



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

April 14, 2017

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 the Provost's Council and the housing director search. There will be discussion and action on a curriculum proposal for an undergraduate degree program in health care administration. Other agenda items include discussions on the student fee process and the Tuition Advisory Council's process. There also will be discussion and information on the president's 2017-2018 tuition and fees recommendation.

The meeting will occur as follows:

Thursday, April 20, 2017

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

(Lunch to be provided for the committee members and selected staff members.)

Hannon Library, DeBoer Room, 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 or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**



**Board of Trustees**  
**Academic and Student Affairs Committee Meeting**  
**April 20, 2017**

# Call to Order and Preliminary Business



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

**Thursday, April 20, 2017  
12:30 p.m. – 3:30 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      | Roll Call  | Sabrina Prud'homme,<br>SOU, Board Secretary  |
|           | 1.3      | Agenda Review  | Chair Sayre  |
|           | 1.4      | Consent Agenda: Approval of March 16,<br>2017 Meeting Minutes (Action)       |  |
|           | <b>2</b> | <b>Public Comment</b>  |  |
| ~ 10 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      | Provost's Council Update   |  |
|           | 3.2      | Housing Director Search  |  |
| ~ 20 min. | <b>4</b> | <b>Undergraduate Degree Program: Health<br/>Care Administration (Action)</b> | Dr. John King, SOU,<br>Division Director,<br>Education, Health and<br>Leadership           |
| ~ 20 min. | <b>5</b> | <b>Student Fee Process</b>   | Tyler Takeshita, ASSOU,<br>President   |
| ~ 15 min. | <b>6</b> | <b>Tuition Advisory Council Process</b>                                      | Mark Denney, Associate<br>Vice President for Budget<br>and Planning                        |

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

**Thursday, April 20, 2017  
12:30 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

~ 35 min.	<b>7</b>	<b>2017-2018 Tuition and Fees Recommendation – Information and Discussion</b>	President Schott
~ 5 min.	<b>8</b>	<b>Future Meetings</b>	Chair Sayre
	<b>9</b>	<b>Adjourn</b>	Chair Sayre



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

**Thursday, March 16, 2017  
12:00 p.m. – 1:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**MINUTES**

**Call to Order and Preliminary Business**

Chair Sayre called the meeting to order at 12:02 p.m. She congratulated Trustee Shea Washington on the birth of his daughter.

The following members were present: Teresa Sayre, Judy Shih and Joanna Steinman. Trustee Daniel Santos participated via videoconference. Trustees Les AuCoin, Steve Vincent, and Shea Washington were absent. Trustees Bill Thorndike, Paul Nicholson and Linda Schott (ex officio) also attended the meeting.

Other meeting guests included: Craig Morris, Vice President for Finance and Administration; Jason Catz, General Counsel; Ryan Schnobrich, Internal Auditor; Chris Stanek, Director of Institutional Research; Joe Mosley, Director of Community and Media Relations; Dr. Jody Waters, Associate Provost; Allie Bogard, Student Life; Olena Black, League of Women Voters; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Trustee Steinman moved to approve the February 16, 2017, meeting minutes as drafted. Trustee Santos seconded the motion and it passed unanimously.

**Public Comment**

There was no public comment.

**Provost's Report**

Since Dr. Susan Walsh was participating in OIT's provost search, there was no report from the provost. However, Dr. Jody Waters later provided a few comments. She said the Student Health and Wellness Center was receiving the summation report from its accrediting entity. SOU's environmental education program was accredited this year; they did such a good job with their application that they were invited to help train others on how to get accredited.

## **Curriculum Update: Undergraduate Degree Program in Health Care Administration**

Dr. John King said he met twice with Faculty Senate to present the program proposal. Faculty Senate intended to vote on the proposal last week but, for procedural reasons, the vote was delayed for two weeks. The review process has been helpful because it has allowed him to get feedback and recommendations from the committee and Faculty Senate. Two changes specifically reference the board's recommendations. First, another policy-focused course has been added: "Health Care Policy - Obamacare and Beyond." We are also providing additional resources and instructional materials to help faculty address how the content they are teaching applies within the context of the health care sector.

Responding to Trustee Steinman's inquiry, Dr. King said the program coordinator will provide administrative support in the first year since there will be a small student population. Once the student numbers increase, they will bring in a person to provide administrative support.

Responding to Trustee Steinman's further inquiry regarding the program moving from one division to another, Dr. King said, during the "program launch period," the program will be in the Division of Education, Health, and Leadership. For the first two years, it will stay there because much of the work that will need to be done will be in the areas of curriculum and assessment and that division can provide the necessary support and guidance. The program will move to the Division of Social Sciences since the majority of the courses in the program live in that division.

Board Chair Thorndike said he is excited about the proposal since so many of the good-paying jobs in the Rogue Valley are in health care. In the community, he is hearing about the lack of a deep talent pool to service clinics and hospitals. He thought it was a wonderful opportunity for SOU to create the platform for graduates to be successful in this industry. There is a need for students to have skill sets around management.

Dr. King said next year he would bring forward a certificate in health care administration to give students a deep skill set in informatics and analytics. Dr. Waters added that there are Academic Policies Committee discussions surrounding certificates and making them available to students who are not currently enrolled in a major. SOU does not have many standalone certificates but there is a market for them. Chair Sayre asked for a future presentation on this issue.

