



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

November 12, 2021

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Academic and Student Affairs Committee

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 with a summer recap as well as updates on organizational changes, the Provosts Council, Senate Bill 233 and the transfer council. There will be a vice president's report offering organizational updates, an enrollment council update, and information on the Straighter Line Partnership.

Other information and discussion topics include a fall enrollment overview and completions update with strategies for closing achievement gaps; a Bridge Program update; Positive Pandemic Programming; and Academic Performance Solutions. Action items include a consent agenda and the committee's proposed 2022-2023 meeting schedule.

The meeting will occur as follows:

Thursday, November 18, 2021

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

Hannon Library, Meese Room, 3rd Floor (Room 305)

Visit governance.sou.edu for meeting materials.

To view the proceedings, visit <https://sou.zoom.us/j/86257477140> at the time of the meeting.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University.

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to submit their comments in writing or to sign up in advance to speak at the meeting. Please sign up or send written public comments through the Board of Trustees email

address, trustees@sou.edu, at least 24 hours in advance of the meeting. When signing up, commenters should include their name, email address, phone number, relationship to SOU, and subject of the public comments. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Blvd., Ashland, OR 97520, or hand delivered to Churchill Hall, Room 107, at this address.

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



Board of Trustees
Academic and Student Affairs Committee Meeting
November 18, 2021

Call to Order/ Roll/ Declaration of a Quorum



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

Thursday, November 18, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
<https://sou.zoom.us/j/86257477140>

AGENDA

Persons wishing to provide public comment shall do so in writing or sign up at least 24-hours in advance.
Please note: timings are approximate and items may be taken out of order.

Theme: “Taking Stock: How are we doing eight weeks into the fall term?”

- | | | | |
|---------|----------|---|--|
| | 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 | June 17, 2021 Meeting Minutes | Chair Bullock |
| 20 min. | 4 | Provost’s Report | Dr. Susan Walsh, SOU,
Provost and Vice President
for Academic Affairs |
| | 4.1 | Summer Recap | |
| | 4.2 | Organizational Updates | |
| | 4.3 | Provost’s Council Update | |
| | 4.4 | SB 233 and Transfer Council Updates | |
| 20 min. | 5 | Vice President’s Report | Dr. Neil Woolf, SOU, Vice
President for Enrollment
Management and Student
Affairs |
| | 5.1 | Organizational Updates | |
| | 5.2 | Enrollment Council Update | |
| | 5.3 | Straighter Line Partnership | |

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

**Thursday, November 18, 2021
12:00 p.m. – 3:30 p.m. (or until business concludes)**

AGENDA (Continued)

6 Action, Information and Discussion Items

- | | | |
|---------|---|---|
| 20 min. | 6.1 Fall Enrollment Overview and Completions Update | Dr. Neil Woolf |
| | 6.1.1 Strategies for Closing Achievement Gaps | |
| 20 min. | 6.2 Bridge Program Update | Dr. Susan Walsh;
Danielle Hammer, SOU,
University Seminar
Faculty |
| 20 min. | 6.3 Positive Pandemic Programming | Dr. Neil Woolf; Dr. Susan
Walsh |
| 25 min. | 6.4 Academic Performance Solutions | Karen Stone, SOU, AVP
for Academic Resource
Management; Chris
Stanek, SOU, Director of
Institutional Research;
and Dr. Vince Smith,
SOU, Division Director,
Business, Communication
and the Environment |
| 5 min. | 6.5 Proposed 2021-2023 Committee Meeting
Schedule (Action) | Chair Bullock |
| | 6.6 Future Meetings | Chair Bullock |
| | 7 Adjournment | Chair Bullock |

Public Comment

Consent Agenda

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

Thursday, June 17, 2021

MINUTES

Theme: Adapting to the Changing Environment of Higher Education

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; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Jeanne Stallman, Associate VP for Government and Corporate Relations; Dr. Karen Stone, Associate VP for Academic Resource Management; Andrew Gay, Associate Professor, Digital Cinema Coordinator; Chris Stanek, Director of Institutional Research; Sabrina Prud'homme, Board Secretary; Josh Lovern, Director of Budget and Planning; Zachary Olson, Associate Director of Admissions for Operations; Dr. Matt Stillman, University Registrar; and Pamela Tomac, Office of the Board Secretary.

Public Comment

No members of the public provided comments.

Consent Agenda

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

Provost's Report

Dr. Walsh informed the board that the legislature is reviewing funding that will target the 2020 high school graduates that did not attend college and would assist with Bridge expansion support services for them to attend SOU. The total funding is \$6.1M, and the university's portion is yet to be determined. Additionally, a \$100K grant was awarded to SOU for the summer learning fund that will support programs to benefit Native American and Latin-X students throughout Oregon.

Regarding Senate Bill 233--the common course numbering bill-- the Senate will vote on this next week. There is no money to implement the bill at this time, but the notification was received that the HECC will support this cause with a 1.75 full-time equivalent (FTE) staff person over several years to complete the entire process. Responding to Trustee Vincent, Dr.

Walsh said the legislature has mandated HECCs support and universities have been working to help shape the bill.

In partnership with RCC, SOU has received an adult promise completion grant for \$50K from the State Higher Education Officer Association (SHEOA). This grant will help reengage adult learners and continue to enhance their skillsets.

Vice President's Report

Dr. Woolf provided updates in several areas: The E-sports team finished the season with a 4-2 record; SOU commencement was a success; there were 1174 applications for graduation, 16 less than in 2020; masters' programs saw a 20 percent improvement in graduates; the Raider Mentor Program has 18 new mentors recruited for fall term; the student health and wellness center (SHWC) administered vaccinations to 116 employees and 403 students. He also reported that the Ashland and Medford School districts have created an enhanced summer experience offered to approximately 900 high school students; SOU will be giving campus tours and using the recreation center for some activities, affording a recruitment opportunity.

Nationally, the trend for university enrollment is down. While the overall enrollment is lower for SOU for fall, the number of in-state freshmen are up 6.5 percent. Non-controllable factors contributing to decreased enrollment were the fires, a lower graduate pool from local high schools, and a travel hiatus of the admission team. Regional factors include California's additional investment in higher education, Oregon's "big three" admitting more students, and the travel ban nationwide. Responding to Chair Bullock, Dr. Woolf said the electronic means of recruitment were a good pandemic practices that would be maintained going forward. Zac Olson added that students, prospective students and their families missed the campus setting.

Responding to Vice Chair Santos's question about headcount, Dr. Woolf said computing this depends on timing as to when the numbers are posted on the dashboard from the end of term versus to the count of 15 weeks from the start of term.

Action, Information and Discussion Items

Curriculum Update

Documentary Production Certificate

Continuing the strategy of expanding certificate offerings, Andrew Gay said the documentary production certificate has been under consideration for some time. Students enrolled in other programs who were interested in making documentaries would take digital cinema classes to accomplish that goal. As this repeatedly happened, there was no way to recognize the achievements of those students, so this interdisciplinary certificate was created. Mr. Gay reviewed the proposal for the new certificate, as presented in the materials, and said it can also attract non-traditional, non-degree-seeking students in the community as well.

Trustee Rosenberg moved to approve the new certificate program in documentary production as presented. Trustee Wilson seconded the motion, and it passed unanimously.

Academic Program Planning Toolkit

Dr. Walsh said it will be helpful to review the academic program planning process in preparation for fall when the committee will discuss Academic Performance Solutions.

The process is reviewed in three ways, it is not a linear process but an iterative one. The first section is Projecting and includes market analysis, enrollment council, curriculum committee, and other approval steps that happen over time. The second section, Retrospective, is a short-term (annual) monitoring solution, which is more sophisticated in academic planning, developing course offerings, utilizing both internal data and external data, and thereby allowing department heads to make informed decisions. The Reflective third section is program review. A third of the programs are up for review every year, so in a three-year cycle, 100 percent of the programs have undergone the comprehensive review process. Finally, there's an aspirational look into the next three-years of what the program could accomplish if more resources were available or changes were made in the curriculum.

Responding to Trustee Rosenberg, Dr. Karen Stone said the difference between this and current processes, is that APS provides both data and the visualizations in a way that is digestible for chairs' access and allows benchmarking that is not otherwise available. Mr. Stanek added that APS is not performing the work for SOU, rather the administration provides a five-year data lookback which ABS produces into an interactive front end that permits a different visualization outlook than currently offered in I-reports or elsewhere.

Board Chair Nicholson wondered how the equity lens was employed as these various decisions were made. Dr. Walsh said that these are the most established tools but not all of the tools have been employed. A lot of equity reporting is accomplished by the assessment report summary or the academic program review, where data around EDI and underrepresented student reporting are found. Mr. Stanek added that APS is centered more on efficiencies, connecting financial cost data with headcount and semester credit hour data and that I-reports is more robust for equity purposes. Dr. Karen Stone added thinking of EDI is not a linear process. Faculty hiring, the curricular process, identity programs such as ethnic and racial studies, and the academic program review process of looking at areas of growth and importance from a global standpoint are where equity considerations are measured and that the EAB companion software, Navigate, provides a lot of opportunities for equity analysis.

Dr. Neil Woolf expanded further that APS reviews program performance while student performance is handled through Navigate. He said these programs overlay and intertwine with each other in a complex way and the general education update will provide further emphasis on equity concerning the curriculum that is being developed. The effect of bottleneck courses on underrepresented students as provided by APS, helps push focus on the course and the student, looking at possible equity or access issues to addressed.

General Education (GenEd) Task Force – Progress Update

Chair Bullock said the board has been hearing about progress under Strategic Direction I of the Strategic Plan—transforming curriculum—and the committee will get a better sense of what that means for SOU. Mr. Gay and Dr. Brie Paddock have been co-chairing The GenEd Task Force presented an overview.

The goals of GenEd transformation are to 1) apply strategic directions I and IV; 2) reduce GenEd credit requirements; 3) make GenEd learning goals and requirements more transparent and purposeful for students; 4) make the GenEd model more attractive to prospective students; and 5) accomplish all of the above while ensuring maximum transferability of credits.

On June 7, Faculty Senate approved several GenEd transformations including an online portfolio where students develop their own goals and values through their engagement with the curriculum; six skill-based capacities; as streamlined learning outcomes; broad parameters that will allow implementation by reviewing and approving new courses; and implementation benchmarks and procedures. What is left to decide starting in the fall are: the exact number of courses or credits required in the new GenEd; how flexibly students can meet GenEd credit requirements; and if the GenEd portfolio will have a culminating portfolio completion course.

