committee and will be sharing more information about this later on in the agenda. She added that all seven public institutions and Oregon Health & Science University are attempting to get close to each other on their opening plans, which will include as much in-person instruction as possible.

Provost's Council Update

Dr. Walsh explained that SB 233, the common course numbering (CCN) bill, is moving forward. Using CCN for general education coursework would enable the transfer of community college students to universities to happen more seamlessly. There would be more faculty input across the seven institutions and the community college faculty, plus a transfer council. SOU is advocating for more faculty involvement in this council.

The Provost's Council approved the sustainability bachelor of science program and HECC followed with its approval last week. The university now has a new bachelor of science degree in sustainability.

Recently, Provost Walsh and Dr. Woolf discussed the E-Sports program with Southern Oregon Regional Economic Development Incorporated (SOREDI). Approximately 25-30 students are committed to this minor. Dr. Woolf added that the E-sports program is off and running, and SOU anticipates growth, as students are engaged, receiving scholarships, and functioning as a team. Additionally, SOREDI will advertise the program in its community newsletter.

Vice President's Report

Enrollment Dashboard

Dr. Woolf reviewed the spring 2021 enrollment snapshot as presented in the meeting materials, noting that full-time equivalent (FTE) enrollment is down 11.4 percent; he clarified that FTE is not headcount. Regarding a percent decrease in headcount, he said students leave for a variety of reasons—some graduate, some do not retain, some transfer. Part of the element of the comparison for the spring of 2021 decrease is tied to the enrollment decrease in the fall of 2020.

The ethnicity snapshot from 2020 to 2021, though each ethnic cohort is down, one of the key considerations is whether there is a particular group having a larger enrollment drop as compared to others. All individuals are a concern, but no group stands out in this comparison as a leading indicator for any set of issues.

Regarding retention rates by race and ethnicity; for all SOU students, the fall-to-fall retention rate is 80 percent. Black students are at 75 percent; Pacific Islanders at 68 percent; the American Samoan students had difficulty traveling off the island to return to school so that

presents an anomaly. Multi-ethnic student retention is at 70 percent; Native American retention is at 77 percent, and two metrics to celebrate are the 81 percent retention for Hispanic students and the 85 percent for Asian students, which are higher rates than the general population.

Dr. Woolf said that another goal is to eliminate the achievement gaps especially those defined by graduation rates. Reviewing the graduation rates by race and ethnicity, the all first-year cohort rate is at 46 percent. In comparing this rate to the other populations, there is room for growth for the Black population. When combining retention and graduation data, there is hope that the aforementioned higher retention will increase SOU's graduation rate.

Responding to Trustee Vincent, Dr. Woolf said that SOU retention numbers are fairly close to the other TRUs, but lag behind Portland State University and Oregon State. SOU is a few percentage points below national norms and the university is working to make improvements.

Responding to Trustee Thalden, Dr. Woolf shared that the total spring 2021 enrollment headcount for undergraduates was 3670. Comparing numbers from 2019 as a pre-COVID comparison, Dr. Woolf agreed that SOU is about 10 percent down in enrollment, which is typical of higher education right now. The flagship universities are not having the same enrollment challenges as the regional universities but the community colleges are doing much, much worse. SOU is slightly better than the other regionals and Navigate has been an effective tool for retention. Students who use Navigate are persisting term-to-term at a rate of about 5 percentage points higher than non-users. This number should continue to grow.

In reviewing the fall application funnel, Dr. Woolf said there is a smaller pool of applicants to work with, but a higher yield of almost 30 percent of admits are confirming. This shows SOU is doing better admitting students than the prior year. Once fall registration for continuing students starts, a better update for fall 2021 will be available.

Other General Updates

Dr. Woolf summarized some general updates: the recreation center has had 110 daily visitors; the student health and wellness center has been the central point for vaccinations with over 177 staff vaccinated; and the student vaccination clinic opens on April 19.

An upcoming community policing webinar will address the fears and concerns of students, particularly those of color who have asked the university to advocate on their behalf. The intent is to create a dialogue and engagement opportunity, as many of these police agencies are run by SOU graduates. Other virtual events were the Black Youth Leadership Summit, a Black, Indigenous and People of Color (BIPOC) Women in Leadership Series, the Queer Indigenous Gathering, Winter Equity Roundtables, and the February Food Drive.

Turning to organizational updates, Danielle Mancuso was recognized by the National Association of College and University Residence Halls, as the Pacific region advisor of the month for her work with the student government and other entities.

Kelly Moutsatson, the director of admissions, is relocating and tomorrow will be her last day. Associate director, Zac Olsen, will be the interim director. Also relocating, is Taylor Burke, Dean of Students, who is leaving in June. A national search is underway to fill this position.

Tuition and Fees Affordability

Tuition Advisory Council: Process and Recommendation; and Total Cost of Attendance for Academic Year 2020-21

Dr. Walsh led the Tuition Advisory Council (TAC) and described each committee member by name and position. Starting in January, the TAC met on Fridays through last week. The TAC is advisory to the president, does not make decisions but provides recommendations to President Schott, who will make final recommendations to the board. The TAC's recommendation is that mandatory fees remain flat, the Student Health and Wellness Center fee would remain flat, and across the board, the increase would be 2.99 percent, rounding down to the nearest dollar. So, the actual percentage of 2.55 keeps the dollars whole.

Mr. Perkinson added that TAC reviewed the financial conditions and the aggressive cost controls that the institution implemented. The TAC wanted to drive a sense of fairness and equity between the resident and non-resident fees, so the percentages that were proposed came in much closer than the normal model. President Schott and Dr. Walsh explained the JackJo Pledge rate is kept in-line with the community colleges. The online programs developed in partnership with Academic Partnerships also show a 0 percent increase.

Responding to Trustee Thalden's question about textbook costs, Dr. Walsh answered that robust conversations concerning keeping all costs low for students are taking place and textbooks are a priority. She noted the efforts of the student government as well as a new librarian focusing on open educational resources, and the bookstore.

In response to Vice Chair Santos' concerns about media accounts of lawsuits of online versus in person, Dr. Woolf said that there has been a reduction in mandatory fees for fall, winter, and spring that essentially provided a price rebate during this current term.

Federal Relief Funding to Students

On the topic of federal relief funding to students, Dr. Woolf discussed three stimulus packages: the Coronavirus Aid, Relief, and Economic Security Act (CARES); the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and state dollars that assisted those students who did not qualify for CARES or CRRSAA called the Governor's Emergency Education Relief Fund (GEER). The total awarded was almost \$2.8M that benefited nearly 2000 students. Dr. Woolf shared testimonials from students Stacey O'Shea and Purisma Wesley describing how the aid helped them, respectively, to graduate and pay rent in order to have a warm, safe place for her and her pets.

Responding to Chair Bullock and Trustee Loverro, Dr. Woolf explained that the federal funding came in the form of a direct pass-through from SOU. The student would apply, the funds would come to SOU and then be sent directly to the student. The average CARES stimulus dollars were about \$1800 per student on the first round, and closer to \$4,000 on the second round. One of the regulations was that only current students were eligible for funds.

Curriculum Update

New Certificate Program: Professional Social Media (Action)

Dr. Erik Palmer said the communication department wanted to take social media as a

professional practice into the 21st century. Dr. Palmer discussed that the new certificate program has not launched any new courses but rather has packaged current courses to make them attractive to prospective students and be completed in one academic year. He said the curriculum is practical and is aimed at using media platforms in innovative ways with an emphasis on collaboration as well as teamwork.

Following further discussion on the certificate, Trustee Loverro moved to approve the new Certificate Program in Professional Social Media as presented. Trustee Vincent seconded the motion and it passed unanimously.

President Schott commented how amazing this certificate will be and appreciates the faculty. She attended a conference session for governing boards and the conversation for the future of higher ed was about how universities should look at options other than a bachelor's degree to meet workforce needs that are tied to employment. Dr. Palmer added that this certificate is a minimum viable product to serve new types of students and could contribute to new enrollment success at the university.

New Program Options: 3+1 and 4+1 MBA

Dr. Walsh commented that this MBA initiative exemplifies collaboration and innovation by using existing resources and repackaging them creatively.

Dr. Joan McBee introduced the goals of the proposal which were to develop an affordable, accelerated, and interconnected undergraduate-to-MBA program. The program provides an affordable and timely pathway to both undergraduate and graduate degrees. In doing so, the hope is to increase the program's growth and competitiveness, increase student satisfaction, improve retention, and enhance revenue generation. There is a huge potential for market expansion, especially within the international markets.

The proposal has two options, the first one is the 3+1 program, encouraging students to continue for an additional year to earn their MBA at 180 credits, rather than the traditional 225 credits. The 4+1 program would target students on the traditional four-year track earning a minimum GPA of 3.0, and by their senior year, they would complete their bachelor's degree and begin working on their MBA requirements simultaneously. Both programs save students time and money.

Discussing costs and the administrative overview, Dr. Matt Stillman said it will be as if the students are undergraduates for the entirety of their academic experience. This is happening for several reasons; primarily, it will enable them to have a tremendous amount of financial aid eligibility while allowing them to graduate with their undergraduate and MBA degrees. Dr. Rene Ordonez added that anticipated cost savings are \$17,000 - \$20,000 along with a time savings of 10-20 percent less time to completion than when taken traditionally. The program will become a powerful recruiting tool for admissions, enticing students to stay at SOU longer to earn the MBA while also bolstering the funding model.

Answering Trustee Rosenberg, Dr. Stillman said they would take split 400/500-level courses and the 500-level integration would be counted simultaneously towards the MBA and the undergraduate business requirements.

President Schott added her appreciation for using the resources differently and in alignment with the workforce; she also likes the idea of appealing to the non-business areas. She thanked the team for their creative thinking and being student-centered.

Academic Partnerships (AP) Online Master's Degree Programs

Dr. Walsh provided an update on the online MBA: it's currently at 230 students with a goal of 270-300; has steady growth; its terms lasts seven weeks; it has six concentrations with a seventh in the works; student credit hours for spring are at 1203, confirming the profitability of the program; it can be completed in 16 months; and students can start/stop as needed.

Dr. Walsh shared a LinkedIn testimonial from MBA student, Will Shelby, who posted that he achieved a lifelong dream to earn his MBA in 16 months and thanked everyone who helped him. It was not easy, but a great challenge that sharpened his skills, uncovered new thoughts, provided him with great information, support, and challenges that prepared him for business.

The master of science in education has launched and already is adding to its three concentrations. There are five new programs ready to launch: adult education as a second language, curriculum and instruction, leadership in higher education, public health education, and reading and literacy. The program started in the fall of 2019 with 3 students, now has 70, and is growing. The courses already are on the books or are in the process of being developed, but they could be tailored slightly based on quality feedback from AP. This is a good example of taking existing resources, developing curriculum, and collaborating with faculty, and getting them trained with lots of professional development.

Southern Oregon Education Leadership Council Updates

Dr. Woolf began by explaining how through the Southern Oregon Education Leadership Council (SOELC), SOU is working with Rogue Community College (RCC) and the regional school districts to broadcast how seamless advanced education could be for current seniors. Letters have been sent to local parents and their students informing them about the RCC-SOU guaranteed pathway to continued education for local school districts. The challenge has been that the council did not have access to the kids, and the districts do, so the districts are sending the letters out on behalf of the university, a prime example of collaboration and innovation. The other item the council worked on with the southern Oregon college access network, a subset of this council, was to create an information-sharing inventory of current college access programs. A recent development from the school district in Medford, with many students that have fallen behind this year, is creating a summer experience to provide additional learning opportunities for K-12 students. Dr. Woolf is participating by providing opportunities, experiences, and field trips for those kids to come to the SOU campus.

Referencing back to SB 233, the common course numbering bill from Senator Dembrow, opened the door for more conversations with this council. Dr. Walsh mentioned that she, Dr. Woolf, and Dr. Stillman, along with their respective counterparts at RCC and after performing an audit, it was discovered that approximately 60 percent of the commonly numbered course can be applied to SOU undergraduates. To get to 100 percent, there will be more work to do, as they purposefully focused on general education.

President Schott added there is a workforce component to the SOELC as well. Rogue Workforce Partnerships has a site where people can find available jobs to figure out what they

want to do and then the site defines the pathway for them. SOU is doing an inventory of all the boards on which members of SOELC sit so the team can relay periodic updates to those boards. Sarah Grulikowski, former ASSOU president, is working on this project.

Osprey-Raider Transfer and Reverse Transfer Program

Dr. Woolf said that one challenge to traditional transfer recruitment has been access to students, especially homebound ones since most transfer students stay close to home. SOU has created an innovative form with RCC that asks during the application and admissions process if a student would be interested in transferring to SOU at some point. That information is passed to SOU through our new constituent relationship management (CRM) database upon their entry into RCC so that SOU can provide advising. A reverse transfer partnership also was created. It allows classes taken at SOU to be applied to RCC for an associate degree. The registrar's offices at both SOU and RCC will be working together at leaving no degree behind. .