## **Student Tuition Process – Information**

Chair Sayre commended Mark Denney on the videos he created for educating the campus on the budget process and Mr. Denney gave credit to student government representatives, saying the videos resulted from their input. Mr. Denney said the purpose of his presentation was to provide the committee a summary of the information and conversations the Finance and Administration Committee has had on tuition and

fees.

There are two levers for revenue: state aid and tuition. Since 2008, there has been a significant decline in state aid and an equal increase in tuition to make up that lost revenue. In the short term, SOU's ability to reduce expenditures to address shortfalls is practically nonexistent. Tuition revenue is a function of the rate, total enrollment and the mix of that enrollment. When tuition rates are set, price does influence how an institution attracts students but is not the only factor. Quality is also an influence.

Mark Denney compared SOU's resident undergraduate tuition rates to those of thirteen comparator institutions. He analyzed the following: current FY17 rates; a 10 percent increase at Oregon institutions and a 5 percent increase at out-of-state institutions; and a 15 percent increase at SOU, a 10 percent increase at other Oregon institutions and a 5 percent increase at out-of-state institutions. In all comparisons, rates at SOU, EOU, and WOU were close to each other.

Southern Oregon University is attractive to California students because of the inability to get into California schools, get required classes, and graduate on time. In the scenarios of projected tuition increases, SOU's rate would be higher than the California State institutions, but significantly below the University of California institutions. President Schott added that several counselors from California reaffirmed SOU's attractiveness for their students because they can progress toward degrees in ways they cannot in California.

Mr. Denney discussed price sensitivity ranges for resident and WUE students and how price change may impact demand. On the bottom end of the range, if SOU gets too far above the RCC rate, it will drive students to RCC. On the top end, if SOU gets too close to U of O or OSU, students might choose those universities over SOU, when price is a driving factor in those decisions. Where price is not the deciding factor, Mr. Denney thinks if SOU stays within those ranges, even if closer to the top, it would generate more revenue through tuition but would not change students' decisions.

Tuition rates play a more important role for incoming students than for students who are already at SOU. For the most part, continuing students have made the decision to come to SOU and, hopefully, SOU is meeting their academic goals. These students are less likely to change schools but may decide to take a break and work to earn more money for tuition; the hurdle then becomes whether those students return to SOU.

Assuming increases of 12 percent in tuition, 5 percent in fees and 2-3 percent in housing, the total annual increase would be about \$1,300 for resident students living on campus, \$1,000 for resident students living off campus, \$1,700 for WUE students living on campus and \$1,400 for WUE students living off campus. This represents a 6 percent total increase for resident students and a 6.6 percent total increase for WUE students. The low increase in housing contributed greatly to keeping the total increase to just 6



percent. Mr. Morris added this was a major effort Mr. Denney and the interim housing director, Noah Hurley, have been working on. In the last few years, it was typical to see 5-6 percent increases in housing and food service and that the average of both is around 3 percent is significant and intentional.

Mr. Denney said two major factors have changed this year that are causing them to look at a tuition increase possibly as high as 12 percent: a decline in state funding and increased labor costs. State funding is projected to decline significantly next year, which puts upward pressure on tuition. The legislature appropriates money to the Public University Support Fund; the universities do not know how much will be appropriated for next year and may not know until June. Using the governor's recommended budget as the lowest funding scenario and then progressive increases for additional scenarios, Mr. Denney explained the impact of state funding scenarios for universities and how they are advantaged or disadvantaged by the allocations under the Student Success and Completions Model (SSCM). Southern Oregon University is disadvantaged most and to a large extent. It is a function of how the SSCM counts the enrollment of resident students and that it looks at degrees issued not graduation rates. SOU had low graduation numbers in 2016; the rate was not necessarily low but rather SOU had low enrollment of resident students 4-5 years prior.

Responding to Trustee Steinman's inquiry, Mr. Denney said SOU has the opportunity to improve those numbers but, the way the model works, SOU's scale makes the hill to climb very steep. SOU would have to change its numbers significantly to make the model have a different impact. The SSCM is having a similar impact at all the TRUs but is felt to the greatest degree at SOU.

Responding to Chair Sayre's inquiry, Mr. Denney said the co-chairs' budget allocated a total amount to higher education, but did not break it out, and is better than the governor's recommended budget. Mr. Morris said \$680-700 million is the best guess for the co-chairs' budget. Trustee Nicholson clarified that the only way SOU will get an increase in the level of funding is if it goes above \$680 million.

Mr. Denney discussed revenue and expenditures for education and general operations over the past several years. Year over year, revenue has been growing at about 4 percent and expenditures at 5 percent. Labor makes up most of the expenditures and is going up at 9 percent above the rate of inflation. The salary piece is about 3 percent above the rate of inflation; the other 6 percent is, over time, the cost of benefits SOU employees receive, with PERS being a significant driver in the increase. There are no levers to mitigate those benefit costs. Mr. Morris added that all state agencies are seeing the PERS increase, not just universities.

All seven universities are looking at significant tuition rate increases because of the decline in state funding coupled with a significant increase in labor costs next year.

The U of O has announced it is projecting a 10.5 percent increase in tuition; PSU is looking at a 9 percent increase; and EOU is looking at a 6 percent increase.

