



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

February 11, 2016

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Topics of the meeting will include: a Provost's report offering updates on curriculum, a recent AASCU conference, and the Provost's Council. Agenda items will also cover SOU's Innovation and Leadership Degree Program; HB 3375 and preparation of diverse educators; and AASCU's Re-imagining the First Year project.

The meeting will occur as follows:

Thursday, February 18, 2016

1:30 p.m. to 3:15 p.m. (or until business concludes)

Hannon Library, DeBoer Boardroom, 3<sup>rd</sup> Floor (Room 303)

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



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**February 18, 2016**

# Call to Order and Preliminary Business



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

**Thursday, February 18, 2016  
1:30 p.m. – 3:15 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA**

Persons wishing to participate during the public comment period shall sign up at the meeting.  
Please note: times are approximate and items may be taken out of order.

- |           |          |   |  |
|-----------|----------|---|--|
|           | <b>1</b> | <b>Call to Order and Preliminary Business</b>                         | Chair Sayre  |
|           | 1.1      | Welcome and Opening Remarks   |  |
|           | 1.2      | Agenda Review   |  |
|           | 1.3      | Roll Call   | Sabrina Prud'homme,<br>SOU, Board Secretary  |
|           | 1.4      | Consent Agenda: Approval of January 21, 2016 Meeting Minutes (Action) | Chair Sayre  |
|           | <b>2</b> | <b>Public Comment</b>   |  |
| ~ 5 min.  | <b>3</b> | <b>Provost's Report</b>   | Dr. Susan Walsh, SOU,<br>Provost and Vice<br>President for Academic<br>and Student Affairs   |
|           | 3.1      | Curriculum Update   |  |
|           | 3.2      | AASCU Conference Update   |  |
|           | 3.3      | Provost's Council Meeting Update                                      |  |
| ~ 25 min. | <b>4</b> | <b>Innovation and Leadership Degree Program Report</b>                | Dr. Greg Jones; SOU,<br>Division Director,<br>Business,<br>Communication and the<br>Environment; and<br>Moneeka Settles<br>Innovation and<br>Leadership Program<br>Coordinator |

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Academic and Student Affairs Committee Meeting**

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**AGENDA (Cont'd)**

- |           |          |  |  |
|-----------|----------|--|--|
| ~ 25 min. | <b>5</b> | <b>HB 3375 (2015) and Preparation of Diverse Educators</b> | Chair Sayre; Dr. John King, SOU, Division Director, Education                      |
| ~ 20 min  | <b>6</b> | <b>AASCU Re-imagining the First Year</b>                   | Dr. Jeffrey Gayton, SOU, University Librarian and Director of the Learning Commons |
|           | <b>7</b> | <b>Adjourn</b>   | Chair Sayre  |



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

**Thursday, January 21, 2016  
1:30 pm - 3:30 pm (or until business concludes)  
DeBoer Room, Hannon Library**

**MINUTES**

**Call to Order and Preliminary Business**

Chair Sayre called the meeting to order at 1:30 pm.

The following committee members were present: Teresa Sayre, Les AuCoin, Joanna Steinman and Steve Vincent. Trustee Judy Shih participated by teleconference.

The following members were not present: Sheri Bodager and Shea Washington. Trustees Roy Saigo and Dennis Slattery attended the meeting.

Others in attendance included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Craig Morris, Vice President for Finance and Administration; Sabrina Prud'homme, Board Secretary; Chris Stanek, Director of Institutional Research; Jennifer Fountain, Director of Student Life; Taylor Burke, Director of Student Support and Intervention; Donny Nickelson, Coordinator for Academic Advising; Kelly Moutsatson, Director of Admissions; John Stevenson, IT User Support Manager; Don Hill, Classroom and Media Services Manager; Dr. Daniel DeNeui, Director of Social Sciences; Dr. Jody Waters, Associate Provost and Director of Graduate Studies; Dr. Karen Stone, Associate Vice President for Curricular Management; Joan Anderson, SOU; Tim Robitz, Director of Housing; Jeff Gayton, University Librarian; Victor Chang, Mental Health Services Coordinator; Larry Locke, Student Life; Jadon Berry, Student Life; Shawn Foster, Disability Resources; Angela Fleischer, SOU; Liz Shelby, Director of Government Relations; Sherry Ettlich, SOU; Jane Reeder, SOU; Daniel Murphy, Integrity of Life LLC; Marjorie Trueblood-Gamble, Director of Diversity and Inclusion; Ryan Brown, Head of Community and Media Relations; Scott Moutsatson, Enrollment Services; Donna Hartmann-Turner, Financial Aid; Scott Rex, SOU; Janet Fratella, Vice President for Development; Matt Stillman, University Registrar and Director of Enrollment Services; Kathy Park, Executive Assistant; David Coburn, OSA; and Olena Black, League of Women Voters.

**Consent Agenda**

Trustee AuCoin moved to approve the November 19, 2015 meeting minutes as drafted. Trustee Vincent seconded the motion; it passed unanimously.

**Public Comment**

There was no public comment.

## **Curriculum Update**

Dr. Sue Walsh updated the committee on the previously approved Bachelor of Music proposal, noting it went to the Provosts' Council. Based on the provosts' questions, SOU faculty members are doing more work on the proposal and it will be back on the Provosts' Council agenda in March.

In December, faculty and directors from Health and Physical Education, STEM and other divisions met to discuss a proposal for a health science degree and had positive interdisciplinary conversations. Responding to Trustee Vincent's question about OHSU having a seat on the Provosts' Council, Dr. Walsh responded that her counterpart at OHSU has a seat but not a vote. Trustee Vincent expressed concern for the health science degree proposal based on an earlier effort to create a medical school in Douglas County. He noted that OHSU squashed the idea politically and he offered to put Dr. Walsh in touch with leaders from that earlier effort.

