



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

January 8, 2026

TO: Board of Trustees of Southern Oregon University, 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.

There will be a Provost's Report including updates on SOU's Tuition Advisory Council, the progress of the SOU Resiliency Plan implementation, and the statewide Provost's Council. The Student Affairs Report will cover fall trends in Student Affairs support programs and a highlight of SOU's holistic advising model. The Admissions and Financial Aid Report will provide an admissions update, including a review of the admissions funnel and an update on transfer relationships. The Enrollment Management Report will include a review of enrollment and student demographic data, including fall 2025 certified data, and an update on SOU's Future-Ready Enrollment Plan.

Trustees will also discuss a student highlight item regarding the Institute of Applied Sustainability and a Core Information System Replacement (CISR) Project update. There are no action items on the agenda for this committee meeting.

The meeting will occur as follows:

Thursday, January 15, 2026

1:00 p.m. to 4:00 p.m. (or until business concludes)

SOU Ashland Campus, Hannon Library, Meese Room

1290 Ashland Street, Ashland, OR, 97520

Materials for the meeting are available at [governance.sou.edu](https://governance.sou.edu).

To view the proceedings, visit <https://sou.zoom.us/j/89342486751> at the time of the meeting.

**If ADA accommodations are required for persons with disabilities, please contact Holly Frazier at (541) 552-8055 or email [trustees@sou.edu](mailto:trustees@sou.edu). Accommodation requests should be made at least 48 hours in advance.**

**Public Comment**

The Board of Trustees welcomes public comment. Members of the public who wish to provide live public comments in person or remotely during the meeting are invited to sign up to speak at least 24 hours in advance of the meeting. Public commenters may sign up to speak or submit written comments via email to the Board of Trustees at [trustees@sou.edu](mailto:trustees@sou.edu). To sign up by phone, commenters may also contact the Office of the Board of Trustees at (541) 552-8055 and provide their name, email address, phone number, relationship to SOU, and the subject of their public comments. Written public comments also may be delivered by hand or mailed to the SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.



**Board of Trustees**  
**Academic and Student Affairs**  
**January 15, 2026**

# **Call to Order / Roll / Declaration of a Quorum**



Board of Trustees

## Academic and Student Affairs Committee Meeting

Thursday, January 15, 2026

1:00 p.m. – 4:00 p.m. (or until business concludes)

Meese Room, Hannon Library, SOU Campus

Zoom: <https://sou.zoom.us/j/89342486751>

### AGENDA

Persons wishing to provide public comments in the meeting or in writing should sign up in advance at [trustees@sou.edu](mailto:trustees@sou.edu).  
Please note: agenda times are approximate and agenda items may be taken out of order.

1:00 p.m.	<b>1</b>	<b>Call to Order/Roll/Declaration of a Quorum</b>	
	1.1	Welcome and Opening Remarks	Chair Brent Barry
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Brent Barry
1:05	1.4	Student Spotlight: Institute of Applied Sustainability	Maisie Bandel-Ramirez; Dr. Vincent Smith, SOU, Director, School of Science and Business
1:15	<b>2</b>	<b>Public Comment</b>	
	<b>3</b>	<b>Provost's Report</b>	Dr. Casey Shillam, SOU, Provost and Executive Vice President for Academic and Student Affairs
1:30	3.1	SOU Tuition Advisory Council Update	
1:40	3.2	Progress on Resiliency Plan Implementation	
1:50	3.3	Statewide Provost's Council Updates	
2:05	<b>4</b>	<b>Student Affairs Report</b>	
	4.1	Fall Trends in Student Affairs Support Programs	Dr. Carrie Vath, SOU, Assistant Vice President of Student Life and Dean of Students
2:20	4.2	Program Highlight: Holistic Advising Model	Dr. Carrie Vath
2:35		<b>BREAK</b>	

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee Meeting  
January 15, 2026**

**AGENDA (Continued)**

2:45	<b>5</b>	<b>Admissions and Financial Aid Report</b>	
	5.1	Admissions Update and Review of Admissions Funnel	Zac Olson, SOU, Assistant Vice President of Enrollment Services
	5.2	Update on Transfer Relationships	President Rick Bailey; Dr. Casey Shillam; Zac Olson
	<b>6</b>	<b>Enrollment Management Report</b>	
3:00	6.1	Enrollment and Student Demographic Data	Dr. Carrie Vath; Zac Olson
	6.1.1	Fall 2025 Certified Data	
	6.2	Future-Ready Enrollment Plan Update	Dr. Casey Shillam; Dr. Carrie Vath; Zac Olson
	<b>7</b>	<b>Information, Discussion, and Action Items</b>	
3:35	7.1	Core Information System Replacement (CISR) Project Update	Hart Wilson, SOU, CISR-Student Project Manager; Eric Wilhite, Enrollment Systems Coordinator
3:50	<b>8</b>	Future Meetings	Chair Brent Barry
3:55 p.m.		<b>Adjournment</b>	Chair Brent Barry

# **Student Spotlight: Institute of Applied Sustainability**

# Public Comment

# Provost's Report



# Academic and Student Affairs Committee

## Provost Report: January 15, 2026

Casey R. Shillam, PhD, RN, FAAN  
Executive Vice President & Provost



## SOUTHERN OREGON UNIVERSITY TUITION ADVISORY COUNCIL

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The Tuition Advisory Council (TAC) is Southern Oregon University's official advisory group charged with reviewing and recommending tuition and fee proposals each year, prior to their submission to the President and Board of Trustees (HB 4141, § 2(1))<sup>1</sup>. Established after the passing of [SB242](#) which required Universities to obtain student input in tuition and enrollment fees, the goal of the Tuition Advisory Council (TAC) is to provide a shared governance opportunity for students on campus to become familiar with university finances. Ultimately the council strives to create an environment where students, faculty and administrators can provide meaningful feedback prior to the University formally submitting proposed tuition rates to the Board of Trustees and then to the Higher Education Coordinating Commission (HECC).

Effective fall 2018, TAC will fill the formal advisory body role required by House Bill 4141, and will further be charged to carry out all relevant parts of that bill.

### ***TAC charge***

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Specifically, the President charges TAC with advising on all matters that pertain to the cost of attendance at the University, including undergraduate and graduate tuition, mandatory fees, non-mandatory fees (such as housing costs and non-instruction related course fees), and the structure of tuition (including, for example, differential tuition levels or comprehensive graduate program rates). In addition, TAC helps to promote communication and engagement about tuition with the students of the University in a manner encouraged by the shared governance philosophy respected at SOU.

### ***TAC membership***

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TAC membership consists of the required members defined in HB 4141. Additional voting members may be added upon agreement by required members of the TAC. Membership may vary slightly depending on the particular tuition and fee questions that are likely to be under consideration in any given year (HB 4141, § 2(2)(a)).

The TAC shall be comprised of:

- Provost and Vice President for Academic Affairs (Chair)
- A group of at least four students that must have the following characteristics:
  - At least two students representing the recognized student government (ASSOU)<sup>2</sup>
  - At least two students from historically underserved student populations<sup>3</sup>
- Two faculty members
- One additional administrator

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<sup>1</sup> Per HB 4141, starting in FY19, TAC will be advisory to the President who will then recommend tuition and enrollment fee rates to the Board of Trustees.

<sup>2</sup> Ideally, ASSOU provides nominations to TAC by June 15 or at the latest by September 21.

<sup>3</sup> SOU uses the HECC definition from the Student Success and Completion Model (SSCM) to "historically underserved students" as those students who come from one or more of these groups:

- Underrepresented minority students
- Low income students (Pell Grant recipient)
- Veteran students
- Rural students

Other members of the University community who may participate and advise the TAC include:

- Vice President for Finance and Administration
- AVP of Budget and Planning (or their designee)
- Vice President for Enrollment Management and Student Affairs (or designee)
- Director of Institutional Research
- Director of Financial Aid
- A representative from the classified staff
- University Registrar
- Academic Division Director

TAC is also supported by the university communications offices and provided with appropriate platforms for widespread dissemination of tuition and fee-related information.

### ***TAC timeline***

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TAC meetings normally begin in October and run until a month before the SOU Board of Trustees meets to consider tuition. Work may be interrupted for several weeks in December and January due to fall term exams and the holiday break. The first few meetings are usually dedicated to providing TAC members with critical information and training necessary for them to make informed recommendations. This information typically includes current and historical SOU budget information, projected cost increases, sensitivity analysis on tuition increases, historical and comparative tuition and fee rates, enrollment trends and enrollment planning parameters.

Starting fall 2018, training offered will also include mechanisms by which moneys are appropriated by the Legislative Assembly to the Higher Education Coordinating Commission (HECC) for allocation to public universities; and training on historical data regarding the relationship between the amount of resident tuition and mandatory enrollment fees charged by the SOU and the amount of state appropriations that the HECC allocates to the SOU (HB 4141, § 2(3)).

Beginning in January of each year, TAC meets regularly in order to review and discuss specific tuition and fee proposals. The meeting schedule, as well as anticipated agenda topics, are posted on the University's tuition advisory council website ([TAC website](#)). This website also provides information regarding the SOU budget, tuition, and the documents reviewed in TAC meetings (HB 4141, § 2(7)). TAC meetings are open meetings and non-advisory group members are welcome to engage in the discussion, as appropriate. High-level notes (e.g., record of topics discussed, direction given to groups) are posted on the website following each meeting.

In January, TAC (often in collaboration with the student government) organizes a public student forum to share information related to the University's budget situation and to solicit feedback and ideas from students. This forum is important as it provides input into the tuition-setting process, per SOU policy, before TAC develops its final recommendations. The President generally hosts a second forum for students after TAC has developed its recommendations in order to receive additional feedback.

### ***TAC recommendations***

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TAC is not a decision-making body, but rather an advisory group to the President. For this reason, the group does not operate through formal voting. Instead, the group uses a variety of processes, including open dialogue and straw polls, to discuss and analyze issues. TAC strives to come to consensus on recommendations where possible. In situations where TAC cannot come to consensus on a particular recommendation, care is taken to provide all opinions and feedback to the President. This is done via a written memo that is drafted by the council chair or their designee(s) and circulated to the entire advisory group for review and editing before it is submitted to the President (HB 4141, § 2(6)(b)).

The goals of that memo are:

1. To provide the President with recommendations related to proposed tuition and fee increases, and
2. If there is not consensus on particular issues, to make sure that the President is provided the full range of opinions and concerns raised by members of the advisory group.

Members of TAC may also attach a minority opinion memo to the final TAC recommendation memo. TAC generally needs to provide recommendations to the President 3-4 weeks in advance of the date upon which the Board plans to consider tuition.

In the event that the TAC intends to recommend that tuition and mandatory enrollment fees be increased by more than five percent, the TAC will document its consideration of the impact of its recommendation on SOU's mission and its students, with particular emphasis on the impact to historically underserved students. In addition, the TAC shall document its consideration of alternative scenarios that involve smaller increases to tuition and mandatory enrollment fees.

As noted above, once TAC submits its recommendations to the President, the President typically holds a second forum to discuss the proposal with students. After this forum, the President will post information online regarding the tuition rate increases that they intend to submit to the SOU Board of Trustees. Per SOU Policy, the President also establishes a process to collect feedback from students, faculty, and staff on the proposed increases.



# Tuition Advisory Council\*

Goal to complete the work of TAC on Saturday, 1/31/2026

- Currently recruiting students
- Complete training, decision, and memo to President Bailey

Assess the structure, process, and outcomes

- Follow best practices of continuous quality improvement
- Goal to complete the recommendation and present to Board earlier in Spring

*\*See attached TAC Charter for full description of the charge of the Council*



# Updates on Resiliency Plan Implementation

Teachout plans all completed for sunsetting majors

Program amendments:

- Applied Economics
- Applied Mathematics
- Creative Writing

Curriculum updates

Academic Visioning



# Academic Visioning

Multiple in-person faculty sessions to engage in Academic Visioning workshops

Multiple in-person student sessions to add to data

Determine the unique contributions of SOU as a regional public university

Brand "Re-Fresh"

Build out marketing strategy



# Resiliency Plan Implementation

## Resiliency Plan Implementation

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Dialogue – what  
questions do you have?





# Leadership Searches Underway

## Hannon Library Dean

- Chaired by Interim Dean Walcher
- Posted position

## School of Business Dean

- Interim Dean Walcher has agreed to serve this year and postpone the search to next academic year

## Director of Accreditation and Institutional Research

- Zoom interviews completed
- In-person candidates visiting campus Jan-Feb



# Statewide Provost's Council

## Statewide Chief Academic Officer Meeting

Working on building out our shared values and goals

Support the need for Oregon as a state to become more business-friendly in its structures and processes.

Oregon continues to experience a significant urban–rural divide, which shapes policy priorities, funding conversations, and advocacy strategies.

HECC funding formula differences between OPUs & CCs \*

Transfer Council Efforts: shared Gen Ed model; MTMs & accommodations

*\*See attached HECC Presentation*

## Oregon Higher Education Funding Distribution Models

	Community Colleges	Public Universities
<b>General Design</b>	Enrollment driven based on full-time equivalent enrollment	Outcomes based approach in which student outcomes are funded
<b>Students Funded</b>	OR, ID, WA, NV, and CA residents taking courses in Oregon are included; hobby courses not funded	Only resident students are included (with non-resident doctoral)
<b>Components</b>	Categorical funding (set asides for specific activities or equity and a strategic fund*), base payment, and enrollment-based funding	Mission funding (access, research, public service, base payment), activities-based funding (credits earned), and outcomes-based funding (degrees earned)
<b>Managing volatility</b>	Three-year average of data; growth management component included to prevent erosion of funding/FTE	Three-year average of data; ad hoc stop-loss/stop-gain included during transition
<b>Differential funding</b>	FTEs are all funded the same; no difference for cost of instruction or type of instruction (i.e. GED, workforce, academic, etc.)	Cost of instruction by level of instruction and academic program is recognized
<b>Equity Mechanisms</b>  (Defined as either equalized funding per FTE or an incentive based on student characteristics)	Institutional and student equity; funding is equalized across state and local property taxes for institutional funding equity; student support and student success funding are included as set asides for priority populations: racial/ethnic groups, low-income, adults, CTE students	Student equity: A specific incentive built into the outcomes-based funding component; incentive is 50% for one category; categories include racial/ethnic groups, low-income, rural and military veteran
<b>Current Funding per Student FTE (FY2024):</b>		
<b>Formula funding</b>	<b>\$9,676 (CCSF)</b> <i>Total public resources (TPR) which includes state funding and local property tax funding.</i>	<b>\$9,121 (PUSF)</b> <i>State general fund appropriation only.</i>
<b>Total funding</b>	<b>\$10,269</b> <i>(TPR + set asides + skills centers + first generation student grants)</i>	<b>\$12,492</b> <i>(PUSF + state programs + SWPS + sports lottery)</i>

\*Set by HECC, currently 1.0% of the total CCSF which includes funding for statewide initiatives and new requirements.

# Oregon's Funding Distribution Models

Chief Academic Officers & Provosts Meeting  
December 2025

Jim Pinkard, Office of Postsecondary Finance & Capital

# Overview

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Oregon's Higher Education Goals

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Public University Model

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Community College Model

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## ***Objective***

*In this presentation,  
we discuss how the  
funding distribution  
models work with a  
comparison.*

# Oregon's Higher Education Goals

## High School to Postsecondary

40% of young adult Oregonians will complete a four-year degree or more, 40% will complete a two-year degree or short-term career certificate, and the remaining 20% will earn a high school diploma or equivalent.