Responding to Vice Chair Santos, Dr. Woolf said yes, there are opportunities within the relationship with Southwestern Oregon Coast College (SWOCC). Trustee Vincent said the UCC's President Thatcher is retiring in July, so with new leadership, there may be an opportunity presenting itself there. Trustee Vincent also complimented everyone for being so student-focused and is amazed at all the effort that goes into the transfer program. Dr. Woolf said he would share that praise with Dr. Stillman, along with his team in the registrar's office, the admissions office, and the financial aid office, who all work together.

Recruitment Updates

Dr. Woolf discussed the expansion of efforts with Ruffalo Noel Levitz (RNL), SOU's enrollment management partner. Through the Demand Builder program, SOU add about 100K new, prospective students into SOU's database each year from existing and new markets. The program adds a new parent portal, as many inquires come from parents on behalf of their students. SOU will engage with each group differently, which is expected to help prospective students better meet deadlines.

As students think about where they want to go to college, they also think about where can they find a job after college. RNL will provide access to "big data" through Emsi, which takes student data, matches it to other sources, and then provides specific alumni successes. Dr. Woolf said it allows SOU to name-drop companies where SOU graduates are working, along with salary data, strengthening the recruitment message; he provided an example of a geographically-specific computer science graduate.

Responding to Trustee Rosenberg, Dr. Woolf said the line between parental engagement and Family Educational Rights and Privacy Act does not begin until the student is enrolled. To encourage students to make decisions on their own, the wording is presented as "it is time to complete *your* Free Application for Federal Student Aid (FAFSA)." Knowing this may be the first time some students are responsible for application items, he said the parent portal should provide tips and tools to help their students.

Fall 2021 Return to Campus

Chair Bullock remarked that anticipating the uncertainty of what a fall return to campus will be like, as a result of the 2020 and 2021 years of the pandemic, students will have been

prepared for college differently than ever before. So, being a student-ready university is important now more than ever. Dr. Walsh introduced guest speakers, Dr. Lee Ayers-Preboski, Division Director of Undergraduate Studies; Professor Danielle Hammer, who oversees the Bridge Program; and Danielle Mancuso, in student life.

Danielle Mancuso began by stating that when COVID hit, the goal for the team at orientations was to make students feel connected and to embrace campus pride, a task made more difficult. She later said the program goals are 1) academic success, 2) requirements and responsibilities, and 3) belonging and involvement. She discussed the number of students attending virtual events, a new platform that promoted engagement and conversation, the structure of registration events, orienting first-year sophomores, the orientation program redesign, the Week of Welcome, the new Welcome Days, and new mentor programming in which mentors would be paid. The program will begin with 25 student success peer mentors; Dr. Walsh added that Bridge mentors have a group of 10, for a total of 35.

In response to Trustee Thalden's suggestion to make mentorship an opt-out program, Ms. Mancuso said she has concerns about forcing anything on students. Responding to further questions, she said the mentors will work five hours weekly, meet with mentees regularly, and be paid from the new student orientation matriculation fees as well as from Student Life.

Dr. Danielle Hammer said the Bridge program is designed to help underrepresented Oregon students succeed in higher education, so the recruitment process focuses on accepting students with strong academic and community service backgrounds. She reviewed components of the program including structure, events, year-long classes, peer mentors, cohorting, eligibility, and the target demographics of first-generation, low-income, rural, and students of color. Following demographic and socio-economic shifts as well as substantial stress experienced by students during the pandemic, the program plans to strengthen the mentor-mentee relationship this year, continue the social and emotional supports, connect all students that self-identify with disability resources including for pandemic-related anxiety or depression, and accommodate a loss of learning over the past year.

Responding to several questions from Trustee Thalden, Dr. Hammer verified that the mentors are paid for their work. Dr. Lee Ayers Preboski added that not only are they paid, but as they become master mentors, they receive an increase in salary for their experiences gained. Further, the program is geared toward first-year Oregonians and currently, the program represents 18 counties. Part of the recruiting process begins with the high school counselors.

Returning to Vice Chair Santos's earlier questions about what fall will look like, Dr. Woolf said the administration met with the medical director for the Oregon Health Authority. The intention is for classroom activities to be back in person at their capacity, with further guidance expected. There is flexibility to hold a combination of in-person and hybrid classes, as the students, staff, and faculty are hopeful about this operating assumption.

Future Meetings

The committee's next meeting will be on Thursday, June 17.

Adjournment

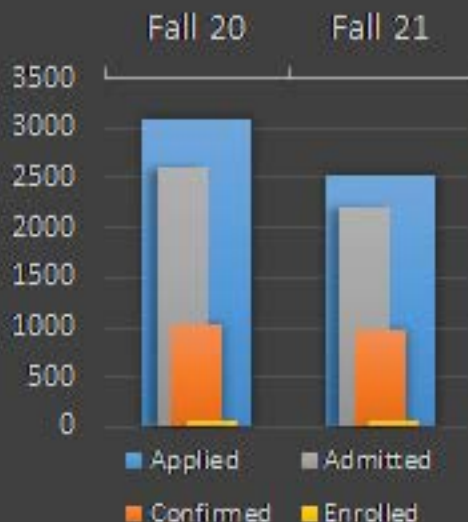
The committee adjourned at 3:25 p.m.

Provost's Report

Vice President's Report

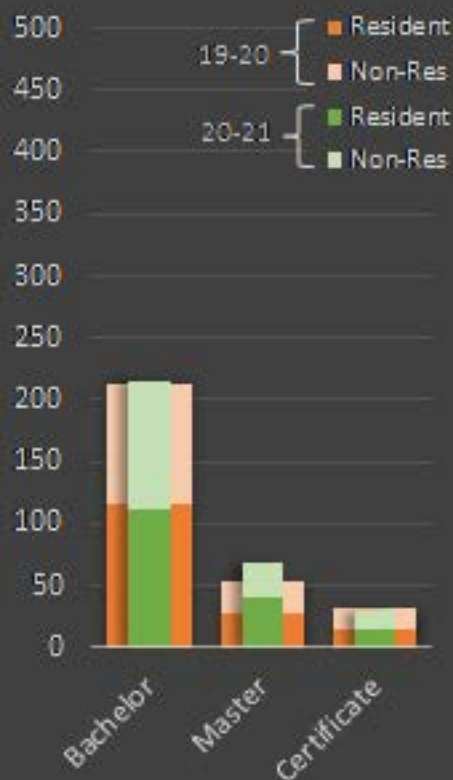
Admission Funnel

15 weeks before start of term



Degrees Awarded

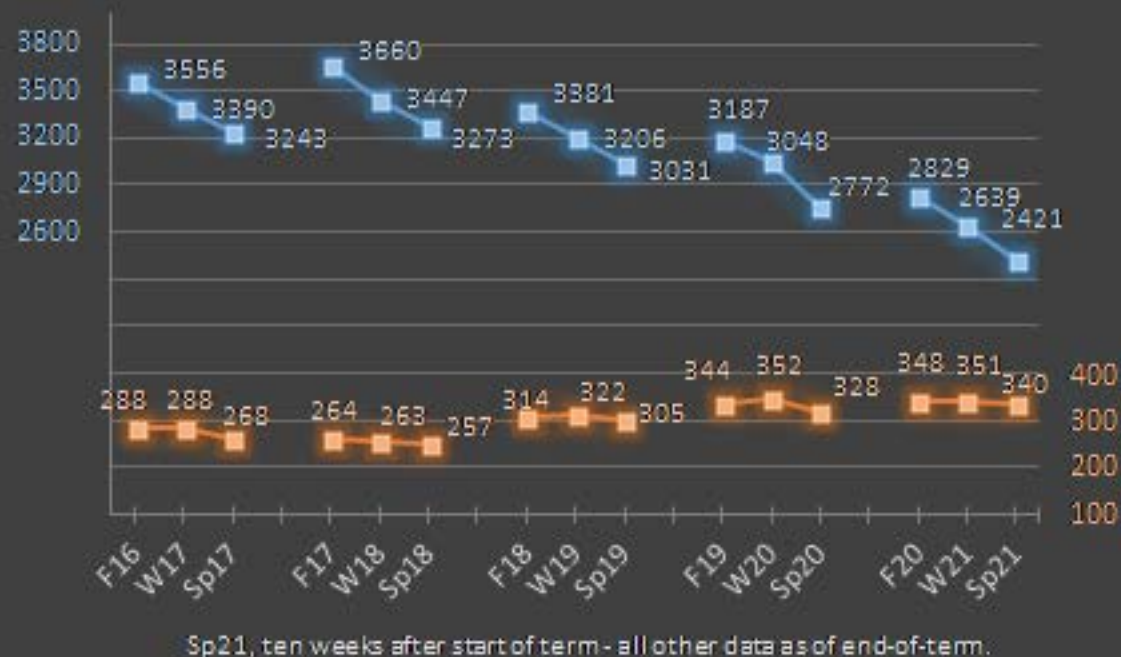
End of May



All charts updated: 06/14/2021.

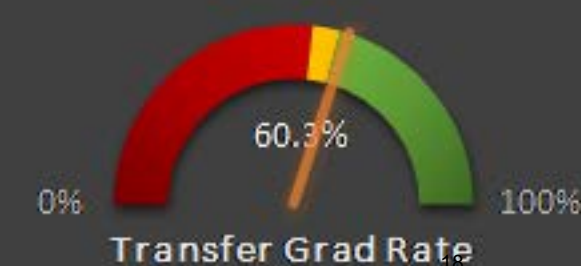
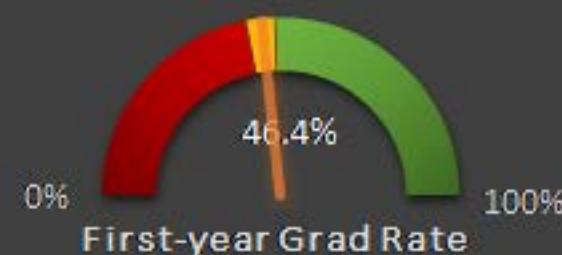
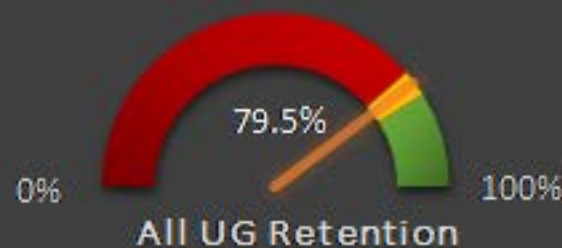
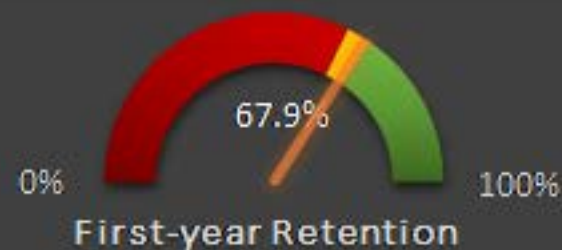
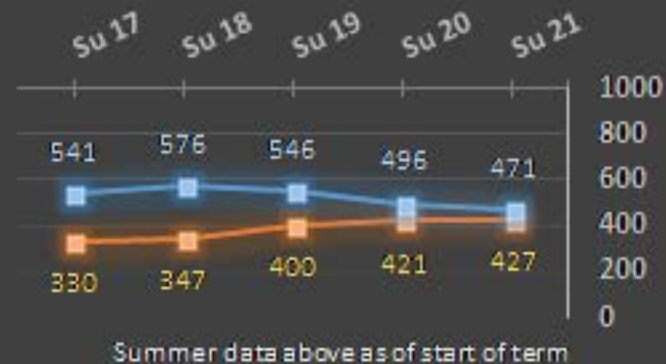
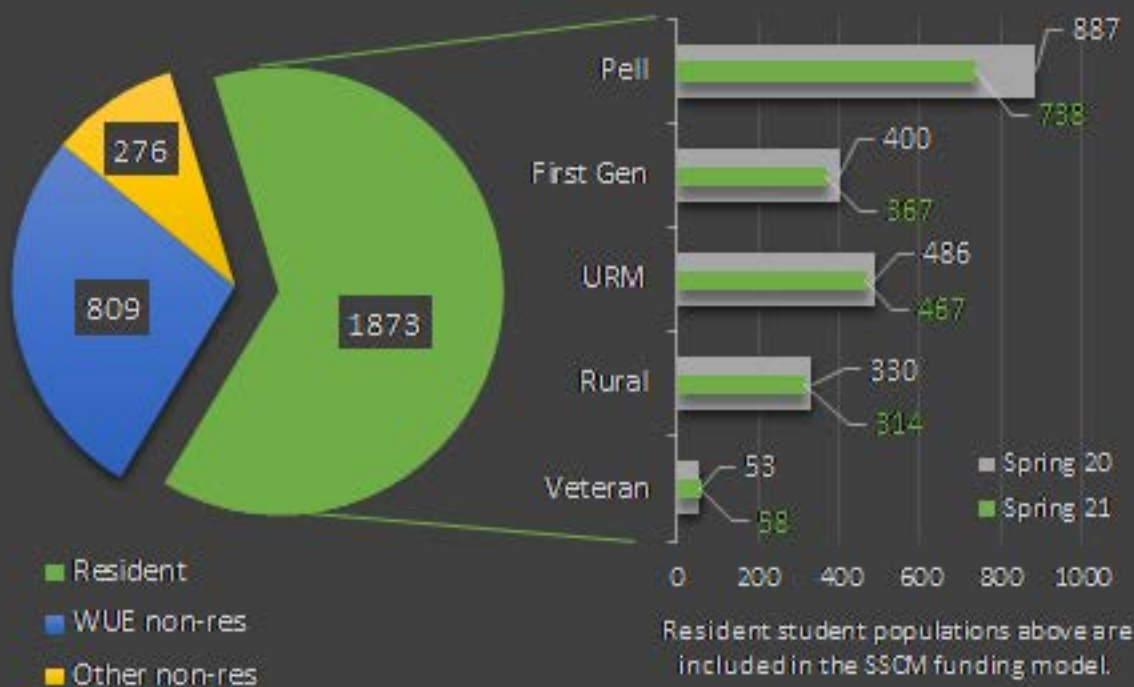
Admitted Student FTE