Trustee AuCoin expressed his concern over adding programs to SOU's curriculum without having a strategic plan. If a health science degree were approved, it would be the second degree the administration has brought before the committee in the absence of a strategic plan. Noting Trustee AuCoin's concern, Dr. Walsh said the program would not be effective until fall 2017 and pointed out there has been significant support from certain sectors of the community and the program would not be competing with what SOU or RCC already is doing. Mr. Morris agreed on the importance of having a strategic plan but pointed out it will be a while before SOU has one.

## **Enrollment Update**

Mr. Stanek provided the updated winter enrollment numbers, having completed two weeks of the term. The fall numbers are now on the books as certified end of term data.

Highlighting the significance of undergraduate SCH, Mr. Stanek said 95 percent of SCH is undergraduate. The SCH for graduate students is holding steady. He then pointed out the biggest losses and gains. The art program is down 848 SCH from last year, due to the fact that SOU no longer has an art history program; the decrease is a direct correlation to the SCH of the former program. Biology had a large gain over last winter, with 558 more SCH. Biology is a big service component to general education requirements, and only 20-25 percent of that SCH is attributed to biology majors.

From a division perspective, STEM was the biggest gainer with 1,041 SCH more than the same time last year. Undergraduate Studies had a gain of 530 SCH. Both of those gains resulted from this year's large freshman class. Additionally, enrollment is generally higher this winter than it was last winter. Social Sciences and Business also increased a bit, while other programs are fairly even with last winter. There was a nearly 3 percent increase in full time equivalency (FTE) and that increase of 104 FTE translates to approximately 1,600 SCH. However, by the end of winter term, Mr. Stanek estimated that SOU would be up closer to 2 percent.

The figures do not yet reflect the dual enrollment of the advanced southern credit program that SOU records in both fall and winter, but will by the end of the term. It

usually brings in approximately an additional 320 FTE, 5,000 SCH and 900-1,000 in headcount. Adding that FTE figure to the current FTE would bring the total FTE to 4,172, which is already higher than where SOU ended last year.

Mr. Stanek addressed other items of note. Compared to last winter, there are 140 more non-resident students but 50 fewer resident students and SOU is making an effort to recruit more resident students to shift that enrollment mix, in respect to the new funding model. There was a 10.4 percent increase in students of color, both in terms of race and ethnicity, but this does not include international students.

Institutional Research will start tracking veterans, Pell-eligible and rural high school students, also in response to the funding model. They also will start tracking degree applications on a monthly basis to show how SOU is progressing throughout the year, as graduations will become 60 percent of the eventual funding model. Trustee AuCoin noted that SOU is actively recruiting WUE students and now should focus on the resident based outcomes funding model. Mr. Stanek confirmed that it is all about the recruitment mix and added that it is tough to do such a quick turnaround in recruiting more residents; though, next year, SOU should show these results. He further noted that a planning session with the board on what and how trustees would like to see data would be a good idea.

Responding to Trustee Vincent's question about tracking KCC and RCC students, Mr. Stanek said it is possible to track them and that SOU should be doing this since it was a big effort to negotiate the staff rate MOU. Trustees requested that Dr. Walsh bring the specifics of the SOU-KCC program back to the committee. Dr. Walsh noted that staff are still working on defining the specifics of the program and how it will work, though she will be bringing it to the board committee, as authorized; she plans to do the same for the SOU-RCC program as well.

### **HECC Progress Report - Update**

Dr. Walsh discussed the most recent HECC meeting that she and Dr. Karen Stone attended. They went to Salem last week to receive comments on and review SOU's December report to the HECC. Brian Fox reported for both EOU and SOU. The HECC had positive comments about SOU's metrics and performance, were impressed with documenting and faculty loading, and had recommendations for further improvements. All in all, it was a good report for SOU and the university is on-track for the December 2017 report. The HECC asked for a fall 2016 in-person update, which is not part of the legislative charge. Dr. Walsh suggested instead that SOU append an update to its scheduled 2016 annual report to the HECC and the HECC agreed to that.

### **Recruitment, Enrollment and Retention Overview**

Dr. Walsh introduced Kelly Moutsatson, Director of Admissions; Donny Nickelson, Coordinator for Academic Advising; Jennifer Fountain, Director of Student Life; and Taylor Burke, Director of Student Support and Intervention.

Ms. Moutsatson began the presentation by saying that the Admissions Office works in collaboration with other units, hand-in-hand, to increase undergraduate enrollment to improve recruitment and retention, which will ensure success from enrollment to graduation.



The focus in recruiting is to build, develop and maintain internal and external relationships. Their focus for new undergraduate students includes first-year students, transfer students, underrepresented populations, international students and non-traditional students. They attempt to strike the right balance between resident and non-resident undergraduates, noting that recruitment and enrollment are about the mix.

The Admissions Office hosts a number of on and off campus events to develop contacts, advertise SOU and increase its visibility. Faculty play a big role in these events. There is now a recruiter to target Native American students, Brent Florendo, who will be instrumental in building the infrastructure needed to support recruitment and retention of these students. The office is also hiring a recruiter for the Portland area, taking events to rural high schools where other colleges do not usually go, and expanding their Counselor Fly-In program.

There are six California high schools that participate in SOU preview events. The calling campaigns also continue, where faculty and staff answer questions on anything from housing and the campus to financial aid. Ms. Moutsatson recognized Donny Nickelson for her great work on getting early award letters out, as research shows a student is most likely to choose the school that sends the first acceptance letter.

Ms. Moutsatson then discussed the recruitment cycle through the eyes of one student, "M. I.," who is now a sophomore at SOU. Admissions representative, Zac Olson, went to Petaluma High School to recruit. M.I. was so excited after hearing about SOU that she filled out a form and SOU representatives began communicating with her. All of their communications are tracked on SOU's database. Mr. Olson returned to Petaluma High School and encouraged M.I. to bring her parents to an event in Larkspur, California. M.I. and her parents attended and were impressed. They then came to a preview weekend at SOU and explored programs, stayed in the dorms and looked into available resources. M.I. submitted an application, was admitted and received a merit scholarship. The admissions booklet sent to students contains all the information students and their parents need to accept and enroll. M.I. paid her enrollment deposit and was invited to tailgate and football events near her home. In September 2014, M.I. and her parents attended a Raider Orientation and Registration (ROAR) and Week of Welcome. M.I. began her classes in the fall of 2014, is doing well academically and now works in the Admissions Office.