**40%**

4-year degree  
or more

**40%**

2-year degree  
or short-term  
career certificate

**20%**

High school  
diploma or  
equivalent



More on educational attainment goals and progress toward them [on our website here.](#)

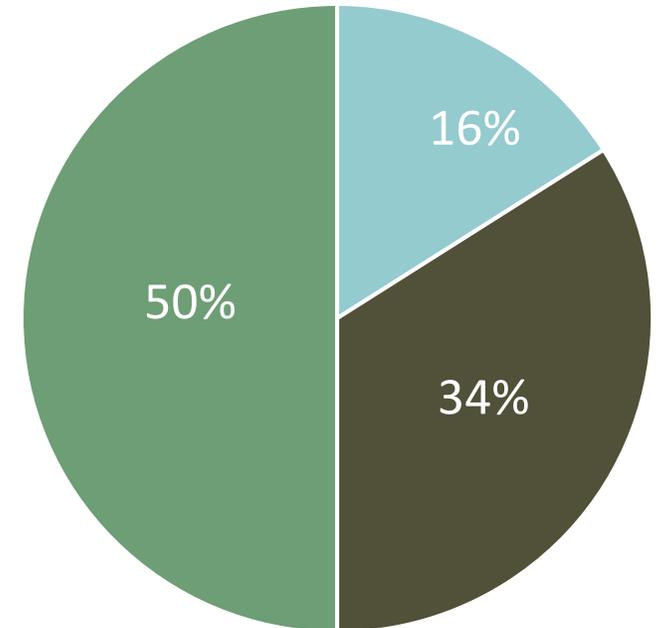
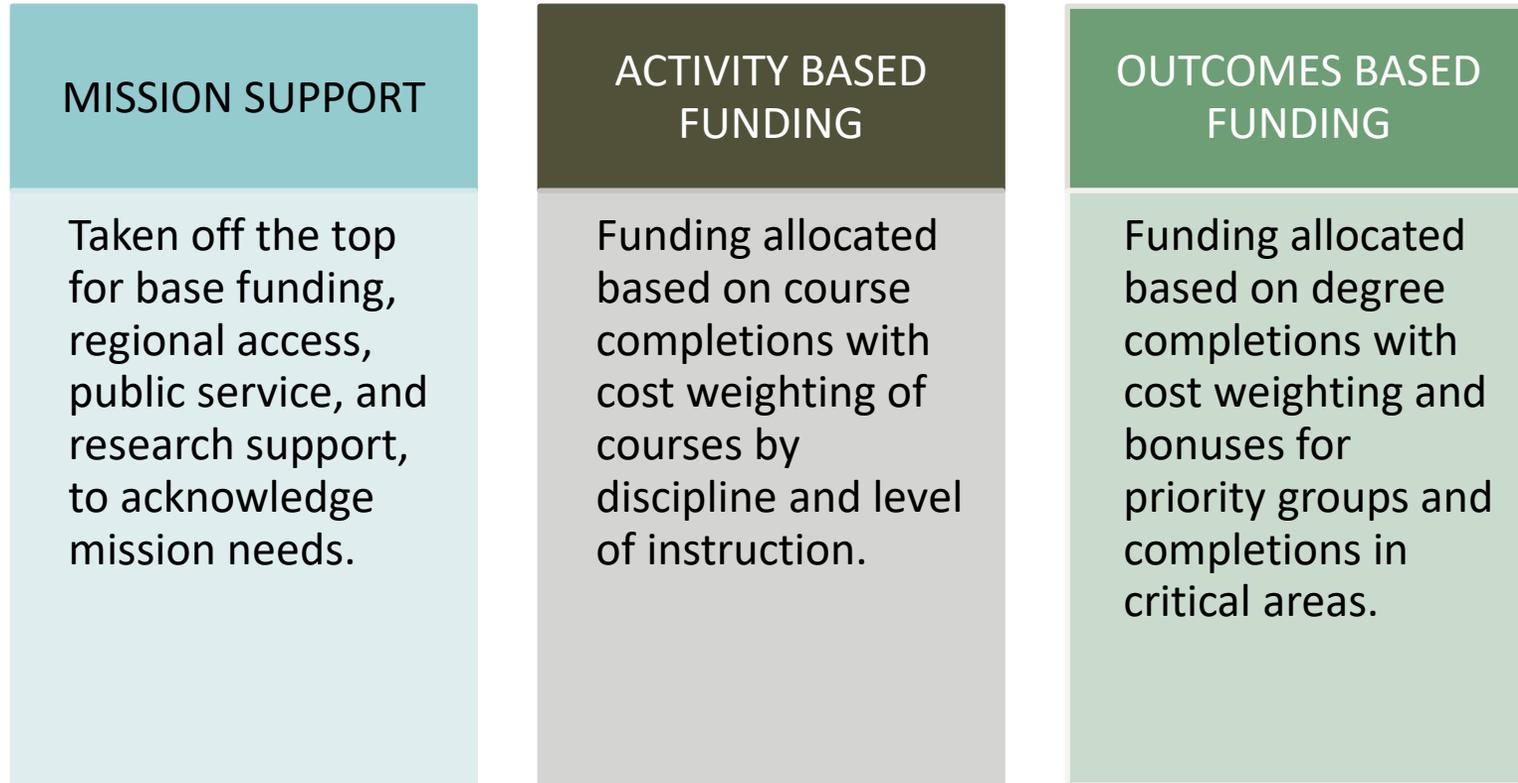
## Adult Attainment

300,000 adult Oregonians will earn a new degree, certificate, or other credential of value.

Oregon will reduce attainment gaps by half for underserved people of color, low-income learners, and rural learners.



# Public University Funding



- Mission Support
- Activity Based
- Outcomes Based

Principles of the formula are:

- Promote resident student success
- Support public service and regional missions
- Provide funding stability

# Goal Aligned Incentives

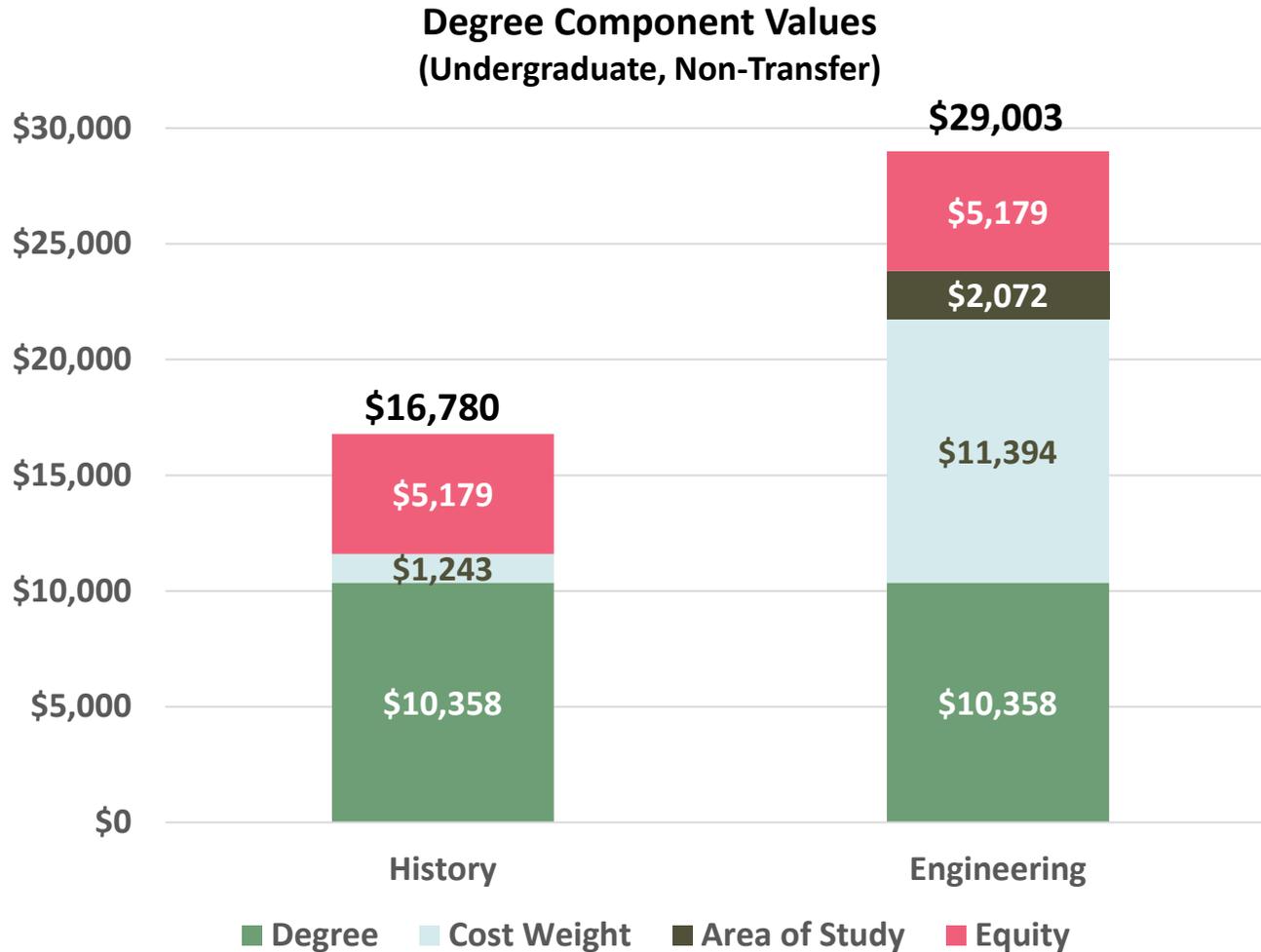
## Area of Study Bonus

- A 20% bonus is applied for degrees earned in high-demand, high-reward fields including STEM and healthcare.
- A 150% bonus is applied for degrees earned in bilingual education.

## Priority Population Bonus

- A sequential bonus (50% – 60%) is applied for degrees earned by low-income, rural, veteran, or underrepresented students.
- The bonus is based on the number of populations in which a student identifies.

# What's a degree worth?



## A focus on Equity (FY 2024)

- \$38.0 million for equity
- 7,085 average graduates
- Avg incentive of \$5,353

# Distributions by University

<i>FY2024</i>	Total Funding	Funded FTE	Funding per FTE
EOU	23,230,779	1,574.0	14,759
OIT	34,256,343	2,531.4	13,532
OSU	159,156,115	18,482.3	8,611
PSU	119,822,965	12,380.5	9,678
SOU	27,495,219	2,394.6	11,482
UO	92,420,796	13,238.5	6,981
WOU	33,070,673	3,061.4	10,803
<b>Total</b>	<b>\$489,452,890</b>	<b>53,662.7</b>	<b>\$9,121</b>

- Only residents and non-resident doctoral students are funded.
- Regional support funding is provided to the TRUs through mission support. This includes OSU-Cascades.
- On average, the TRUs receive \$12,347 per FTE, or 47% more than OSU, PSU, and UO with an average of \$8,422 per FTE.

# Rewarding Improvement

<i>From FY2015 to FY2024</i>	<b>Annual Change in Funding</b>	<b>Annual Change in Enrollment</b>
EOU	4.1%	(2.4%)
OIT	6.1%	1.5%
OSU	6.5%	0.3%
<i>PSU</i>	<i>7.8%</i>	<i>(3.3%)</i>
SOU	5.7%	(2.0%)
UO	6.5%	0%
<i>WOU</i>	<i>7.7%</i>	<i>(2.2%)</i>
<b>Total</b>	<b>6.7%</b>	<b>(1.0%)</b>

- Due to the incentives, universities receive more funding over time by increasing the number of completions in total and for priority populations/critical areas.
- Two of the universities with the largest declines in enrollment received the largest increases in funding over the past decade.

*The model rewards improvement in goal aligned behavior over time.*

# Community College Funding Distribution Model

**CATEGORICAL FUNDING**

Taken off the top to support contracts out of district, corrections education, distance learning, strategic fund, student support, and student success.

**BASE FUNDING**

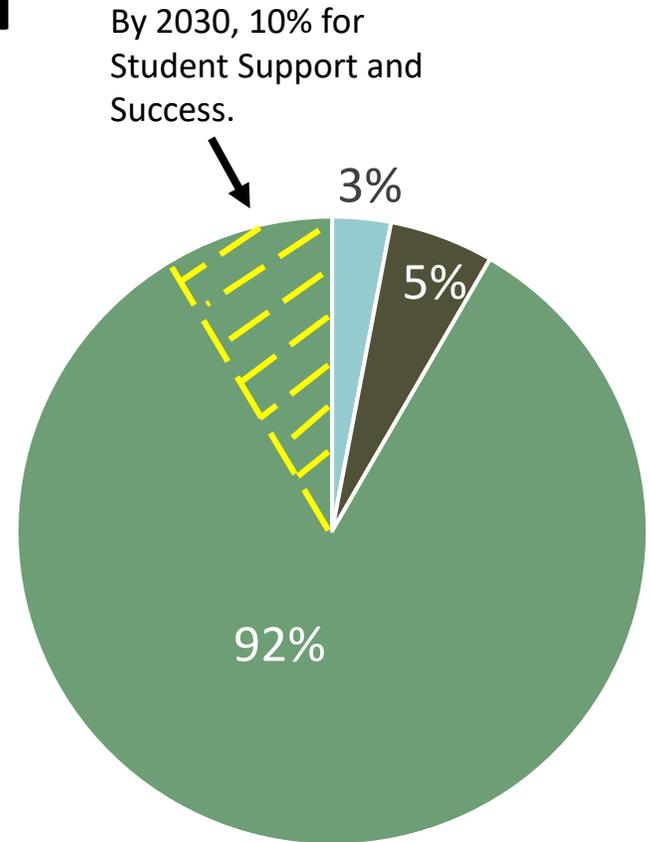
Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.

**ENROLLMENT FUNDING**

Considers Total Public Resources to ensure equality, three-year weighted average to ensure stability, and growth management to prevent erosion of funding to provide predictability.

Principles of the formula are:

- Access and quality, meaning adequate funding per student.
- Equality meaning equalization of funding between state and local.
- Stability by using a base payment and three-year average.