Mr. Denney then reviewed the process for determining tuition and fees. Southern Oregon University has a Tuition Advisory Council (TAC), which includes four student members; the TAC has shared its draft recommendation with the president and will start doing presentations around campus to present that recommendation and get feedback. Students, through the Student Fee Committee, set the incidental fee and are recommending a 7 percent increase; they did not want to draw down their fund balance and leave next year's committee with having to figure out how to restore the fund balance. The director of the Student Health and Wellness Center recommends the health fee and is recommending a 5 percent increase. The building fee is legislatively set and is not changing. The Recreation Center Steering Committee that manages the rec center fee—which cannot exceed \$95—is still working on setting that fee.

Mr. Denney presented a draft of the current proposal for tuition, fees, housing, and dining. The combined rate increases would be around 6 percent for resident undergraduate students living in the residence halls and 6.6 percent for WUE students. He has given tuition and fee presentations around campus. Students are not happy with a large tuition rate increase, but they understand the factors and the options.

Trustee Nicholson said he was glad Mr. Denney could share information with this committee. Another element in play is the tuition support process and the interplay between these increases and likely changes they could bring to tuition support. President Schott said they have been thinking a lot about institutional aid and will have a presentation on that topic.

Mr. Morris added historical context to explain why SOU could not just cut its way out of the problem and not raise tuition. In 2014, SOU went through a painful retrenchment process which turned the campus upside-down and created an atmosphere of unhappiness never experienced before. SOU is now a very lean organization and cutting further would mean eliminating programs and associated enrollment. On the staff side, OUS, the HECC, and accreditors have criticized SOU for not having deep enough support staff. Cutting more support staff would mean SOU could no longer guarantee compliance in key areas where compliance is essential. He and President Schott have talked about this with legislators and about a potential double-digit tuition increase. As SOU builds its budget for next year, the campus is being asked to keep services and supplies (S&S) flat, which has been done for the past couple of years. As a result, the campus has to make cuts and develop efficiencies to sustain a flat S&S budget. President Schott said folks have talked to her about how difficult it already is to do their jobs. Trustee Steinman added that when it gets so lean there are no people in offices, students get frustrated, which impacts retention and enrollment.

Responding to Trustee Shih's inquiry, Mr. Denney said a little less than 50 percent of SOU students receive institutional aid or SOU Foundation scholarships. Those scholarships went from \$1 million to \$1.5 million last year and are projected to be close to that this year; the target is \$3 million next year. Institutional support for students is set at 10 percent of total tuition receipts. Mr. Morris said, when looking at institutional aid, SOU Foundation scholarships and federal financial aid, that 60-70 percent of SOU students receive support. The average debt for SOU graduates is about \$25,000, compared to the national average of \$35,000.

As the board looks forward to its April tuition decision, Trustee Santos asked what the trustees could start thinking about for future years. With expenditures and labor increasing every year, Mr. Denney stressed the importance of revenue keeping pace in order for SOU to have a fairly sustainable model. Mr. Morris further explained that their modeling assumed a 5 percent tuition increase for the remainder of the biennium and the one after that. Using that assumption, SOU still does not have a fund balance at the end of 2021 that will work for the institution. To keep tuition increases no higher than 5 percent, the only way to increase enrollment revenue is to increase enrollment of students through recruitment and retention.

### **Future Meetings**

Chair Sayre said the next meeting would be on April 20 and requested a start time of 12:30 p.m. instead of 12:00 p.m. She said the committee would look at curriculum approval for the health care administration degree; discuss 2017-18 tuition and fees; and review the student fee and the TAC processes. A future agenda item will be the certificate piece mentioned earlier in the meeting.

### **Adjourn**

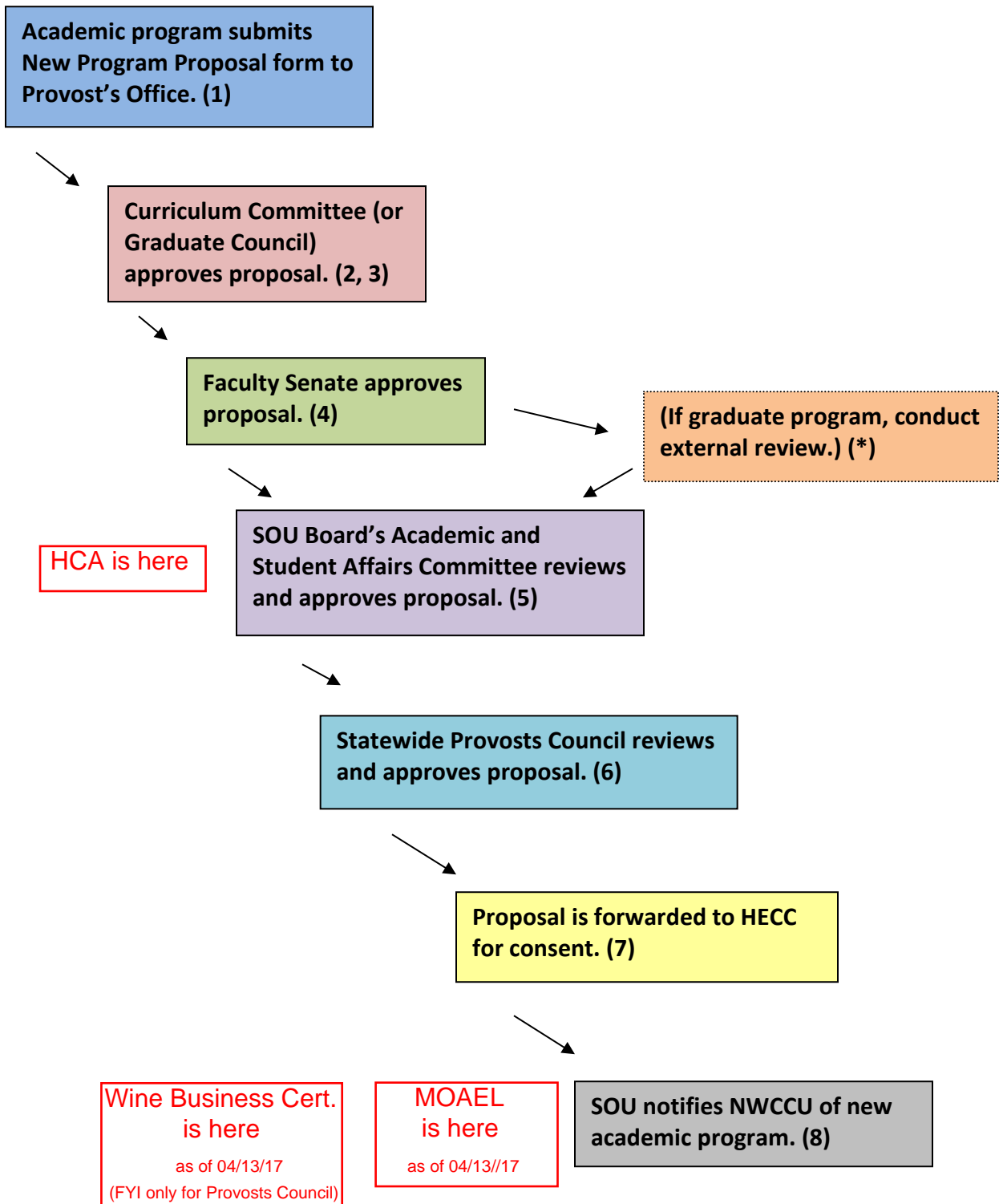
Chair Sayre adjourned the meeting at 1:22 p.m.