Admitted UG Admitted GR



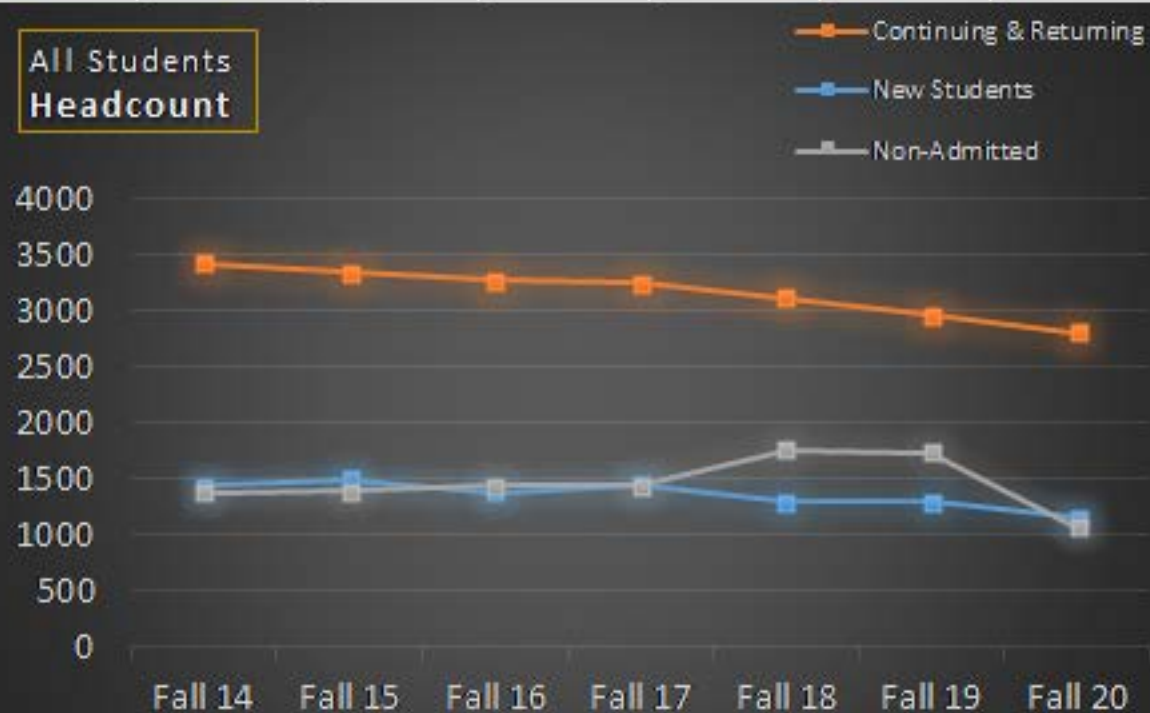
Spring 21 Admitted UG Students

Ten weeks after start of term

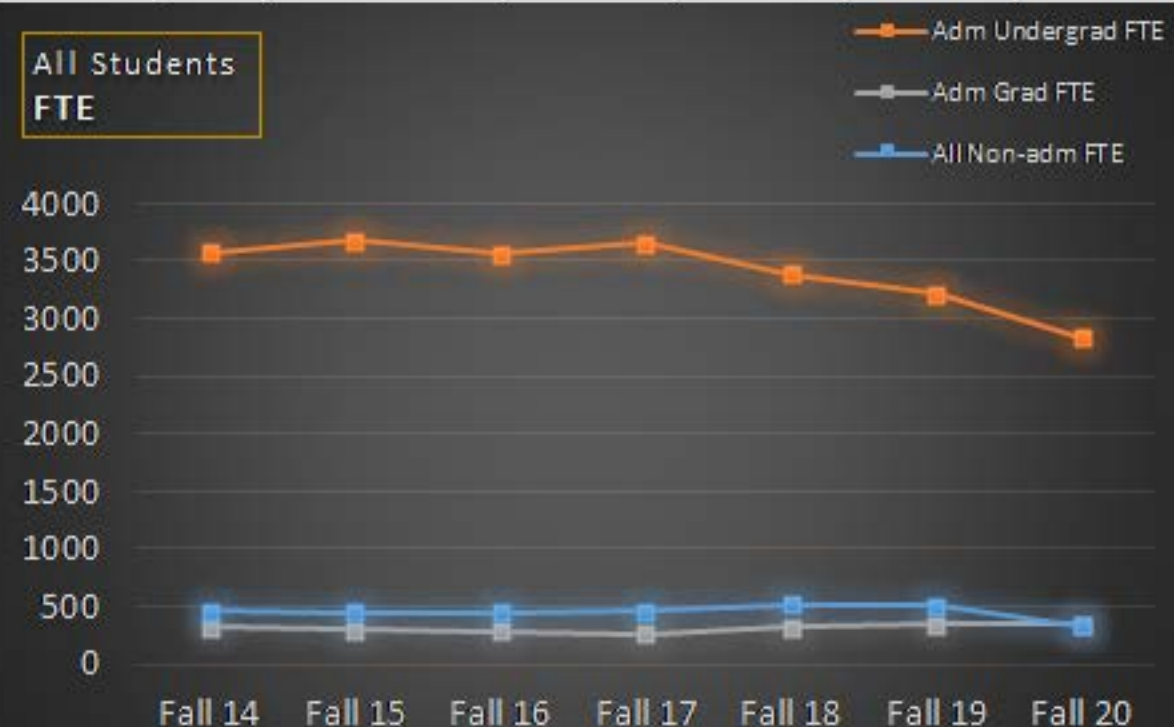


Yellow zones indicate prior year values.