- Categorical Funding
- Base Funding
- Enrollment Funding

# What are Reimbursable FTE?

## REIMBURSABLE FTE



### Reimbursable Students

- Residents of Oregon, Idaho, Washington, Nevada and California taking courses in the State of Oregon
- High school students attending community college in the State of Oregon

### Reimbursable Courses

- Career-technical education (CTE)
- Lower-division collegiate (LDC)
- Postsecondary remedial (PSR) – developmental ed
- Adult basic skills (ABS)
- Adult high school diploma (AHSD)
- Health/safety/workforce development

## NON-REIMBURSABLE FTE



### Non-reimbursable Students

- International Students
- Students outside Oregon and border states

### Non-reimbursable Courses

- Classes provided at a location outside the State of Oregon
- Non-qualified classes defined in statute
- Hobby and recreation classes

**1 FTE = 510 Clock Hours**  
(510 = 34 weeks in three terms X 15 hours/week)

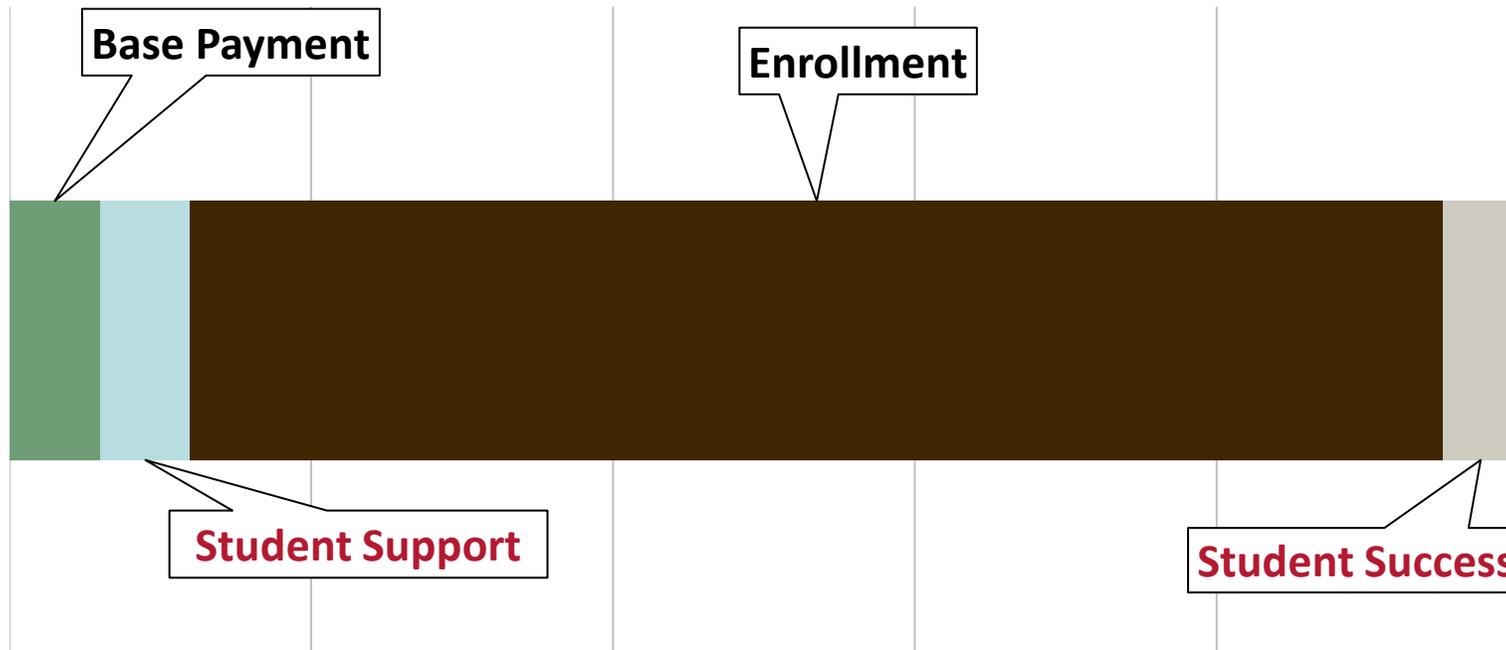
# Funding per FTE by College Type

Smaller colleges benefit because:

- All funded FTE are the same value.
- All colleges receive the same funding per FTE independent of local taxing effort.
- The base payment is adjusted so small colleges receive ~12% more per FTE.

<i>FY2024</i>	Portland (Large, Urban)	Treasure Valley (Small, low tax)	Blue Mountain (Small, high tax)
Funded FTE	18,143	1,240	1,179
Property Tax Revenue	47,350,830	3,262,781	8,468,411
State Funding	128,195,158	8,739,890	2,934,810
<b>Funding per FTE</b>	<b>\$9,676</b>	<b>\$9,676</b>	<b>\$9,676</b>
% State Funding	73%	73%	26%
Base Payment	1,151,106	1,471,574	1,471,574
<b>Funding per FTE (with base payment)</b>	<b>\$9,739</b>	<b>\$10,866</b>	<b>\$10,920</b>

# Adding Student Centered Funding



- Alignment with State goals and Equity Lens
- Support for the missions of the colleges
- Building on existing strengths

Both components will focus on populations who face the highest barriers to success: low-income, adults, CTE/Workforce Training, and underrepresented students.

## Student Support

- Three-year, weighted average of headcount
- Addl weighting for those in multiple groups (20%, 30%, 40%)
- Priority populations:
  - Low-income (Pell recipient)
  - Adults (Age 25+)
  - Underrepresented (race/ethnicity)
  - CTE/Workforce Training (course based)

## Student Success

- Includes progression and completion using three-year, weighted average:
  - Earned 15+ hours
  - Earned 30+ hours
  - Non-credit thresholds
  - Completed college-level Math, English, or Writing course
  - All credential completions
- Additional weight of 50% for completions in priority populations

HIGHER  
EDUCATION  
COORDINATING  
COMMISSION

The Oregon State Seal is partially visible behind the text. It features a circular design with the word "OREGON" at the top and "1859" at the bottom. The central emblem depicts a landscape with a rising sun, a plow, and a sheaf of wheat, symbolizing the state's agricultural and educational heritage.

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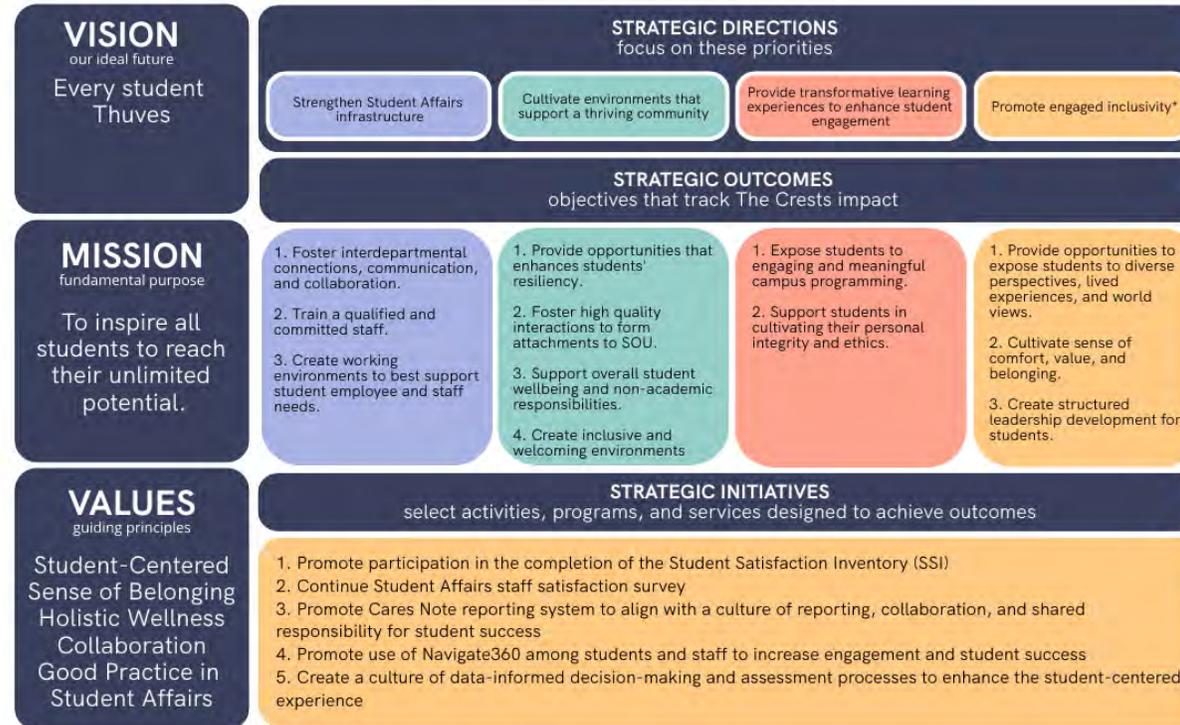
3225 25th Street SE, Salem, OR 97302  
[www.oregon.gov/HigherEd](http://www.oregon.gov/HigherEd)

# Student Affairs Report

# Student Affairs Highlights

## Student Affairs Strategic Plan

as of July 1, 2025



\*Engaged inclusivity = "transforms the dialogue on inclusion from general acceptance and tolerance of differences to active institutional transformation based on the belief that the richness of our culture is because of our diversity and a recognition of our common humanity." (From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education, by Tia Brown McNair, 2020)

Dr. Carrie Vath  
January 15, 2026

# Pride Points

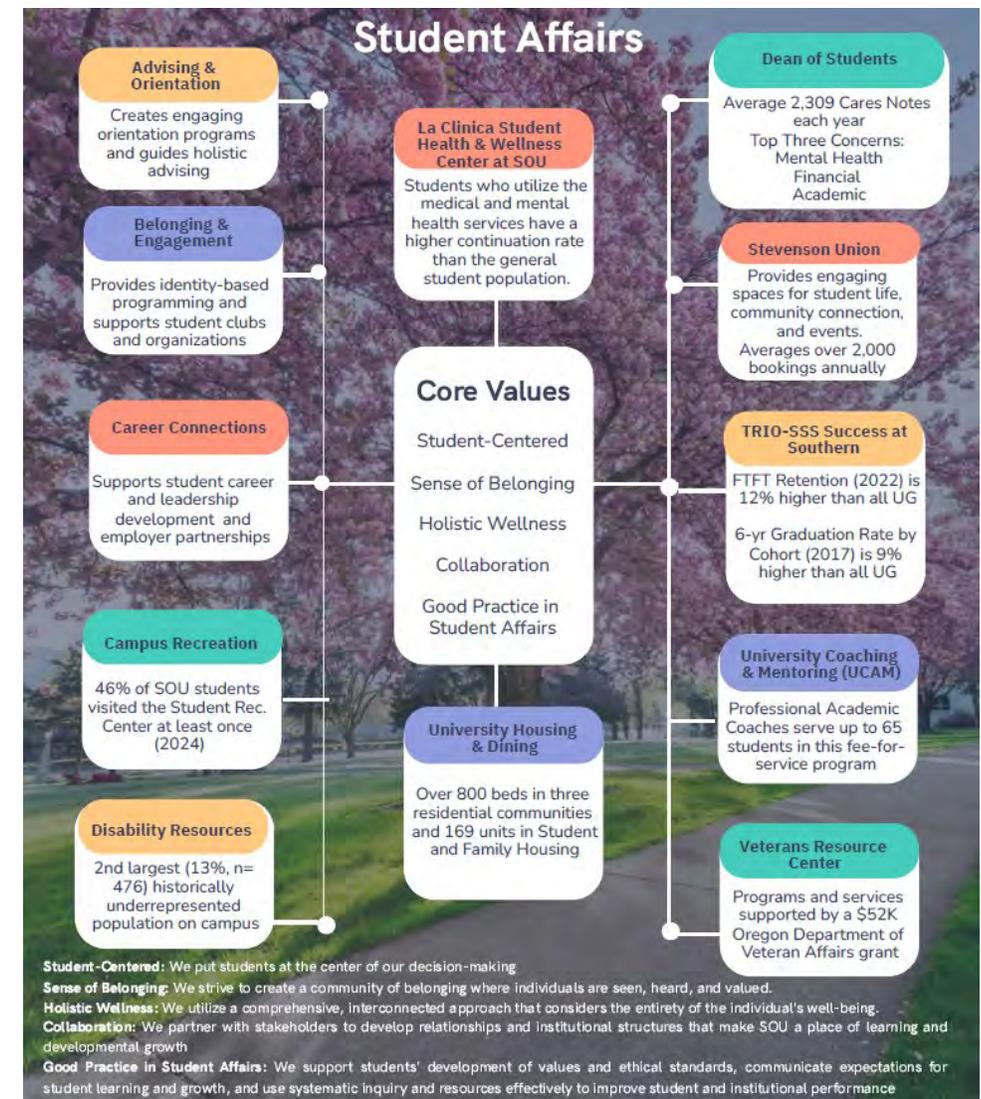
- Clubs & Organizations: 52 active clubs, 2,048 total club memberships, 257 Fall 2025 club-hosted events (excludes ASSOU and EPIC; includes club meetings)
- Career Connections:
  - October 2025 Career Fair: 50 employers, 235 students attended
  - First Destination Survey: 52% response rate so far (Last year we were at 56% at this same time)
  - 92 Individual Appointments in Fall 2025, 16 classrooms reaching 256 students
  - Career Launch: 262 Experiences in the Platform (219 students)
- Disability Resources: 535 students registered (17.5% of the student population, 16% is UG only) and Mental Health disproportionately remains the disability most identified as substantially limiting at 28%, followed by ADHD at 25%
- University Coaching & Academic Mentoring (UCAM): Average Fall term GPA = 3.40 and 45% made Honor Roll
  - 6 students have received a Lang Scholarship (90% of the cost of the UCAM Program) out of 55 in the program
- Dean of Students Office (Fall 2025)
  - Cares Cases: 277 Cases created representing 253 individuals (72% open rate for Outreach Letters)
  - Conduct Cases: 28 cases (32% academic misconduct)
  - First Gen. Celebration had over 50 students attend, 3 Tasting events with 120 participants
  - Food Pantry: 1,357 visits by 386 unique students (16% increase from Fall 2024 visits & 5% increase in unique students)
- TRiO: 96% of students in the program are in good academic standing; 57% made the President's or Provost's List
- La Clinica SHWC: 945 Visits by 451 unique students, (67% Medical, 33% Mental Health) This is a 39% increase from last year, an increase related to mental health visits

# Strategic Realignment: Campus Recreation Joins Student Affairs

- **Stronger Retention & Academic Outcomes:** Participation in collegiate recreation is directly linked to higher grade point averages and increased student retention rates, directly supporting Student Affairs' core mission.
- **Integrated Student Support Ecosystem:** Aligning Campus Rec alongside professional advising, disability resources, and student health creates a holistic "culture of wellness" that supports the whole student.
- **High Student Engagement & Reach:** Nearly half of the student body (46%; 1,557 students) uses the Rec Center, making it a central hub for community and connection.
- **Professional & Leadership Development:** Campus Rec employs 50–60 students, building transferable leadership, communication, and teamwork skills.
- **Inclusive Programming for Diverse Populations:** By offering identity-based programming—such as LGBTQ+ gaming nights and "Women and Queer" community climbs—Campus Rec serves as a vital tool for Student Affairs to engage and support underrepresented student populations.
- **Mission-Driven Alignment:** Enhancing the educational experience through inclusive services aligns more naturally with Student Affairs than competitive athletics.