Ms. Moutsatson briefly discussed the Bridge Program, a new program for underrepresented, at-risk, resident, first-year students. The program leaders work with high school counselors to identify and recruit students to participate. This was the pilot year and they plan to expand it from 21 students to 50-60 students next year. The Bridge Program supports the students during their transition from high school through their first year at SOU.

Donny Nickelson then discussed advising at SOU. ROARs are pivotal events for students. They receive an academic advising, syllabus and calendar checklist; are

introduced to their degree requirements; receive departmental and major information; discuss career opportunities; meet faculty; build their schedules; and register for classes. Transfer credits are ready for students at the time they attend ROARs. Students are encouraged to connect with faculty and academic advisors.

Ms. Nickelson discussed the shared advising model and the relationship between academic, seminar and major advising. The University Seminar or House instructor is the first-year advisor for each student. In response to a trustee inquiry, Ms. Nickelson confirmed that if students need writing skills improvement, they are placed into seminar advising and are required to meet once per term to ensure they don't "fall through the cracks." Further, different advising pathways exist to help those with declared and undeclared majors, alike. SOU is proactive in advising because they want to help students before they get to a crisis point. Ms. Nickelson and other advisors contact students who have not declared a major, which helps fill the gap between University Seminar and finding a major. They also reach out to students who have not finished their second language requirement.

Responding to a question about tracking students who leave SOU, Mr. Stanek said they have tried but it is hard to gather that information. Students usually leave for one of four reasons: financial issues, academic challenges, their desired degree program is not offered at SOU or they experience life changes. Trustee AuCoin thought SOU also should be tracking students who drop out who are important in the funding model. Dr. Walsh added that Institutional Research's predictive analytics coupled with Cares reports will help with this and will allow a more proactive approach.

Last year, Education Benchmarking, Inc. (EBI) distributed a survey to 3,928 undergraduate students to gauge their satisfaction with academic advising. The response rate was 27.4 percent. SOU scored above average on three of the top four predictors of satisfaction with academic advising: the advising meetings; the advisor's knowledge; and the advisor-advisee relationship. SOU scored below average on the fourth predictor: whether the advisor discussed future plans and opportunities.

President Saigo inquired about how the EBI survey overlays with the National Survey of Student Engagement (NSSE) report and student perceptions. Ms. Nickelson noted that the NSSE report gives an overview and the customized EBI survey allows SOU to look deeply at these issues. Dr. Walsh added that the two complement each other.

Jennifer Fountain then discussed the retention work her 16 team members do at SOU. They look at the SOU community as a family, then identify subsets to serve. There are five resource centers: multi-cultural; queer; women's; commuter; and environmental. There are also numerous clubs, organizations, programs and events to get students involved and connected.

Highlighting the SOU Connects program and its tracking ability, for example, there are 114 active organizations, 1,118 involved users and 77 events in the next 30 days. SOU Connect is a technology program used to collect co-curricular data. It reflects the blended learning environment. SOU has not historically collected this information on student involvement. Also part of the technology are components for risk management, event planning, forms in the portal, service hour tracking, and self-reflection pieces.

Just as students leave with an academic transcript, they will also leave with a co-curricular transcript that addresses their activities, leadership, service and awards and speaks to employer-prized competencies.

Ms. Fountain noted the importance of SOU mission, university and Raider traditions, as also being an important part of retention and the student life component. The traditions are events that occur outside of the classroom that influence student success. The more students are involved, engaged and committed to the university and academics, they are more likely to learn early on important skills such as how to manage time and take responsibility. Raider traditions include Raider Days, Raider Winter Fest and Alternative Service Break. University traditions include SOAR, Beak Week, Homecoming, Pow Wow, Luau, Pride and the Social Justice Conference. SOU mission traditions include orientation, convocation and commencement.

Concluding the presentation, Taylor Burke then discussed the work of the Office of Student Support and Intervention (OSSI). The office provides targeted intervention and support—the right intervention at the point of need in order to educate, build resilience and promote retention. There are numerous points of intervention and the goal is to span the campus.

SOU Cares reports are a big piece of the work the office does and have 17 areas of concern that can be reported. Concerns are most likely to be reported by faculty or staff rather than by students. The number of Cares reports that have been filed over the past four academic years has increased steadily. Ms. Burke projects that they will receive 2,280 reports this academic year, with 840 active cases. Responding to Trustee AuCoin's question about the process that is followed if someone notices a problem with a student, Ms. Burke said a concerned individual comes to OSSI and files a Cares report. The report is quickly triaged, then assigned. In the reporting system, moments of intervention are reported to a central place so the campus-wide, interdepartmental Student Support Network team can triangulate data and intervene appropriately.

Ms. Burke is the only Licensed Clinical Social Worker in OSSI; there is also a Certified Social Work Associate and a Licensed Professional Counselor. However, the entire caseload does not rest with those three individuals. There are others in the office and they partner and are networked with other SOU and community resources, such as Jackson County Mental Health, campus security, campus housing and others. The Student Support Network team meets weekly to review reports of concern and develop care plans.

Chair Sayre and Dr. Walsh commended the presenters for a job well-done in helping the committee to understand the many moving parts and coordination in SOU's Recruitment, Enrollment and Retention programs. Trustee AuCoin commended the presenters on their presentations, noting that he was impressed by their work today. He also shared his reservation about pushing these programs forward at this time. Although the future of SOU depends on recruitment and graduation, he believes SOU needs help to drive strategic thinking, particularly on recruitment and retention. He suggested creating a cross-disciplinary ad hoc group, giving it a recruitment and

retention task focused on targeted populations and having the group come back in the spring with a plan. He thought it would be easier to deploy resources if SOU had a strategic plan.