Discussed next was the transition from disciplinary “strands” to skill-based capacities, showing current university studies have 64 credits based on 10 disciplinary strands and the new GenEd will have no more than 48 credits in six skill-based core capacities: purposeful living; communication and expression; numerical literacy; inquiry and analysis; creativity and innovation; equity, diversity, and inclusion. Dr. Woolf added that this model is unique and exciting and makes the recruitment job easier.

The Approved Model Parameters are 1) a 12-credit first-year-experience in which students develop their foundational writing, presentation, and critical thinking skills while also beginning their GenEd portfolio; 2) all students take lower-division classes in each of the aforementioned core capacities; 3) all students take required upper-division classes in equity, diversity, and inclusion; and 4) all students take eight upper-division credits of their choice from the remaining capacities.

By mid-fall, Faculty Senate is expected to settle on final model parameters, in winter they will check course approvals benchmarks and if set, the new GenEd goes live in the fall of 2022.

President Schott thanked the committee and everyone who worked on these revisions despite the pandemic. She praised Mr. Gay for negotiating the politics of this work as general education revisions are the most controversial item a faculty can undertake.

Mr. Gay said the task force met weekly for two hours every Friday for two years, sometimes more. Dr. Walsh added that this work did not occur in a vacuum, Faculty Senate, surveys, and meeting invites went out to multiple folks, including students. Dr. Walsh thanked the committee for the communication work that provided exposure to the work of the task force.

Programs and Strategies for Adult Learners

Dr. Woolf described the adult learning market who are 25 years of age or older, of which 38 percent are undergraduates, 25 percent are raising children, almost 60 percent are working, and they total about half of the enrolled students nationally. These adult learners' top priority is to find programs that are relevant to their careers. The top concern is taking on too much debt and other obstacles of rigid class schedules and childcare exist.

A toolkit for successful adult learner programs has been developed and at SOU, these learners are being channeled through Miranda Stiles, an admissions counselor since their enrollment process differs. Additionally, RCC and SOU have a new partnership offering a “promise” program with free tuition for adult learners. They are working on a website for adult learners.

Responding to Board Chair Nicholson, Dr. Woolf stated that the SSCM gives full credit for returning students which usually occurs when a student transfers within Oregon. Dr. Matt Stillman added that as long as the students are Oregon residents, the SSCM would be

received as credit within the model. The transfer student credit is roughly half of the credit an incoming freshman generates. Perkinson added that previously there was a penalty involved, but now there are two categories for transfers – one from Oregon public universities and one from community colleges, which are weighted differently.

Vice Chair Santos conveyed that Representative Morgan from Grants Pass has advertised that she is a late degree earner, as are members of her family—these later-in-life adult learners are taking advantage of the program. The vice chair has had conversations with legislators and the broader community about not just offering credentialing programs but delving into vocational programs that traditionally have been completed at the community colleges. This was a fascinating observation about what community members believe SOU should be doing.

Concluding the topic, Dr. Woolf stated that SOU is looking to be the professional development educator of choice institution in this region. Although the university would not receive SSCM funding from working with a corporate entity whose classes did not garner a degree, tuition dollars would still be gained.

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

To assist with the recruitment process, Dr. Woolf said the latest major investment is Demand Builder, a tool that comes through a partnership with Ruffalo Noel Levitz (RNL), expanding the capacity to communicate with all prospective students. Demand Builder helps grow a collection of interested and engaged students for SOU, through targeted communication and marketing techniques. The purpose is to build a robust inquiry pool. RNL will use predictive analytics to purchase 100K names of prospects that will be sent outreach emails with a constant drip campaign, text-based options, emails, with a push to visit campus.

Responding to Trustee Rosenberg, Dr. Woolf elaborated on the ethicality of the name campaign process by saying that students have expressed they are willing to share their information by selecting the box that says “please share” when taking the placement tests. Other sources such as the National Research Center for College and University Admissions (NRCCUA) function similarly.

Mr. Olsen shared that other formats that are generated and managed by Demand Builder such as personalized brochures, social media, digital marketing. These help develop a robust inquiry pool that will flow to SOU’s system, where the administration takes over the communication process with the prospective students. Mr. Olson expanded on the process by sharing that 128 mapped communications can be sent utilizing emails, print, social media, phone calls, and texts that are personalized for each student with the right message at the right time.

The Parent & Family Portal was created to provide communication and engagement with this group in association with their student. Another option is the GoRecruit searchable alumni database. Dr. Woolf noted that Emsi, working from 20 years of SOU graduate data, triangulates this data against public records to public websites to consumer information gathering successes of our alumni that can be shared with prospective students. Mr. Olson added that this data offers the ability to create infographics that can be specifically tailored to attract new students by program. There will be four campaign launches created from the prospect names in total.

Much discussion ensued regarding anticipated outcomes, interest these strategies can generate, and the possibilities to increase both retention and admissions. Dr. Woolf said the big impact will be seen next August for the fall of 2022.

Expectations for Incoming Fall Class

Specific to COVID, Dr. Woolf stated SOU intends for all students and employees to either attest to vaccinations, file an exemption or defer until the vaccine has full authorization from the FDA. The same principles will be applied across Oregon public universities. Starting in July, communication will begin in the form of a robust marketing campaign for students to attest to a vaccine status. Random audits can be performed through Oregon Health Authority on those who attest.

Further discussion included Gov. Brown's 70-percent vaccination target, a mask policy in conjunction with a vaccines or lack thereof, how medical and non-medical exemptions will be handled, vaccinations as a criterion with the roommate matching service, and how SOU's requirements would affect in-person, remote, and hybrid employees. Dr. Walsh added that among faculty and in Academic Affairs, there will be additional conversations about what will be kept versus what will be done differently, and will be centered around summer professional development.

Future Meetings

The committee's next meeting will be on Thursday, October 21.

Adjournment

The meeting was adjourned at 2:55 p.m.

Provost's Report

Academic Divisions' WIG Summaries

Includes both EDI and Recruitment & Retention Initiatives
(as of Summer 2021)

Summary

Each division was asked to report on progress made toward the two Wildly Important Goals (WIGs) identified during the academic Division Directors retreat held in Summer 2020. With some exceptions, all divisions had identified and implemented specific initiatives to address EDI goals (either new or ongoing), and several noted that EDI was their main focus for the past academic year and that recruitment and retention would gain more prominence in AY 21-22.

Across the divisions, several common themes/initiatives were identified, as follows:

EDI initiatives or operations (includes those with two or more references):

- Curricular development or revision focusing on EDI content (6 Divisions)
- Formal professional development, training and/or conferences focusing on EDI issues (7 Divisions)
- Division-wide or Director-lead professional development and/or guided conversations focusing on EDI issues (7 Divisions)
- Creating an EDI work group or advisory committee (3 Divisions)
- Scholarship opportunities for BIPOC and other under-represented students (2 Divisions)

Recruitment/Retention initiatives or operations (includes those with two or more references):

- Scholarships to recruit into specific programs (2 Divisions)
- Provide student advising, resources, and/or outreach efforts (3 Divisions)

Notes

While only Social Sciences referred to ongoing monitoring of registration activity and outreach by SSCs and/or faculty as a retention initiative, this practice is carried out by all divisions and may not have been identified by other Directors as a “new” or specific initiative.

Items appearing in red in the following report are noted as being either inconsistent with the intent or purpose of the WIG initiative, or notable for better understanding of the division’s response, but likely inappropriate for inclusion in a report to the Board of Trustees (or elsewhere).

Format, details and level of specificity varied across the divisions. Information presented below has been reported more for content than for consistency. Each division’s submission has been added to a folder in case review or clarification is needed.

Business, Communication, and the Environment

EDI:

- 1) Southern Oregon University Sustainability Curriculum Initiative (SOUSCI): SOUSCI encourages and provides resources to faculty to modify the curriculum in their courses to focus on sustainability issues. Faculty substantially change some components of their courses' curriculum and/or pedagogy to incorporate a commitment to sustainability.

The first round included four faculty that primarily focused on environmental sustainability and have integrated sustainability into a variety of courses, including argumentation and critical thinking, operations management, food and beverage management, film theory and practice and management information systems

In the second round ten faculty focused on social aspects of sustainability. Some of the courses where EDI changes are integrated include public speaking, international financial management, marketing, land use planning, and environmental field methods, among others.

The upcoming third round will include a cohort of eight faculty and will integrate economic aspects of sustainability into courses.

Recruitment and Retention:

- 1) Promote enrollment in the Evening MBA Program - "Four Plus One" scholarship and a proposal for an "Alumni Loyalty" scholarship opportunity.

The Four Plus One scholarship will leverage and expand on existing policy that allows undergraduate students within 9 credits of graduation to take up to 12 graduate credits at the undergraduate tuition rate which allows them to continue pursuing a "fifth year" in the MBA program at the undergraduate rate.

BCE also plans to implement an Alumni Loyalty scholarship for former students who wish to enter the program and who earned an SOU undergraduate degree with an overall GPA of at least 3.0.

Education, Health and Leadership

EDI:

- 1) Targeted recruitment efforts of students from underrepresented populations.
 - Scholarships for 36 new culturally and linguistically diverse (CLD) teacher preparation candidates.
 - Hired a .25 FTE "Tribal Nations Liaison" for outreach and recruitment support for new Native American students in the teacher preparation program.
- 2) Targeted retention support of students from underrepresented populations.

- Hired a .25 FTE “Multicultural Retention Specialist” to support underrepresented students.
 - Hired two student employees to provide support for American Samoan pathway program.
- 3) Anti-Racist Education
- Piloted the “Anti-Racist Course for Educators” with K-12 and higher education faculty.
 - Reviewed curriculum in OAL and MS to ensure underrepresented perspectives are included in course content and pedagogy reflects gender equity and trauma informed practices.

Hannon Library

EDI:

- 1) Various activities related to Racial Injustice including:
- Ten individuals from the library enrolled in the Equity, Diversity, and Inclusion Moodle Course,
 - One individual from the library enrolled in the EDI Educational Series Module 2.0
 - Participation in campus and professional committees focused on EDI.
 - Participation in the Oregon Library Association Anti-Racism Committee (Melissa Anderson-Committee Member).
 - Encourage all library faculty and staff to attend at least one professional EDI webinar or program.
 - Purchase of materials focused on racial diversity.
 - Acknowledgement of diversity and inclusivity in daily activities.
 - Creation of an EDI Workgroup to focus on library efforts to promote awareness and broaden inclusivity.