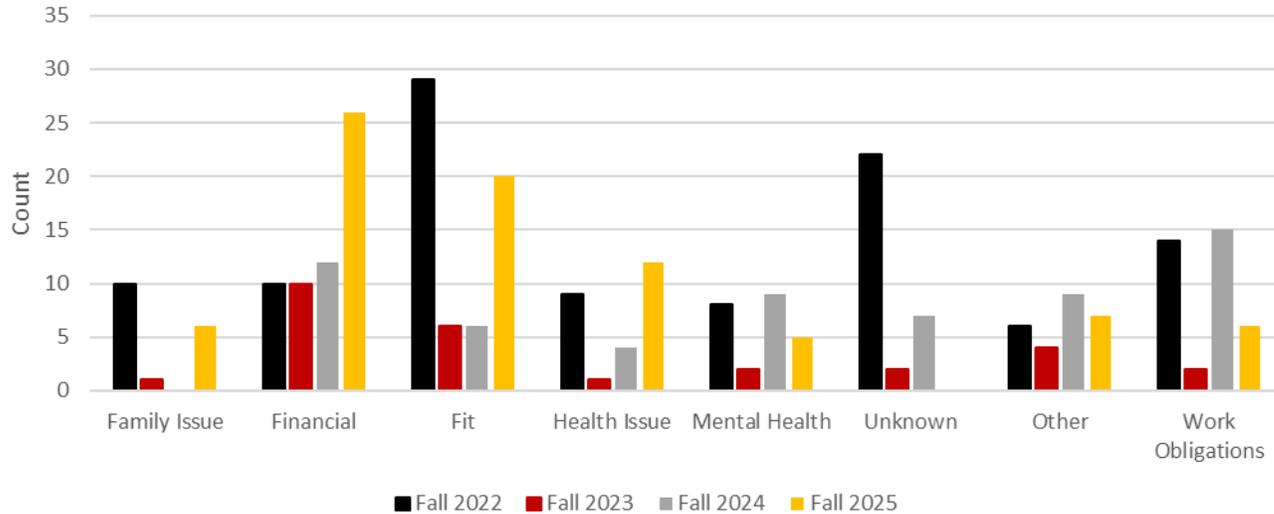
# Student Affairs Report



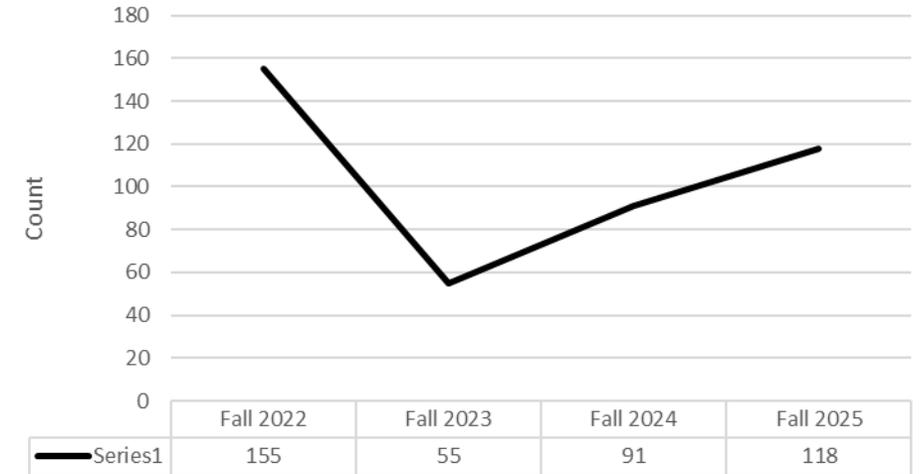
Dr. Carrie Vath  
January 15, 2026

# Withdrawal Survey Fall 2024

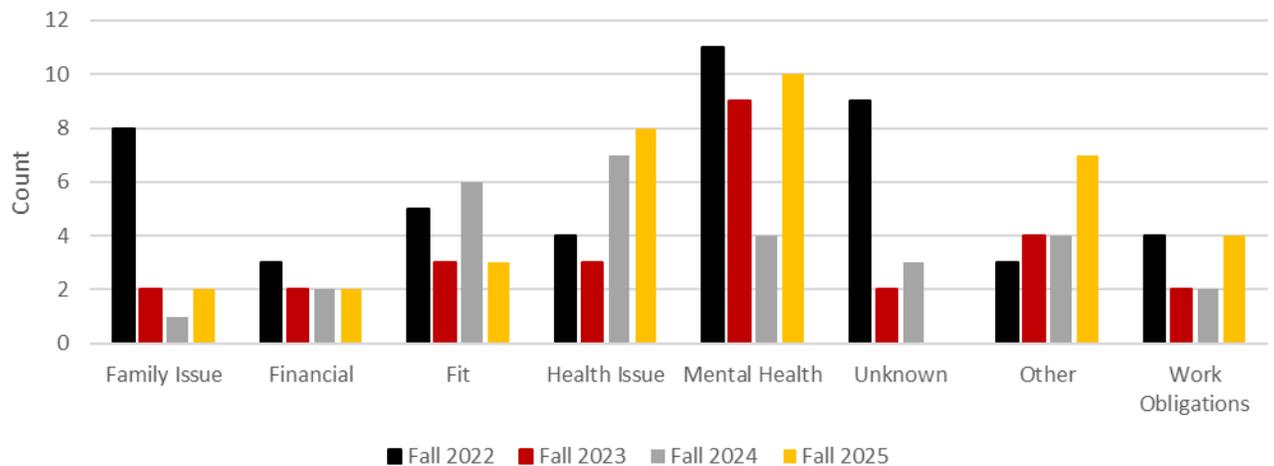
Early Fall Term Withdrawal



Fall Withdrawal



Late Fall term Withdrawal



- Financial Cost & Fit continue to be why students leave early (100% refund)
- Mental Health and Health Issues are why students leave during the term

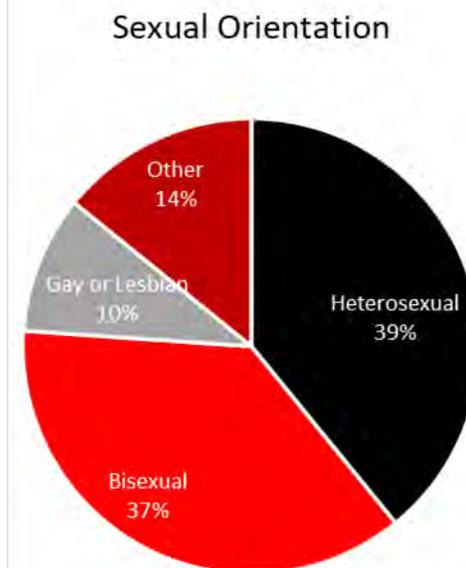
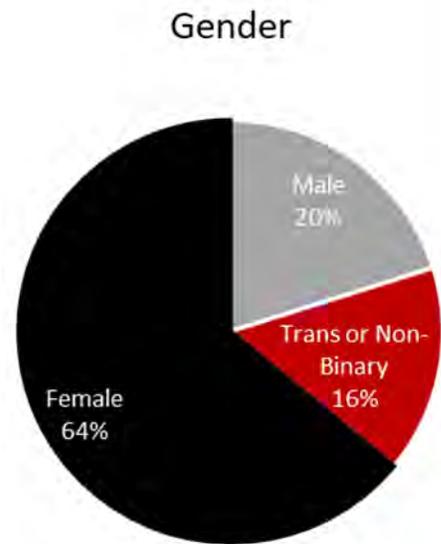
# Telus Insights (December 2024-November 30, 2025)

Connects students with free, confidential mental health and wellbeing support conveniently available 24/7

- 895 Unique Users on the platform (59% increase from last year)
- 63% of students access “after hours” (5 pm-9 am M-F or on the weekends) (17% decrease from AY23-24)
- Telus continues to observe that our campus has much higher usage by trans and non-binary students than other partner institutions (150+) (24% of users who identified a gender identified as Trans, Non-binary, or Agender)
- Students are interacting with the service by utilizing the text/chat feature (#1), articles/multimedia(#2), and Assessments (#3)
  - Top presenting issues are: Stress (Personal), Anxiety, Mental Health Condition, Academic Issues, Stress (Medical). (Academic Issues is NEW to Top Presenting Issues)
  - Top articles are Relationship and Health related (#1 article: TIE: *Signs a Relationship Might Be Abusive and Dealing with a Difficult Breakup*)
  - Top self-assessments are for Depression and General Anxiety

# University Housing Survey Respondent Information

- Response Rate= 21.3% (n= 160)
- Age: 88% 18-20; 13% 21-25
- Race/Ethnicity (reporting only): 72% White, 11% Hispanic, 8% two or more races
- Where do you plan to live next year?
  - 39% On-campus (Residence Halls and/or SAFH)
  - 35% Unsure
  - 6% not planning to return next year (i.e., graduating, transferring, study abroad, etc.)



# University Housing Survey Outcomes

## Positive

- 75% of students are satisfied with their on-campus housing experience.
- ↑ • 78% would recommend on-campus living to new students (only 3 respondents would not)
- ↑ • 93% feel accepted by other students (only 1 respondent did not)
- ↑ • 93% feel safe in the residence hall

## Areas for Growth

- Focus programs on balance of social, work, and academic commitments, healthy lifestyle (sleep, exercise, diet), and Time Management
- ↑ • 80.7% feel safe walking around campus (only 1 respondent did not)



# University Housing Survey Outcomes

## Pain Points

- Laundry: Largest dissatisfaction component (48%)
- Dining Services (32.8% dissatisfied with quality of food, 36% dissatisfied with service hours, and 30% dissatisfied with value of meal plan)



## Solutions

- Saw an 8% increase in satisfaction from last year. Will continue to work with Vendor.
- Working with Vendor on the quality of food and promoting current programs (Scores are a big improvement over 23/24: 67% quality, 61% hours, 57% value, and have improved since 24/25: 43% quality, 45% hours, 32% value)



# University Housing Survey Outcomes: Top 3 Takeaways

## 1. Convenience and Proximity are Highly Valued

The single most positive and frequently mentioned aspect of on-campus housing is the convenience and proximity to classes, dining, and other campus facilities. This ease of access and ability to walk everywhere saves time and makes campus life manageable.

## 2. Housing and Meal Plan Costs are Excessive

A major and recurring complaint is the high cost of both housing and the mandatory meal plans. Many students feel the price is too high for the facilities provided and wish for lower costs or the ability for freshmen to purchase cheaper meal plan options.

## 3. Need for Stricter Rule Enforcement (Quiet Hours and Respect)

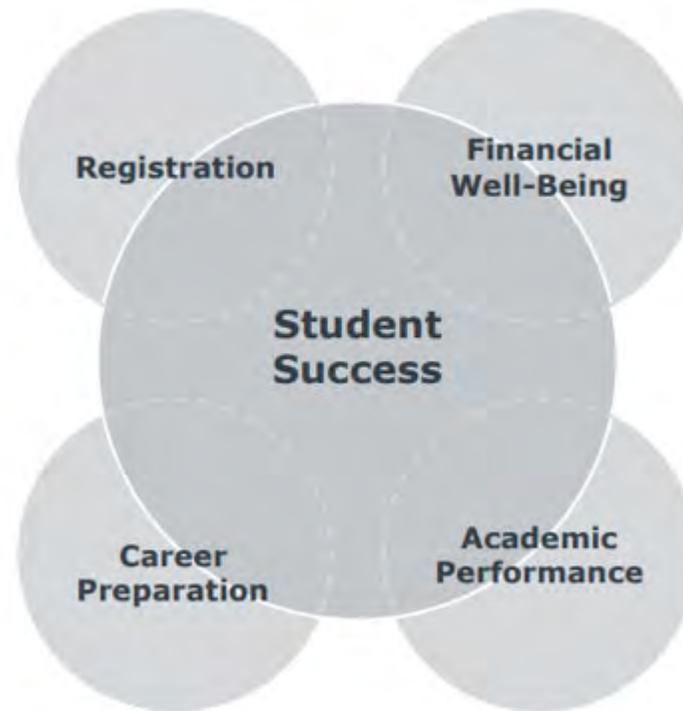
Students desire a better quality of life through stricter enforcement of residence hall rules. Complaints about noisy upstairs neighbors, people yelling across halls, and general disrespect for quiet hours (often past midnight) are common.

---

# Questions?

# Program Highlight: Holistic Advising Model

# Holistic Advising



# The Evolution of Professional Advising in the 21<sup>st</sup> Century:

2007

2017

2027



ROLE

- More clarity around role of academic advising from NACADA

- Role starts to shift from trad. Aca. Advisor to a holistic success advisor

- All advising staff are Success Advisors committed to holistic care

STAFFING

- Schools hire Prof. Advisors to serve first-year students

- Institutions staff up with more advisors; staff undergo training & prof. develop.

- Advisors have strategically-assigned caseloads; high performers have the opportunity for promotion

TECH

- Early alert technology gains traction

- Advising technology and unified records in place at many schools

- Advisors use a CRM daily and are accountable for short-cycle student success metrics

PRACTICE

- “Developmental advising” & other theories established but not well connected to practice.

- Advisors begin to run targeted campaigns based on risk factors

- Advisors engage in proactive caseload management

# Fall 2024-Spring 2025 Advising Study

*Based on meetings, EAB sessions, and assessments, EAB provided the following recommendations for improvement:*

## 1. Creating Consistency and Accountability

- Clearly define **who is responsible for what type of advising** at SOU.
- Standardize **job descriptions, roles, and policies** across departments.
- Establish **common expectations and training** for all advisors and faculty.
- Ensure **cross-team alignment and collaboration** in advising.

## 2. Improving Cross-Department Collaboration

- Address the lack of **common leadership and coordination** among key support units.
- Develop formal **MOUs or policies** to clarify roles and responsibilities.
- Foster **communication and collaboration** between professional advisors, faculty, and other advising staff.
- **Trust-building and transparency** should be a focus in decision-making and planning.

## 3. Streamlining Advising Tools & Technology

- **Reduce platform overload** by maximizing the use of Navigate 360 and Workday.
- **Simplify student registration** by considering a full-year class registration model (with flexibility for adjustments).

## 4. Enhancing Student-Centered Advising

- View advising from a **student development perspective** and consider how to better support students who may be academically or developmentally behind.
- Provide students with **clearer financial planning guidance** from the start.
- Improve **student understanding of advising structures** and where to go for specific support.

## 5. Strengthening Training and Professional Development

- Provide **consistent training** for all advising staff to ensure a shared foundation of knowledge.
- Offer **case studies and best practices** from other institutions.
- Ensure that all **advising-related staff are included** in key planning discussions to maintain collaboration and avoid miscommunication.

# History of Professional Advising at SOU:

2007

2017

2025



Model

STAFFING

TECH

PRACTICE

- Centralized, All Prof. Advising is managed by a single central office. Housed in Student Affairs
- Report to Director of Advising, 5 professional advisors
- Banner: CAPP (curriculum, Advising, and Program Planning) program
- One-stop Generalist Model, High-Traffic Transactional Center

- Decentralized, advising duties are spread across various departments, often with little coordination. Housed in Academic Affairs
- Report to Deans, 6.5 SSCs
- DegreeWorks Launched in 2011, Navigate360 implemented in Fall 2019
- Caseload adoption, assistance in the areas of academic, career, and personal success.

- Shared, reporting lines, and strategy are centralized, but the physical work remains decentralized. Prioritized collaboration between Academic Deans and the Advising unit. Housed in Student Affairs
- Report to Director of Advising & Orientation, 6 SSCs
- WorkDay Student Goes Live Spring 2026, DegreeWorks sunsets, Navigate360 contract ends in Sept. 2027
- Proactive, Differentiated, and Standardized care

# The Skillset: From Transactional to Transformational

<b>Traditional Advising (Transactional)</b>	<b>Holistic Advising (Transformational)</b>
Focused on course scheduling (Registration)	Focused on whole-student wellbeing
Reactive to student questions	Proactive outreach and risk monitoring
One-size-fits-all appointments	Differentiated, data-informed care
Siloed relationships	Collaborative, case-based coordination
Episodic contact	Continuous engagement and follow-up

# Director of Advising & Orientation (& Student Success Coordinators) Join Student Affairs Division (July 1, 2025)

## Why create a Director of Advising & Orientation role:

- **Unified vision and leadership:** Provides clear oversight of advising and onboarding, ensuring alignment with institutional goals and student success initiatives.
- **Strategic coordination:** Facilitates data-informed decision-making, assessment of advising outcomes, and integration of orientation with ongoing student support.
- **Professional support for advisors:** Ensures SSCs have leadership focused on their development, advocacy, and continuous improvement of advising services.