Chair Sayre noted Trustee AuCoin's opinion and expressed a disagreement. Based on her own professional work, she knew personally that some of the programs are hitting a lot of the targeted markets. She thought administration could draw upon these to create the elements of a strategic plan. Dr. Walsh added that as SOU moves forward with the presidential search, the institution can then move forward with a strategic plan. She feels appropriate concern about getting in front of something that the new leadership may decide not to pursue. Chair Sayre further praised the four presenters as well as their accomplishments and thanked them for everything they are doing for SOU.

**Adjournment**

Chair Sayre adjourned the meeting at 3:33 pm.

DRAFT

# Public Comment

# Provost's Report

# Innovation and Leadership Degree Program Report



## INNOVATION AND LEADERSHIP, BACHELOR OF SCIENCE

**This BS degree is designed for working professionals who have:**

- one to two years of previous college experience
- at least five years of work experience beyond entry level
- a desire to lead, innovate, collaborate, and think creatively

**Students who graduate from the BS in Innovation and Leadership degree program will be able to:**

1. Demonstrate increased skill in organizational leadership including the application of theories about individual and group behaviors.
2. Apply innovative solutions to organizational systems using modern data analysis techniques, emerging media tools, creativity, and critical thinking skills allowing students to excel in local and regional organizations in the community.
3. Analyze the cultural, legal, ethical, financial, and physical environment in which an organization operates.
4. Demonstrate increased skill in effective communication using a wide range of technological tools, inter-personal skills, and writing techniques.

Up to 120 quarter hours may be transferred for credit into the Innovation and Leadership program. The remaining courses may be completed at Southern Oregon University. Students must complete a total of 180 quarter credits with 60 of those credits being at the upper division level.

**How to apply to the program:**

- First, apply for admission to Southern Oregon University.
- Then complete an application for the program, located at [www.sou.edu/INL](http://www.sou.edu/INL). Or, contact the Program Coordinator, Moneeka Settles at [settlesm@sou.edu](mailto:settlesm@sou.edu)
- A resume and essay must be submitted along with your application.

**Layout of the program:**

- The professional sequence consists of 16 *accelerated* (5 week long) classes at the Higher Education Center in Medford. Classes generally meet one evening per week. Each of the sixteen 4 credit courses cost \$900. There are no additional fees attached.
- The professional sequence takes 21 months to complete, with back-to-back classes in summer.
- Classes outside the professional sequence may be taken as a standard SOU class or transferred in from another accredited institution. *Up to 45 credits may also be earned through Credit for Prior Learning.*



<b>Program Prerequisites:</b>	<b># of Credits</b>	<b>Completed</b>
BA 131 – Business Computer Applications	4	
BA 324 – Business Communication	4	
MATH 243 – Statistics	4	

**\*\*Your enrollment in the INL Program completes your Upper Division Requirements. Courses offered in 5 week modules, meeting one night a week.**

<b>Professional Sequence: (Cohort Based)</b>	<b># of Credits</b>	<b>Completed</b>
EMDA 299 Digital Portfolios – Prerequisite and 1 <sup>st</sup> course of sequence	4	
BA 383 Advanced Spreadsheets	4	
BA 399 Entrepreneurships in Organizations	4	
BA 407 Emotional Intelligence	4	
BA 407 Accounting for Managers	4	
INL/PSY 438 Group Dynamics	4	
BA 428 Applied Business Research	4	
BA 477 Int’l Business or IS 370 Topics in Int’l Political Economy (Strand J)	4	
BA 489 Organizational Leadership	4	
BA/COMM/PSY 448 Mediation & Conflict Management	4	
COMM 456 Negotiation	4	
COMM 475 Organizational Communication	4	
CS/PHL 310 Information Technology: Legal & Ethical Issues (Strand I)	4	
EMDA 350 Projects in Digital Media	4	
INL/PSY 437 Creative Thinking (Strand H)	4	
BA 409 – Practicum Applied Capstone	4	

<b>Other Courses:</b>	<b># of Credits</b>	<b>Completed</b>
Credit for Prior Learning / other challenge course work	Up to 45	
Bachelor of Science Requirement – see catalog for specific classes	3-4	

Total Credits for BS Degree: 180 Credits (including 60 upper division credits).

**SOUTHERN OREGON UNIVERSITY**  
**CREDIT FOR PRIOR LEARNING POLICY**  
**Approved May 18 2015**

1. Credit for Prior Learning is available to students who are admitted into the Innovation and Leadership (INL) degree program at SOU. Before seeking credit for prior learning the student must complete an SOU-approved prior learning portfolio course.
2. Students may not seek credit for prior learning for a course they have previously taken for credit and for which they have received a grade other than an audit, nor may they seek credit for a course more than once. If students register for a course for which they are seeking credit for prior learning, they must drop and submit an application for CPL for that course before the last day to drop without a grade record.
3. No more than 25% of the credits submitted for graduation may be credit for prior learning.
4. Credit for prior learning counts toward graduation residency requirements for INL majors.
5. Portfolios receive either a P (pass) or NP (no pass). A pass suggests the student has mastered material comparable to a grade of C- or better in the corresponding course. The Registrar records P grades on the student transcript, but does not count the P in grade point average calculations. The Registrar does not record NP grades. Transcripts will identify credits earned through prior learning assessment.
6. A non-refundable fee of \$150 will be charged to assess the credit for prior learning application, regardless of the outcome. A non-refundable fee of \$55 per credit hour will be charged to the student at the time that credits are awarded.
7. The INL Program Coordinator and appropriate program faculty, or other approved departmental or institutional representative, are responsible for reviewing the portfolio, interviewing the student, and making a recommendation. The INL program coordinator is responsible for initiating the process and contacting program faculty who will review the portfolio and recommendation and make a decision to grant credit.
8. The decision, along with the application, will be forwarded to the Registrar, who will keep it as part of the student's permanent academic record. The student's portfolio will be stored by the INL program coordinator or other appropriate administrator.
9. There is no guarantee of transferability of CPL credits awarded at or accepted by Southern Oregon University.

10. Credit for prior learning will be assessed for lower division credit only. Exceptions will be considered by petition, and approval by the INL Program Coordinator, appropriate program faculty, and the Registrar.