Recruitment and Retention:

- 1) Various activities related to Student Success including:
(note: these items in red text don't really seem to be WIG worthy but instead more normal and usual ongoing operational in nature and therefore unlikely to be used for a BOT report)
- Provide programs and services that encourage student success and achievement.
 - Enhance access to materials for remote learning.
 - Increase remote information literacy instruction and assistance.
 - Allocate better student access to study rooms.
 - Provide programs and services that encourage student success and achievement through tutoring services.
 - Implemented a new scheduling software for appointments.
 - Enhance access to materials for remote learning.
 - Increase remote information literacy instruction and assistance.
 - Allocate better student access to study rooms.
 - Monitor Tutoring appointments and assess students tutoring sessions.

- Generate user statistics to monitor Course Reserves and scanning services.
- Generate check-out statistics for study room and monitor usage.

Science, Technology, Engineering and Mathematics

EDI:

- 1) STEM faculty or programs share at least one action they have taken in 2020-21 academic year to create a more supportive course environment.
 - Fall term activity — Division meeting on November 20 with EDI team to introduce faculty and staff to concepts of white privilege and institutional racism. Programs followed up and faculty were encouraged to look at how they could make changes in courses that would be more inclusive and supportive of students and student learning.
 - Winter term activity — Virtual screening and discussion panel the week of January 18 (and replayed week of April 19) of Picture a Scientist and challenges for Women in STEM.
 - Spring term activity — Division meeting on April 16 where programs and faculty shared efforts to create a more supportive learning environment for students in their courses and to accommodate the different challenges they faced.
 - Director shared articles to encourage further thought.

Recruitment and Retention:

- 1) STEM programs shared during Division meetings one new/improved recruitment and one new/improved retention initiative they have taken in 2020-21.
 - Fall term activity - Chairs analyzed program specific goals and reported back during Spring term.
 - Plans are in place to repeat the process in the upcoming academic year.
 - Weekly enrollment reports distributed to program chairs with comments and recommendations related to their programs' enrollment data.

Social Sciences

EDI:

- 1) Developed an advisory group of faculty and staff for EDI.
- 2) Developed a list of EDI-related resources for faculty and staff, including EAB's "Instilling Equity and Inclusion in Departmental Practices" for all chairs.
- 3) Followed several best practices for EDI recruitment for Psychology faculty search.
- 4) Collaborated with the SOU EDI team on a number of initiatives over the course of the academic year

Recruitment and Retention:

- 1) Developed an advisory group of faculty and staff for recruitment and retention
- 2) Proactive outreach: With help from IR, SSC coordinates with SS chairs to alert faculty who have students who will have holds that will come on prior to registration. This allows faculty to work proactively and increase the probability that students register on time.
- 3) Alumni Panel: in AY 20-21, SS made adjustments to its annual Alumni Panel. In lieu of one big in-person event, a monthly event was held in which students could interact with just one alumnus. These were career-focused events and continued to be very popular with existing students.
- 4) ASC/prospective student outreach: Division Director worked with Stephanie Butler and Zac Olson to create an eight-week speaker series, featuring faculty from the Social Sciences. Stephanie and her team assisted with outreach to the ASC students and though the events did not see significant interest among students, the infrastructure is now in place to continue to offer them in the upcoming academic year. Zac was excited about the possibility of offering this to prospective students, as well, and expects the response from that population would be positive. The series will be run again at some point in either Fall or Winter terms.

Oregon Center for the Arts

Significant progress was made with WIG #1 - Equity, Diversity, and Inclusion. It was determined by the OCA Director to not put extra effort into WIG # 2 – Recruitment and Retention which will be addressed in AY 21-22, particularly in its relationship to WIG #1.

EDI: Theatre response to concerns of BIPOC students

- 1) In summer 20, Theatre was presented with a letter of demands from Theatre alumni and students regarding unfavorable EDI practices in the Program from years past. This was sent to the SOU President, Provost, OCA Director, Theatre faculty and others across campus, and was an outgrowth of the national WeSeeYouWAT movement which focuses on racist and white supremacist practices in education and professional practice, and calls for radical change. Theatre faculty responded with a letter affirming their commitment to BIPOC students and to institutional change, and followed up with the creation of a Task Force, including Theatre faculty students, and alumni to hear and address student concerns, and develop a framework for corrective action. Resulting actions included:
 - formation of a Theatre Anti-Racism Committee (TARC) which worked throughout AY 20-21 to identify and address inequities in the program. TARC's year-end report documents these actions and future plans
 - formation of Anti-Racism Committees in Music and Creative Arts
 - hiring a consultant to present a 9-hour/3-evening long workshop on developing a cultural equity lens. The workshop concluded with the workshop participants pairing up into accountability teams who will conduct regular check-ins on their work. A F20 follow-up meeting will be facilitated by the same consultant to update progress made
 - development of a curricular change document for EDI in Theatre

Humanities and Culture

EDI:

- 1) Advanced Southern Credit English is focusing our professional development for ASC teachers, in collaboration with SOU faculty, on access and equity in dual-credit English classes. The ASC Equity Challenge began in earnest in 2019, with the inclusion of a teacher-strand at the annual student Cesar Chavez Leadership conference. In spring 2020 the conference was canceled due to the pandemic, but we offered a new version of it in March 2021 (the “Equity and Access” mini-conference was attended by ASC teachers, several Latinx students, and the English faculty; USEM faculty were invited.) In August 2021, as part of the SOESD’s Equity Summit, three ASC teachers and three SOU English faculty will present a collaborative half-day session “From Access to Equity: Supporting Diverse Students’ Success in Advanced High School Classes”
- 2) The Oregon Writing Project at SOU has launched a 2021-22 Holistic Teaching institute for teachers, with an explicit focus on creating equitable and inclusive learning environments in middle and high school classrooms.
- 3) Three English faculty participated in a 2020-21 Culturally Responsive Teaching (CRT) faculty group, and launched a CRT Innovation Community (with support from CATL). This group focused on making our curriculum and instruction more anti-racist and more equitable. We presented our work at the Oregon Association of Teacher Educators (ORATE) conference in February 2020, and are in the process of uploading our individual projects and resources to the CATL website to share with the SOU community.
- 4) ENG course development continues to focus intentionally on EDI and has increased collaboration with other EDI-focused programs (GSWS, Ethnic and Racial Studies minor and the new SPED minor) and the English faculty have started a “linguistic justice” initiative. The faculty regularly engages in readings and discussions about linguistic prejudice and their role as an English program in challenging and dismantling bias stemming from notions of ‘standard’ English.
- 5) Planning for future staffing: with several imminent faculty retirements, the English Program will be outlining a strategic plan for the future with an EDI lens and will prioritize hiring a person of color following the retirement of Ed Battistella (potentially a joint hire with another program).
- 6) Native American Programs are strengthening SOU’s relationships with tribal communities by advancing initiatives such as having flags from the 9 federally recognized tribes of Oregon raised in prominent positions in the Stevenson Union, advancing the Shasta and Takelma Indigenous Gardens Project (currently in the bidding process for hiring an architect), as well as the creation of a Native American Programs space utilization committee to decide how we can expand NAP with having a potential Longhouse/Cultural Center.
- 7) International Studies 250 course, required for all IS majors and minors, has incorporated a discussion of Critical Race Theory in the theoretical module, and most of the content is already rife with multiple voices and perspectives on global issues of identity and culture. IS recently changed the curriculum to require that all IS majors take IS 375: Human Rights in

the Global Age. This course is currently taught by Chance White Eyes and the curriculum deals exclusively with EDI concerns at a global level.

- 8) In order to prepare faculty to teach in the Ethnic and Racial Studies minor, Dr. Brook Colley is organizing professional learning communities. Through this work, SOU faculty can gain a deeper understanding of EDI work and incorporate this knowledge into courses for the ERS minor.
- 9) Dr. Carey Sojka has developed a Trans and Queer Training program that she offers to local entities. These trainings provide critical education opportunities to diverse constituencies: K-12 schools, Planned Parenthood and other healthcare providers, the Jackson County Library District, etc.
- 10) In F21, the Spanish program will offer its first course in Spanish for Healthcare and plans to offer a year-long sequence during the academic year and then develop a Spanish for Healthcare Certificate. There is a critical need in the Rogue Valley for healthcare workers who speak Spanish, as the local Latinx community is significantly underserved. This certificate will attract STEM students, HCA students, Spanish majors and minors, and community members working in the healthcare industry. Spanish has also added two upper division "Spanish for Heritage Speakers" courses and will begin to offer them in F11, with the goal of expanding the program to attract heritage speakers from local high schools and community colleges.
- 11) Collaboration with OSU: Due to retirements, the World Languages and Culture program reduced the number of languages offered and upper-division offerings in languages other than Spanish and will soon finalize an agreement with Oregon State University's E-campus that will allow SOU students to take online courses in languages not offered at SOU while still paying SOU tuition rates and being a fully matriculated SOU student. OSU has had to cut offerings in American Sign Language. SOU plans to offer OSU students the opportunity to take ASL courses through synchronous remote ASL courses and hopes to move forward soon with a full-time ASL hire that will allow expansion of the lower-division ASL program to include upper-division offerings and a minor and/or certificate.
- 12) Philosophy has updated their syllabi to include intentional EDI topics, and all Philosophy faculty have participated in EDI workshops.

Undergraduate Studies

EDI:

- 1) UGS is providing Professional Development opportunities and encouraging inclusive connections to curriculum in Seminar teaching and assignments to align with SOU goals and mission for both EDI and Sustainability, including:
 - Participation in W21 Southern Oregon Sustainable Curriculum Initiative.
 - Additional professional development opportunities provided, including Stanford University's Leadership for Society - Race and Power webinar series, SOU's EDI training, or other approved opportunity, with a goal of 95% of division faculty completing training.

- Dissemination and discussion of additional resources on Anti-Racist pedagogy; curriculum transformation; and “policies to increase cognitive bandwidth.”
- Added EDI as a program outcome in Improve for USEM assessment reporting to “assess measures that can be formally assessed in the future.”

Recruitment and Retention:

- 1) Student Success Pathway - UGS has developed and implemented a “success” pathway to completion for first-year students enrolled in University Seminar, aiming to measure increases in retention (maybe just “aiming to increase retention”) from term to term, including:
 - Identifying students at-risk of failure in USEM courses in each weekly UGS faculty meeting
 - Initiating USEM 100 and UGS 185 support courses for at-risk students “reboot” their likelihood of success
 - Communicating to students by Week Four and starting support courses by Week 5
 - Referring at-risk students to the Writing Center and other resources for additional intervention; identifying additional faculty support interventions
- 2) Faculty Engagement and Development - UGS faculty identified the need for additional support to enhance efficacy in the remote environment, increasing participation of adjunct and permanent faculty in department meetings, professional development and training.