## Benefits of a Shared Student Success Coordinator (SSC) model:

- **Consistent advising standards and accountability:** Centralized reporting ensures consistent training, professional development, and assessment, reducing silos and uneven student experiences across departments.
- **Enhanced faculty partnership:** By being embedded in academic departments, SSCs remain accessible to faculty and students, strengthening collaboration while still benefiting from centralized coordination.
- **Improved student experience:** Students receive cohesive, high-quality advising that is both discipline-specific and aligned with institutional policies, ensuring clarity and continuity across their academic journey.
- **Operational efficiency:** Centralized supervision streamlines communication, reduces duplication of effort, and allows flexible deployment of SSCs where student demand is greatest.

# What has been achieved so far....

## Leadership & Alignment Focus: Creating Shared Services backbone

- Director Search Launched: Moving from interim to permanent strategic leadership
- Cadence of Accountability: implementation of weekly 1:1s and weekly team meetings
- Divisional Integration: SSCs now attend monthly Student Affairs meetings, breaking down silos

## Proactive Practice Focus: Standardizing the “Differentiated” model

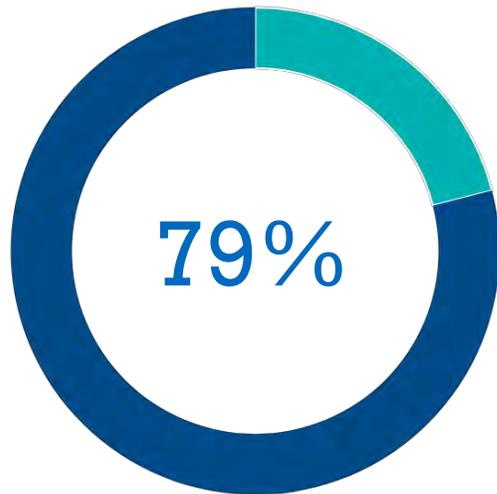
- Targeted Caseloads: Assigned specific “at-risk” populations (Warning, Probation, Readmitted)
- Standardized Communication: Established common expectations for student outreach and messaging.
- Navigate360 Optimization: Formalized expectation of using Navigate360 as the primary success and tracking tool

## Holistic Safety & Impact Focus: Outcomes and student well-being

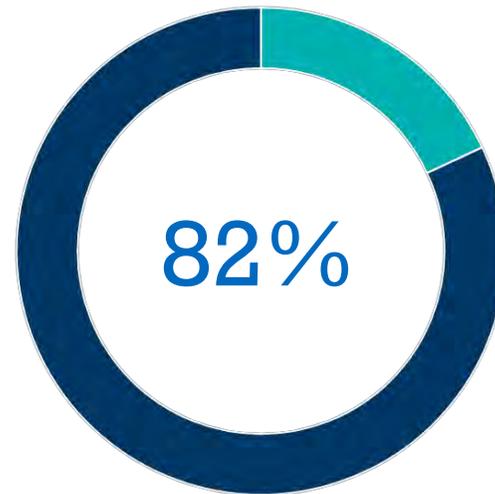
- QPR Certified: 100% of the SSCs trained in suicide intervention
- CARES Collaboration: 100% increase (doubling) of Cares Notes submitted by SSCs

## Impact on Fall 2025 Persistence

F25 Freshmen without  
SSC Appointment



F25 Freshmen with  
SSC Appointment

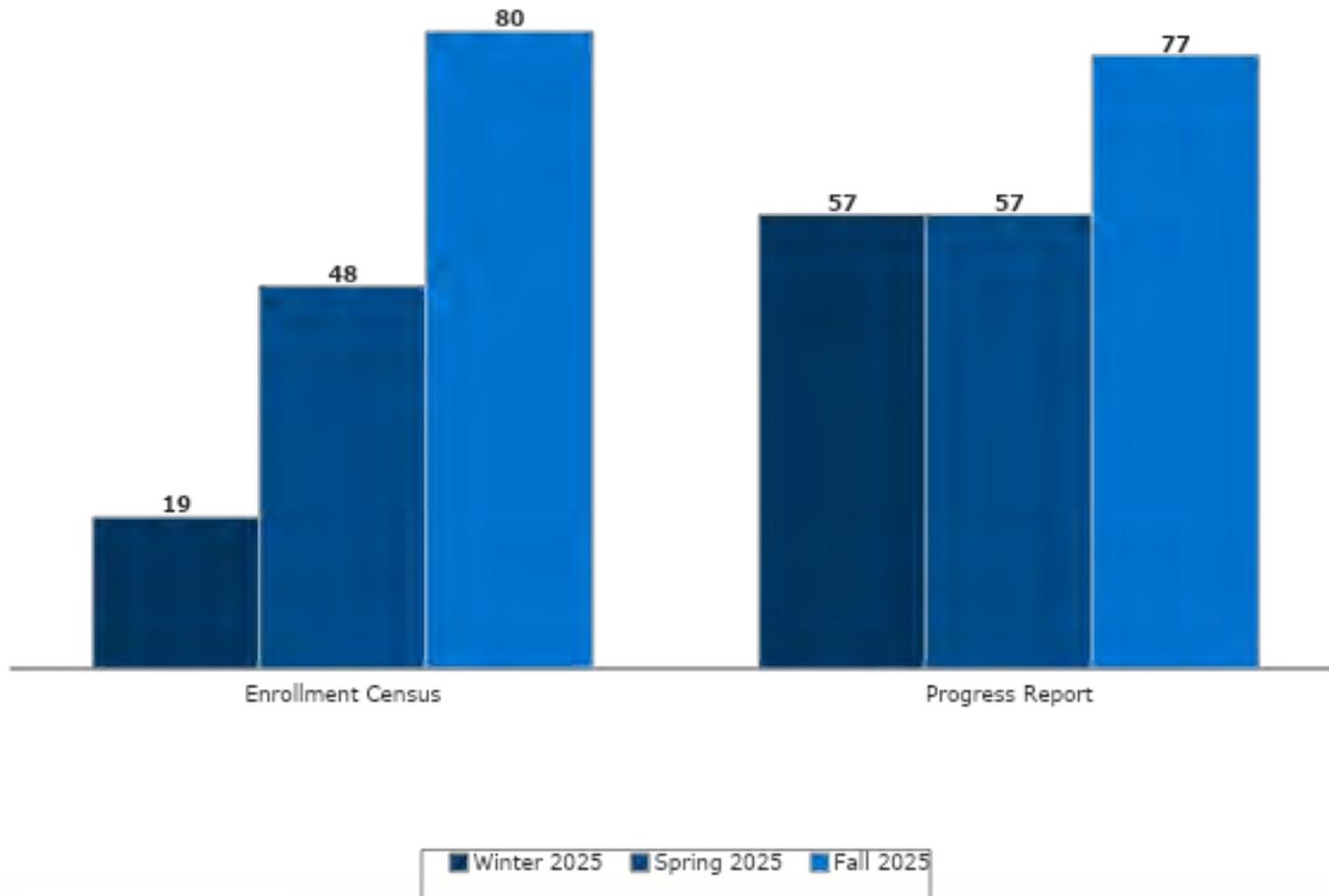


### Highlights

- Freshmen who met with their SSC during the Fall 25 term (n=164) persisted at a 2.7% higher rate compared to those that did not (n=315).
- This difference in persistence can be equated to **\$37,694\*** in maintained tuition revenue.

\*Assumes students enrolled at 15 credit hour  
OR resident undergraduate total tuition cost of  
\$4,432.

# Increasing Participation Across Faculty



## Strengthening Processes

*Enrollment Census – Captures if a student is attending classes in individual courses*

- *Shifted expectations across each term*
- *4,181 additional responses in F25 census versus S25*

*Progress Report – Assesses how a student is performing in individual courses*

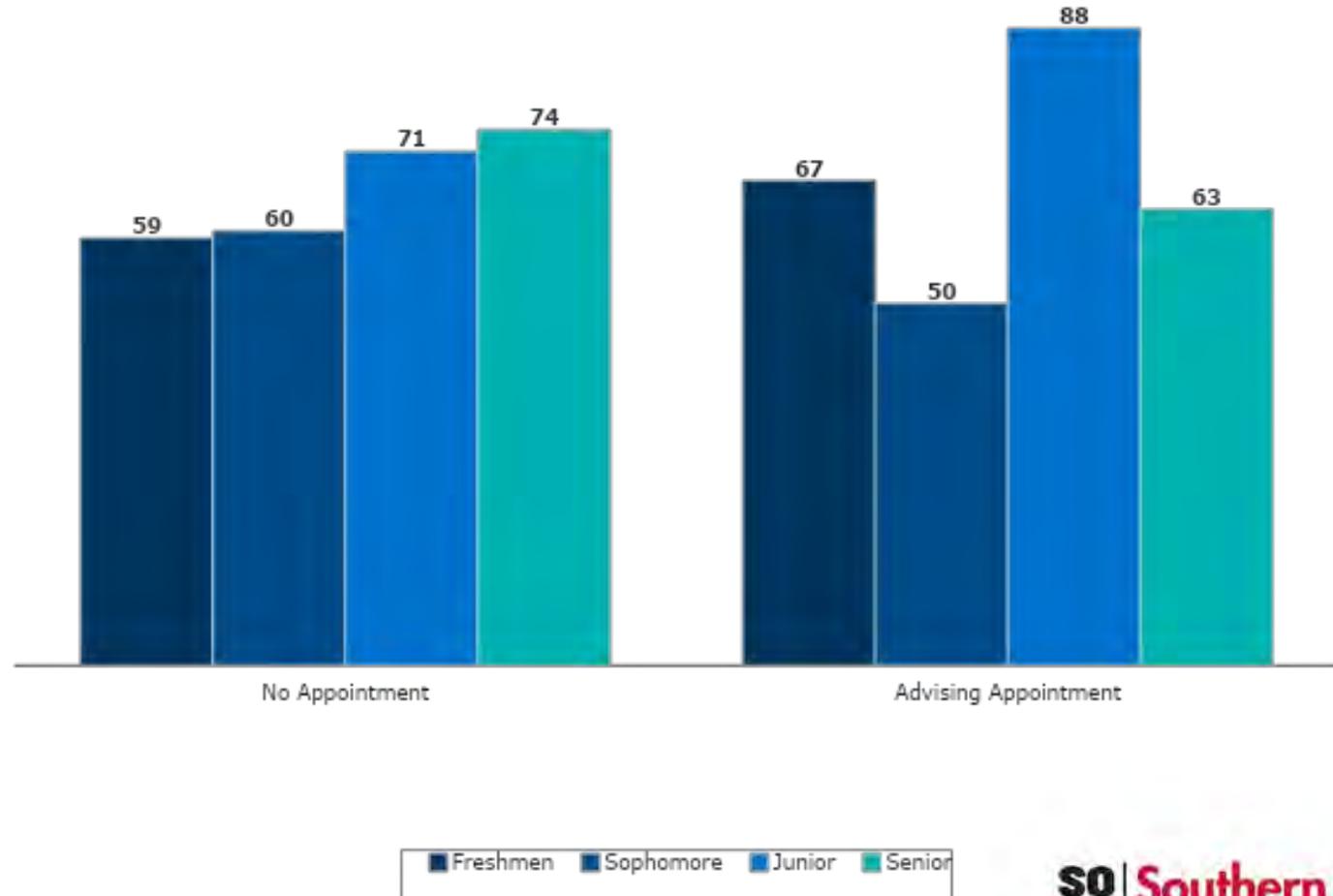
- *Modified student populations between S25 and F25*
- *717 additional responses in F25 versus S25*

# At-Risk Progress Report & Appointment Intervention



## Impact on Term Persistence

- *Highlights:*
  - *Largest positive difference in persistence for Juniors (+17%) then Freshmen (+8%)*
  - *30% of students marked at-risk had an appointment with the Advising care unit*
  - *The cohort with the strongest appointment scheduling rate is Freshmen with 35%*
  - *Opportunity to strengthen staff processes to boost appointment scheduling rate via campaigns and automations*

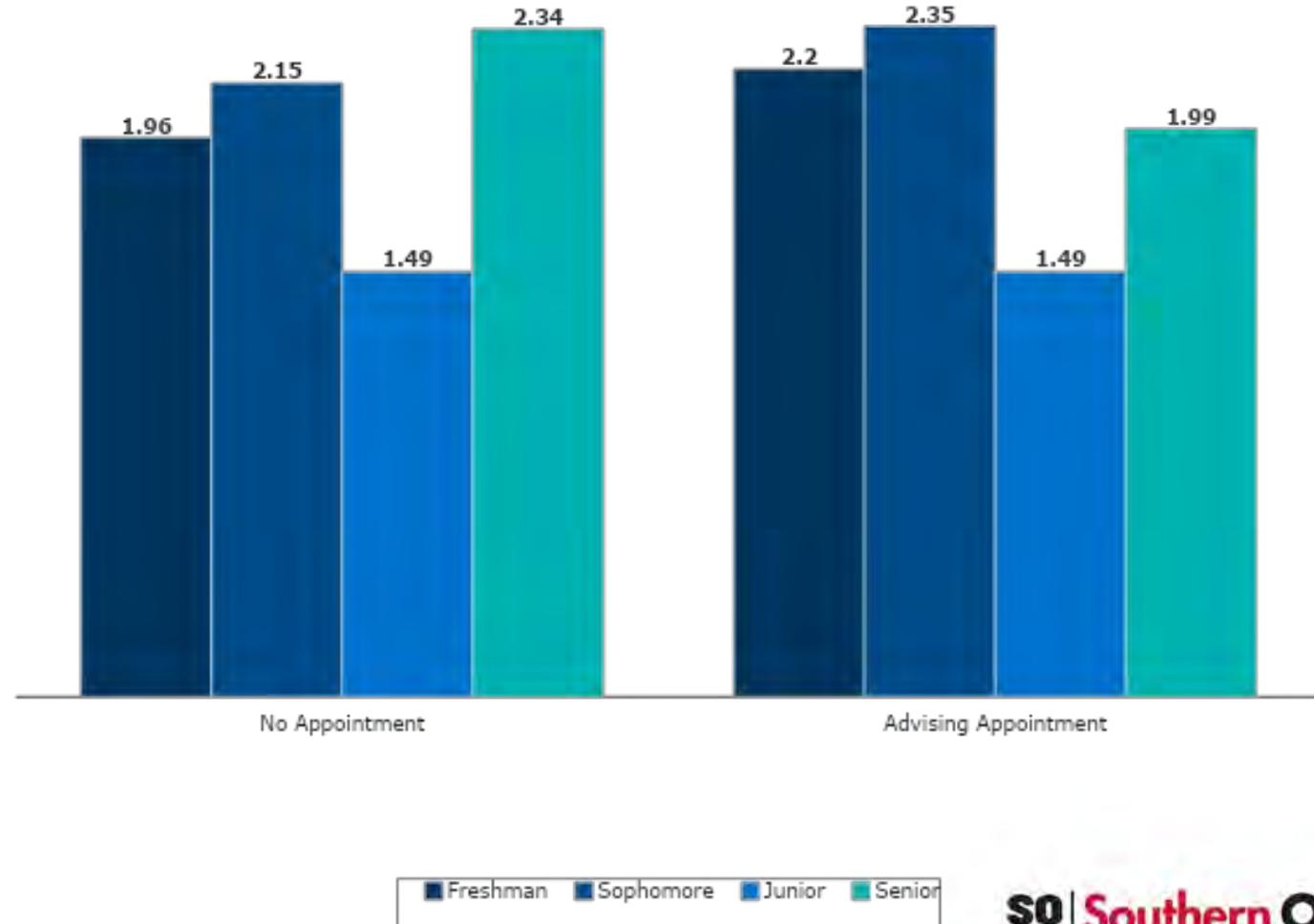


# At-Risk Progress Report & Appointment Intervention



## Impact on Term GPA

- *Highlights:*
  - *Largest positive difference in term GPA for Freshmen (+.24) then Sophomores (+.2)*
  - *Opportunity to expand Tutoring utilization of Navigate360 to track students marked at-risk & their engagement with support offices*
  - *Freshmen with an appointment scheduled had a +13.2% credit completion rate compared to freshmen without an appointment scheduled*