# **HB 3375 and Preparation of Diverse Educators**

# Pathway to Teaching

## Recruiting and Developing Diverse Educators at Southern Oregon University

### Submitted in accordance with HB 3375: Oregon Educator Equity Report

February 18, 2016

Consistent with the goals of 40-40-20 and the Oregon Equity Lens, HB 3375 requires each public teacher education program in the state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The bill further requires the governing board of each public university to review these plans for adequacy and feasibility before final submission to the Higher Education Coordinating Commission.

#### Statewide Context: Valuing Teacher Diversity

Improving the diversity of our teaching workforce is a critical priority for closing the achievement gap and advancing towards 40-40-20. HB 3375 defines “diverse” as people with culturally or linguistically diverse characteristics including:

- (a) Origins in any of the black racial groups of Africa but not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.

Increasing the number of culturally and linguistically diverse teachers in Oregon contributes to the goal of enhancing educational equity and success for all students. As explained in the 2015 Oregon Educator Equity Report, research on teaching and learning demonstrates that having teachers they can relate to helps students become more engaged and thereby increases their effort, interest and confidence. For Oregon’s increasingly diverse student population, having high achieving teachers with cultural backgrounds similar to their own provides access to real life, relatable role models of academic achievement and career success that can inspire and support their own success in and outside of the classroom.

Oregon has made some progress towards the goal of increasing teacher diversity over the last twenty years, more than doubling the percentage of non-white teachers from 3.9% to 8.5%. That progress, however, has failed to keep pace with the growing diversity among Oregon’s k-12 student population such that the gap between the percentage of non-white students and teachers statewide (known as the Teacher Diversity Index) has ballooned from 12.4 to 27.9%. As a

result, Oregon's schools and teacher preparation programs face a significant challenge in their efforts to improve outcomes for Oregonian students by recruiting, developing and supporting a more diverse teacher workforce.

### **Institutional Context: Building a Diverse Student Body at Southern Oregon University**

Teacher preparation programs at both the graduate and undergraduate level are highly dependent upon the student population of the university in which they are located. At Southern Oregon University (SOU), 69% of our teacher education candidates in 2014-15 were drawn from the undergraduate student population at SOU. Thus, efforts to enhance the diversity of the teacher education candidates stand to benefit from initial steps aimed at developing a more diverse student population university-wide. The Pathway to Teaching builds upon a strong foundation of successful minority outreach efforts already underway at Southern Oregon University:

The university invests in attracting and retaining a diverse student body through Diversity Scholarships which provide tuition remissions of up to \$5000/year for new and continuing students who demonstrate academic excellence and contribute to the university through community involvement, cultural sharing, leadership roles and extracurricular activities. The newly instituted Bridge Program employs a wrap-around approach to supporting Oregonian first generation college-going students as they transition into higher education through providing early summer entry, campus jobs, and pro-active advising and academic supports. The Office of Diversity and Inclusion, meanwhile, works to ensure a supportive and inclusive campus climate for all students by fostering a culture of respect and a rich diversity of ethnicity, race, gender and gender identity, size, nationality, age, language, religious affiliation, sexual orientation, socioeconomic background, disability, and political affiliation. Safeguarding this culture of respect, a Bias Response Team provides proactive education and responsive action to bias-related incidents, while programs such as SOU Connections help connect underrepresented students to each other and to the array of resources available across campus aimed at promoting student success and inclusion.

Pre-College Youth Programs offer an array of opportunities designed to open the door to college for children and families from underrepresented populations:

- Academia Latina is a week-long residential summer program which immerses Latino 7th, 8<sup>th</sup> and 9th graders in the university setting through classes, field trips, cultural experiences and recreational activities;
- Latino Family Days help students and their families experience the university setting and learn about college admissions through campus tours, sessions on college applications, financial aid/scholarships, and student and faculty panels;
- Cesar Chavez Leadership Conference invites regional Latino high school students to address contemporary issues and educational opportunities beyond high school through workshops on leadership and community engagement;
- Pirates to Raiders is a partnership program between students, families, school districts and Southern Oregon University to support students from 8th grade through high school completion and admission to SOU;

- Konoway Nika Tillicum is a year-long academic and cultural support program for Native American students in grades 6-12 culminating in an 8-day residential academy on the college campus.

The SOU School of Education also provides targeted efforts aimed at building the pipeline of underrepresented students aspiring and academically prepared to succeed in college. Education practicum students spend approximately 100,000 hours each year in K-12 school settings and much of this time is now being directed to programs such as AVID and ASPIRE which provide academic support and mentoring for potential first generation college goers. We have dedicated two .5 FTE positions to Minority Outreach Coordinator and Navigator roles to support the expansion of Pirates and Bulldogs to Raiders programs which provide after school tutoring, family outreach, and college preparation and planning workshops for over 120 Latino middle and high school students in the Phoenix-Talent and Medford school districts. And, to help ensure all teachers we graduate are well equipped to support the academic achievement of linguistically diverse students, each of our teacher licensure programs was revised between 2014 and 2016 to integrate competencies in culturally responsive pedagogy and teaching English Language Learners within the general education classroom.

### **Extending the Bridge: Creating a Pathway to Teaching**

Now, in a unique collaboration with two local school districts and the Southern Oregon Educational Services District (SOESD), the SOU School of Education seeks to build upon these efforts to create a sustainable, high impact model for cultivating a diverse educator workforce from within our local community. The specific goals, strategies, deadlines and success metrics for this Pathway to Teaching are presented below:

#### Goals

- 1) Increase the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
- 2) Increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

#### Core Strategies

- 1) Starting early:
  - Efforts to recruit diverse teachers which begin in or after college have historically proven ineffective and the percentage of culturally and linguistically diverse teachers nationwide continues to lag significantly behind that of students;
  - The Pathway to Teaching links with existing minority outreach efforts which begin in the 8<sup>th</sup> grade and employ a whole family approach. It supports academic achievement and post-secondary aspirations at each step from 8<sup>th</sup> grade through graduate school.
- 2) Articulated career pathway including dual credit:
  - Students can earn 15 credits of college coursework while still in high school;
  - No tuition will be charged for college credits earned through the Pre-Education Pathway.