# Public Comment

# Provost's Report

# **Undergraduate Degree Program: Health Care Administration (Action)**

# New Academic Program Approval Process



# Proposal for a New Academic Program

**Institution:** Southern Oregon University

**College/School:**

**Department/Program Name:** Interdisciplinary collaboration between Health and Physical Education, Communication, Sociology, Psychology, Biology and Business.

**Degree and Program Title:** BA/BS in Health Care Administration

## 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number

51.0701 - Health/Health Care Administration/Management

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed Healthcare Administration program prepares students for occupations in healthcare administrative and support services which require a competitive education level of a bachelor's degree. The curriculum provides students a foundation in healthcare systems, terminology, ethics and safety, data management and basic statistics, plus the communication and cultural competence skills necessary to succeed in today's healthcare environment. Beyond completing an interdisciplinary core, students will be able to choose a concentration in either community public health or data analytics. Courses will also serve students in other majors by providing a venue for exploring how those disciplines apply to the healthcare field.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The proposed major consists of 70-74 credits as follows:

Interdisciplinary Core (61-62 credits)

BI 102 - General Biology: Organisms, 4 credits

BI 102 - General Biology: Organisms, Lab

BA 374 - Principles of Management, 4 credits

BA 382 - Management Information Systems, 4 credits

BA 460B – Nonprofit Accounting and Financial Management, 4 credits

COMM 200 – Communication across Cultures, 4 credits

COMM 346 - Health Communication, 4 credits

SOAN 327 - Quantitative Data Analysis, 4 credits



HE 409 – Practicum, 6 credits required  
Senior Capstone, 3-4 credits (may be taken under whichever course prefix best matches student’s chosen Concentration)  
PHL 3xx - Legal and Ethical Issues in Healthcare, 4 credits  
PS 436 - Healthcare Policy: “Obamacare and Beyond,” 4 credits  
PSY 445 - Organizational Psychology, 4 credits  
PSY 452 - Health Psychology, 4 credits  
SOAN 335 - Medical Anthropology, 4 credits  
SOAN 338 – Sociology of Healthcare, 4 credits

Community Public Health Concentration (9-12 credits): three courses from the following:

HE 325 – Nutrition, 3 credits  
HE 362 - Community Health, 3 credits  
HE 422 - Consumer Health, 3 credits  
HE 453 - Drugs in Society, 3 credits  
HE 455 - Work-Site Health Promotion, 3 credits  
PSY 453 - Stress Management, 4 credits  
PSY 465 - Adult Development and Aging, 4 credits  
SOAN 311 - Community Studies, 4 credits

OR

Data Analytics Concentration (12 credits): three courses from the following:

BA 285 - Advanced Business Applications: Excel, 4 credits  
BA 384 - Advanced Business Applications: Databases, 4 credits  
BA 450 - Using GIS in Business, 4 credits  
BA 484 - Business Information Systems: Analysis and Design, 4 credits  
BA 497 – Advanced MIS: Business Analytics, 4 credits  
PSY 225 - Methods, Statistics, and Applications, 4 credits  
SOAN 326 - Introduction to Social Research Methods, 4 credits

OR

Personnel Management (12 credits): three courses from the following:

COMM 125 - Interpersonal Communication, 4 credits  
COMM 330 - Interviewing and Listening, 4 credits  
COMM 475 - Organizational Communication, 4 credits  
COMM 448 - Mediation and Conflict Management, 4 credits  
BA 481 - Principles of Human Resource Management, 4 credits  
BA 492 - Working with Emotional Intelligence, 4 credits  
PSY 453 - Stress Management, 4 credits

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The majority of initial program offerings will be taught face-to-face at SOU’s Ashland campus incorporating instructional technology including Moodle. As the program grows and attracts non-traditional and/or degree-completion students, late afternoon or evening sections at the HEC in Medford may be offered in order to accommodate working professionals.

e. Adequacy and quality of faculty delivering the program.