Vice President's Report

Fall Enrollment Overview and Completions Update

Fall 2021 Enrollment Update

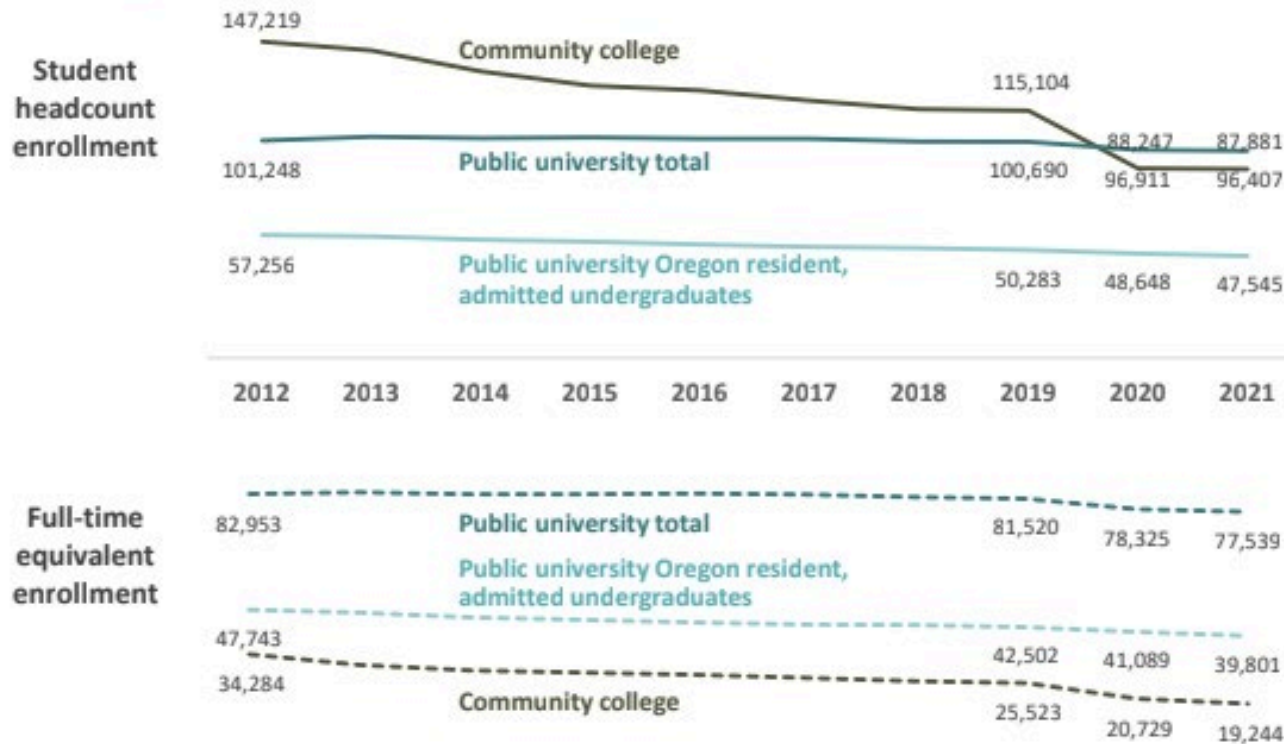
November 2021

Fall 2021 National Picture

- Fall 2021 undergraduate enrollment is down 3.2 percent from a year ago.
- Undergraduate student numbers have now fallen by 6.5 percent as a total from two years ago.
- Graduate enrollment continued to grow, reaching 2.1 percent above last fall's level, for a total growth of 5.3 percent over two years.
- Freshman enrollment continued to slip this fall. First-year student numbers declined by 3.1 percent overall and 3.9 percent among traditional-age students (18-20).
- National Student Clearinghouse Research Center

Oregon Enrollment Trend

The steep changes related to the pandemic are evident in the long-term trend



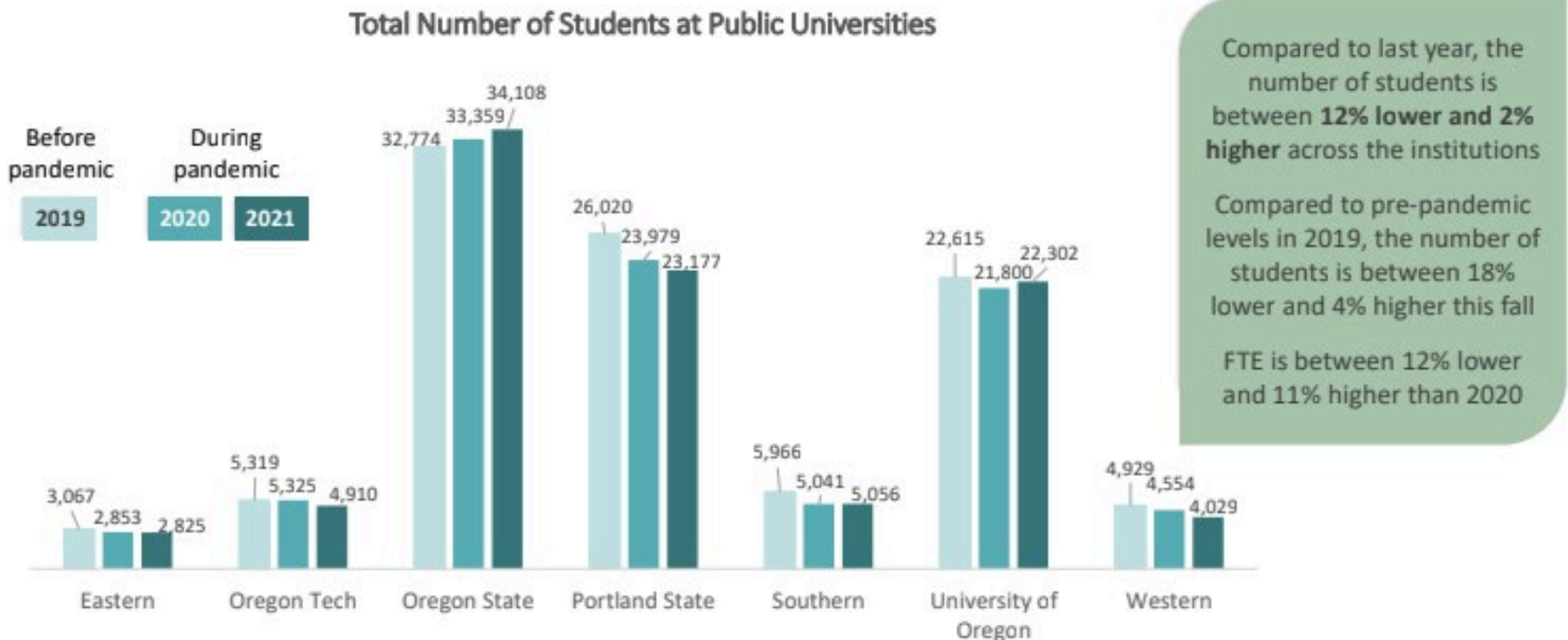
While enrollment has stabilized, it has not returned to pre-pandemic levels

Residence halls are open, and institutions are teaching students in multiple ways: in-person, online, and hybrid

Source: Fall enrollment data provided as aggregate counts by community colleges and as individual student records by public universities. Individual analyses are made by HECC staff. Notes: Students enrolling in more than one institution in fall are included in both institutions' counts. Full-time equivalent counts are defined in the colleges as the total number of clock hours in which all students enrolled divided by 510, and in the universities as credit hours divided by 15 at the undergraduate level, by 12 at the graduate level (excluding PhD), and by 9 at the PhD level.

Oregon, OPU's

Enrollment increased or stabilized at some universities and fell at others



SOU is now Oregon's largest TRU (Technical & Regional University)

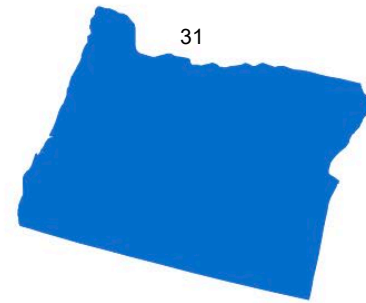
Source: Fall enrollment data provided as individual student records by public universities. Individual analyses are made by HECC staff. Notes: Students enrolling in more than one institution in fall are included in both institutions' counts. Full-time equivalent counts are defined in the universities as credit hours divided by 15 at the undergraduate level, by 12 at the graduate level (excluding PhD), and by 9 at the PhD level.

College Continuation Rank

State	College Continuation	College Continuation Rank	State	College Continuation	College Continuation Rank
Mississippi	88.1%	1	Arkansas	72.1%	27
New York	87.6%	2	Maine	71.8%	28
Connecticut	84.3%	3	New Hampshire	71.8%	29
Tennessee	83.2%	4	Minnesota	71.4%	30
District of Columbia	83.1%	5	Montana	71.4%	31
New Jersey	82.4%	6	Wisconsin	71.4%	32
Massachusetts	81.9%	7	Kansas	71.1%	33
California	79.6%	8	Colorado	70.9%	34
Delaware	79.1%	9	Oklahoma	70.8%	35
Louisiana	79.1%	10	South Dakota	70.3%	36
North Carolina	79.0%	11	Wyoming	70.1%	37
Alabama	78.7%	12	Indiana	70.0%	38
Rhode Island	78.3%	13	Vermont	69.8%	39
New Mexico	77.8%	14	Hawaii	69.4%	40
Virginia	77.7%	15	Oregon	69.0%	41
Georgia	76.4%	16	West Virginia	68.4%	42
North Dakota	76.4%	17	Missouri	68.2%	43
South Carolina	76.1%	18	Washington	67.6%	44
Michigan	76.0%	19	Texas	67.5%	45
Illinois	75.9%	20	Nebraska	65.6%	46
Florida	74.1%	21	Nevada	64.9%	47
Pennsylvania	73.2%	22	Arizona	62.7%	48
Kentucky	72.9%	23	Alaska	58.7%	49
Ohio	72.9%	24	Utah	57.9%	50
Iowa	72.6%	25	Idaho	57.5%	51

Oregon

The Competition Factor



	In-state Counts	Percentage	Rank
2021-22 High School Seniors*	41,880		30th
Institutions of Higher Education**	72		22nd
College Continuation***	28,882	69.0%	41st
Leave the State to Go to College***	5,514	13.2%	30th

	In-state Freshman***	Estimated Market Share^
Largest Institutions***		
Portland Community College	3,076	10.65%
Oregon State University	2,548	8.82%
University of Oregon	2,100	7.27%
Chemeketa Community College	1,977	6.85%
Clackamas Community College	1,478	5.12%