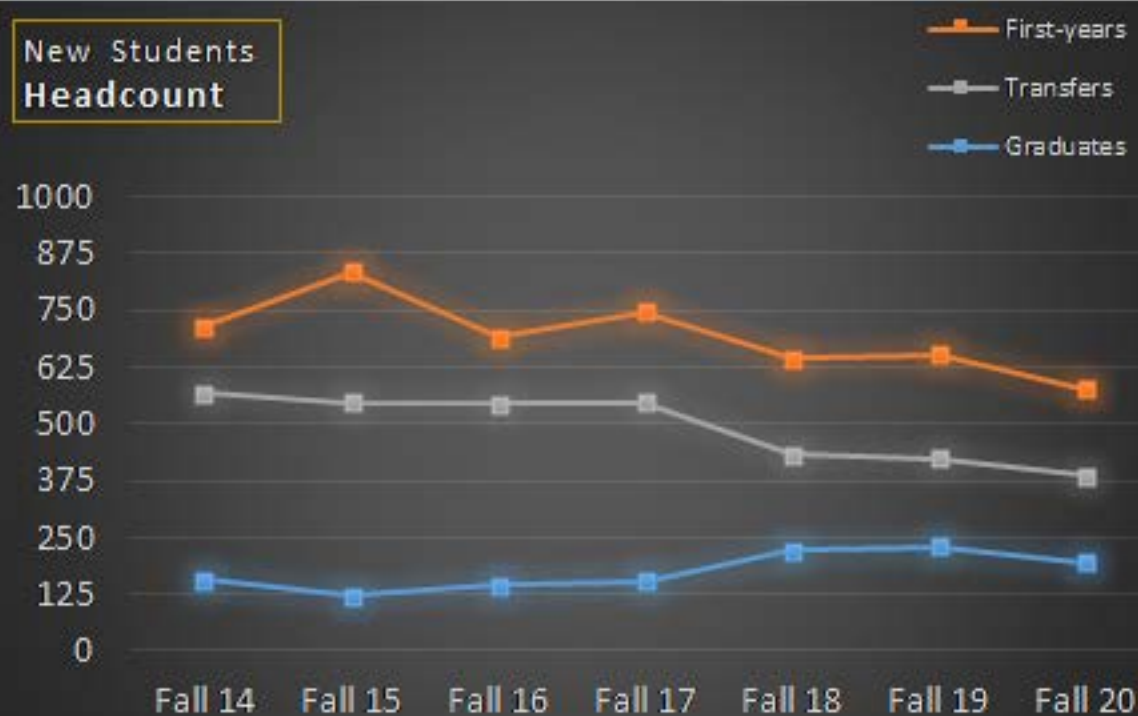
All Students Headcount



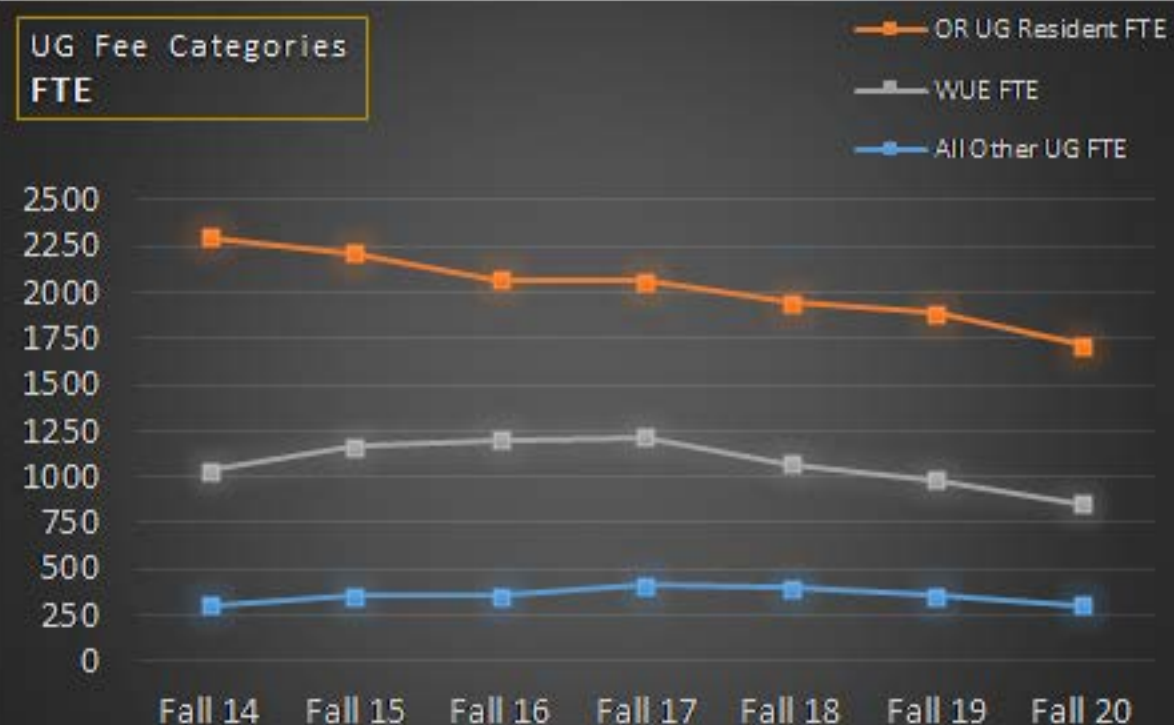
All Students FTE



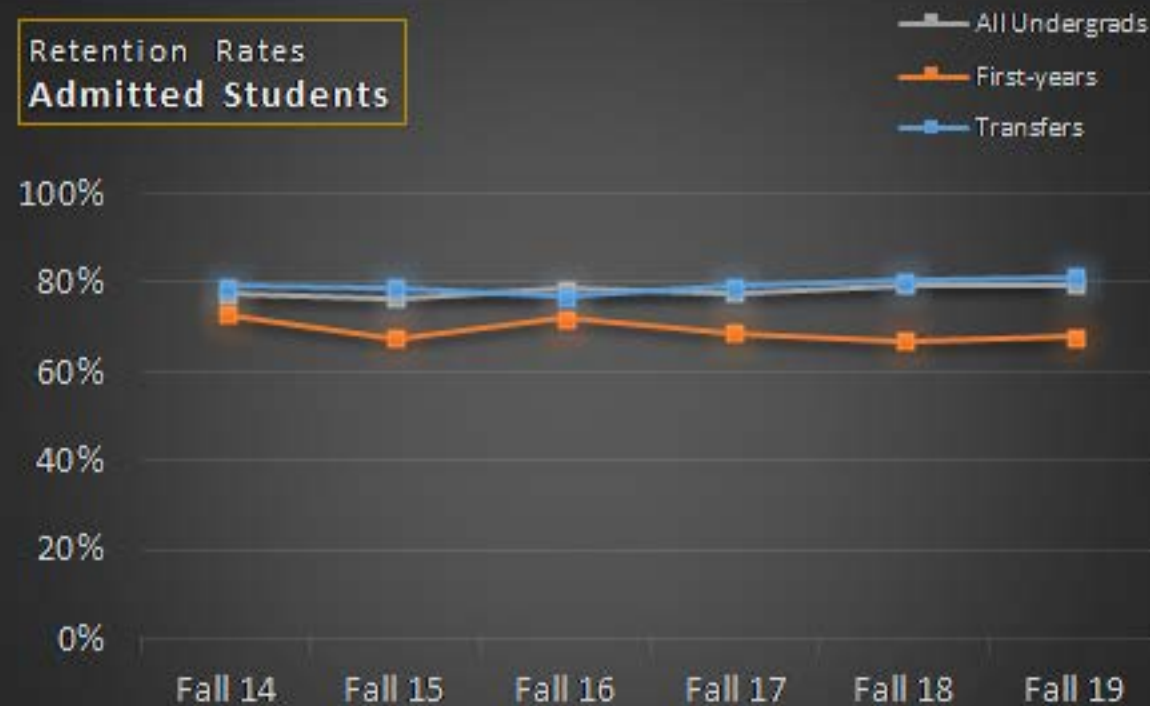
New Students Headcount



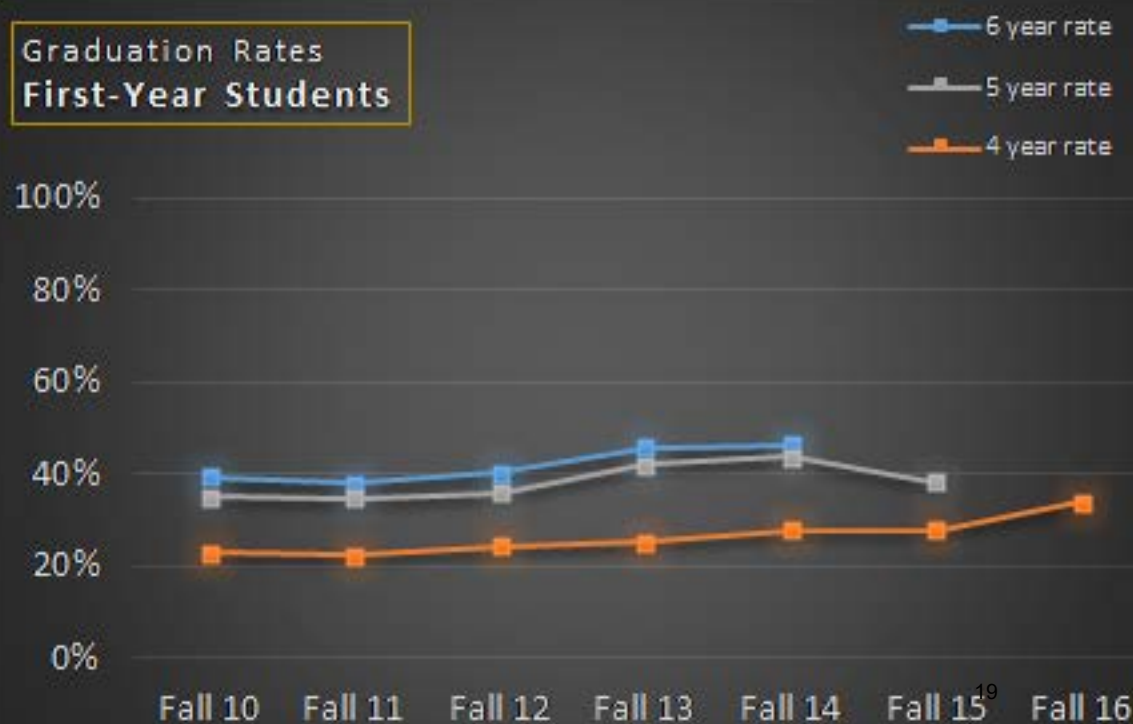
UG Fee Categories FTE



Retention Rates Admitted Students



Graduation Rates First-Year Students



National Picture

- College enrollment down approx. 8% since fall 2016
- Fall 2020 lost 2.5% (400,000) students
- New freshmen down 13% in both 2020 and 2019
- Community College enrollment down 10.1% in fall 2020 and 19% since 2016

- Source: National Student Clearinghouse Research Center

National Picture: High School to College

- 22 percent fewer students from the Class of 2020 went to college immediately after high school compared to the Class of 2019
- The overall immediate college enrollment rate fell from 35.3 percent to 27.7 percent, a drop that is 10 times greater than the decline between 2018 and 2019.
- “However, the pandemic impacted high school graduates in their immediate college enrollment, and those from high poverty, low income, and urban high schools have been hit the hardest. The enrollment gaps appear to be widening because of COVID-19.”

Source: National Student Clearinghouse Research Center



Fall 2021 SOU Snapshot: New Freshmen

	Fall 2021 YTD	Fall 2020 YTD	# Change	% Change
Confirm Total	582	625	-43	-6.9%
In-state	346	325	21	6.5%
WUE	205	262	-57	-21.8%
Other Non- Resident	26	32	-6	-18.8%
International	5	6	-1	-16.7%

Fall 2021 Snapshot: New Transfers

	Fall 2021 YTD	Fall 2020 YTD	# Change	% Change
Confirm Total	243	264	-21	-8.0%
In-state	134	139	-5	-3.6%
WUE	97	105	-8%	-7.6%
Other Non- Resident	12	20	-8	-40%
International	0	0	0	0

Fall 2021 SOU Snapshot: Total New Students

	Fall 2021 YTD	Fall 2020 YTD	# Change	% Change
Confirm Total	825	889	-64	-7.2%
In-state	480	464	16	3.4%
WUE	304	367	-65	-17.7%
Other Non- Resident	38	52	-14	-26.9%
International	5	6	-1	-16.7%

Local Factors (Non-controllable)

- Fire (lost estimated 43 FTE; \$900k per year in tuition loss)
- 67% of Medford School District on track to graduate 2021
 - North HS 90% (2020)
 - South HS 89% (2020)
 - Logos 95% (2020)
- Admissions wasn't able to travel/in person recruiting

Regional Factors (Non-controllable)

- California Investment
 - No tuition increase for 2021-22 in UC, CSU, and community colleges
 - \$4 billion for college affordable housing
 - \$115 million to eliminate textbook costs
 - \$1 billion to offer career opportunities to students related to their fields of study
 - CSU's
 - Specifically receiving \$514.9 million restoring \$299 million in last year's budget cuts and adding \$215.9 million in mental health and basic services
- UO, OSU, PSU admitting more
- No travel this past year

Positive Indicators

- Oregon New Freshmen ahead (up by 6.5%)
- New OR students
- Graduate enrollments growing (up by 5.2%)
- Melt likely to be improved
 - 2020: 23% melt rate (confirm to enroll)
 - Typical melt rate is 10-12%

All Students (Headcount): 15 Weeks from Start of Term

	Fall 2020	Fall 2021	# Change	% Change
Continuing Students	1,904	1,797	-107	-5.6%
Returning Students	109	118	9	8.3%
Non-admitted	36	17	-19	-52.5%
Grand Total – Headcount	2,102	1,987	-115	-5.5%
Grand Total - FTE	1,743	1,261	-111	-6.4%

All Students by Residency: 15 Weeks From Start of Term

	Fall 2020	Fall 2021	# Change	% Change
Alaska	23	22	-1	-4.3%
California	526	489	-37	-7.0%
Hawaii	36	20	-16	-44.4%
Idaho	16	16	0	0.0%
Oregon	1,326	1,281	-45	-3.4%
Washington	88	71	-17	-19.3%
All Other States	87	88	1	1.1%

Curriculum Update

Documentary Production Certificate

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: Documentary Production Certificate

CIP Code: (Classification of Instructional Program): 50.0607

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)?

The Documentary Production Certificate will largely shore up enrollment in existing elective courses that are popular but don't always fill. It is largely aimed at non-traditional, non-degree-seeking students, as well as majors in other disciplines, who have a passion for non-fiction media production specific to their disciplines or wish to be engaged in social issue documentary production. For this reason, we have partnered with 8 programs from across the university to offer relevant disciplinary concentrations within the certificate.

2. Will any prerequisites or other course requirements affect other departments/programs? **Yes, students seeking the Documentary Production Certificate must take a minimum of 12 credits in a discipline concentration, one of which must be upper-division. The chairs of each program have reviewed and approved the proposed program** 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.

See attached email chain.

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?

While no new courses need to be offered, additional sections of some Digital Cinema courses may need to be added as demand grows. However, this is already true given the current growth rate of the Digital Cinema program. If anything, the new certificate will help even out DCIN growth, so that new sections that already need to be offered

in order to support existing program growth will be filled instead of half-full.

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

Generally speaking, our documentary production courses place less demand on our equipment resources than scripted productions, since they largely utilize smaller, mobile crews. This certificate should not strain existing resources.

- 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.***)

Library needs are the same as existing Digital Cinema major reviewed and approved in 2019, so no additional investment is needed.

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

DMC resources are supported through course fees, so enrollment growth is even with equipment resource expansion.

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

The Documentary Production Certificate is designed for non-degree-seeking students and traditional degree-seeking students majoring in other disciplines who have a passion for non-fiction media production specific to their disciplines or wish to be engaged in social issue documentary production. The certificate includes hands-on technical training in audio/visual production in both studio and field settings, as well as storytelling and post-production. Students also explore documentary methods, ethics, and conventions, as well as journalistic multimedia creation.

Documentary students must select a concentration from the following eight disciplines: Criminology & Criminal Justice; Environmental Science & Policy; Gender, Sexuality, and Women's Studies; History; Native American Studies; Outdoor Adventure Leadership; Political Science; or Sociology & Anthropology.

Students with a portfolio that demonstrates technical proficiency and professional experience in target areas may apply to receive credit for prior

learning, which may be used to substitute program prerequisites or lower-division course requirements.

PROGRAM PREREQUISITES (6 credits)

- DCIN 101 Production Tools 1: Audio - 2 credits
- DCIN 102 Production Tools 2: DSLR Video - 2 credits
- DCIN 103 Production Tools 3: Non-Linear Editing - 2 credits

Per SOU's Credit for Prior Learning Policy, credits may be earned by students who can demonstrate that they have gained university-level knowledge and skills that articulate with university coursework. To earn CPL for DCIN 101, 102, and/or 103, students must exhibit competency in three areas of technical skill: audio recording, DSLR video, and non-linear video editing. The CPL portfolio for Digital Cinema courses involves both a multiple-choice exam and a hands-on demonstration of the applicable skills. Please consult the program chair and the CPL policy.

DOCUMENTARY PRODUCTION CERTIFICATE (36 credits)

LOWER DIVISION CORE (8 credits)

- DCIN 200 Storytelling Foundations
- or COMM 206 Multimedia Writing - 4 credits
- DCIN 216 Studio Production for Film & Television - 4 credits

UPPER DIVISION CORE (16 credits)

- DCIN 313 Design Problems in Sound & Light - 4 credits
- COMM 326 Multimedia Storytelling
- or COMM 472E Advanced Broadcast Journalism Prod. - 4 credits
- DCIN 363 Film Theory & Practice: Documentary - 4 credits
- DCIN 472A Advanced Documentary Production - 4 credits

DISCIPLINARY CONCENTRATION (12 credits)

- 12 credits from CCJ, at least 4 of which must be upper division
- or
- 12 credits from ES, at least 4 of which must be upper division
- or
- 12 credits from GSWS, at least 4 of which must be upper division
- or
- 12 credits from HST, at least 4 of which must be upper division
- or
- 12 credits from NAS, at least 4 of which must be upper division
- or
- 12 credits from OAL, at least 4 of which must be upper division
- or

12 credits from PS, at least 4 of which must be upper division

or

12 credits from SOAN, at least 4 of which must be upper division

The certificate can be completed in one year, if the student adheres to the following sequence:

Fall (14 credits)	Winter (16 credits)	Spring (12 credits)
DCIN 101 - 2 DCIN 102 - 2 DCIN 103 - 2 DCIN 200 or COMM 206 - 4 DCIN 216 - 4	DCIN 313 - 4 COMM 326 - 4 DCIN 363 - 4 Conc. Course #1 - 4	DCIN 472A - 4 Conc. Course #2 - 4 Conc. Course #3 - 4

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

Email chain to be attached.