The majority of program offerings consist of existing courses taught by current faculty in Biology, Business Administration, Communication, Health and Physical Education, Psychology and Sociology/Anthropology. Searches currently underway within these departments should be sufficient to support the increased demand for a majority of these courses. Searches in Communication, Psychology and Sociology are seeking faculty with sufficient expertise in healthcare to develop and teach the proposed new courses in Healthcare Issues and Ethics and Sociology of Healthcare.

As anticipated program enrollment grows to require new sections, an additional new faculty hire will be sought in 2019-20.

With students from the Healthcare Administration program enrolled with sections of existing courses alongside students pursuing other majors, instructors will be encouraged and supported in supplementing their standard curriculum with examples, case studies and other instructional materials specific to the healthcare context. For example, Business Administration has already invested in purchasing healthcare-centric materials that will be shared with faculty teaching across the range of courses in Business that will serve the degree. We will continue to invest in procuring and developing healthcare-specific case studies that can be used in numerous management, information systems, and data analytics courses. As program enrollment grows, it should become possible to dedicate stand-alone sections to the Healthcare Administration program and adopt an even more explicit focus upon how concepts and skills apply specifically within a healthcare context.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

Strong local programs in Allied Health (Rogue Community College) and employer-based employee development programs (through organizations including Providence and LaClinica) provide a deep pool of well-qualified potential part-time and adjunct faculty. Part-time instructors with expertise in healthcare fields will serve as field supervisors for practicum placements.

g. Other staff.

Program Coordinator: The interdisciplinary and field-based nature of this program requires significant effort to effectively coordinate, communicate, and advocate for program needs with both internal and external constituencies. A half-time (0.5 FTE) administrative unclassified position will serve as program coordinator during the first two-year “program launch” period. It is anticipated that the program coordinator role will be folded into a new faculty line beginning in 2019-20 (see section e. above).

Coordinator responsibilities associated with program launch include:

- Liaise with regional healthcare employers to secure and monitor high quality practicum placements
- Coordinate the hiring and training of field supervisors
- Teach program practicum courses (HE 309/409)

- Initiate program marketing initiatives on a regional and statewide level
- Oversee program recruitment and retention activities:
  - Serve as point-of-contact for program inquiries
  - Manage program advertising, promotion, open houses
  - Represent program at Preview Days, ROARs, etc.
  - Establish and monitor program policies and procedures, calendars, handbooks, etc.
  - Provide program advising
- Oversee program evaluation (annual program assessments, program completion satisfaction surveys, employer satisfaction surveys)
- Coordinate the integration of population health and community wellbeing data monitoring within appropriate program coursework
- Collaborate with program chairs on course scheduling
- Provide general program oversight and maintenance

Administrative Assistant: A part-time (0.25 FTE) classified staff will manage administrative duties for the program. This position could be added onto an existing office coordinator position.

Proposed timeline for staff and faculty positions:

AY17-18	AY18-19	AY19-20
0.5 FTE unclassified administrator responsible for program launch duties in addition to those typically associated with program coordinators. Program launch duties include: <ul style="list-style-type: none"> <li>• Liaising with regional healthcare employers</li> <li>• Developing appropriate practicum opportunities</li> <li>• Marketing</li> <li>• Recruiting</li> <li>• Training field supervisors</li> </ul>	0.5 FTE unclassified administrator responsible for program launch duties in addition to those typically associated with program coordinators. Program launch duties include: <ul style="list-style-type: none"> <li>• Liaising with regional healthcare employers</li> <li>• Developing appropriate practicum opportunities</li> <li>• Marketing</li> <li>• Recruiting</li> <li>• Training field supervisors</li> </ul>	1.0 FTE professorial track faculty position with responsibilities including Healthcare Administration program coordination, teaching practicum/capstone for Healthcare Admin degree, and advising students for Healthcare Administration degree.
	0.25 FTE Classified Administrative Assistant	0.25 FTE Classified Administrative Assistant

h. Adequacy of facilities, library, and other resources.

As per the Library Assessment of Current Holdings related to Healthcare Administration (see Appendix One), Hannon Library provides online access to a little over 200 journals

related to health care but has a limited stock of current books related to that area. Accordingly, following the recommendation of Library staff, the new program proposal includes \$1,800 in one-time funds to purchase current books to supplement the journal collections. No additional classrooms, equipment or lab space are required to support this program.

- i. Anticipated start date.

Fall 17

## **2. Relationship to Mission and Goals**

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The program supports the regional service mission of the university because it contributes directly to regional workforce needs and provides strong employment opportunities for program graduates. The proposal itself has emerged out of extensive consultation with regional healthcare employers who have consistently expressed the need for graduates with the knowledge, skills and dispositions reflected in the designated program outcomes. These sentiments are bolstered by employer survey data reported in section 4d and by statewide employment forecasts which identify healthcare as the fastest growing sector of the statewide economy. Given the highly collaborative nature of the program development process and the continuing utilization of a community advisory council, the program forges strong partnerships with a significant sector of our regional community.