## Success Planning for the 2025-2026 Academic Year

Your Goals	Prioritized Best Practices & Metrics	Our AY Progress to Date
<b>Improve faculty and staff engagement with Navigate.</b>	<p><u>Best Practice:</u> Faculty Raised Concerns and Positive Alerts</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"><li>Increasing by 5% in faculty submitting progress reports and enrollment census.</li></ul>	<ul style="list-style-type: none"><li>20% increase in Progress Report response rate</li><li>31% increase in Enrollment Census response rate</li><li>4.6% higher persistence for students who met with Advising care unit and marked at-risk</li></ul>
<b>Address student concerns via case management</b>	<p><u>Best Practice:</u> Staff Raised Concerns and Positive Alerts</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"><li>Case closure rates and as we reconfigure the alerts to care units that alerts start getting used</li></ul>	<ul style="list-style-type: none"><li>Rates relatively constant across academic year. Upcoming case management features will help address cases that have stayed open past desired timeline</li></ul>
<b>Expand holistic student support services</b>	<p><u>Best Practice:</u> Feedback and Continuous Optimization</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"><li>Have each care unit member become super users</li><li>Increase super users by 5%</li></ul>	<ul style="list-style-type: none"><li>Increased super user rate by 3% compared to Fall 2024</li><li>Increased overall staff utilization by 13% across past year</li></ul>

# QUESTIONS

# Admissions and Financial Aid Report

# January Updates

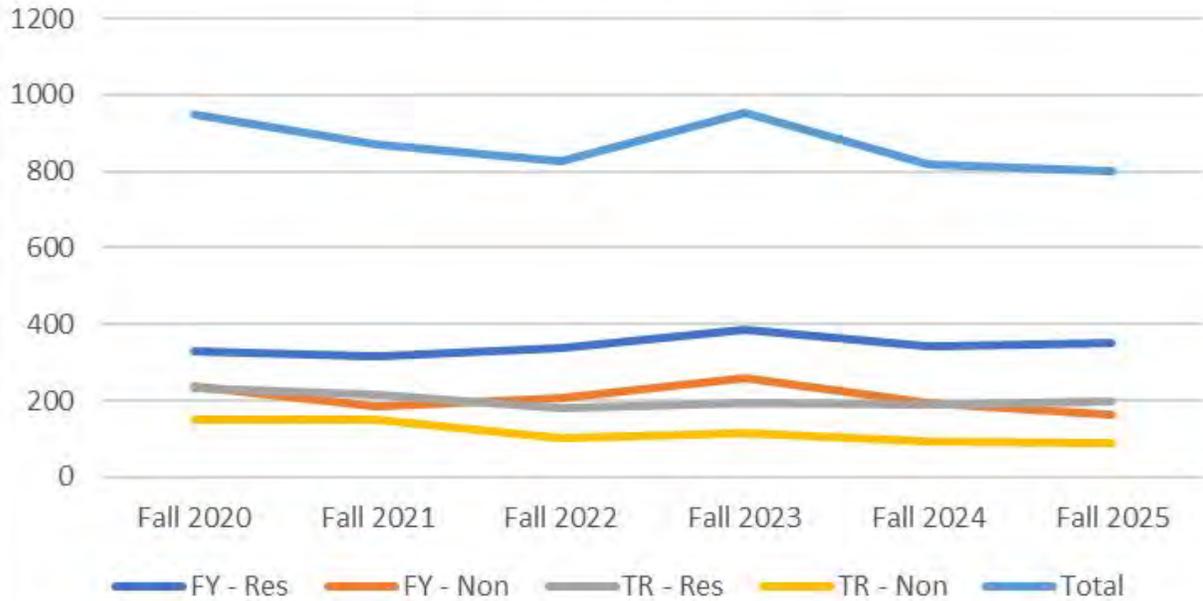
**Admissions, Financial Aid, Raider Student Services, Outreach & Engagement, International Programs**



Zac Olson, Assistant Vice President of Enrollment Services  
January 15, 2026

# New Student Enrollment Trends

## New UG Enrollment



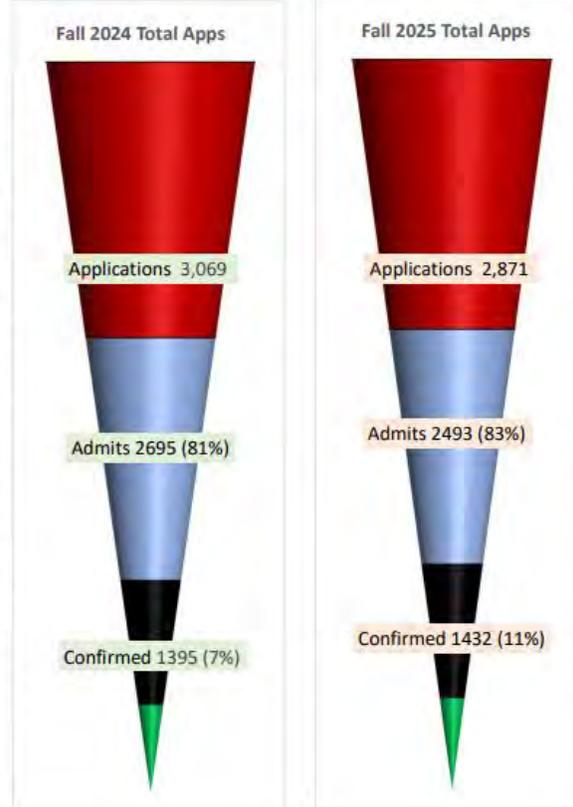
Funnel Report: New Applicant Headcount by Student Type  
Fall 2024 Week Ending 10/20/24 vs. Fall 2025 Week Ending 10/19/25  
4 Weeks After Start of Term

Applications				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	1,166	1,117	-49	-4.2%
Freshmen - Nonresident	1,033	849	-184	-17.8%
Transfer - Resident	305	329	24	7.9%
Transfer - Nonresident	211	231	20	9.5%
Postbacs/Grads	354	345	-9	-2.5%
<b>Total Apps</b>	<b>3,069</b>	<b>2,871</b>	<b>-198</b>	<b>-6.5%</b>

Admits				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	1,097	1,036	-61	-5.6%
Freshmen - Nonresident	934	768	-166	-17.8%
Transfer - Resident	259	291	32	12.4%
Transfer - Nonresident	172	169	-3	-1.7%
Postbacs/Grads	233	229	-4	-1.7%
<b>Total</b>	<b>2,695</b>	<b>2,493</b>	<b>-202</b>	<b>-7.5%</b>

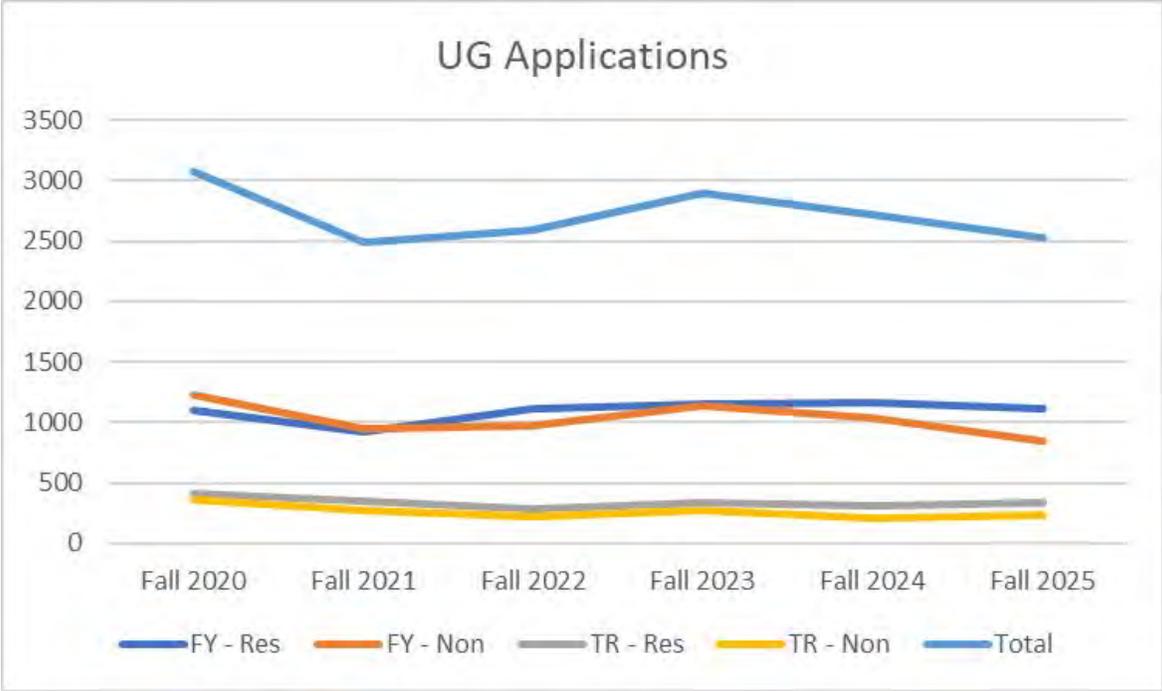
Confirmed				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	497	508	11	2.2%
Freshmen - Nonresident	293	309	16	5.5%
Transfer - Resident	243	249	6	2.5%
Transfer - Nonresident	129	137	8	6.2%
Postbacs/Grads	233	229	-4	-1.7%
<b>Total</b>	<b>1,395</b>	<b>1,432</b>	<b>37</b>	<b>2.7%</b>

Enrolled				
Student Type	Fall 2024	Fall 2025	Change	% Change
Freshmen - Resident	340	349	9	2.6%
Freshmen - Nonresident	194	164	-30	-15.5%
Transfer - Resident	189	198	9	4.8%
Transfer - Nonresident	94	88	-6	-6.4%
Postbacs/Grads	157	165	8	5.1%
<b>Total</b>	<b>974</b>	<b>964</b>	<b>-10</b>	<b>-1.0%</b>

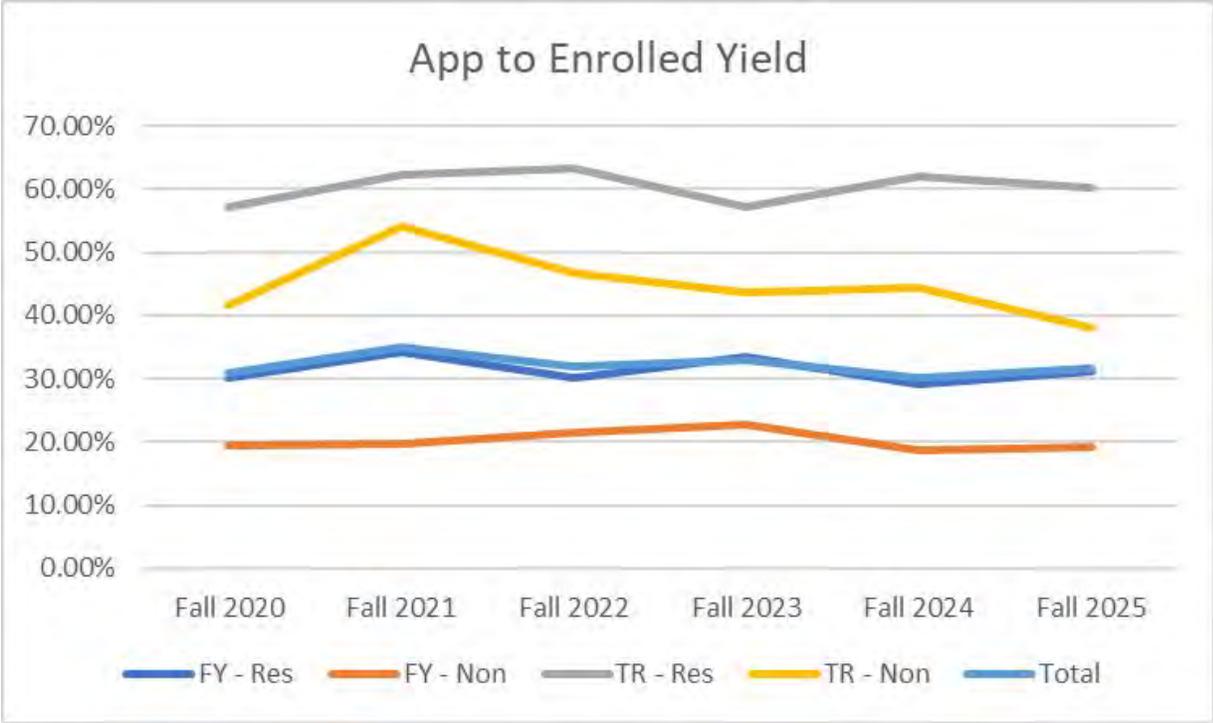


# Trends Con't

UG Applications



App to Enrolled Yield



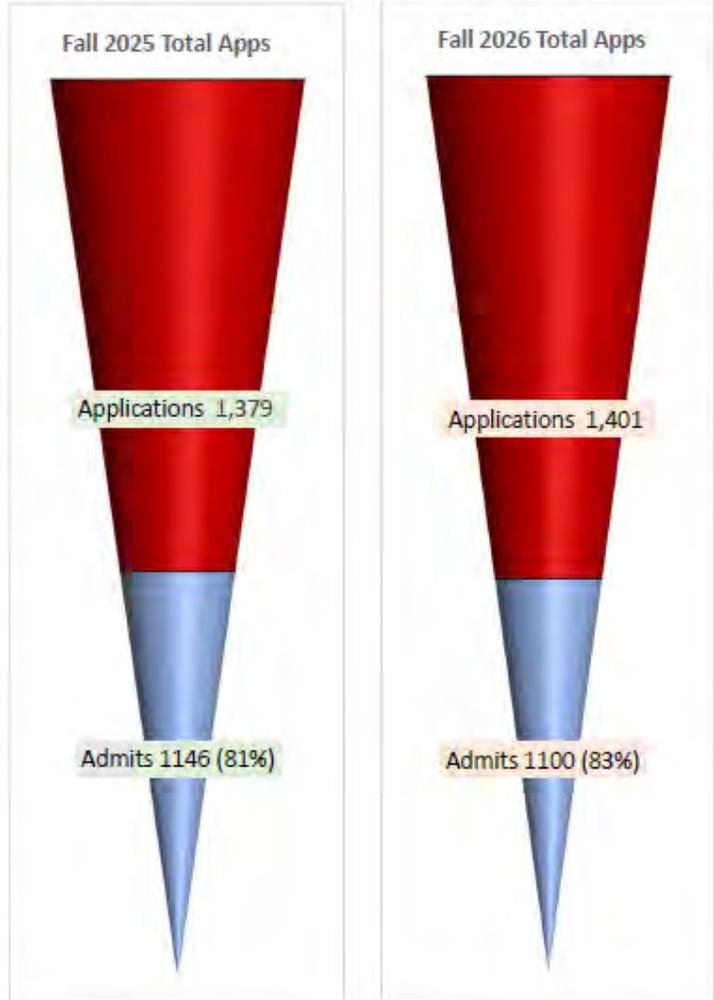
**Funnel Report: New Applicant Headcount by Student Type**  
 Fall 2025 Week Ending 1/12/25 vs. Fall 2026 Week Ending 1/11/26  
 37 Weeks Before Start of Term