Remaining Students	Remaining Institutions	Students Per Institution
12,189	67	182



Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*, www.knocking.wiche.edu

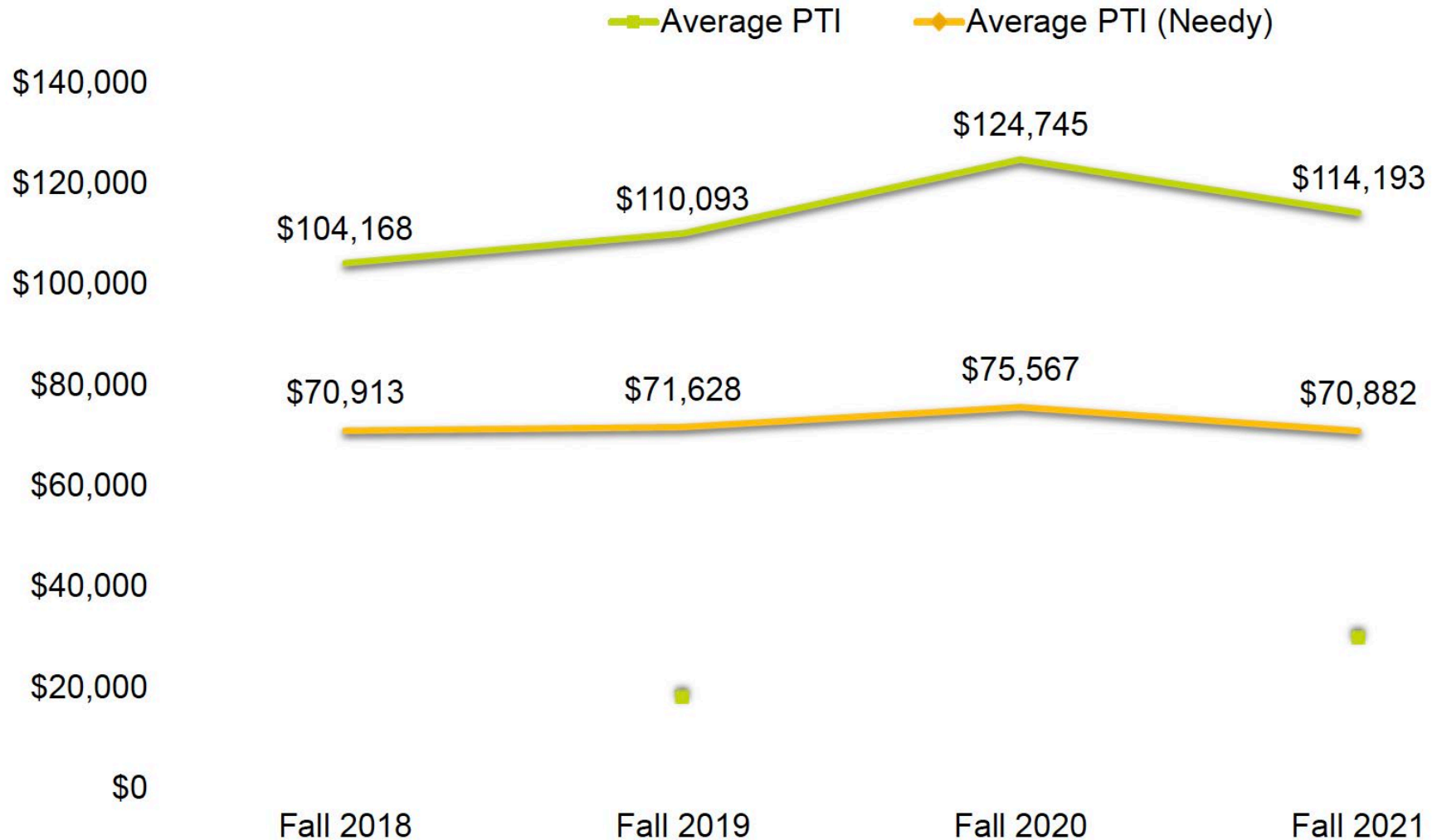
**National Center for Education Statistics, IPEDS, 2020

***National Center for Education Statistics. Freshman Migration Data for 2018-19

Parent Total Income for FAFSA Filers

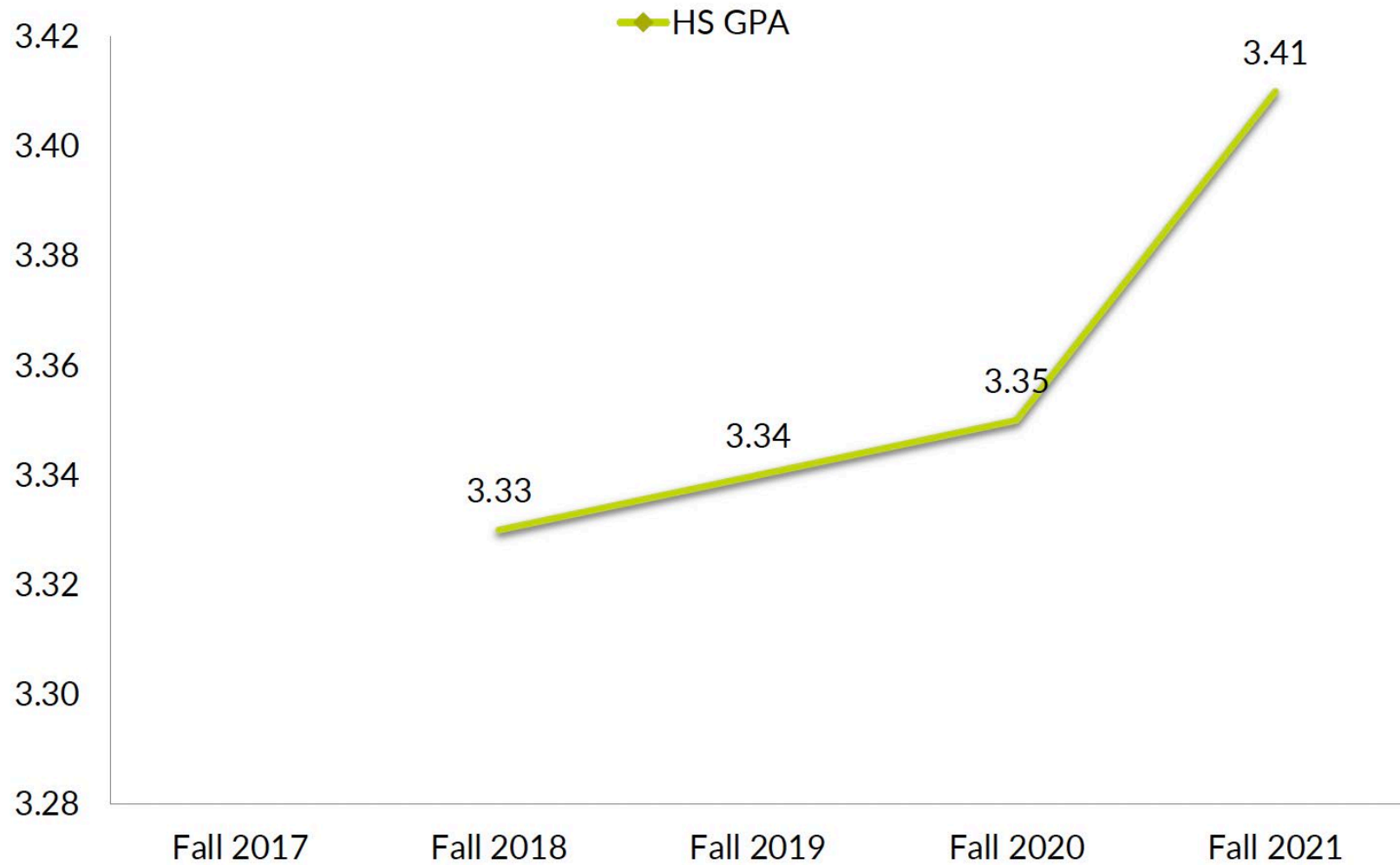
32

Total First-year Students



HSGPA Trend

33



Fall 2021: New Students

(4th week)

	Fall 2020	Fall 2021	# Change	% Change
Total New Students	1,156	1,074	-82	-7.1%
Freshmen	576	509	-67	-11.6%
Transfer	386	371	-15	-3.9%
Postbacc/Graduates	194	194	-	-

Enrolled Students (Headcount):

4th Week

	Fall 2020	Fall 2021	# Change	% Change
Continuing Students	2,610	2,419	-191	-7.3%
Returning Students	198	239	41	20.7%
Non-admitted	1,060	1,331	271	25.6%
Grand Total – Headcount	5,024	5,063	39	0.8%
Grand Total - FTE	3,505	3,324	-181	-5.2%

Enrolled Students by Residency:

4th Week

	Fall 2020	Fall 2021	# Change	% Change
Resident	3,429	3,628	199	5.8%
Non-Resident	1,595	1,435	-160	-10%
International	42	62	20	47.6%
Alaska	40	37	-3	-7.5%
California	1,049	949	-100	-9.5%
Hawaii	69	49	-20	-29.0%
Idaho	34	36	2	5.9%
Washington	159	133	-26	-16.4%
All Other	189	164	-25	-13.2%

Enrolled Students by Race/Ethnicity:

4th Week

	Fall 2020 YTD	Fall 2021 YTD	# Change	% Change
American Indian/Alaska Native	68	59	-9	-13.2%
Asian	101	106	5	5.0%
Black/African American	94	83	-11	-11.7%
Hispanic/Latino	538	532	-6	-1.1%
North African/Middle Eastern	24	29	5	20.8%
Pacific Islander	43	41	-2	-4.7%
Two or More Races	416	392	-24	-5.8%
Subtotal: Students of Color	1,284	1,242	-42	-3.3%
White	2,641	2,472	-169	-6.4%
Unknown/NR	1,057	1,287	230	21.8%

Fall 2022 Early Funnel: New Students (Undergrad)

	Fall 2022 YTD	Fall 2021 YTD	# Change	% Change
Applications	596	469	127	27.1%
Completed Applications	521	307	214	69.7%
Admissions	517	307	210	68.4%
Confirmed	40	28	12	42.9%

Data as of November 5, 2021

Strategies for Closing Achievement Gaps

Bridge Program Updates



Bridge Program Snapshot: 2021-22 Cohort

Mission Statement:

The mission of the Bridge Program at Southern Oregon University is to increase the academic achievement, persistence, and college graduation rates of under-represented, recently-graduated Oregon high school students. This first-year program includes pre-college orientation, peer-to-peer mentoring, on-campus employment opportunities, enhanced advising, and courses that support academic success, leadership, intercultural competence, and civic engagement.

What is the Bridge Program? The Bridge Program is a first-year experience that helps promising students transition to college successfully by supporting their social, emotional, and academic strengths. It is open to graduating Oregon high school students and is designed to invest in the strengths of Oregon college students, especially under-represented groups, including students of color, first-generation college students, and students from low-income families.