The program also reflects the university's commitment to connected learning by virtue of being connected to the community through practica and internships and because the curriculum itself is closely connected to students' career aspirations. It thereby contributes to student success and intellectual growth because a liberal arts education becomes more personally meaningful and effective for students when it is connected to their interests and aspirations and when it provides opportunities for students to explore, apply and refine their learning in authentic settings. The intellectual rigor of the program has been buttressed by the strong connection between the program outcomes and national industry standards developed by professional organizations within the healthcare sector.

As the university launches a strategic planning process, the proposed program is well positioned to support a variety of potential goals. First, the focus on demonstrable program outcomes and career connections make the program well-suited for exploring the fit of competency-based education at SOU. Second, the interdisciplinary nature of the program capitalizes upon the recent academic restructuring by forging both curricular and administrative connections between not only departments but divisions as well. Finally, as a new major closely associated with a growing sector of the economy, the

program is well situated to attract and retain new students and serve as a strong enrollment driver for the university as a whole.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

As seen in the recent development of career-related pathways at the high school level, the proposed program is well aligned with statewide K-20 priorities and trends. Working in concert with programs at the k-12 and community college levels, a Healthcare Administration program at SOU helps establish a coherent pathway for students to explore and pursue careers in healthcare.

Because increasing diversity both within higher education and the healthcare professions is critical for improving educational attainment and improving access and quality of healthcare for racial and ethnic minorities, particular emphasis will be placed upon providing access for students from culturally and linguistically diverse backgrounds. Again working in concert with high schools, local employers, and the university, the program will help establish a coordinated pipeline utilizing career exploration and post-secondary aspiration programming at the middle and high school level, dual-credit supports, and targeted incentives through sponsored scholarships and/or paid internships by local employers and university sponsored tuition remissions supported by earmarking enhanced state funding for targeted sub-populations through the Student Success and Completion Model.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

As discussed in section 6 below, students in the Southern Oregon region have broad access to educational programs that provide preparation for technical medical fields but little access to programs providing direct preparation for administrative fields within the healthcare sector. The proposed new program provides that access for students seeking an educational pathway into healthcare occupations which require a competitive educational level of a bachelor's degree.

The strong emphasis upon cultural competence and communication skills within the proposed curriculum and student learning outcomes ensures that program graduates are well-prepared to meet the needs of increasingly diverse clientele in today's healthcare environment. These skills and dispositions are not only highly valued within healthcare professions, but also crucial preparation for the civic and cultural demands of citizenship within a pluralistic society.

### **3. Accreditation**

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

As described in section 5a., the proposed program outcomes represent a synthesis of national industry standards articulated by the following professional societies: National Consortium for Health Science Education, Association of Schools of Public Health, American Board of Medical Specialties, Healthcare Leadership Alliance, and the National Association of State Directors of Career Technical Education Consortium Health Science Career Cluster.

None of these organizations currently serve as accrediting bodies. Existing accreditors in this field focus either on solely clinical fields (Accrediting Bureau of Health Education Schools, Commission on Accreditation of Allied Health Education Programs) or administrative/managerial programs operating at the graduate level (Council on Education for Public Health, Commission on Accreditation of Healthcare Management Education). As a result, the program does not intend to seek national accreditation at this time.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Though not intended to be a fully competency-based model, the program does include elements of competency-based education including the potential for direct assessment of certain program outcomes (see section 5b.). As these assessments are developed and validated, we will ensure that all program offerings and processes are consistent with accreditation standards established by the Northwest Commission on Colleges and Universities (NWCCU), SOU's accreditor. NWCCU requires notification of substantive changes to the institution, including new degree programs and articulate expectations for competency-based programs in which less than 50% of the program can be completed using direct assessment.

#### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

**Projected Headcount**

2017-18	2018-19	2019-20	2020-21	2021-22
20	60	97	120	126

As most courses in this major are part of other degree programs, small initial student numbers are not a concern. Few courses would be applicable only to students in the Healthcare Administration major.

In addition to students pursuing a major, the program will advance a separate proposal for a certificate option available students majoring in other disciplines (Business, Biology, etc.) in 2018-19. The planned certificate in Healthcare Administration will help attract and strengthen the preparation of students who intend to apply to graduate or professional programs in medical fields by broadening their skill sets and demonstrated competency in understanding social, economic, and ethical issues in healthcare.

- b. Expected degrees produced over the next five years.

**Projected Graduates**

2017-18	2018-19	2019-20	2020-21	2021-22
0	4	15	19	23

This program is designed for three different student audiences: 1) students initially intent on studies leading to clinical healthcare - medical, dental, nursing, etc. - but who find that an administrative pathway provides a better match for their aptitudes and aspirations; 2) students who enter SOU as freshmen or transfers intent on pursuing this specific degree; and, 3) students who have earned an community college Allied Health certificate or degree or who have already entered the job market and now seek a four-year degree for professional advancement.