4/29/16



Andrew Gay <gaya@sou.edu>

(no subject)

12 messages

Andrew Gay <Andrew.Gay@sou.edu>

Wed, May 20, 2020 at 8:51 AM

To: Brian Fedorek <fedorekb@sou.edu>, Dustin Walcher <walcherd@sou.edu>, Mark Shibley <shibleym@sou.edu>, Kylan de Vries <devriesk@sou.edu>, Brook Colley <colleyb@sou.edu>, Erik Sol <sole@sou.edu>, Vincent Smith <smithv3@sou.edu>

Dear Chairs of CCJ, ES, GSWS, NAS, OAL, PS, and SOAN:

Earlier in the academic year I reached out across the university to solicit interest in participating in a Documentary Production Certificate we are sending forward for approval next year, I received some interest from each of your programs. Unfortunately, with all the disruption of campus operations, I was not able to complete our discussions in order to clearly define each concentration. I would like to move forward with the following structure, in which our certificate student must take 12 credits from a concentration prefix in order to complete the certificate. That's pretty broad and flexible, but that might also be a good thing. In future years, I'd love to sculpt some cross-disciplinary concentrations, but I think starting with this is better than delaying the certificate until we can complete additional planning.

Please let me know if I have your blessing on this, as I need to get this in front of the provost by July 1.

Thanks!

Documentary Production Certificate

Documentary Core (30 credits)

- DCIN 101 Production Tools 1: Audio - 2 credits
- DCIN 102 Production Tools 2: DSLR Video - 2 credits
- DCIN 103 Production Tools 3: Non-Linear Editing - 2 credits
- DCIN 200 Storytelling Foundations - 4 credits
- DCIN 216 Studio Production for Film & Television - 4 credits
- DCIN 313 Design Problems in Sound & Light - 4 credits
- COMM 326 Multimedia Storytelling - 4 credits
- DCIN 363 Film Theory & Practice Documentary - 4 credits
- DCIN 472A Advanced Documentary Production - 4 credits

Interdisciplinary Concentration (12 credits)

- Any 12 credits from CCJ
or
- Any 12 credits from ES
or
- Any 12 credits from GSWS
or
- Any 12 credits from NAS
or
- Any 12 credits from OAL
or

- Any 12 credits from PS
or
- Any 12 credits from SOAN

Total: 42

Andrew Kenneth Gay (he/him/his)

Associate Professor & Program Coordinator

DIGITAL CINEMA at Southern Oregon University

Trailer Hall MOD 109 | 1250 Siskiyou Blvd | Ashland OR 97520

541.552.6669 | Andrew.Gay@sou.edu | [Make an appointment.](#)

<https://sou.edu/academics/digital-cinema/>



[@CinemaOregon](#) on Twitter | [@DigitalCinemaSOU](#) on Instagram

Vincent Smith <smithv3@sou.edu>

Wed, May 20, 2020 at 8:58 AM

To: Andrew Gay <Andrew.Gay@sou.edu>

Andrew, this looks great to me. I think it makes sense to leave the program requirements open. However, for advising purposes, it is probably important to know that our classes are scaffolded like most science disciplines. Students will have to take a specific 100 level course before they can take any further classes in that subfield (or more likely....they will just take ES 101 (earth science), ES 102 (natural science), ES 103 (social science). That is 12 credits.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology

Chair, Environmental Science & Policy

Director, The Farm at SOU: A Center for Sustainability

Southern Oregon University | [1250 Siskiyou Blvd](#) | Ashland OR 97520

541-552-6802 | Science Hall 069

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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

[Quoted text hidden]

Brian Fedorek <fedorekb@sou.edu>

Wed, May 20, 2020 at 8:58 AM

To: Andrew Gay <Andrew.Gay@sou.edu>

I am fine with this, but I'll run it past CCJ folks.

[Quoted text hidden]

Andrew Gay <Andrew.Gay@sou.edu>
To: Vincent Smith <smithv3@sou.edu>

Wed, May 20, 2020 at 9:00 AM

Thanks for reminding me of this, Vince. I just realized there's one flaw in the proposal, which is that a certificate is supposed to have 20 upper division, and in a scenario in which students did an ES concentration with 101, 102, and 103, they would only have 16. Are there any upper-division classes available in ES in which they don't need all three?

Andrew Kenneth Gay (he/him/his)

Associate Professor & Program Coordinator

DIGITAL CINEMA at Southern Oregon University

Trailer Hall MOD 109 | 1250 Siskiyou Blvd | Ashland OR 97520

541.552.6669 | Andrew.Gay@sou.edu | [Make an appointment.](#)

<https://sou.edu/academics/digital-cinema/>



[@CinemaOregon on Twitter](#) | [@DigitalCinemaSOU on Instagram](#)

[Quoted text hidden]

Vincent Smith <smithv3@sou.edu>
To: Andrew Gay <Andrew.Gay@sou.edu>

Wed, May 20, 2020 at 9:09 AM

Yes...absolutely. All of our upper division earth science courses require only ES 101. All of our upper division natural science classes require only ES 102. All of our upper division social science classes require only ES 103. Shouldn't be an issue.

Vincent M. Smith, PhD

Associate Professor, Environmental Science & Policy, Sociology & Anthropology

Chair, Environmental Science & Policy

Director, The Farm at SOU: A Center for Sustainability

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Why I'm at SOU: <https://www.youtube.com/watch?v=Ski0MzPd5IM>

[Quoted text hidden]

Andrew Gay <Andrew.Gay@sou.edu>
To: Vincent Smith <smithv3@sou.edu>

Wed, May 20, 2020 at 9:10 AM

Ok, perfect. Thanks! When the time comes, we can put a note in the catalog copy to this effect.

Andrew Kenneth Gay (he/him/his)

Associate Professor & Program Coordinator

DIGITAL CINEMA at Southern Oregon University

Trailer Hall MOD 109 | 1250 Siskiyou Blvd | Ashland OR 97520

541.552.6669 | Andrew.Gay@sou.edu | Make an appointment.
<https://sou.edu/academics/digital-cinema/>



[@CinemaOregon on Twitter](#) | [@DigitalCinemaSOU on Instagram](#)

[Quoted text hidden]

Erik Sol <sole@sou.edu>
To: Andrew Gay <Andrew.Gay@sou.edu>

Wed, May 20, 2020 at 9:27 AM

Looks good to me, approved!

[Quoted text hidden]

Erik Sol
Chair and Senior Instructor
Outdoor Adventure Leadership
Southern Oregon University

Mark Shibley <shibleym@sou.edu>
To: Andrew Gay <Andrew.Gay@sou.edu>

Wed, May 20, 2020 at 9:43 AM

Cc: Brian Fedorek <fedorekb@sou.edu>, Dustin Walcher <walcherd@sou.edu>, Kylan de Vries <devriesk@sou.edu>, Brook Colley <colleyb@sou.edu>, Erik Sol <sole@sou.edu>, Vincent Smith <smithv3@sou.edu>

This is a great idea, Andrew, and SOAN fully supports your efforts. We would be happy to chat further, down the road, about a video ethnography concentration.

Mark

[Quoted text hidden]

--
Mark A. Shibley, PhD
Professor of Sociology
Chair, Sociology and Anthropology
Southern Oregon University | [1250 Siskiyou Blvd](#) | Ashland OR 97520
(541) 552-6761
shibleym@sou.edu



[Sociology/Anthropology Program](#)

Dustin Walcher <walcherd@sou.edu>
To: Mark Shibley <shibleym@sou.edu>

Wed, May 20, 2020 at 10:09 AM

Cc: Andrew Gay <Andrew.Gay@sou.edu>, Brian Fedorek <fedorekb@sou.edu>, Kylan de Vries <devriesk@sou.edu>, Brook Colley <colleyb@sou.edu>, Erik Sol <sole@sou.edu>, Vincent Smith <smithv3@sou.edu>

I agree with Mark - this looks good and I'm looking forward to seeing the certificate move forward. Andrew: please add History to the list of interested programs.

Best,
Dustin

Dustin Walcher, Ph.D.
Professor and Chair of History & Political Science
Southern Oregon University

1250 Siskiyou Blvd | Ashland OR 97520

541.552.6124 | Taylor Hall 103A

Spring Office Hours: M, 10:00-12:00; T, 9:00-12:00

(Email for a Zoom Password)

Co-Editor-in-Chief and Host, *Historias*

The Podcast of the Southeastern Council of Latin American Studies

<https://historiaspodcast.com/>

Co-Editor, *Discurso*

<https://discursorevista.com/>

[Quoted text hidden]

Andrew Gay <Andrew.Gay@sou.edu>
To: Dustin Walcher <walcherd@sou.edu>

Wed, May 20, 2020 at 10:10 AM

Will do!

[Quoted text hidden]

Brook Colley <colleyb@sou.edu>
To: Andrew Gay <Andrew.Gay@sou.edu>

Wed, May 20, 2020 at 11:41 AM

Cc: Brian Fedorek <fedorekb@sou.edu>, Dustin Walcher <walcherd@sou.edu>, Mark Shibley <shibleym@sou.edu>, Kylan de Vries <devriesk@sou.edu>, Erik Sol <sole@sou.edu>, Vincent Smith <smithv3@sou.edu>

This looks great! Good work

B

On Wed, May 20, 2020 at 8:51 AM Andrew Gay <Andrew.Gay@sou.edu> wrote:

[Quoted text hidden]