The Bridge Program provides the following benefits, at no cost to participating students:

- Bridge Orientation, a four-day “pre-Fall Experience” to support the college transition
- Increased financial support during the first year, including selective fee remissions
- 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
- Supportive year-long peer mentoring
- 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

Bridge has focused on helping underrepresented Oregon students to thrive in their first year of college, and the student-focused mission of this program has expanded during 2021-22 AY with the help of the Strong Start grant.

Strong Start Funding Breakdown:

Grant overview:

In the 2021 session the Oregon Legislature provided \$4.7M to develop "Strong Start" programs at each university. This investment was intended to support college success for new students whose learning had been negatively impacted in the past two years by covid. Particularly for high school graduates in 2020 and 2021, the COVID-19 had a dramatic disruption on students who were burdened by the educational, social, emotional, and mental health impacts of a worldwide pandemic, months of comprehensive distance learning, and more.

Strong Start programs are intended to reflect the specific student needs at each university but linked by the common goal of drawing students back to post-secondary education, acclimating students to university, increasing retention, and improving student success. While based on the clear success of summer or pre-academic year "bridge" programs, Strong Start programs may include activities occurring throughout the academic year. Because the Legislature funds programs biennially, funds may be spent through FY23; however, they are intended to be used in the 2021-22 academic year. We hope to achieve additional funding for Strong Start in FY23.

Eligibility Requirement

- 2020 graduate from an Oregon high school who did not attend college in 2020-21
- 2020 graduate from an Oregon high school who enrolled in an Oregon community college or university in 2020-21 and were adversely impacted by COVID-19 (reduced academic load, financial distress, poor grades, etc)
- 2021 graduate from an Oregon high school
- 2022 graduate from an Oregon high school
- Other disrupted student populations

Program Elements

- Specific program services will vary by university and needs of that institution's community.
- Programs will be for multiple lengths depending on student need, interest and university design.
- Intensive academic supports in Math and Writing
- Student success strategies and skill development that could include: Campus resources, Academic advising, Note taking skills, Time management, Financial literacy, Career exploration, and awareness.

Other Key Features

- Alignment with Student Success Act

- o Will prioritize students from under-served communities

Bridge Program Grant Expenditures by Year

Installment 1:
Federal grant for 2021/22 AY

Deadline: 9/30/22

Total: \$114, 754

Expenditures for 2021/22 AY:

Early move-in and pre-fall activities for the expanded cohort
FranklinCovey Unconscious Bias training for Bridge students, mentors, and UGS Faculty
Mentorship training materials for Spring
Bridge Scholarships (Fall, Winter, Spring)

2021/22 Scholarship Breakdown:

Fall Scholarship: Up to \$225 per student (dependant on the following criteria)

Base fall scholarship award: \$150

To receive the base scholarship, a student must:

- Be enrolled a minimum of 12 credits
- Be enrolled and actively participating in the Bridge class for Fall 2021
- Enroll in at least 1 Bridge credit for Winter 2022
- Complete two “Check-ins” with their Bridge mentor
- Complete one “Check-in” with a Bridge coordinator

Additional award for fall:

- Qualifying students working a Bridge job in Fall 2021 receive an additional \$50
- Qualifying students who have started a 2021/22 FAFSA or ORSAA receive an additional \$25

Winter Scholarship: Up to \$600 per student

To receive this scholarship, a student must:

- Be enrolled a minimum of 12 credits for Winter

- Be enrolled and actively participating in the Bridge class for Winter 2022
- Enroll in at least 1 Bridge credit for Spring 2022
- Complete one “Check-in” with a Bridge coordinator
- Have a 2.5 institutional GPA

Spring Scholarship: Amount TBD

To receive this scholarship, a student must:

- Be enrolled a minimum of 12 credits for Spring
- Have a 2.5 institutional GPA
- Complete the “mentorship track” training for the 2022/23 AY
- Lead a “Leadership” project for the Spring Bridge class

Installment 2:

State grant for 2022/23 AY

Deadline: 9/30/23

Total: \$ 385,246

Projected Expenditures for 2022/23 AY:

Extended early move-in and pre-fall activities for the expanded cohort
 Early hiring and training of expanded mentor cohort
 Additional EDI training for Bridge cohort, faculty, and mentors
 Expanded support program to combat pandemic learning loss
 Bridge Scholarships (Fall, Winter, Spring)

This funding has enabled the Bridge program to focus on identifying and supporting a larger cohort of students in the 2021/22 and 2022/23 academic year. Below is a breakdown of both the 2021/22 cohort demographics and some of the needs that the program has identified for this specific cohort of students.

Overview of 2021-22 Bridge Applications

Cohort overview:

The cohort was expanded with a goal of 100 students. The grant enabled us to offer program seats to first-year students who showed an increased need for support but might not have met traditional Bridge criteria. The expanded criteria included students who had been impacted by the pandemic through personal, financial, or learning losses. In addition, Bridge was able to offer cohort spaces to some of SOU's American Samoan students. In addition to meeting many of the traditional Bridge criteria, these students have displayed a high need for additional support.

Total Cohort accepted into 2021-22 cohort: 97

Students enrolled at SOU at the start of Fall 2021: 80, 3 students transferred shortly after the start of fall.

Students enrolled in at least one Bridge credit at the start of fall: 75

Students applied to the program: 117*

*Of the students that applied, 16 did not attend SOU, and the remaining students did not meet the program requirements for residency and credit limit

American Samoan students invited: 25

American Samoan students who applied to the program: 8 (all accepted)

Number of American Samoan Students enrolled in Bridge: 7

Recruitment

The **primary risk factors** used to determine the 2021-22 cohort included:

- ~ first generation (40% self-identified)
- ~ ethnicity/race (African American, Middle Eastern, Hispanic/Latinx, Asian American, Native American, Pacific Islander, unknown).
- ~ low-income (EFC @ \$3,500 or less);
- ~ Mental health challenges, Neuro-diversity, and Learning disabilities
- ~ Students drastically impacted by the pandemic (personal, job, or learning loss)

Secondary risk factors included:

- recent homelessness;
- foster youth;
- extraordinary health challenges;
- care of an ailing family member;
- Covid-19 losses (personal, financial, learning)
- domestic violence and/or child abuse;