The first audience captures students who may otherwise quit or transfer out of SOU after finding that advanced science coursework or lengthy post-graduate study is more than they are prepared to tackle. These students are easiest to reach immediately and route into the program; they will be the graduates over the first three years of the program. They are not, however, our primary market; this degree seeks primarily to bring in new students. The second and third audiences follow from work done at the regional high school and community college levels to build a pipeline for employment in the healthcare industry. (See 4.d, Evidence of Market Demand). New high school programs in Medford and Grants Pass, as well as dual credit programs from Rogue Community College, promote interest in and readiness for healthcare careers. In response to industry demand, Rogue Community College has significantly grown its Allied Health programs in recent years. These programs are graduating increasing numbers of students who have been in the job market for up to four years. We anticipate a small but growing percentage of these

students will return to school seeking career advancement through higher education, as employer data indicates a growing demand for healthcare administrators.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

As this major has been developed specifically to address regional need and in concert with regional high school and community college programs, we anticipate students to be primarily Oregon residents. However, this major has also been developed at a time of significant change in the healthcare industry; the program offers a degree responsive to emerging developments in healthcare such as greatly increased need for administrator competency in organizational dynamics and change management. This provides SOU with an outstanding opportunity to market this degree much more widely. Accordingly, students will be a mix of full-time traditional students and non-traditional students returning to college either full-time or part-time.

- d. Evidence of market demand.

Data compiled by the Oregon Employment Department and by the Rogue Valley Healthcare Workforce Steering Committee indicate that Healthcare is the fastest growing industry in the state of Oregon, and the leading growth sector for Southern Oregon for more than two decades<sup>1</sup>. ODE forecasts 13.1% growth for the healthcare sector in Jackson and Josephine counties, 2014-2024. Among the positions requiring a bachelor degree or higher, OED projects 1,470 openings for Medical and Health Services Manager positions in the next five years in Southern Oregon; this is the fourth-largest need OED's list for the region.

In response to this growing demand the region's high schools are investing considerable effort and resources in developing an articulated Healthcare Pathway leading to entry level industry certifications. Rogue Community College and Oregon Tech, meanwhile, are expanding their Allied Health programs to meet growing industry needs in technical fields. These combined efforts leave an open niche in fields requiring a bachelor's or advanced degree that could be filled by SOU degree program.

ODE forecasts the growth rate for Medical and Health Services Managers at 13.4%, much higher than the 9 percent growth forecasted for all industries in the Rogue Valley. Currently there is no defined route for Allied Health graduates to obtain the bachelor's degree needed for most medical management positions; existing bachelor's degree programs at SOU do not articulate with the Allied Health programs. By providing a pathway for current healthcare workers from entry-level employment into management, SOU is meeting a growing regional need for healthcare managers. When choosing supervisors, employers generally look for experience, job knowledge, organizational skills, and leadership qualities (Liming & Wolf, 2008); this degree program is designed

<sup>1</sup> <https://www.qualityinfo.org/edceest>



to attract experienced entry-level healthcare workers and provide them with the organizational skills and leadership qualities to advance.

**Rogue Community College Allied Health Programs - Graduates**

	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
CNA1	44	66	50	53
CNA2	26	5	41	31
BASIC HEALTH CARE	7	26	26	43
CLINICAL LAB ASSISTANT	0	0	13	7
MEDICAL ASSISTANT	0	0	17	31
TOTAL	77	96	147	185

The program is designed in response to significant changes in the healthcare sector, including cost containment issues and a new focus on patient satisfaction. In 2015 the Medical College Admission Test (MCAT) was changed significantly, reflecting major changes in the way healthcare is being delivered. SOU’s Healthcare Administration degree builds on these national changes informed by input from regional employers; program outcomes were determined in consultation with employers. In a 2016 study completed by SOU Market Research students, 91% of survey responders indicated a need for an undergraduate degree that focuses on emerging needs in the healthcare field. Employers indicated an emerging need for employees with strong teamwork and communication skills as well as basic understanding of health care systems, business fundamentals, and administrative skills.

- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

A growing number of jobs require a bachelor's degree (Berg, 2011). Employers are looking for people with intrinsic motivation, the ability to lead, the ability to innovate (Friedman, 2013). This program will prepare students for upper-level leadership positions in their field of work. For the increasing number of students completing Allied Health programs, this degree opens a pathway to advancement in healthcare management.

**5. Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.

The following program outcomes represent a synthesis of national industry standards which have been validated and refined through extensive vetting by an Advisory Council of regional healthcare employers<sup>2</sup>:

- 1) Communication. Students will be able to:
  - a) Demonstrate effective methods for delivering and obtaining information
  - b) Communicate and interpret health information accurately
  - c) Translate information between various stakeholders and professional communities
  - d) Apply emotional intelligence to workplace issues
- 2) Cultural competence. Students will be able to:
  - e) Identify and respect that definitions of health vary across cultures
  - f) Demonstrate appreciation and respect for diverse cultures, values and norms
  - g) Recognize the need to work with the whole person, not just the physical ailment
  - h) Identify and articulate how workplace cultures vary
- 3) Information management. Students will be able to:
  - i) Interpret and use data for effective decision making
  - j) Utilize information technology applications common across health professions
  - k) Use analytics to develop a written case or presentation to inform organizational decisions
  - l) Synthesize data for patterns, trends and focal areas for further interpretation and subsequent action
- 4) Organizational dynamics and change management. Students will be able to:
  - m) Apply data to support continual improvement processes
  - n) Articulate and apply motivation theories to manage teams and individuals within an organization
  - o) Employ behavioral interviewing processes
  - p) Apply principles of adult learning theory to enhance staff support and development
- 5) Business processes. Students will be able to:
  - q) Demonstrate understanding of basic business principles including financial and human resource management, marketing and strategic planning
  - r) Apply business principles, including systems thinking, to the healthcare environment
- 6) Ethics and professional standards. Students will be able to:
  - s) Align personal and organizational conduct with ethical and professional standards
  - t) Demonstrate professional responsibility to patient and community through a service orientation

<sup>2</sup> Healthcare organizations represented in the regional Advisory Council: Rogue Community College School of Health and Public Service, Providence Medical Group, Asante, Pacific Retirement Services, Woollard Ipsen, Veteran's Affairs, La Clinica, and Jackson County Health and Human Services.