--

~~~

Brook Colley, Ph.D.

Chair and Associate Professor of Native American Studies

Pronouns: She/Her/Hers

Southern Oregon University

---

**Kylan M de Vries** <devriesk@sou.edu>  
To: Andrew Gay <Andrew.Gay@sou.edu>

Thu, Jun 4, 2020 at 5:18 PM

I'm a little late, but this is great!

***\*Please note that I am working at home with no childcare. I am prioritizing student and urgent administrative emails.***

**Kylan Mattias de Vries, Ph.D.**

Associate Professor and Program Chair, [Gender, Sexuality, and Women's Studies'](#)

Associate Professor, [Sociology & Anthropology](#)

[Trans and Queer Training Program](#)

Pronouns: he/him/his, they/them/their, or name



On Wed, May 20, 2020 at 8:51 AM Andrew Gay <[Andrew.Gay@sou.edu](mailto:Andrew.Gay@sou.edu)> wrote:

[Quoted text hidden]

## MEMORANDUM

TO: Andrew Gay, Associate Professor of Digital Cinema, Communication  
Patrick Stubbins, Academic Affairs

FROM: Dale Vidmar, University Librarian; Library Liaison to Communication, Emerging  
Media and Digital Media  
Emily Miller-Francisco, Collection Development Librarian

CC:

DATE: 3-4-2021

SUBJECT: Resources to Support Proposed New Courses in Digital Cinema

The review process for the proposed new courses in Digital Cinema at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering. The proposal includes the following courses: DCIN 330 Great Screenplays Seminar, DCIN 333 Screenwriting 3: Advance Features & Pilot Workshop, DCIN 342 Assistant Directing & Production Management, and DCIN 362 Film Theory and Practice: The Script.

### BOOKS

Currently, Hannon Library's has a book allocation budget for Digital Cinema and for Emerging Media and Digital Arts. This budget can be used adequately to support the additional acquisition of materials to support these courses.

### DATABASES AND JOURNALS FOR PRINT AND ONLINE JOURNALS

There are a number of journal available full text from article database such as *ProQuest Central*, *Communication and Mass Media*, and *JSTOR: Arts and Sciences*. These databases will provide the many of the needed resources for the academic research associated with the proposed degree. The Hannon Library subscription to the *Academic Video Online (AVON): Film* database which provides essential streaming video titles to support teaching and research in film studies and related topics such as scriptwriting and film production.

The Hannon Library does not have a subscription to the full text of articles in the *Journal of Screenwriting*. Articles from this journal are indexed in the *MLA International Bibliography* database. At this juncture, the Library does not intend to add a subscription to a single journal unless the journal was part of a larger online journal collection. Also, two other resources that could be considered are the [Palgrave Studies in Screenwriting](#) series and the [Film Scripts Online](#) database. However, there currently no available resources for these resources.

### GENERAL STATEMENT OF NEED

Hannon Library's materials budget has remained flat for many years despite inflation, the shift to expensive electronic resources, and the introduction of new academic programs. This does affect the proposed courses, but mostly in digital resources and databases specifically directed

toward the course content. However, these resources may be recommended at this point in time as opposed to essential.

In conclusion, the Hannon Library's holdings of material related to the proposed new courses for Digital Cinema related to screenwriting, scripts, and film production are adequate at present. However, it is highly recommended that Digital Cinema faculty and staff work with the Library to try to expand the collection to include access to resources such and the *Journal of Screenwriting* and other resources as needed to support student research and course assignments.

The Hannon Library endorses and supports the proposed new Digital Cinema courses.

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

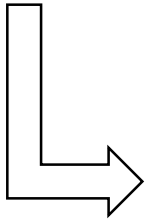
Dale Vidmar  
Interim University Librarian  
Library Subject Liaison to Communication



# Academic Program Planning Toolkit

# Projecting

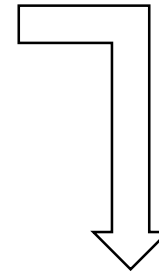
- Market analysis 
- Enrollment Council committee
- Curriculum Committee & Faculty Senate



## Retrospective

Short term (annual) monitoring

- Academic Performance Solutions (APS)
- I\*Reports and other IR reports



## Reflective

Long term (3 year) monitoring

- Academic Program Review (APR)
- Assessment Report summary

# Academic Program Planning Toolkit

## Academic Program Planning Toolkit

- 1) Projecting - Determining program portfolio
  - a. Burning Glass
  - b. Enrollment Council with new committee
  - c. Curriculum Committee and Faculty Senate

- 2) Retrospective - Short-term (annual) Monitoring
  - a. **Academic Performance Solutions (APS)**

**APS helps department leaders make smarter decisions by analyzing, visualizing, and benchmarking data across the institution and against peer institutions.**

**From identifying bottleneck courses to providing additional data to 3-year program reviews to managing instructional capacity, SOU uses APS to surface opportunities that impact student success and university finances.**

**APS will be most informative in the following areas:**

- i. **academic oversight/optimization (e.g., monitoring student registrations, adding and canceling courses),**
- ii. **academic planning (e.g. developing upcoming course offerings), and**
- iii. **status of a program (e.g., trends over time of SCH, degrees conferred, etc., retention rates, program expenditures)**

- b. **I\*Reports and other reports from Institutional Research**

- 3) Reflective - Long-term Monitoring (3-year)
  - a. Academic Program Review
  - b. Summary of Annual Academic Assessment reports

# General Education Task Force – Progress Update



## PROGRESS UPDATE

TRANSFORMING GENERAL  
EDUCATION

Notes to the SOU Board of Trustees  
JUNE 2021

# Goals of GenEd Transformation

---

1. Apply Strategic Directions 1 & 4 (and HB 2864 Cultural Competency) to SOU GenEd.
2. Reduce GenEd credit requirements.
3. Make GenEd learning goals & requirements more transparent & purposeful for students.
4. Make GenEd model more attractive to prospective students.
5. Accomplish all of the above while ensuring maximum transferability of credits.



# On June 7, Faculty Senate approved several GenEd transformations, while preserving some questions for Fall 2021 debate:

---

- ✓ **Approved:** our next General Education program will center on a new online Portfolio where students where develop their own goals and values through their engagement with the GenEd curriculum.
- ✓ **Approved:** 6 new skill-based capacities as the streamlined learning outcomes for GenEd.
- ✓ **Approved:** several broad model parameters that will allow us to begin implementation by reviewing and approving new courses.
- ✓ **Approved:** implementation benchmarks and procedures.

# On June 7, Faculty Senate approved several GenEd transformations, while preserving some questions for Fall 2021 debate:

---

- **Pending:** the exact number of courses or credits required to complete SOU's GenEd.
- **Pending:** how flexibly students can meet GenEd requirements (for example, must all courses be 4-credits, or 1-or-2-credit course count toward GenEd?).
- **Pending:** will the GenEd Portfolio have a culminating portfolio completion course?



# From Disciplinary Strands to Skill-Based Capacities

| Current University Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | New GenEd                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>64 credits based on 10 disciplinary “strands”</b></p> <ul style="list-style-type: none"><li>A. <i>Communication</i></li><li>B. <i>Thinking</i></li><li>C. <i>Information Literacy</i></li><li>D. <i>Quantitative Reasoning</i></li><li>E. <i>Humanities</i></li><li>F. <i>Social Sciences</i></li><li>G. <i>Sciences</i></li><li>H. <i>Science, Technology, and Society</i></li><li>I. <i>Citizenship &amp; Social Responsibility</i></li><li>J. <i>Diversity &amp; Global Awareness</i></li></ul> | <p><b>TBD credits (no more than 48) in 6 skill-based “capacities”</b></p> <ul style="list-style-type: none"><li>• <i>Purposeful Living</i></li><li>• <i>Communication &amp; Expression</i></li><li>• <i>Numerical Literacy</i></li><li>• <i>Inquiry &amp; Analysis</i></li><li>• <i>Creativity &amp; Innovation</i></li><li>• <i>Equity, Diversity, and Inclusion</i></li></ul> |