- 3) Bridging systems to support post-secondary and career aspirations:
  - Bridging middle & high school through Pirates/Bulldogs to Raiders program;
  - Bridging high school & college through Pirates/Bulldogs to Raiders program and dual credit Pre-Education pathway;
  - Bridging college & career through concurrent enrollment in the Master of Arts in Teaching (MAT) or undergraduate Elementary Education (EE) licensure track program and the Teacher Equity Fellows program.
- 4) Incentivizing participation for culturally and linguistically diverse students:
  - Free MAT/EE licensure program for students who complete the Pre-Education Pathway and earn their undergraduate degree from SOU;
  - Intent to Employ offer for students who complete the Pre-Education Pathway;
  - Paid fellowships for students completing their MAT or EE licensure program.
- 5) Leveraging community partnerships around common priorities and shared commitments:
  - Southern Oregon University agrees to earmark “targeted student sub-population” state funding generated by students participating in the Pathway to support tuition remissions during their MAT or EE licensure track program;
  - Medford and Phoenix-Talent school districts agree to award fund paid fellowships for students from their district participating in the Pathway during their MAT or EE licensure track program;
  - Southern Oregon Educational Services District (SOESD) Migrant Education agrees to fund instructor Professional Learning Communities (PLCs) to develop and articulate courses in the Pre-Education Pathway.

### Implementation Plan and Timeline

#### Fall 2015

- Expand Pirates to Raiders model to Medford School District (Bulldogs to Raiders)
- Present draft Diverse Educator Recruitment and Development Plan to the Phoenix-Talent and Medford school districts and the SOESD

#### Winter 2016

- Establish instructor PLCs to develop Learners and Learning course and articulate ED 251 Introduction to Teaching
- Revise Co-Pay Voucher agreements to address Diverse Educator Recruitment Plan
- Each party conducts institutional review of budget framework
- Present the Diverse Educator Recruitment and Development Plan for SOU Institutional Board approval

#### Spring 2016

- Develop and sign Documents of Commitment
- Present Diverse Educator Recruitment and Development Plan for HECC approval
- Develop Memorandum of Understandings regarding multiple entry points for high school and college students already in the Pathway pipeline

#### Fall 2016



- Announce Pathway to Teaching at Pirates and Bulldogs to Raiders kickoff nights
- Establish PLCs to develop and articulate ED 201 Risk and Resilience, ED 202 Culture in the Classroom, and ED 252 Social Foundations

#### Winter 2017

- Create articulation agreements with existing Rogue Community College (RCC) Early Childhood and Elementary Education dual credit courses

#### Spring 2017

- Co-sponsor diverse educator hiring fair with SOESD Migrant Education Office

#### Summer 2017

- Begin targeted incentives for students in the MAT and Elementary Education licensure track programs

#### Fall 2017

- Begin offering dual-credit Pre-Education Pathway courses

### Program Success Metrics

#### Pathway to Teaching:

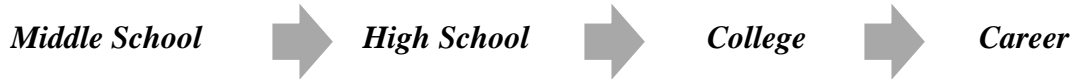
- Annual target of ten local CLD teachers graduating from the MAT and Elementary Education licensure track programs
- Budget neutrality

#### Pirates and Bulldogs to Raiders:

- Academic achievement metrics: high school gpa, high school graduation rates, dual-credits earned, college admission rates, college completion rates
- Non-cognitive metrics: growth mindset, post-secondary aspirations, high school attendance, college persistence

## Pathway Elements

### Supports and Incentives as students transition from:



**Middle School and High School:** targeted support programs provide:

- After school mentoring
- Post-secondary planning and application support
- Family outreach and community events

*Pirates and Bulldogs to Raiders program currently serve Latino students within Phoenix-Talent and Medford school districts. Future expansion possible to Eagle Point school district and Native American students participating in the Konaway program.*



**High School:** Pre-Education pathway provides ALL students the opportunity to earn 15 credits of college level coursework while still in high school.

- ED 251 Introduction to Teaching, 3 credits
- ED 202 Culture in the Classroom, 3 credits
- ED 252 Social Foundations of Education, 3 credits
- ED 201 Risk and Resilience, 3 credits
- ED 209 Practicum, 3 credits
- Additional transition support programming includes:
  - Visits to the Southern Oregon University campus
  - Assistance applying for college admission and financial aid
  - Family outreach and student leadership conferences

*FREE TUITION for college credits earned through the Pre-Education Pathway*

*TARGETED INCENTIVES: students who complete the Pirates or Bulldogs to Raiders program and complete the Pre-Education Pathway with a GPA of 3.0 or above will be offered an Intent to Employ letter guaranteeing a teaching position after graduating from college and qualifying for an Oregon Teaching License.*