Demographic Breakdown of the 2021/22 Cohort

Gender Breakdown of Cohort

Female: **48**

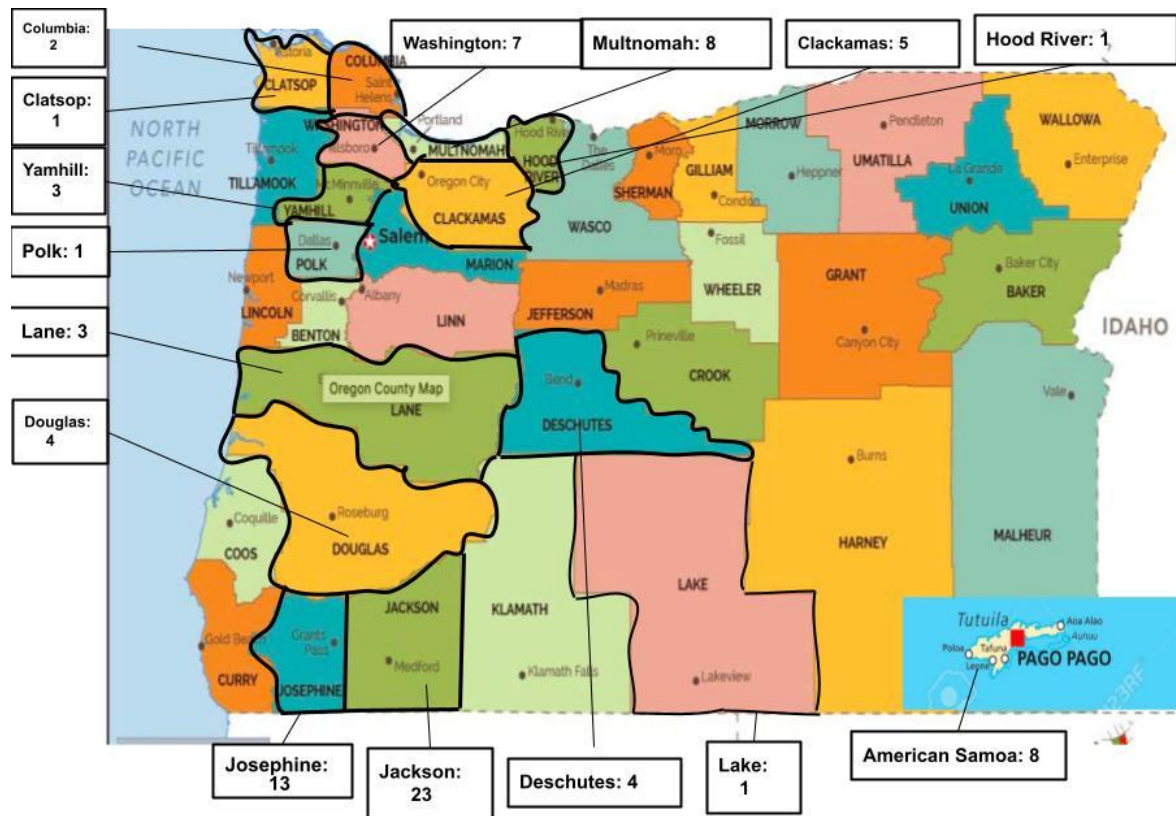
Male: **35**

Non-binary: **6**

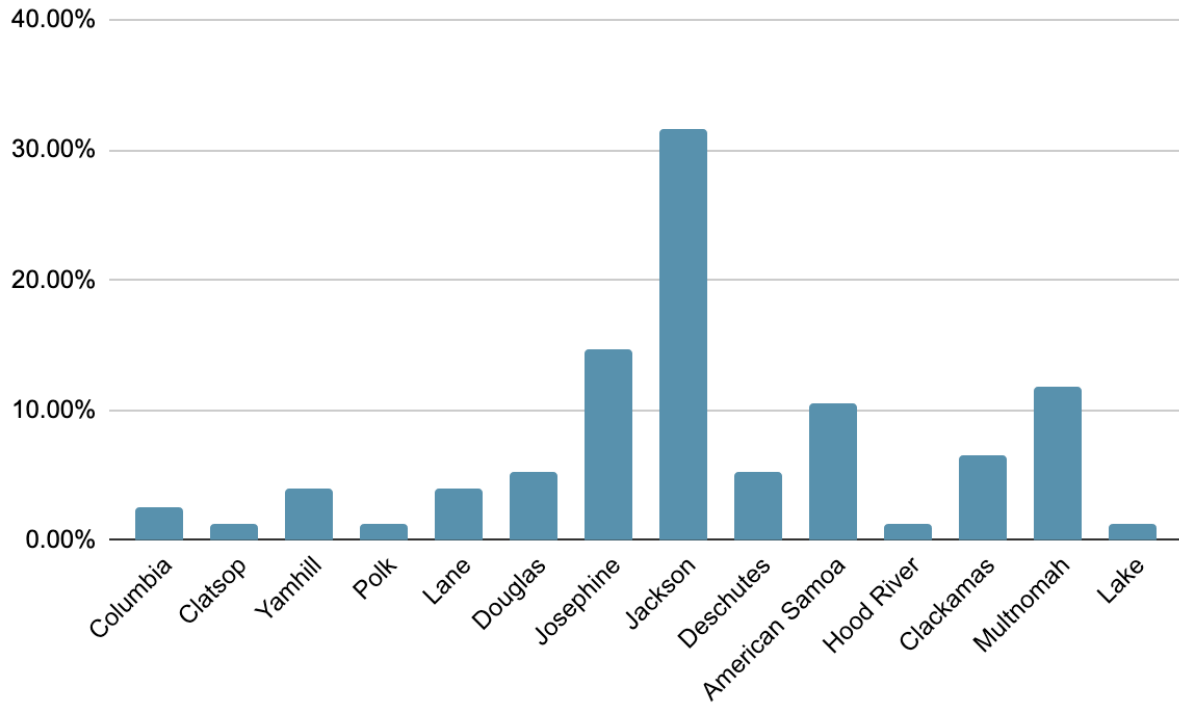
Bridge Program Cohort by County

Oregon Counties represented: 14

County Breakdown by Student Numbers:

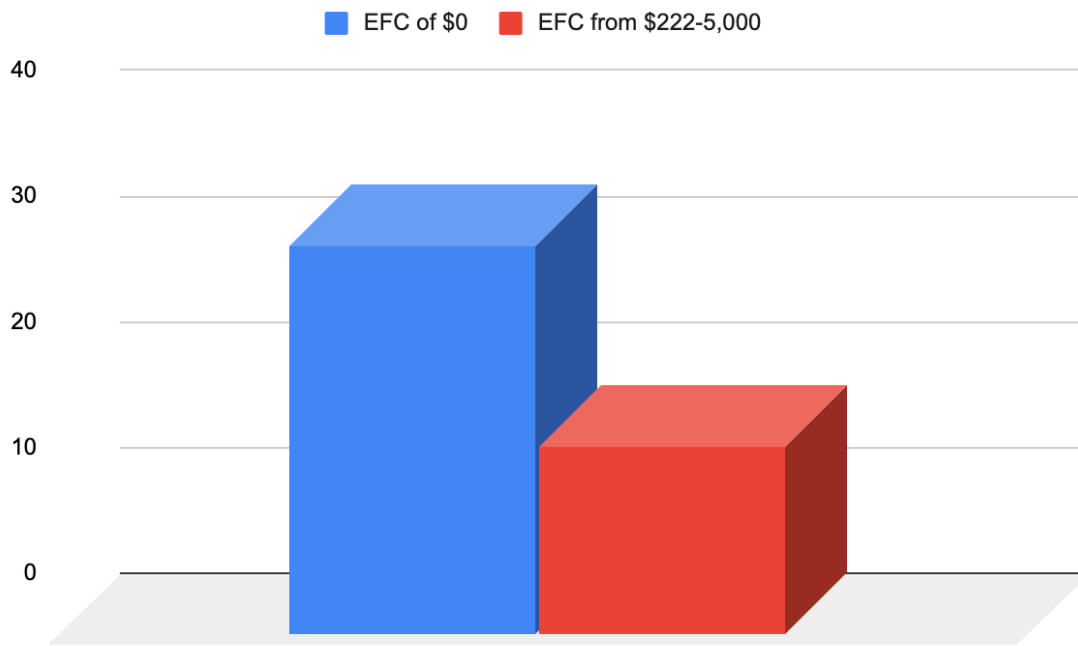


County Breakdown by Percentages:



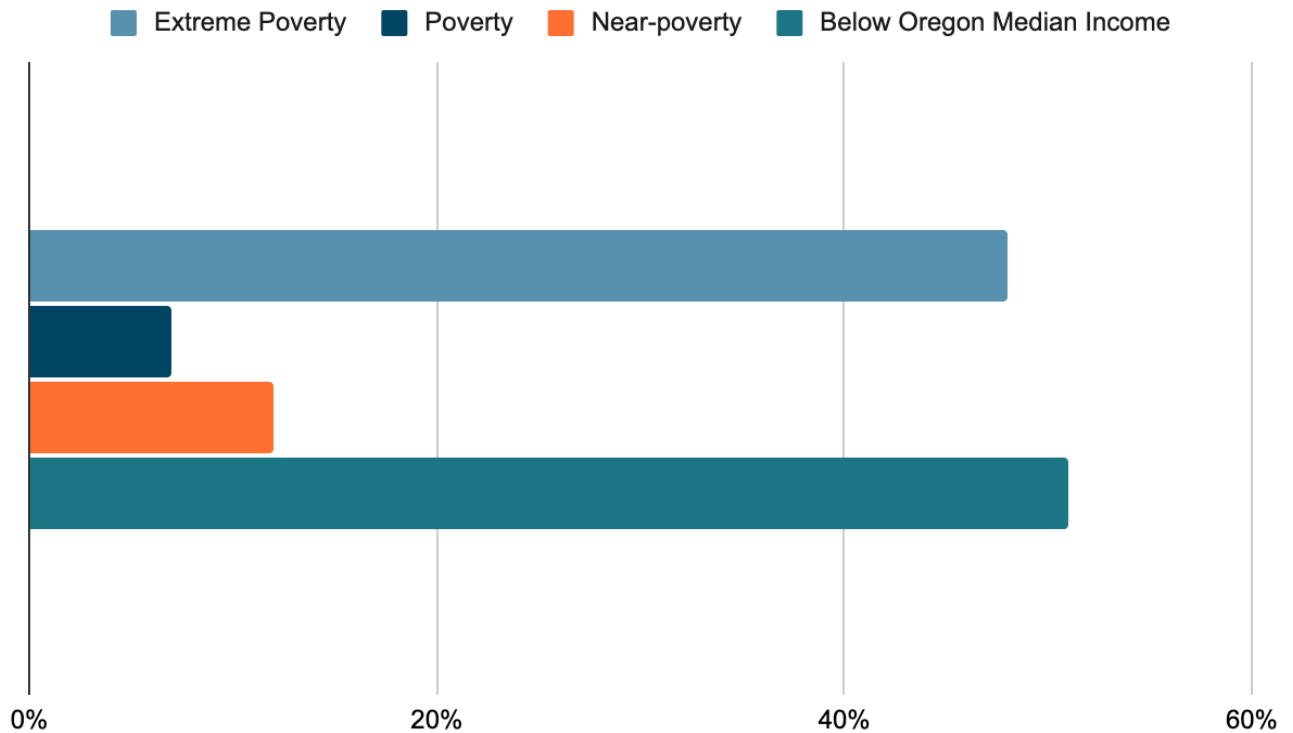
Financial Need*

Average Unmet Need: **\$6540**

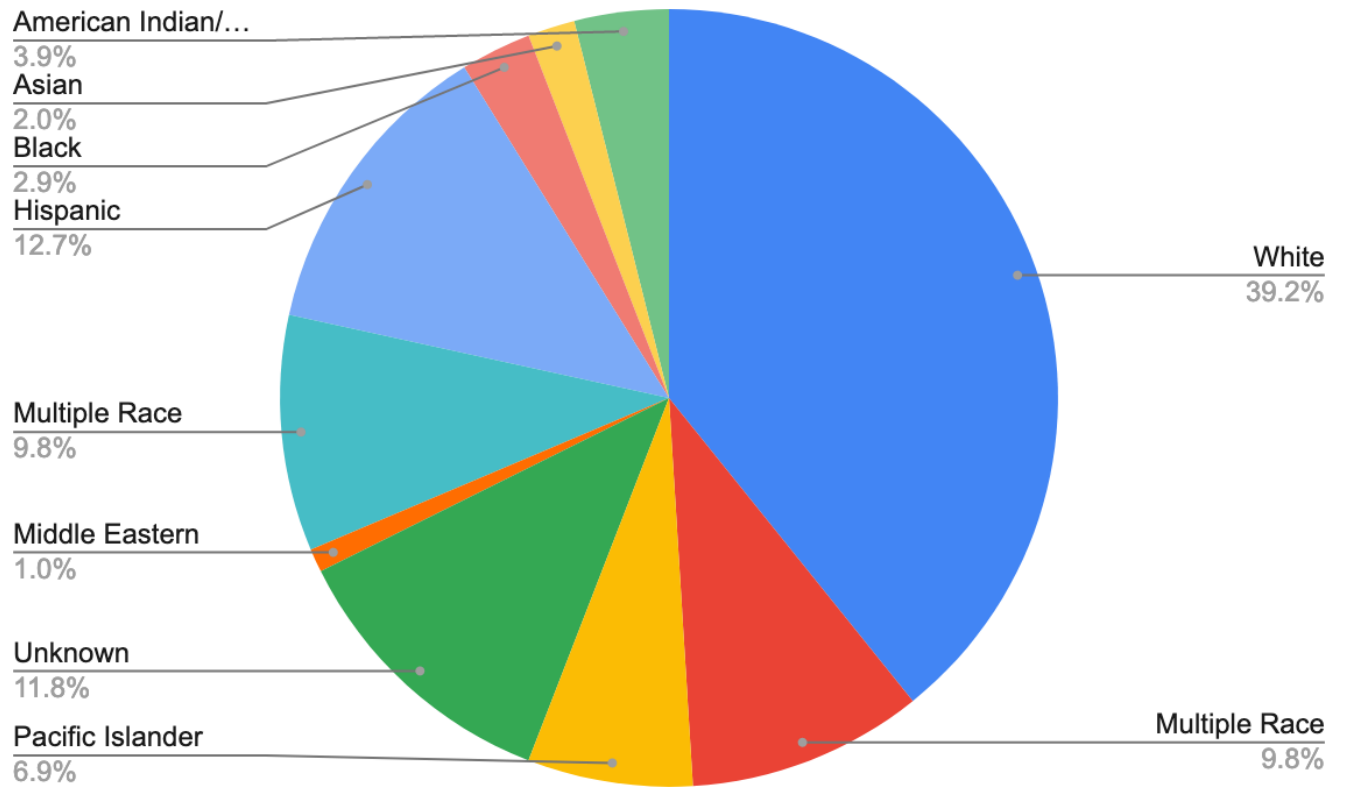


*The average income for the cohort went up substantially this year, but this is due to several factors. In part, we are seeing fewer low-income applicants in general. Furthermore, many of our applicants have experienced significant financial losses due to the pandemic, so their financial information is not an accurate representation of their financial situation. Other students are from seemingly financially stable families, but their listed income does not take into account absentee parents, astronomically high healthcare costs for long-term health troubles, and families that have cut students off from financial assistance. In short, the financial situation of our cohort is often more complex than Financial aid considers.