# Approved Model Parameters

---

- **12-Credit First-Year-Experience** in which students develop their foundational writing, presentation, and critical thinking skills while also beginning their GenEd Portfolio.
- **All students take lower-division (100 or 200 level) classes** in each of the following core capacities: Communication & Expression, Numerical Literacy, Inquiry & Analysis, Creativity & Innovation, and Equity, Diversity, and Inclusion.
- **All student take required upper-division (300 or 400 level) classes** in Equity, Diversity, and Inclusion.
- **All students take 8 upper-division credits of their choice** from the remaining capacities: Communication & Expression, Numerical Literacy, Inquiry & Analysis, and/or Creativity & Innovation.

# Our Next Big Questions to Answer:

---

**Should requirements be fixed by courses or credits?**

*Example 1: all student must take 12 approved GenEd courses, regardless of credit count.*

*Example 2: all students must take 48 approved GenEd credits, regardless of course count.*

**Should low-credit courses (1-to-2-credits) be allowed to count toward GenEd?**

# Timeline for Next Steps

---

- **Mid-Summer:** Course Applications Templates released to faculty.
- **Early Fall:** professional development workshops & stipends launched to support GenEd course development.
- **Mid-Fall:** Faculty Senate to settle final model parameters.
- **Winter:** check course approval benchmarks; if benchmarks set, new GenEd goes live in Fall 2022.

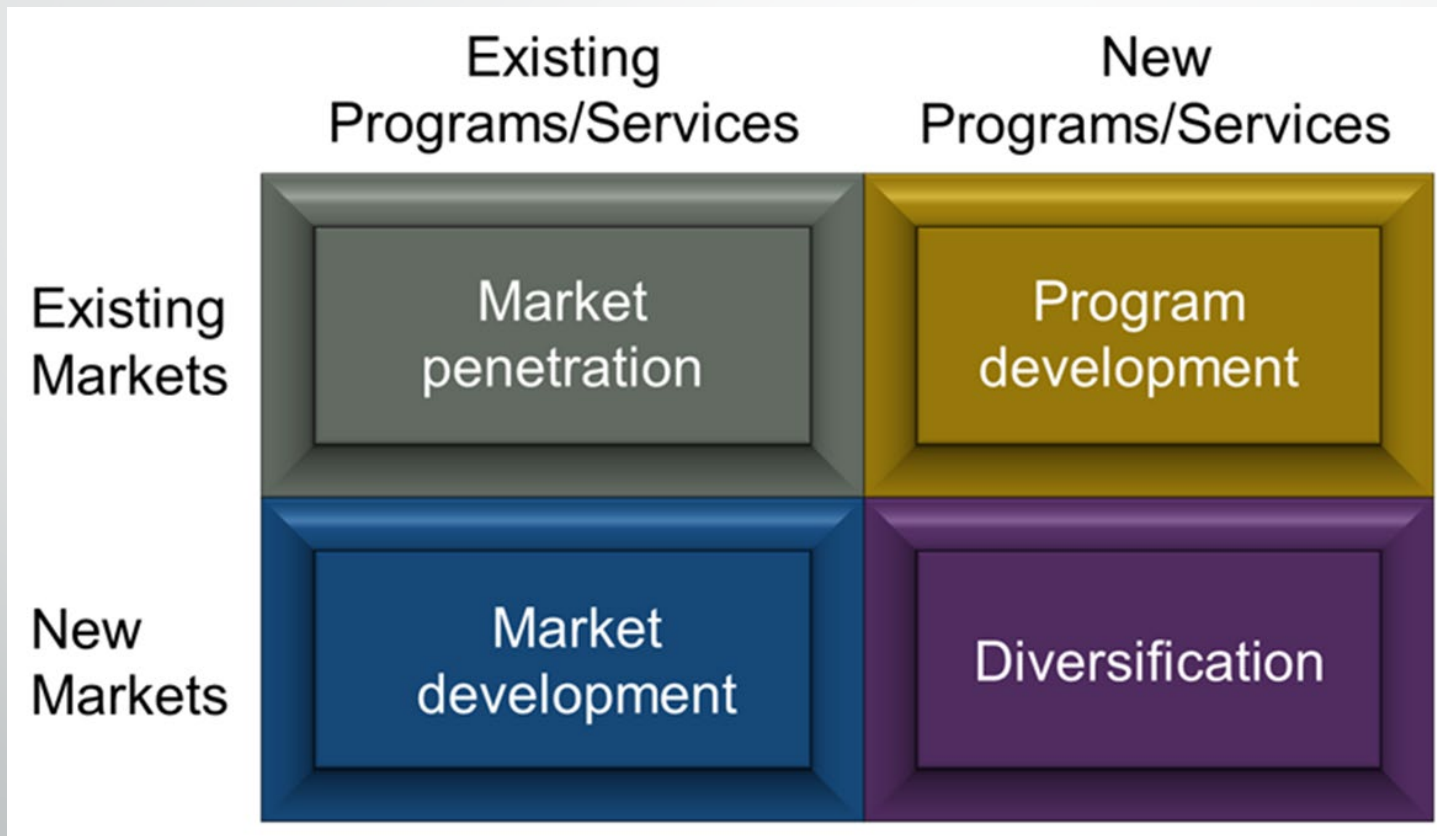
# Questions?

# Programs and Strategies for Adult Learners



# **Adult Learners and SOU**

# Setting the Stage





# Adult Learning Market

- Who are they: 25+
  - Half of enrolled students nationally (approx. 10m)
  - 38% of total undergraduates
  - 1/4 are raising children
  - Almost 60% are working

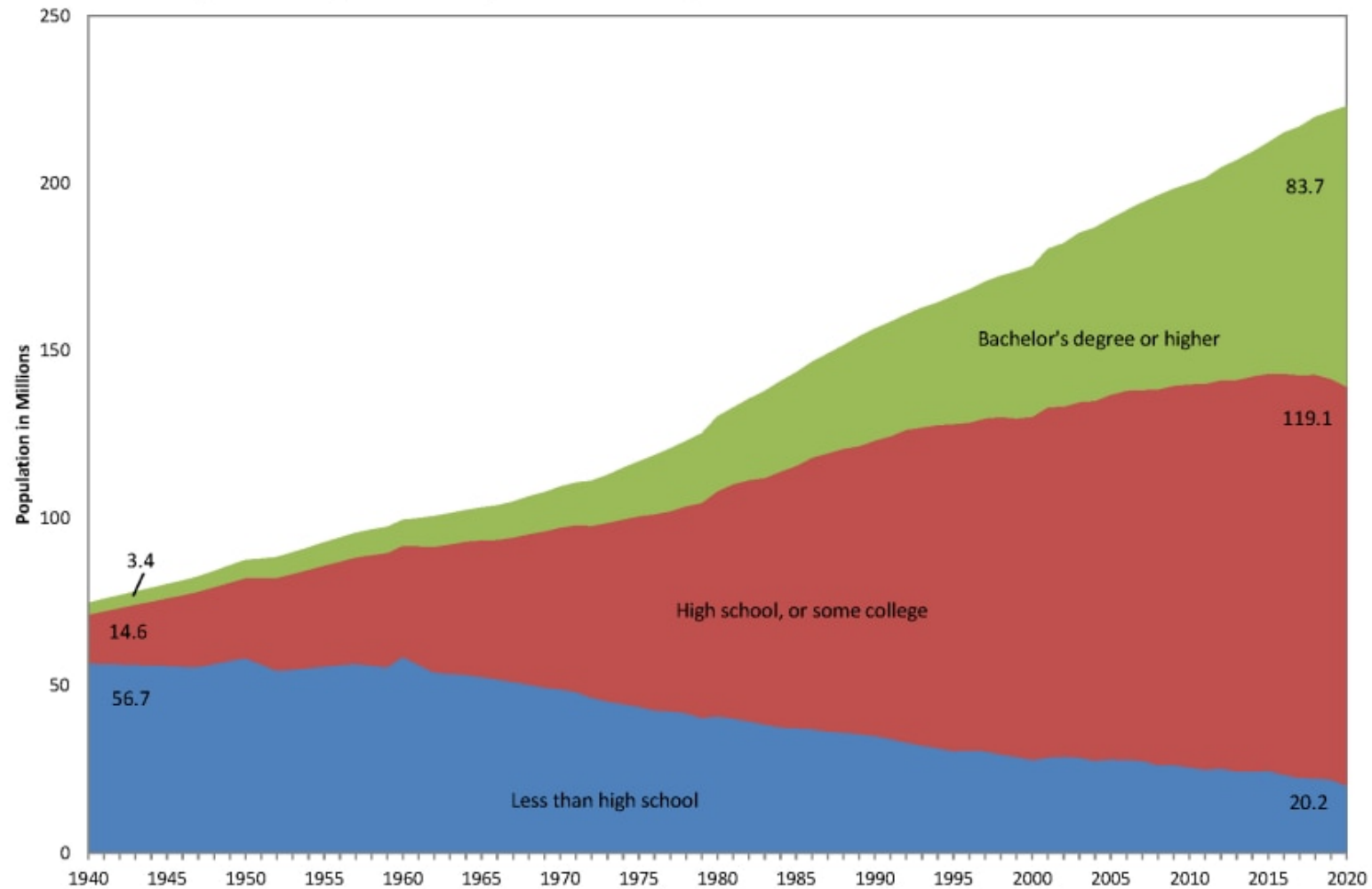
# What They Want from College

- Top priority: finding programs that are relevant to their careers
- Top concern: taking on too much debt
  - 60% of adults have considered returning to college; 70% of those don't because of cost
- Additional obstacles
  - Rigid class schedules
  - Childcare

# Toolkit for Successful Adult Learner Programs

- Tuition payment deferral
- Liberal prior learning assessment
- Career assessment and exploration
- Speed interviewing for upcoming grads and employers
- Available childcare
- Inbound/Interest marketing
- Consumer analytics and market research
- Compressed, hybrid/online courses

Figure 1: Population Age 25 and over by Educational Attainment: 1940-2020



Sources: U.S. Census Bureau, 1947, 1952-2002 March Current Population Survey, 2003-2020 Annual Social and Economic Supplement to the Current Population Survey; 1940-1960 Census of Population. For more information on confidentiality protection, sampling error, nonsampling error, and definitions, see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar20.pdf>

# Educational Attainment: 2019

|                                                       | United States | Oregon | Jackson County |
|-------------------------------------------------------|---------------|--------|----------------|
| Less than 9 <sup>th</sup> Grade                       | 5.7%          | 3.8%   | 3.6%           |
| 9 <sup>th</sup> to 12 <sup>th</sup> Grade, no diploma | 7.6%          | 6.0%   | 7.2%           |
| High School Graduate                                  | 27.8%         | 23.4%  | 26.5%          |
| Some college, no degree                               | 21.1%         | 25.8%  | 28.4%          |
| Associate's Degree                                    | 8.1%          | 8.7%   | 7.7%           |
| Bachelor's Degree                                     | 18.5%         | 20.1%  | 16.9%          |
| Graduate or Professional Degree                       | 11.2%         | 12.2%  | 9.9%           |

# Segmentation Work

| Persona                           | Characteristics                                     | Degree Program                                                  | Marketing                                                            | Enrollment Process                                |
|-----------------------------------|-----------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------|
| Degree-completers                 | Career advancement;<br>post military;<br>post-kids; | Depend on Interest,<br>career advancement,<br>BA/BS and Masters | SOU program awareness;<br>consumer analytics and marketing databases | Admission, advising, registration                 |
| Non-degree                        | Working, skill development                          | Micro-credentials/badges                                        | Specific skill enhancement                                           | No admission req'd; separate registration process |
| Professional/Corporate            | Program through corporate partner                   | Depends on needs of corporate partner; customized               | Upskilled employees; increased productivity                          | Varies                                            |
| Professional/Licensure, Education | Professional development of teachers                | IAL, MAT, certificates                                          | K-12 District Partners                                               | Varies                                            |
|                                   |                                                     |                                                                 |                                                                      | 65                                                |

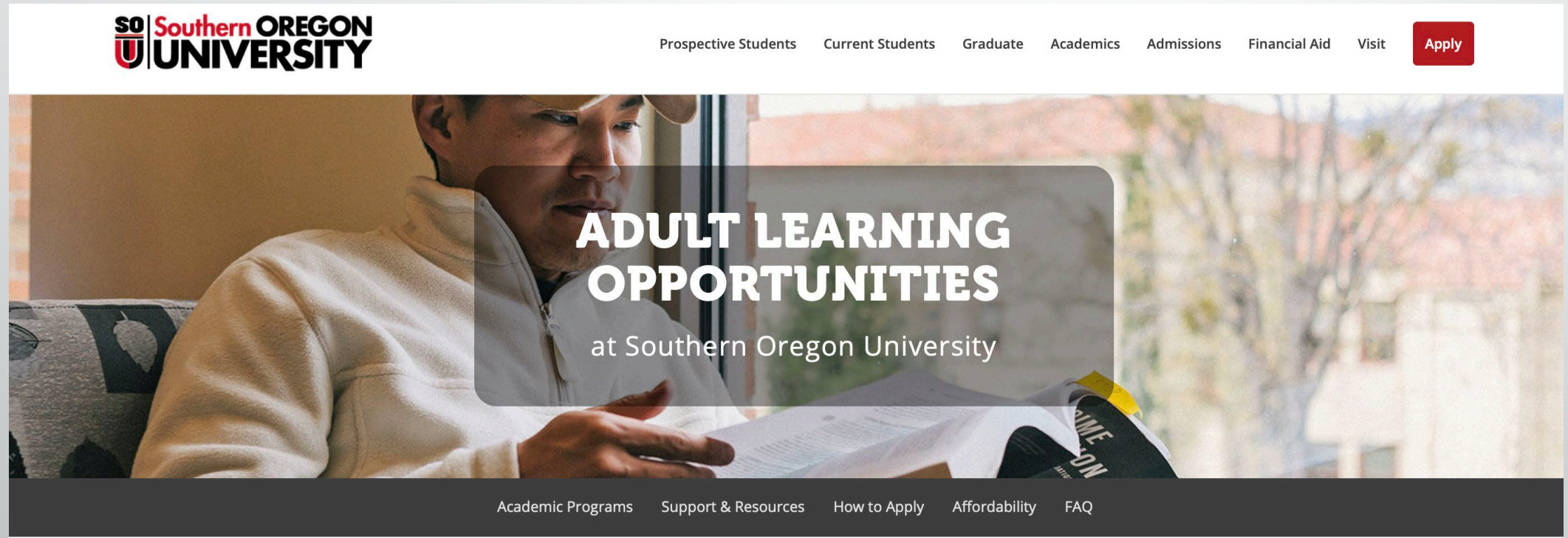
# RCC and SOU New Partnership



- Cohort 2: AZ, CA, HI, ID, KY, NC, OH, **OR**, RI, TX
- Promise program for free tuition for adult learners (OR Promise)
- \$50k for RCC and SOU to market degree opportunities to our region



# Website for Adult Learners





# **Technological Recruitment Strategies: Demand Builder, Parent Portal, Alumni Success**



JUNE 2021



# Technology Based Recruitment Strategies

A Partnership with RNL

SOU







SOU



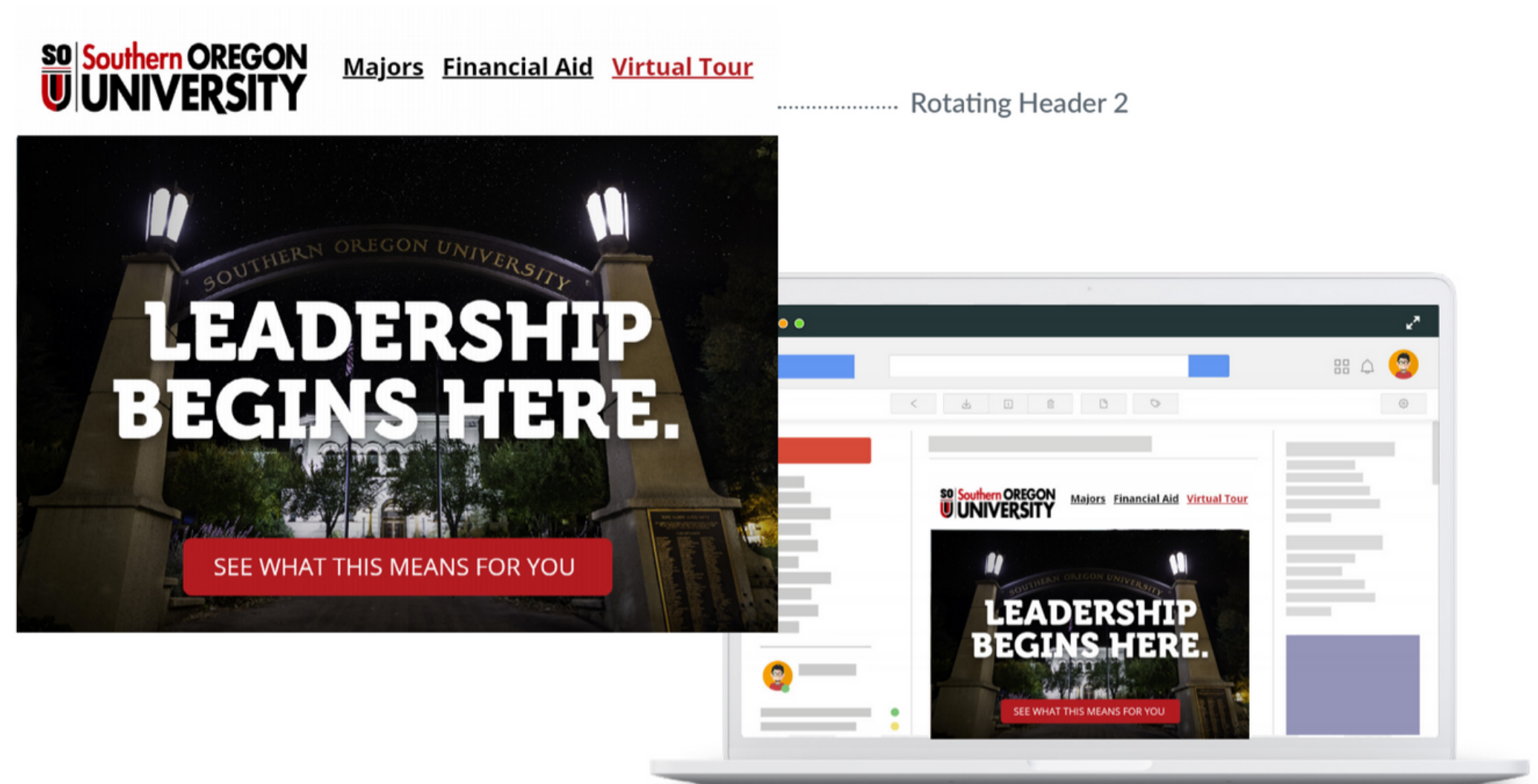
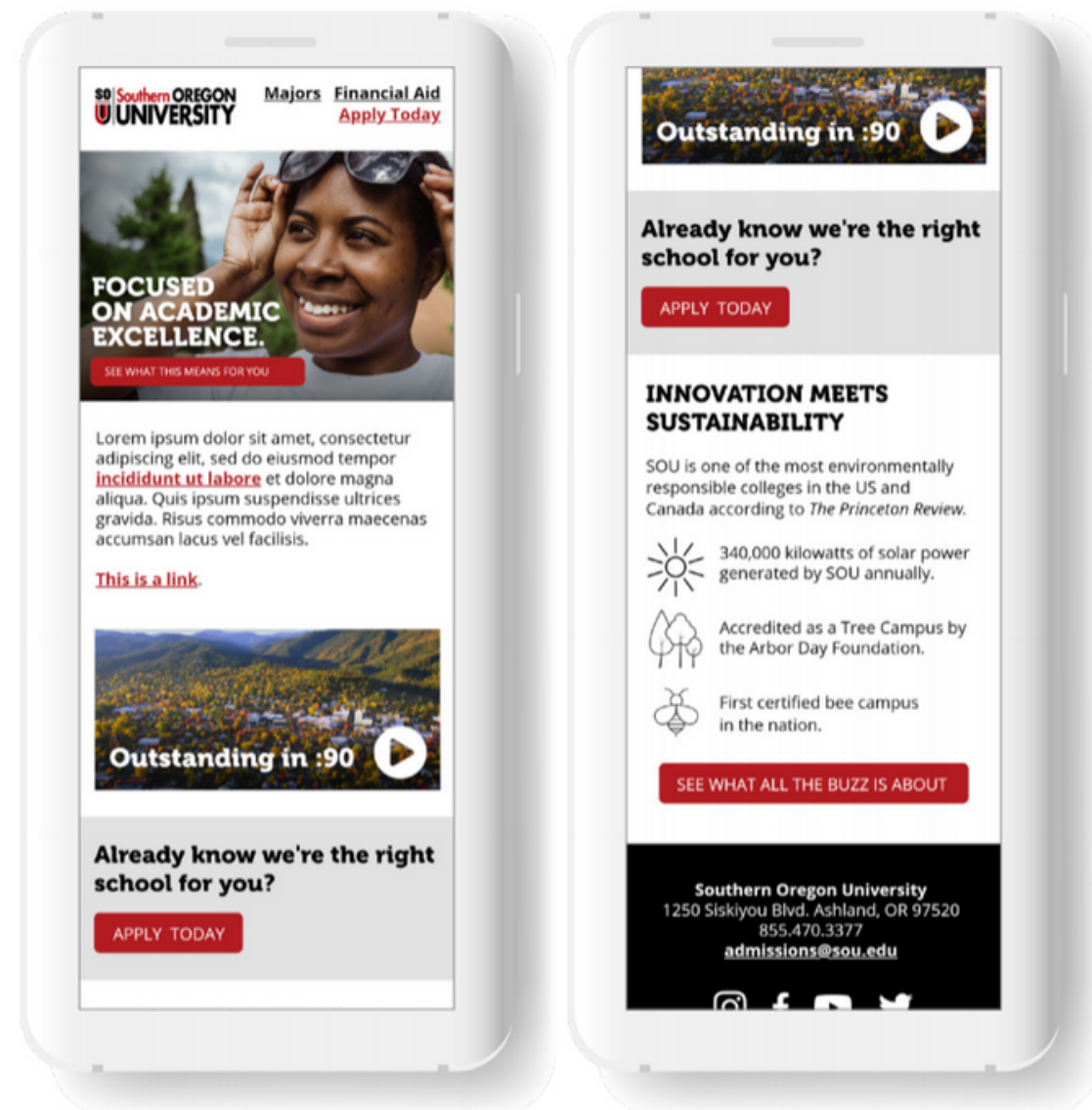
# Demand Builder

2022 - 23

RNL Demand Builder helps grow a collection of interested and engaged students for Southern Oregon University, through targeted communication and marketing techniques.



# Demand Builder Outreach Emails





# Print Creative

Demand Builder



## A breath of fresh air

SOU's campus is in Ashland, Oregon—a top 10 finalist in *Outside* magazine's "Best Town in America."

It's an adventurers' dream location. Whether your version of adventure means hiking, whitewater rafting or mountaineering or simply sipping a cup of freshly brewed coffee while attending a local art exhibit, it's all possible here.

**Sierra magazine has ranked SOU one of the top "Cool Schools" in the U.S.**

On campus there are so many ways to get involved and make connections. You can join any of our 90+ student organizations like Antics Improv, Black Student Union or Nurses without Borders. Or attend any of our 150+ annual events like Earth Week, SOU Student Film Festival and the French Dinner.

## We'll have your back

"You'll always find someone, be that a professor or a friend, who believes in your abilities and is willing to help you achieve your goals."  
- Destery Epling, '22

Need hi-res image

"The environment is just breathtaking! SOU has provided the opportunity for me to succeed while being surrounded by the thing I love the most ... nature."  
- Morgan Ulu, '23

## Leading a better way of life

There's a reason SOU is one of the most environmentally responsible colleges in the U.S. and Canada according to *The Princeton Review*. It's because we find creative and innovative ways to make a difference in our environment.

340,000 kilowatts of solar power generated by SOU annually.

Accredited as a Tree Campus by the Arbor Day Foundation.

First certified bee campus in the nation.

Sustainability opportunities are found throughout campus in academics, facilities and policies and even student activities.

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including spaces