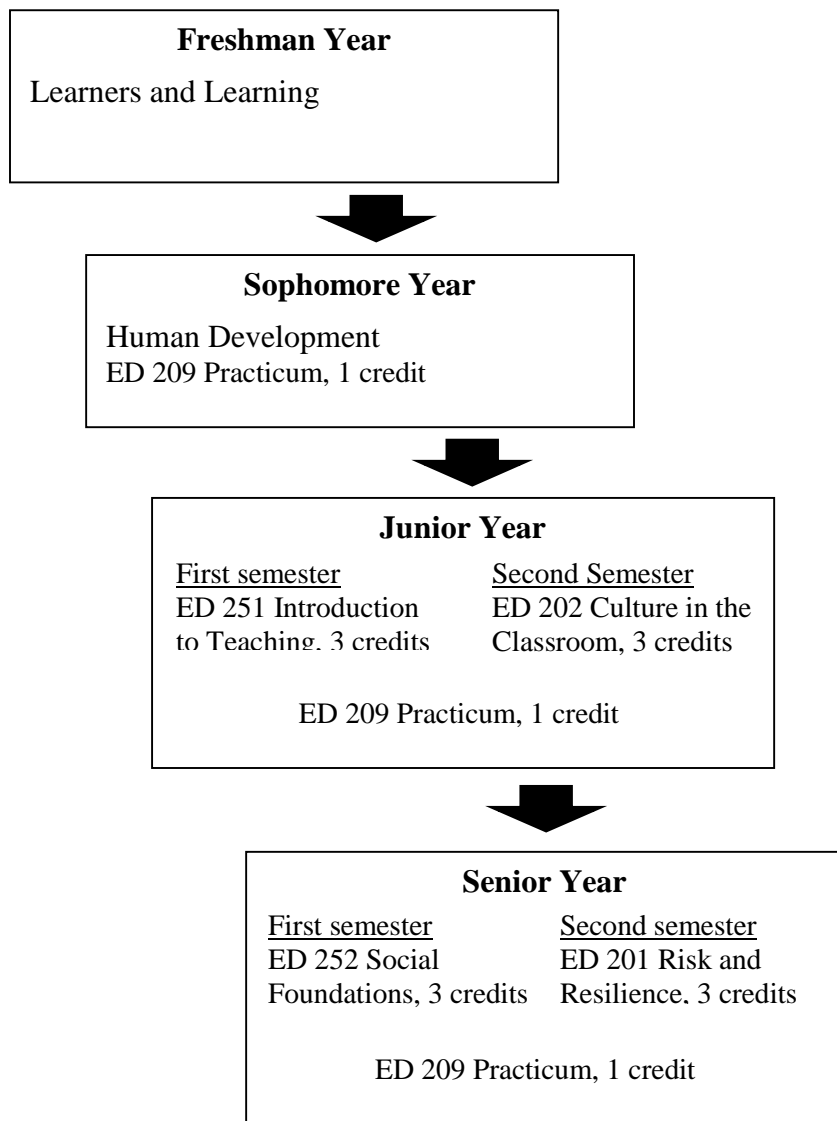
**College:** Earn your college degree from SOU and qualify for an Oregon Teaching License.

*TARGETED INCENTIVES: students who complete the Pirates or Bulldogs to Raiders program and the Pre-Education Pathway, earn their bachelor's degree at SOU, and meet all program entrance requirements will be offered FREE TUITION in the MAT or Elementary Education Licensure Track program and a PAID FELLOWSHIP through the Teacher Equity Fellows Program.*



**Career:** Teach in local schools!

## Pre-Education Pathway



### High School Offerings (not for dual credit)

Learners and Learning (co-developed with reference to ED 462 Human Development, Cognition and Learning and ED 470 The Exceptional Child)

Human Development (co-developed with reference to ED 340 Child and Adolescent Development and ED 460 Whole Child Development)

### Dual Credit Offerings (15 credits)

ED 201 Risk and Resilience, 3 credits (develop with reference to ED 481 From At-Risk to Resiliency and ED 426 Bullies and Victims)

ED 202 Culture in the Classroom, 3 credits (develop in reference to ED 346 Child, Family and Community and ED 460 Multicultural Education)

ED 251 Introduction to Teaching, 3 credits

ED 252 Social Foundations in Education, 3 credits

ED 209 Practicum, 3 credits (may be satisfied through paid internships with the Medford after-school program)

**Course development and articulation** supported through funding provided by SOESD and Migrant Education Office

## Budget Framework

### Costs

- Pirates/Bulldogs to Raiders programming = \$273/student<sup>1</sup>
- Tuition waivers for dual credit courses = \$615/student<sup>2</sup>
- Opportunity cost of foregone tuition and fees = \$10,636<sup>3</sup>
- Marginal cost to educate = \$8,333/student<sup>4</sup>
- Teacher Equity Fellowships = \$9,360/student<sup>5</sup>
- Instructor PLCs for course development and articulation = \$4,500<sup>6</sup>

### Revenue

- State support based upon dual credit incentives = \$750/student<sup>7</sup>
- Additional UG state support incentives for targeted sub-populations = \$4,578/student<sup>8</sup>
- Additional UG state support incentives for bi-lingual education = \$2,081/student<sup>9</sup>
- State support for GRAD enrollment and degree completion = \$4,994/student<sup>10</sup>
- External fundraising:
  - Juan Young Trust, College Dreams, Ellwood Foundation, Oregon Campus Compact
  - Potential ODE contribution: Diverse Educator Pipeline Grant or its successor

### Cost-sharing guarantees to be included within a Document of Commitment

- SOU agrees to accept co-pay vouchers and earmark incentivized state support through the Student Success and Completion Model (SSCM) to fund tuition remissions for up to ten qualifying students in the MAT or senior year Elementary Education licensure track
- Districts agree to provide paid fellowships and allocate co-pay vouchers to support eligible candidates completing the MAT/EE programs
- ESD Migrant Education office agrees to support instructor PLC engaged in course development and articulation

<sup>1</sup> Based on 2014-15 programming costs

<sup>2</sup> Based upon \$41/credit for 15 credits of ASC completed through the Pre-Education Pathway

<sup>3</sup> Based upon ten year average of .4 qualifying students per year (i.e. culturally/linguistically diverse graduates from Medford or Phoenix high schools who complete the MAT program after earning their BA/BS from SOU)

<sup>4</sup> Based upon 3 ELU at average professorial rate for MAT 527, 528, 540, 541, 542, 543 (and equivalent ED 411, 416, 417, 418, 435, 458)

<sup>5</sup> Based upon .5 FTE Instructional Assistant average rate of \$13/hr.

<sup>6</sup> Based upon \$50/credit for 15 credits of ASC completed through the Pre-Education Pathway

<sup>7</sup> Based upon 20 hours at ESD curriculum rate (\$45/hour) for five member PLC

<sup>8</sup> Based upon 1.1 “Targeted Student Populations” weighting under the SSCM

<sup>9</sup> Based upon 1.5 “Area of Study” weighting under the SSCM

<sup>10</sup> Based on 1.0 “Degree Level” and “Graduate Certificate” weighting under the SSCM

# PATHWAY TO TEACHING

Southern Oregon University  
Diverse Educator Recruitment Plan

# HB 3375 and the Oregon Educator Equity Act

“Each public teacher education program in the state must prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators.”