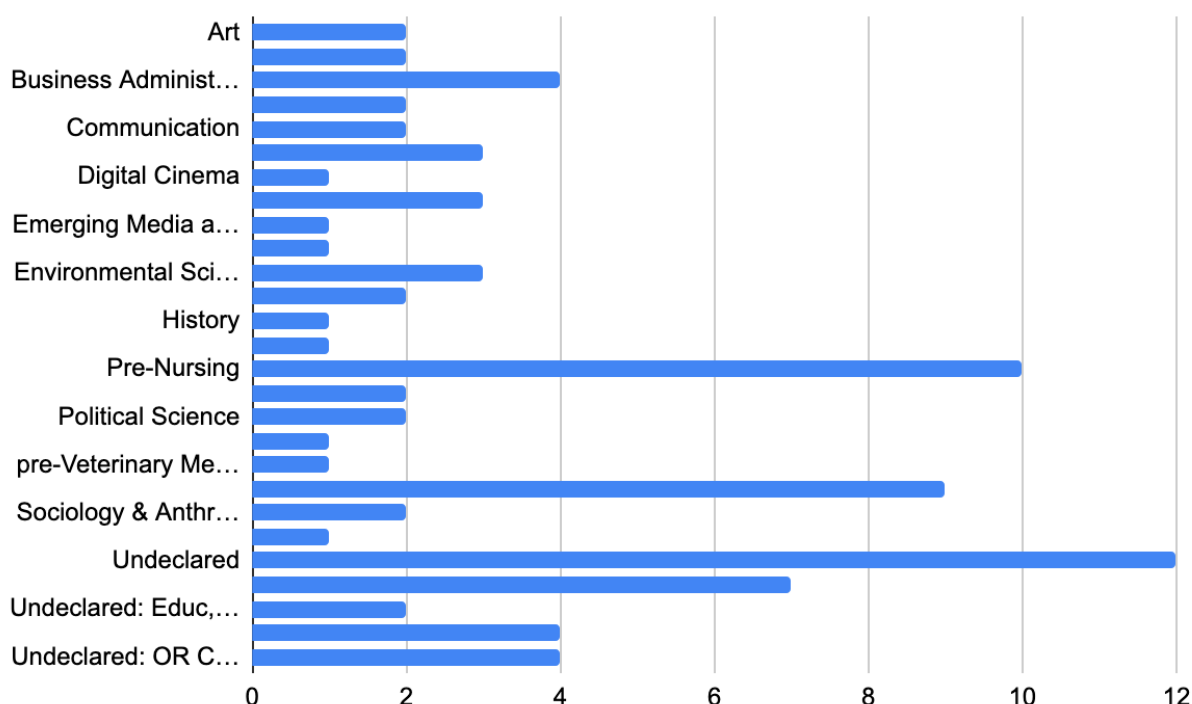
Bridge Student Family Financial Breakdown:



Poverty levels are based on 2020 U.S. Federal Poverty statistics: extreme poverty, \$13,100 or less for a family of four; poverty, \$26,200 or less for a family of four; near-poverty, \$39,300 or less for a family of four. Oregon's 2019 Median Income level, based on Oregon State data, was \$62,818 for a family of four).

Ethnic/Racial Identities:

Major and minors that our incoming Bridge students have declared:



Future professional goals of our incoming Bridge students:

High School teacher, author; museum curator; medical lab technician; epidemiologist; dentist; surgeon; fashion designer; medical examiner; legal assistant; police officer; environmental educator; musician; artist; animator; editor; ER nurse; climate change researcher; physical therapist; athletic trainer; business advisor; political advisor; Outdoor recreation guide; physician assistant; pediatrician or pediatric nurse practitioner; political activist; anesthesiologist; therapist; guidance counselor; actor; director; Politician; psychologist; dentist; computer programmer; voice actor; forensic scientist; engineer; nutritionist; forensic psychologist; bike mechanic; environmental lawyer; social worker; wildlife biologist.

Bridge Support Strategy for 2021/22 AY

Key needs for the 21/22 cohort:

40% of the cohort reported being directly impacted by the pandemic via financial, academic, personal, or social loss. The strains caused by this are potentially long-lasting, and they include:

- Emerging mental disability diagnoses, such as severe social anxiety and depression
- Significant learning loss over senior year. This includes 67% of the incoming students who had not taken their Math Placement test at the beginning of fall term due to reported feelings of underpreparation in their senior year.
- Increased time management difficulties and difficulty in the online start to term.
- Continued academic difficulties in line with the above are still reported in our second-year cohort.

Targeted support for 21/22 cohort needs:

- Integration of a mental wellness component throughout the full year of the Bridge courses.
- Extended mentor tutoring sessions and integrated study sessions in Bridge courses.
- Earlier targeted Navigate reports to identify students in crisis and regular coordinator check-in meetings with students having difficulties.
- All faculty progress reports and coordinator interventions extended to second-year students, as well as current students.

Our approach to mentorship:

Student-led mentorship is central to the Bridge program's mission. Mentors are program graduates who apply and go through a series of summer training sessions so that they can help to guide the next cohort of Bridge students. The mentors are each assigned an average of five students each. In addition to expanding the number of mentors hired, our mentors were hired earlier in the Spring of 2021 so that they could take part in extensive training with housing. In addition, the mentors also work with the Raider Welcome Team. New and continuing mentors will also be hired earlier for Spring 2022, in order to expand outreach for the 22/23 cohort.

The mentors host study sessions, TA for the Bridge classes, perform regular check-ins with their assigned students, and plan and host social events for the cohort. In addition, Master Mentors continue their professional development through leading mentor training workshops for the junior mentors throughout the year.

Total number of mentors: 16

Program Master Mentors: 6

Program mentors: 10

Stories from our Mentors:



“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.”

-Bernice, Master Mentor



“The Bridge Program was valuable to me because it helped me to feel comfortable on SOU campus and as a first year student, I struggled to fit in and confused at times with starting the school year. The program actually helped me understand and learned a lot of good advice and many resources to get help and activities to be involved with a big community on campus. I like it a lot and started off strong my Freshman year here at SOU.”

- Enrique, Bridge Mentor

Positive Pandemic Programming

Pandemic Lessons Learned

Pandemic Positives: Reducing Barriers for Student Success

- Upgraded many processes from paper to digital forms
 - Examples (Need 2)
- New standard of expectations for service delivery: phone, in person, and virtual
- Virtual experiences created high quality perspective student engagement and higher participation numbers

Pandemic Positives:

- Virtual High School / CC visits -- expand reach into rural and new territories.
- Virtual One-On-One appointments w/Admissions Counselors
- Virtual Information Sessions -- targeted at traditional, transfers, territory specific, and adult learner populations
- Virtual Application Workshops with "Admissions on the Spot"
- Raider Receptions, Preview, and SOU2You on Demand for Admitted, Confirmed, and Enrolled new students

Pandemic Positives: Employer of Choice

- Hybrid work environment
- Disaster-proven (fire and pandemic)
- Individual flexibility and attention
- High level of care and concern
- Increased bonds of loyalty and teamwork

Academic Performance Solutions

**Southern Oregon University
Board of Trustees
Academic & Student Affairs Committee
Thursday, November 18, 2021**

Presenters:

Karen Stone, AVP for Academic Resource
Management

Chris Stanek, Director of Institutional Research

Vince Smith, Director of the Division of Business,
Communication and the Environment

Academic Performance Solutions (APS)

Further opening the “Black Box” ...

- ▶ “In the moment” and prospective decisions
 - ▶ Monitoring enrollments, canceling and adding class sections
 - ▶ Proactively planning for upcoming class offerings
- ▶ Retrospective information
 - ▶ Student credit hours (SCH)
 - ▶ Fill rate
 - ▶ Course completion rates (DFWI rates)

Academic Performance Solutions (APS)

Relations to the bottom line ...


- ▶ Use of faculty as a resource
- ▶ Hiring decisions
- ▶ Timely progression to graduation and completion

Live demonstration Academic Performance Solutions (APS)

- ▶ Course Planning Optimization (CPO)
- ▶ Analytic Dashboards
- ▶ Comparator Data

Academic Performance Solutions (APS)

Moving forward ...

- ▶ Annual Program “Check-In”
 - ▶ All programs; quantitative
- ▶ Revised Academic Program Review process
 - ▶ 3-year cycle; quantitative and qualitative
- ▶ Major/minor/certificate/micro-credential development and graduate program development
 - ▶ Market research
 - ▶ APS comparative data
 - ▶ Other sources such as  burningglass®
TECHNOLOGIES

Questions?

**Proposed 2022-2023
Committee Meeting Schedule (Action)
and
Future Meetings**

SOU Board of Trustees
2022-2023 Board and Committee Meeting Schedule

MEETING	Academic and Student Affairs	Finance and Administration	Executive and Audit	Board of Trustees
DAY	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year (and as needed for curriculum approvals)	Six Times Per Year	Five Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	4:00-6:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 20, 2022	January 20, 2022	January 21, 2022	January 21, 2022
		March 17, 2022 (Budget focus)		
	April 21, 2022	April 21, 2022	April 22, 2022	April 22, 2022
		May 19, 2022 (Budget focus)		
	June 16, 2022*	June 16, 2022*	June 17, 2022*	June 17, 2022*
				Retreat September 15, 2022 4:30-7:30 p.m. September 16, 2022 All Day, Time TBD
	October 20, 2022	October 20, 2022	October 21, 2022	October 21, 2022
	January 19, 2023	January 19, 2023	January 20, 2023	January 20, 2023
	March 16, 2023	March 16, 2023	March 17, 2023	March 17, 2023
	April 20, 2023	April 20, 2023	April 21, 2023	April 21, 2023
	June 15, 2023**	June 15, 2023**	June 16, 2023**	June 16, 2023**
				Retreat September 14, 2023 4:30-7:30 p.m. September 15, 2023 All Day, Time TBD
	October 19, 2023	October 19, 2023	October 20, 2023	October 20, 2023

Adjournment