<b>Applications</b>				
Student Type	Fall 2025	Fall 2026	Change	% Change
Freshmen - Resident	869	704	35	5.2%
Freshmen - Nonresident	517	485	-32	-6.2%
Transfer - Resident	54	60	6	11.1%
Transfer - Nonresident	63	49	-14	-22.2%
Postbacs/Grads	76	103	27	35.5%
<b>Total Apps</b>	<b>1,379</b>	<b>1,401</b>	<b>22</b>	<b>1.6%</b>

<b>Admits</b>				
Student Type	Fall 2025	Fall 2026	Change	% Change
Freshmen - Resident	808	820	12	2.0%
Freshmen - Nonresident	464	412	-52	-11.2%
Transfer - Resident	33	31	-2	-6.1%
Transfer - Nonresident	36	32	-4	-11.1%
Postbacs/Grads	5	5	-	0.0%
<b>Total</b>	<b>1,146</b>	<b>1,100</b>	<b>-46</b>	<b>-4.0%</b>

<b>Confirmed</b>				
Student Type	Fall 2025	Fall 2026	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>Enrolled</b>				
Student Type	Fall 2025	Fall 2026	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>



# Office of Admissions

- Workday Admissions Application Update
- Shasta College co-branded marketing materials
- Virtual Tour: Overall, visitors spend over 7 minutes on our virtual tour, when they personalize it, they spend over 9 minutes on the virtual tour.
- Between August and the end of December;
  - 39 application workshops (8 more than last year)
  - 180 high schools were visited by Admission Counselors
  - 103 college fairs were attended by Admission Counselors
- **CAMPUS VISITORS**
  - 17 group tours were hosted (406 students)
  - 473 daily tour visitors; families and students (156 prospective students)
  - 552 Preview Day attendees (125 students)
  - 1,431; total number of visitors to campus for Admissions events
- Piloting app workshops this winter during high school in service days to try to generate apps while students are out of school.
- Renewing of the RCC partnership
- Goal to implement Common App by Feb. 1.
- Direct Admission: both State and in-house initiatives



# Financial Aid

- Financial aid student peer mentors are conducting phone outreach to Winter-enrolled students without a FAFSA.
- 3,786 FAFSAs have been received for the 2026-2027 academic year. Processing will begin in March through Workday; FAO is preparing for volume and timing impacts.
- SOU's Program Participation Agreement (PPA) is scheduled for recertification by March 31st. Financial Aid and the Registrar's Office are collaborating to compile and verify required documentation.
- The second round of negotiated rulemaking (January 5-9) focused on OBBBA initiatives including financial value transparency and gainful employment (FVT/GE).

State: Oregon  
Rank : 22

Oregon: Total FAFSA Completions Through December 26, 2025  
Current Cycle: 16,254  
Previous Cycle: 7,966  
Difference: 8,288

Est. % of Class of 2026 Seniors Completing the FAFSA: Oregon vs. National



# Outreach and Engagement

## Completed:

- ASC Fall 2025: 1333 total registrations for 1279 individual students. This is with 72 course sections offered and averaging 17.77 students per course.
- Fall 2025 Scavenger Hunt Participating Schools: 13 Middle Schools and 12 High Schools

## Ongoing:

- Pirates to Raiders: 89 Participants in grades 9-12. Recruiting up to 20 8th graders to begin sessions in January 2026

## Upcoming:

- Applications for Summer Camps (ACADEMY, Konaway Nika Tillicum, Black Youth Summer Institute, Academia Latina and Leadership) open on January 12, 2026
- ASC Winter Term Registrations open January 14, 2026
- Latino Family Day - January 24, 2026 on the SOU Campus
- 2026 Middle School Brain Bowl Teams Signed Up So Far: 17 schools with 21 Teams
- 2026 High School Brain Bowl Teams Signed Up So Far: 15 Schools with 23 Teams
- The César E. Chávez Leadership Conference takes place on March 6, 2026 on the SOU Campus



# International Programs

International Student Numbers: FALL 2025 - 28 students

- Countries represented: 15 countries : Australia, Brazil, Chile, Czech Republic, Dominican Republic, France, Gabon, Japan, Mexico, Philippines, Poland, South Africa, South Korea, Taiwan, United Kingdom

6 exchange students from 4 partner schools in France (University of Lille), South Korea (Dankook University and Chonnam National University), and Japan (Tokyo International University)

13 are athletes (7 men's soccer, 3 women's volleyball, and for the first time we have 1 international athlete in women's basketball, 1 women's soccer and 1 women's golf)

- International Student Orientation: a 1-2 day orientation program including airport pick up, bedding / pillows provided, day long orientation, lunch, shopping trip to Medford, attending an athletic event and more.
- International Education Week: November 17 - 21
- International Friendsgiving. Over 45 international students, study abroad students, SOU staff and SOU faculty attended the luncheon in The Hawk to gather together, share a meal, and share cultures for international education week.
- Offered workshops on study abroad, national student exchange, hosting international scholars, creating COIL global learning activities.
- Crater Lake Excursion. Tracey took 9 students to Crater Lake for a day of exploring. Took the Trolley tour around the crater's rim, had lunch, and then hiked the Pinnacles trail in the lower park.
- Halloween - Photo of Tracey and international students dressed up before heading to the Ashland Halloween parade downtown
- Redwoods Excursion: Noel took a group of students to Jedediah State Park, Pacific Ocean and the Trees of Mystery park.
- End of Term Activity - Jacksonville Holiday Trolley

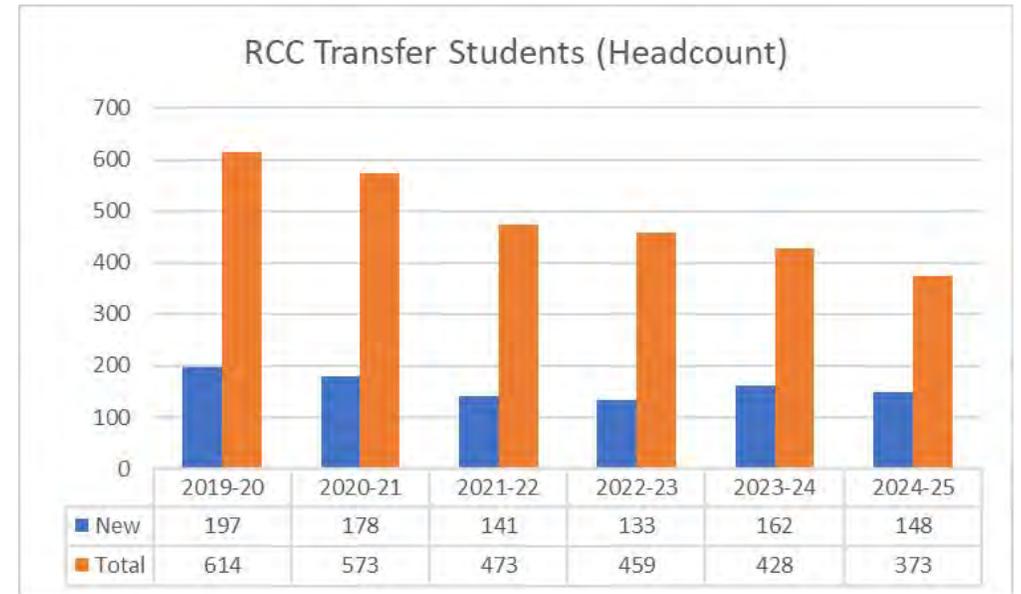


# Update on Transfer Relationships (RCC)

# RCC/SOU Partnership

The RCC–SOU Articulation Summit (Oct 29th) and subsequent Transfer Council meeting (Dec 3rd) revealed a strong shared commitment to:

- **Developing a Transfer Culture of Belonging**
  - Students should early and often be saying: “I want to go to SOU.”
  - Offices, materials, and staff messaging should normalize university transfer as an expected next step
  - A joint RCC/SOU Transfer Enrollment Specialist/Advisor is envisioned as a key relational bridge
- **Strengthening & expanding articulation and curricular alignment**
  - HCA, Business, ECE/ECEE, Education, Humanities, Sustainability, Math, and Human Services pathways were identified for deepened alignment and clarity.
- **Reducing barriers via CPL, admissions, and advising**
  - Removing the SOU application fee for RCC students, maximizing CPL acceptance, and ensuring advising support across both institutions.
- **Building coordinated recruitment, visibility, and messaging**
  - Co-branded events, shared narratives, university stickers/signage in offices, and standardized language about “college” and “university.”
- **Increasing early cross-campus engagement**
  - Getting RCC students on to SOU’s campus, bringing SOU faculty to RCC, and exploring 2nd-year/upper-division experiences for RCC students.
- **Creating shared transfer data, dashboards, and data-sharing agreements**
  - Adding an “university interest” field in J1 at RCC, tracking credits, destinations, majors, and outcomes, and formalizing a data-sharing promise so students know their information will help them get to the university.



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# Questions?

# Enrollment Management Report



Zac Olson & Dr. Carrie Vath  
January 15, 2026

# Executive Report

**Student Headcounts**  
**Winter 2025 Week Ending 1/12/25 vs. Winter 2026 Week Ending 1/11/2026**  
**1 Week After Start of Term**

	Winter 2025	Winter 2026	Change	% Change
New Freshmen	12	15	3	25.0%
New Transfers	62	52	-10	-16.1%
New PostBacs/Graduates	55	38	-17	-30.9%
<b>Subtotal - New Students</b>	<b>129</b>	<b>105</b>	<b>-24</b>	<b>-18.6%</b>
Continuing Undergraduate Students	2,408	2,292	-116	-4.8%
Continuing Graduate Students	385	411	26	6.8%
Returning Undergraduate Students	53	45	-8	-15.1%
Returning Graduate Students	38	32	-6	-15.8%
Non-Admitted Students	233	153	-80	-34.3%
<b>Grand Total - Headcount</b>	<b>3,257</b>	<b>3,038</b>	<b>-219</b>	<b>-6.7%</b>
<b>Grand Total - FTE</b>	<b>2,568</b>	<b>2,447</b>	<b>-121</b>	<b>-4.7%</b>
Resident	2,248	2,133	-115	-5.1%
Non-resident	1,009	905	-104	-10.3%
International	42	29	-13	-31.0%
American Indian/Alaskan Native	51	50	-1	-2.0%
Asian	53	52	-1	-1.9%
Black/African American	56	51	-5	-8.9%
Hispanic/Latino	403	376	-27	-6.7%
Pacific Islander	23	19	-4	-17.4%
North African, Middle eastern, Other	31	31	-	0.0%
Two or More Races	320	306	-14	-4.4%
<b>Subtotal - Students of Color</b>	<b>937</b>	<b>885</b>	<b>-52</b>	<b>-5.5%</b>
White	1,643	1,520	-123	-7.5%
Unknown	635	594	-41	-6.5%
Alaska	27	26	-1	-3.7%
California	574	505	-69	-12.0%
Hawaii	27	28	1	3.7%
Idaho	20	30	10	50.0%
Washington	119	99	-20	-16.8%
All Other States	190	187	-3	-1.6%

Winter 2025 End of Term	Change	% Change
25	-10	-40.0%
62	-10	-16.1%
56	-18	-32.1%
<b>143</b>	<b>-38</b>	<b>-26.6%</b>
2,418	-126	-5.2%
386	25	6.5%
56	-11	-19.6%
38	-6	-15.8%
2,296	-2,143	-93.3%
<b>5,337</b>	<b>-2,299</b>	<b>-43.1%</b>
<b>3,307</b>	<b>-860</b>	<b>-26.0%</b>
4,225	-2,092	-49.5%
1,112	-207	-18.6%
44	-15	-34.1%
52	-2	-3.8%
65	-13	-20.0%
61	-10	-16.4%
452	-76	-16.8%
23	-4	-17.4%
34	-3	-8.8%
342	-36	-10.5%
<b>1,029</b>	<b>-144</b>	<b>-14.0%</b>
1,894	-374	-19.7%
2,370	-1,776	-74.9%
27	-1	-3.7%
672	-167	-24.9%
28	-	0.0%
20	10	50.0%
121	-22	-18.2%
194	-7	-3.6%



**Undergraduate Course SCH by Department**  
**Winter 2025 Week Ending 1/12/25 vs. Winter 2026 Week Ending 1/11/2026**  
**1 Week After Start of Term**

Department	Winter 2025	Winter 2026	Change	% Change
Art and Art History	1,689	1,466	-223	-13.2%
Athletics	327	301	-26	-8.0%
Biology	1,470	1,399	-71	-4.8%
Business Administration	3,624	3,658	34	0.9%
Chemistry & Physics	943	839	-104	-11.0%
Communication, Media & Cinema	2,761	2,525	-236	-8.5%
Computer Science	720	692	-28	-3.9%
Creative Writing	494	328	-166	-33.6%
Criminology & Criminal Justice	1,334	1,046	-288	-21.6%
Economics	736	792	56	7.6%
Education	1,801	1,953	152	8.4%
Emerging Media & Digital Arts	992	964	-28	-2.8%
English Studies	575	486	-89	-15.5%
Env. Science, Policy, & Sust	989	1,113	124	12.5%
Gend,Sexuality,Women's Studies	268	302	34	12.7%
Health & Exercise Science	1,856	1,779	-77	-4.1%
Healthcare Administration	40	8	-32	-80.0%
History	540	472	-68	-12.6%
Honors College	322	278	-44	-13.7%

Department	Winter 2025	Winter 2026	Change	% Change
Innovation and Leadership	-	28	28	
International Studies	12	12	-	0.0%
Library & Information Science	-	104	104	
Mathematics	1,524	1,499	-25	-1.6%
Military Science	72	71	-1	-1.4%
Music	1,144	971	-173	-15.1%
Native American Studies	176	168	-8	-4.5%
Outdoor Adventure Leadership	634	430	-204	-32.2%
Philosophy	496	444	-52	-10.5%
Power & Politics	144	60	-84	-58.3%
Psychology	2,982	2,980	-2	-0.1%
Sociology & Anthropology	773	893	120	15.5%
Spanish & American Sign Lang.	632	712	80	12.7%
Success At Southern	28	29	1	3.6%
Theatre	1,986	2,097	111	5.6%
UGS - WR 122/Study Abroad/Bridge	2,105	1,600	-505	-24.0%
University Seminar	-	-	-	
<b>All Undergraduate SCH</b>	<b>34,189</b>	<b>32,499</b>	<b>-1690</b>	<b>-4.9%</b>