**Southern Oregon University**  
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We don't shy away from the impossible—we lead the way through innovation and creativity.



sou.edu

**Leadership begins here.**  
Get to know SOU.

Learn More

 3

 Like    Comment    Share

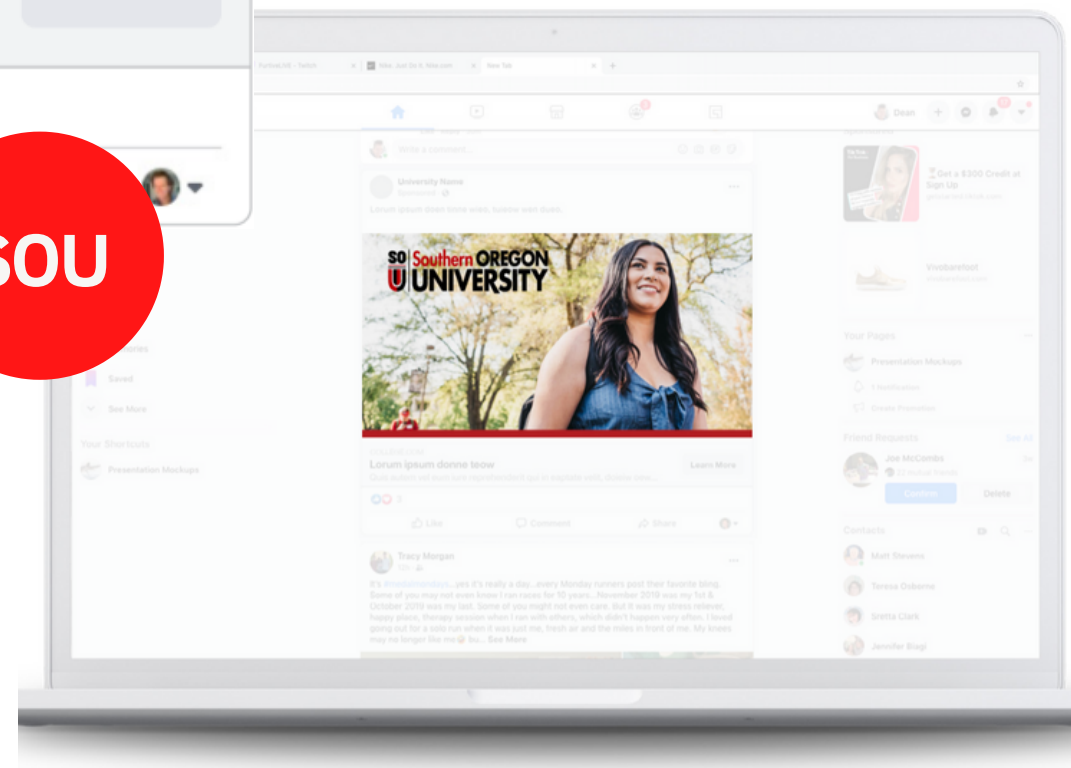
25 character limit  
including spaces

30 character limit  
including spaces



# Demand Builder

# Social Media & Digital Boost



# Communication Audit



## Southern Oregon University- Comm Arch 2021-2022

128 total mapped out  
communications, of  
these....



82 Emails and  
associated  
landing pages will  
be developed by  
RNL.

Focus on traditional undergrad:

- Junior Inquiry
- Senior Inquiry
- Parent of Senior Inquiry
- Senior Applicant
- Parent of Senior Applicant
- Senior Admit- yield
- Parent of Senior Admit- yield
- Senior Confirmed- melt reduction
- Parent of Senior Confirmed- melt reduction
- High School Counselors
- Calendar Based Suggestions

## Engage Admitted Students to Optimize Yield

*You need to have a multichannel marketing campaign to your accepted student pool*

- Relevant outreach to your pool – where are they in their decision?;
- Communicating value, affordability and outcomes;
- Engage the influencers;
- Understanding what students need to make their decision and helping them to say yes!



# Parent & Family Portal

Stay Engaged



## SOU News

 Posts >

 Events >

< [Back to news feed](#)

## I'd like to...

 [Leave this Community](#)



## Welcome to the Southern Oregon University Family Portal

Posted about 2 hours ago in [SOU News](#), [Parent & Family News](#). 

The Southern Oregon University Family Portal is designed to send you the information you need when you need it.

- **PERSONALIZE** the advice, information, and deadlines you receive by clicking [HERE](#) or the **Discover Communities** button. The result is a curated newsfeed built on... [read full article](#)



Please confirm your email address to post a comment.

 Search Posts...

## Calendar

 [Calendar of Events](#)

## Resources

- [SOU Homepage](#)
- [SOU Admissions](#)
- [Parent & Family Resources](#)

## Support

Need help? Feel free to contact us by phone or email using the information below.

**Phone:** 541.552.6411

**Email:** [admissions@sou.edu](mailto:admissions@sou.edu)



# GoRecruit

## Direct Message to Students



Ashley,

Congratulations on your admission to Emsi U! We see that you are interested in studying computer science, and we'd love to share what sets our program apart.

As a computer science student at Emsi U, you will:

- Have access to high-tech learning labs
- Be equipped with career-ready strengths

But most importantly, you'll thrive in the workforce after you graduate. Here's a quick look at how our computer science grads are doing:

**EU Computer Science  
Grads Work At These Companies**

|                         |
|-------------------------|
| Microsoft Corporation   |
| Amazon.com, Inc.        |
| Hewlett-Packard Company |
| The Boeing Company      |
| AT&T Inc.               |
| Facebook, Inc.          |

**\$95.2K**  
Estimated Salary of  
Alumni From This Program



**Emma Smith**  
Class of 2017 | Computer Science

An Idaho native, Emma majored in computer science with a minor in math. Now she's working as a software engineer for Amazon Web Services in Seattle.

*"The hands-on learning opportunities at Emsi U really prepared me for the real world. During job interviews, multiple hiring managers commented on how knowledgeable I was."*


For more information about our CS program, visit our website or contact us. And don't hesitate to reach out if you have any questions. We hope to see you on campus this fall!

Sincerely,




**Emsi U College Dean**

# GoRecruit

## Webpage



WASHINGTON STATE  
UNIVERSITY



Admissions Home

Academics & Majors

Majors & Minors

Colleges

Research

Study Abroad

Honors College

Requirements & Applications

Scholarships

Financial Aid & Costs




Student Visits

Student Life

Admitted Students

Newsletters

Contact



Admissions Home

Academics & Majors

Majors & Minors

Colleges

Research

Study Abroad

Honors College

Requirements & Applications

Scholarships

Financial Aid & Costs




Student Visits

Student Life

Admitted Students

Newsletters

Contact



myWSU ACCESS POLICIES ©

## Computer Science

VOILAND COLLEGE OF ENGINEERING AND ARCHITECTURE

School of Electrical Engineering and Computer Science  
Offered as: Major Minor Graduate program

### OVERVIEW

Computer science is the study of computers, including the development and analysis of programs and the computing machinery that runs them.

The WSU computer science program emphasizes software design and testing. You can broaden your studies by working with an advisor to choose courses that fulfill the degree requirements and give you specialized knowledge in other areas, such as artificial intelligence, human-computer interaction, security, networks, distributed systems, and more.

In addition to on its Pullman campus, WSU also offers a computer science degree at WSU Tri-Cities and WSU Vancouver.

#### Strengths of the program

- WSU computer science alumni have become leaders in local and worldwide companies, universities, and other computing-related areas.
- Learning labs include SGI and HP workstations for graphics and animation, PC operating systems based on Linux, PC-based networking, and microprocessor development.
- Superb computer facilities include Unix and Windows workstations with high-speed networking and 10-gigabit internet.
- Gain career strength in software engineering, operating systems, neural networks, data mining, computer graphics and animation, computer security, networking, and programming languages.
- Receive a solid technical background in math, science, and engineering.
- You can join a math, science, and engineering community residence hall at WSU Pullman—share classes with your neighbors, study together, get free tutoring, and use the hall's computer lab.

#### Requirements and sample courses

As a computer science major, you can choose to pursue a bachelor of science or bachelor of arts curriculum.

- The **bachelor of science** degree requires substantial basic and advanced computer science course work and is the traditional computer science degree.
- The **bachelor of arts** degree is designed for multidisciplinary students who wish to learn the basics of computer science and apply them to a different field. The BA requires a minor in another area, such as art, biochemistry, economics, or criminal justice, among others.

### EXPLORE MAJORS & MINORS

BY ACADEMIC AREA

BY COLLEGE

### BROWSE ALPHABETICALLY

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J |
| K | L | M | N | O | P | Q | R | S | T |
| U | V | W | X | Y | Z |   |   |   |   |

# 91%

Computer Science Grads Working in a Field Related to Their Major

#### Top Occupations of our Computer Science Grads

Software Developers, Applications

Computer Systems Analysts

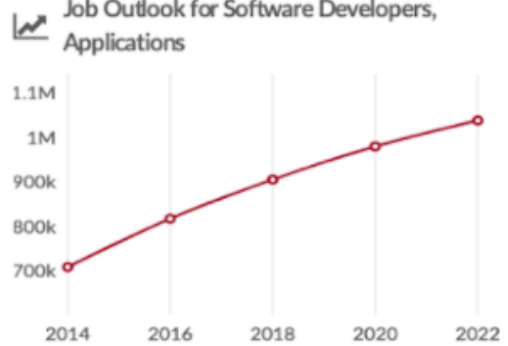
Computer Occupations, All Other

Computer and Information Systems Managers

Network and Computer Systems Administrators





Web Developers


#### Job Outlook for Software Developers, Applications




| Year | Job Outlook |
|------|-------------|
| 2014 | 700k        |
| 2016 | 800k        |
| 2018 | 900k        |
| 2020 | 1M          |
| 2022 | 1.1M        |

Request Info Visit WSU Apply to WSU Chat with Admissions







77

## Strategic Search (Demand Builder)

- 100,000 name buys (from ~75,000) using search predictive analytics (New!)
- 80,000 Direct Mail Pieces w/text reply mechanism (New!) and RNL hosted inquiry form (New!)
- 4 to 6 campaign launches (from 1)



## Communication Audit & Architecture

- 128 mapped out communications (from ~50) across multiple channels (email, print, text, social, website, phone)
- 82 emails (from ~20) with dynamic content individualization (New!) emphasizing Academics, Location, Affordability
- 23 Unique landing pages (New!)

## Digital Parent Engagement (CampusESP)

- Parent & Family portal experience (New!)
- Bi-Monthly Newsletter (New!)
- Stage specific communications to Parents/Families with calls to action (New!)

## Alumni Success Content (GoRecruit)

- 20+ years of aggregated SOU data demonstrating SOU program-to-career outcomes (New!)
- Searchable database (New!)
- Infographic builder (New!)





Thanks for  
listening!



# Expectations for Incoming Fall Class

# Future Meetings

# Adjournment