- ❖ Oregon has 36.4% students of color but only 8.5% teachers of color

# Existing Minority Outreach Efforts at SOU

- Diversity Scholarships
- Academia Latina, Latino Family Days, Cesar Chavez Leadership Conference, Konoway
- Pirates and Bulldogs to Raiders programs
- Deploying Education practicum students to support targeted intervention programs within k-12 schools
- Bridge Program

# Pathway to Teaching: Goals

- 1) Increase the number of teachers culturally and linguistically diverse backgrounds within schools throughout Southern Oregon
- 2) Increase university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to succeed in higher education.



# Pathway to Teaching: Core Strategies

- 1) Starting early
- 2) Articulated pathway including dual credit
- 3) Bridging secondary and post-secondary systems
- 4) Targeted incentives for culturally and linguistically diverse students
- 5) Leveraging community partnerships

# Pathway to Teaching: Fiscal Impact

- 1) SOU: achieve budget neutrality through earmarking “targeted student sub-population” state funding
- 2) Phoenix-Talent and Medford school districts: fund teacher equity fellowships
- 3) SOESD: fund instructor PLC’s to develop and articulate new dual credit courses

# Measuring Success

- Increase college admission and completion rate among Latino students above statewide averages
- Increase number of “locally-grown” CLD teachers from .4 to 10 per year
- Create a replicable, scalable and sustainable model

We are tackling persistent social and educational challenges in a coherent and multifaceted way!

# Next Steps

- 1) Spring 2016: SOU Institutional Board review for adequacy and feasibility
- 2) Spring 2016: SOU, Phoenix-Talent and Medford School District, and SOESD sign documents of commitment
- 3) Summer 2016: submission to the HECC
- 4) 2016-17: develop full dual-credit pathway
- 5) 2017-18: begin targeted incentives

# AASCU Re-imagining the First Year

## NEWS RELEASE

**For immediate release:**

February 1, 2016

**For further information contact:**

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### **SOU Selected to Participate in National Initiative to Re-Design Students' First-Year College Experience**

(Ashland, Ore.) — Southern Oregon University today announced its selection by the American Association of State Colleges and Universities (AASCU) to participate in the three-year “Re-Imagining the First Year of College” (RFY) project, a sweeping initiative aimed at transforming the first year of college to enhance students’ success in their undergraduate years and in the 21<sup>st</sup> century workplace.

The first year of college has emerged as the critical barrier to student success, the point at which undergraduate institutions experience the greatest loss of students. The objective of the RFY project is to help project participants – and ultimately the broader AASCU membership of 420 state colleges and universities – to implement changes that enhance the first-year student experience and increase student retention and graduation rates, particularly among historically underserved populations.

As part of AASCU’s RFY project, SOU will select and implement proven, innovative strategies and programs, adapting them to the campus’s unique environment and needs. The evidence-based strategies focus on four core areas to help first-year students succeed: institutional intentionality, curriculum, faculty and staff roles, and student roles. SOU also will participate in a learning community along with the 43 other state colleges and universities selected for RFY. The learning community will enable RFY participants to attend national conferences and educational webinars, receive one-on-one mentoring, access online tools and resources, and share ideas, successful strategies and lessons learned with each other.

“We are pleased that these AASCU institutions will commit their enormous talent and knowledge to the success of this initiative, which I believe will have a profound effect on undergraduate education in the 21<sup>st</sup> century,” said George Mehaffy, vice president for academic leadership and change at AASCU. “The state colleges and universities we selected for RFY represent a broad swath of the institutional landscape and exhibit strong leadership and other qualities that are conducive to effecting broad-scale and sustainable change. Together, with the engagement of all campus stakeholders – from students to academic leadership – we will strive to transform the first-year student experience and ensure student success,” he added.

AASCU will kick off the RFY initiative with academic leaders attending the association’s 2016 Academic Affairs Winter Meeting in Austin, Texas from Feb. 4-6, 2016. RFY is being funded by generous grants from the Bill and Melinda Gates Foundation and USA Funds.

-SOU-

## **About Southern Oregon University**

Southern Oregon University is a medium-sized campus that provides comprehensive educational opportunities with a strong focus on student success and intellectual creativity. Located in vibrant Ashland, Oregon, SOU remains committed to diversity and inclusion for all students on its environmentally sustainable campus. Connected learning programs taught by a host of exceptional faculty provide quality, innovative experiences for students. Visit [sou.edu](http://sou.edu).

## **About AASCU**

[The American Association of State Colleges and Universities](http://www.aascu.org) (AASCU) is a Washington, D.C.-based higher education association of more than 400 public colleges, universities, and systems whose members share a learning- and teaching-centered culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions' economic progress and cultural development.

## AASCU "Re-imagining the First Year of College" Basics

- AASCU has 420 members
- Biggest AASCU project ever
- Purpose is to ensure "success for all students, particularly those who have historically been underserved by higher education: low income, first generation, and students of color"
- Team members
  - Jeff Gayton
  - Amy Belcastro
  - Kristin Nagy Catz
  - Deb Brown
  - Rachel Jochem
  - Lee Ayres
  - Lisa Garcia-Hanson
  - Donny Nickelson
  - Jake Scott
  - Student (not yet named)
  - Vicki Suter
  - Jaden Berry

### **Main Goals**

- AASCU POV
  - Collaboration
  - Implementation
- SOU POV
  - Identifying the common themes underlying initiatives we're already engaged in
  - Evaluating the cumulative effect of these initiatives
  - Identifying other initiatives that would reinforce existing efforts
  - Integrating disparate initiatives into comprehensive, reflective program to support retention, learning, and success for students in their first year at SOU and beyond

### **From Everyone's Responsibility to Everyone has a Role to Play**

- Faculty, instruction, and curriculum
- Student support
- Advising
- Student engagement
- Data

**For more info, see <http://www.aascu.org/RFY/>**



**Adjourn**