**Graduate Course SCH by Department**  
**Winter 2025 Week Ending 1/12/25 vs. Winter 2026 Week Ending 1/11/2026**  
**1 Week After Start of Term**

Department	Winter 2025	Winter 2026	Change	% Change
Art and Art History	-	-	-	
Biology	-	-	-	
Business Administration	184	244	60	32.6%
Chemistry	-	-	-	
Communication, Media & Cinema	4	8	4	100.0%
Computer Science	-	-	-	
Creative Writing	-	-	-	
Criminology & Criminal Justice	-	-	-	
Economics	-	-	-	
Education	1,354	1,351	-3	-0.2%
Emerging Media & Digital Arts	-	-	-	
English Studies	-	-	-	
Env. Science, Policy, & Sust	-	8	8	
Gend,Sexuality,Women's Studies	-	-	-	
Health & Exercise Science	-	8	8	
Health, P.E., & Leadership	-	-	-	
Healthcare Administration	-	-	-	
History	-	-	-	
Honors College	-	-	-	
Innovation and Leadership	-	-	-	
International Studies	-	-	-	

Department	Winter 2025	Winter 2026	Change	% Change
Library Science	-	-	-	
Master in Bus. Administration	862	882	20	2.3%
Masters in Interdisc. Studies	-	-	0	
Master in Management	-	-	0	
Master in Mental Health Cnslng	608	710	102	
Mathematics	-	-	0	
Military Science	-	-	0	
Music	-	-	0	
Native American Studies	-	-	0	
Outdoor Adventure Leadership	113	86	-27	-23.9%
Philosophy	-	-	0	
Physical Education Activities	-	-	0	
Physics	-	-	0	
Political Science	-	-	0	
Psychology	12	-	-12	-100.0%
STEM	-	-	0	
Sociology & Anthropology	-	-	0	
Theatre	21	30	9	42.9%
Spanish & American Sign Lang.	50	41	-9	-18.0%
<b>All Graduate SCH</b>	<b>3,208</b>	<b>3,368</b>	<b>160</b>	<b>5.0%</b>

**SCH by Student Level Within Tuition Category**  
**Winter 2025 Week Ending 1/12/25 vs. Winter 2026 Week Ending 1/11/2026**  
**1 Week After Start of Term**

<b>Tuition Category</b>	<b>Winter 2025</b>	<b>Winter 2026</b>	<b>Change</b>	<b>% Change</b>
UG WUE	7,423	6,410	-1,013	-13.6%
UG Resident	16,136	15,409	-727	-4.5%
UG Jack/Jo Pledge	318	264	-54	-17.0%
UG Non-resident	290	309	19	6.6%
UG Online	9,492	9,553	61	0.6%
<b>Subtotal - Undergraduates</b>	<b>33,659</b>	<b>31,945</b>	<b>-1,714</b>	<b>-5.1%</b>
GR Resident	676	766	90	13.3%
GR Non-resident	159	147	-12	-7.5%
GR AP MBA Online	740	802	62	8.4%
GR AP ED Online	601	684	83	13.8%
GR Online	135	131	-4	-3.0%
GR Education Differential	751	669	-82	-10.9%
<b>Subtotal - Graduates</b>	<b>3,062</b>	<b>3,199</b>	<b>137</b>	<b>4.5%</b>
<b>Subtotal - Core Revenue SCH</b>	<b>36,721</b>	<b>35,144</b>	<b>-1,577</b>	<b>-4.3%</b>
Staff Rates	250	347	97	38.8%
Waived Tuition	169	176	7	4.1%
Course Based Tuition	203	143	-60	-29.6%
Advanced Southern Credit	16	-	-16	-100.0%
Early Entry HS	38	59	21	55.3%
OLLI	260	-	-260	-100.0%
Staff Training & Development	-	-	-	
<b>Subtotal - Supplemental Revenue SCH</b>	<b>936</b>	<b>725</b>	<b>-211</b>	<b>-22.5%</b>
<b>Grand Total - SCH</b>	<b>37,657</b>	<b>35,869</b>	<b>-1,788</b>	<b>-4.7%</b>

# Top Majors Winter 2026 (as of 1/13/2026)

UG Major	Count
Business Administration	376
Psychology	281
Education	185
Theatre	159
Health & Exercise Science	150
Communication, Media & Cinema	134
Biology	125
Emerging Media + Design	107
Criminology & Criminal Justice	102
Environmental Science, Policy & Sustainability	68
Art & Art History	68
Computer Science	58

GR Major	Count
Business Administration	184
Education	158
Clinical Mental Health Counseling	54
Spanish & American Sign Language	17
Theatre	9
Outdoor Adventure Leadership	6

## Retention & Persistence- Full-time First-time Freshman (as of 1/2/2026)

Fall to Fall Retention Rate		All UG	Fall Freshman Cohort*
Fall 2025		79.9%	68.9%
Fall 2024		79.0%	69.1%
Fall 2023		78.4%	68.6%
Fall 2022		76.2%	65.5%
Fall 2021		78.2%	66.7%

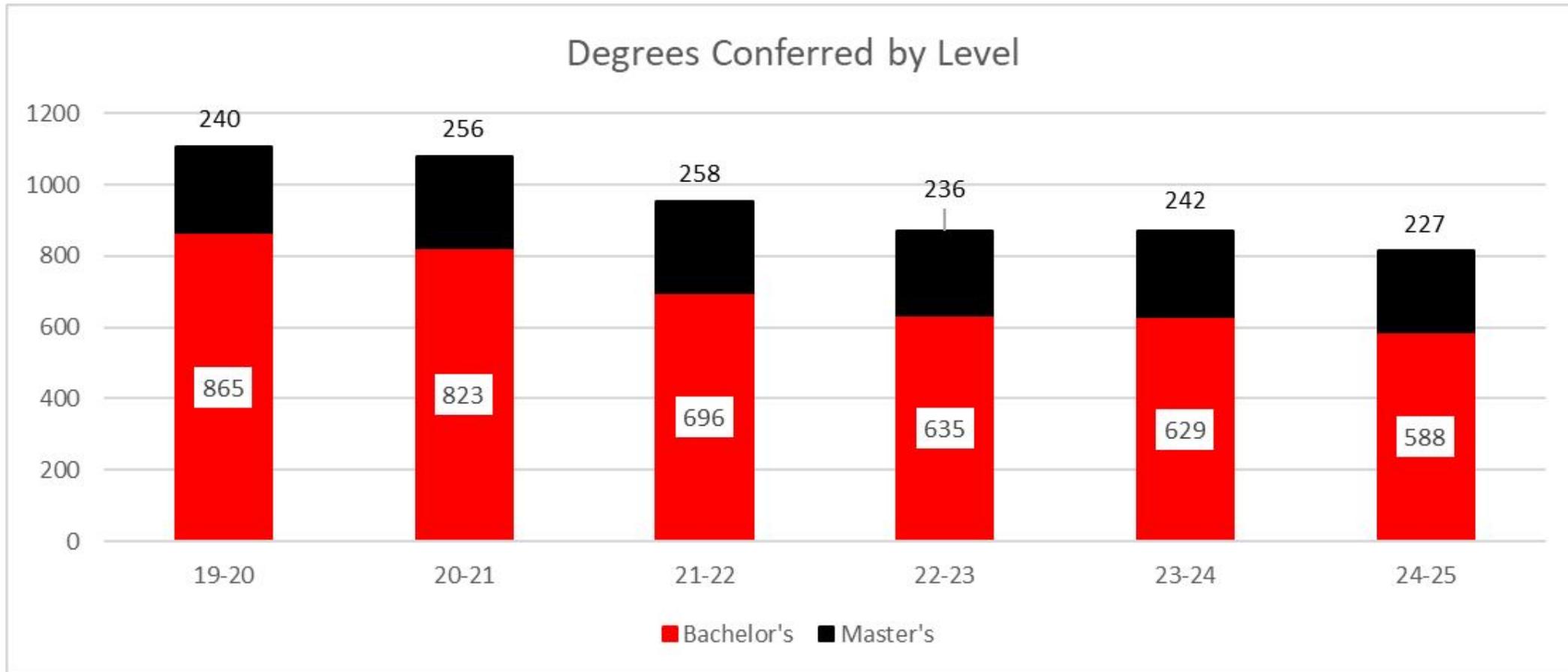
Fall to Spring Persistence Rate		All UG	Fall Freshman Cohort*
Fall 2024		88.1%	85.9%
Fall 2023		87.4%	85.7%
Fall 2022		86.9%	84.2%
Fall 2021		83.6%	82.7%
Fall 2020		84.7%	80.9%

\*Fall Freshman Cohorts include incoming First-time Undergraduate Students

\*Fall to Fall 2025 refers to the % of Fall 2024 students who returned for Fall 2025 or graduated.

\*Fall to Spring 2025 refers to the % of Fall 2024 students who returned for Spring 2025 or graduated.

# Degree Completions (as of 1/2/2026)



# Spring-to-Fall Persistence (as of 1/2/2026)

Race/Ethnicity	2021	2022	2023	2024	2025
White	87.3%	87.6%	88.1%	88.6%	88.8%
Unknown or Other	83.0%	85.5%	84.1%	83.9%	87.9%
Hispanic	87.5%	87.1%	88.8%	88.2%	85.2%
Multiple	84.0%	85.9%	84.5%	84.4%	88.2%
Asian	90.6%	89.4%	84.9%	80.2%	86.4%
Black	78.1%	81.7%	69.8%	79.1%	69.0%
Native American	85.4%	85.7%	84.2%	78.9%	87.8%
Middle Eastern	80.0%	91.7%	85.0%	89.4%	70.0%
Pacific Islander	85.7%	75.9%	66.7%	76.9%	68.4%
Pell Recipient	89.2%	90.1%	88.2%	88.2%	85.6%
First Generation	91.0%	89.8%	90.8%	85.5%	81.2%
Underrepresented Minority	85.9%	86.6%	85.2%	86.1%	83.1%
Disabled Students	88.1%	88.9%	87.9%	87.1%	88.0%
All	86.6%	87.0%	86.6%	86.9%	87.7%

# Winter 2026 Student Demographics (as of 1/2/2026)

Student Class	Count	%
Freshman (<45 credits)	539	16.55%
Sophomore (45-90 credits)	506	15.54%
Junior (90-134 credits)	631	19.38%
Senior (135+ credits)	1,034	31.76%
Graduate (Masters)	487	14.96%
Post-Baccalaureate Non-Grad	59	1.81%

Ethnic Groups	Count	%
Asian	96	2.95%
Black	81	2.49%
Hispanic	438	13.45%
Middle Eastern	29	0.89%
Multiple	289	8.88%
Native American	43	1.32%
Pacific Islander	38	1.17%
Unknown or Other	415	12.75%
White	1,827	56.11%

Subpopulation	Count	%
Pell Recipient Students	863	30.99%
Rural Students	575	20.65%
First Generation Students	673	24.17%
Students with Veteran Status	162	5.82%
Underrepresented Minority Students	543	19.50%
Students with Disabilities	344	12.35%

FT/PT Status	Count	%
Full-time	2,486	76.35%
Part-time	770	23.65%

Gender	Count	%
F	1,907	58.57%
M	1,222	37.53%
N*	127	3.90%

\*Students who choose not to identify as Male or Female, either as Non-Binary or choosing not to identify.

Residency	Count	%
Out of State	1,183	36.33%
In State	2,073	63.67%

Age Group	Count	%
0-18	6	0.18%
18-20	988	29.70%
21-24	1,216	36.55%
25-29	392	11.78%
30-39	421	12.65%
40-49	205	6.16%
50+	99	2.98%



# Future Ready Enrollment Plan: Update

Establishing the engine that drives enrollment:

## Streamlined Infrastructure

- **Action Plan Framework:** Finalized the mechanism for presenting and updating action plans in partnership with the Center for Teaching and Learning (CATL).
- **Operational Rhythm:** The Enrollment Lead Team (Strategy) and Enrollment Council (Governance) are now meeting to ensure continuous progress.

## Role Clarity & Accountability

- **Enrollment Council:** Focused on governance, oversight, and institutional accountability.
- **Enrollment Lead Team:** Focused on tactical strategy, execution, and continuous improvement.

## Enhanced Data Transparency

- **KPI Evolution:** Expanded Key Performance Indicators to include four distinct data tiers: Aspirational, Optimistic, Projected, and Actual.

## Student Success

Metric	2024 (Baseline)	AY 2025 (Year 1)	AY 2026 (Year 2)	AY 2027 (Year 3)
FAFSA Submission Rate Aspirational = +3% Optimistic = +1% (from prior Actuals or Projected)	Actual: 78%	Projected: 78% Actual:	Aspirational: Optimistic: Projected: 80% Actual:	Aspirational: Optimistic: Projected: 82% Actual:
FTFT UG Retention Rate Aspirational = +3% Optimistic = +1% (from prior Actuals or Projected)	Actual: <b>68.2%</b>	Projected: 68% Actual: <b>68.9%</b>	Aspirational: 71% (362/510) Optimistic: 69.6% (355/510) Projected: 70% Actual:	Aspirational: 72.1% Optimistic: 70.7% Projected: 71% Actual:
Second year UG Retention Rate Aspirational = +3% Optimistic = +1% (from prior Actuals or Projected)	Actual: <b>78.1%</b>	Projected: 78% Actual: <b>79.5%</b>	Aspirational: 83% Optimistic: 81% Projected: 80% Actual:	Aspirational: 82.4% Optimistic: 80.8% Projected: 81% Actual:
Overall UG Retention Rate Aspirational = +3% Optimistic = +1% (from prior Actuals or Projected)	Actual: <b>79%</b>	Projected: 79% Actual: <b>79.9%</b>	Aspirational: 83% Optimistic: 81% Projected: 81% Actual:	Aspirational: 83.4% Optimistic: 81.8% Projected: 82% Actual:
6-year FTFT Graduation Rate Aspirational = +3% Optimistic = +1% (from prior Actuals or Projected)	Actual: <b>41.2%</b>	Projected: 42% Actual: <b>42.1%</b>	Aspirational: 43.4% Optimistic: 42.5% Projected: 43% Actual:	Aspirational: 44.3% Optimistic: 43.4% Projected: 43% Actual:

# Future Ready Enrollment Plan: Update

Concrete examples of "Future-Ready" initiatives in motion:

## 1. Faculty Ambassador Program

- **Status:** Concept introduced to Faculty Senate (Dec 2025).
- **Next Step:** Formal vote in January 2026 to establish this as a standing Faculty Senate Committee, embedding enrollment efforts into the academic core.

## 2. Financial Aid Retention (FAFSA/ORSAA Renewal)

- **Multi-Channel Outreach:** Launched a text campaign (Nov 2025) followed by a direct-call campaign (Jan 2026).
- **Peer-to-Peer Support:** Formally launched the Peer Mentor program to assist students with complex filing processes.

## 3. "Return to SOU" Re-engagement

- **Launch:** January 2026.
- **Objective:** Targeted campaign focused on re-enrolling stopped-out students to recapture previous enrollment investments.

**Questions?**

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# Core Information System Replacement (CISR) Project Update

# Future Meetings

# Adjournment