- u) Analyze and present data within legal and regulatory guidelines while upholding the strictest standards of confidentiality
  - v) Demonstrate a commitment to lifelong learning
- 7) Basic understanding of the health care sector. Students will be able to:
- w) Demonstrate proficiency in the use of common medical terminology
  - x) Understand the history and evolution of the health care industry
  - y) Apply concepts in trauma-informed care
  - z) Articulate and apply principles of evidence-based practice
  - aa) Identify different components of the healthcare sector and explain how they interrelate
- 8) Basic understanding of human health. Students will be able to:
- bb) Identify the connection between mental and physical health
  - cc) Identify social determinants of health
  - dd) Articulate the significance of health promotion and global health
  - ee) Demonstrate a fundamental knowledge of biomedical and clinical sciences
  - ff) Articulate an understanding of holistic health
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The program will employ a proficiency-based assessment model in which students are required to demonstrate competency in program outcomes in a variety of both academic and field-based settings. Similar to the process employed by the Education department to assess the performance of student teachers in authentic school-based settings, field placement supervisors from community organizations serving as practicum sites will employ “proficiency assessment forms” to evaluate students’ ability to demonstrate required competencies in practice. The Program Coordinator and Community Advisory Council will be responsible for arranging appropriate practicum sites, working with faculty to develop proficiency assessment forms, and training field supervisors to assess student performance.

Embedded program assessments will also occur within academic courses, with the Program Coordinator serving as a resource for course instructors to review and help align assessments with designated program outcomes.

Finally, certain program outcomes will be designated as eligible for direct assessment. Once an appropriate test is identified and validated, for examples, students may be required to pass a test in medical terminology in order to satisfy Outcome 7w, Demonstrate proficiency in the use of common medical terminology. Similarly, an online certificate earned on HIPPA compliance (the Health Insurance Portability and Accountability Act) may be accepted as partial fulfillment of outcomes 6s: Align personal and organizational conduct with ethical and professional standards; and 6u: Analyze and present data within legal and regulatory guidelines while upholding the strictest standards of confidentiality.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The research and scholarly work expected of program faculty, and indicators of success in those areas, are codified within the Faculty Performance Expectations established by each department and used for Promotion and Tenure. Links to current Faculty Performance Expectations are found on the Academic Affairs webpage.

## 6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

As noted in Section 4.d, this program is in strong alignment with Rogue Community College's Allied Health programs.

Other healthcare administration programs at Oregon colleges and universities are:

- Chemeketa Community College - Associate of Applied Science in Health Services Management
- Oregon State University - Bachelor's of Science in Public Health
- Oregon Tech - Bachelor of Science in Allied Health Management
- Oregon Health Science University - Masters of Science in Healthcare Management
- Oregon State University - Masters of Public Health and Ph.D. in Public Health.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

This program has been developed to complement Rogue Community College's Allied Health programs. RCC and SOU staff have met with healthcare employers since 2011 to discuss emerging healthcare workforce needs, leading first to RCC's TAACT grant funding for allied health program and now to SOU's healthcare administration degree proposal. These programs are part of one continuum developed in consultation with regional employers.

Potential collaboration exists between SOU and OSU's graduate-level programs. Students who complete SOU's Healthcare Administration program and want to continue their education may funnel into OSU's masters and Ph.D. programs.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

- d. Potential impacts on other programs.

The program will enable SOU to retain and graduate students who initially intend to pursue careers within medicine but discover that administrative fields are a better match for their interests and aptitudes. A proposed certificate in Healthcare Administration will also help strengthen the preparation of students who do persist in other majors with the

intention of applying to graduate or professional programs in medicine by enhancing the communication skills and cultural competency often lacking but highly desired among clinical providers.

## **7. External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A.

*Revised 4-7-16*

## Appendix One: Inventory of Library Resources related to Healthcare Management

### MEMORANDUM

TO: John King, Director of Education, Health and Leadership; Craig Switzler, HPE; Academic Affairs  
FROM: Dale Vidmar, Library Liaison to HPE, Education, and Communication & Mary Jane Cedar Face, Collection Development Librarian  
CC: Jeff Gayton, University Librarian; Patrick Stubbins, Academic Affairs  
DATE: 1-26-2017  
SUBJECT: Resources to support proposed BA/BS in Healthcare Management

The review process for the proposed BA/BS in Healthcare Management at Southern Oregon University examines adequacy of library resources needed to sustain a quality offering.

#### BOOKS

Currently Hannon Library's collections include around 73 books since 2012 relating to the subject of "health care." Despite the importance of currency for health care and health care management, the library has purchased very few new books in recent years. There currently is no budget allocation for health care, and the few items that have been purchased are related to university seminar, sociology, business, and economics. Allocations for book purchases in those disciplines have decreased dramatically over the past five years.

#### PRINT JOURNALS

The absence of print journals is not necessarily a deficit in the Hannon Library. There are adequate journal titles that are available full text from article database such as Academic Search Complete.

#### DATABASES AND ONLINE JOURNALS

Hannon Library provides online access to a little over 200 journals related to health care. There are multiple databases that provide access to additional online journals because of the interdisciplinary nature of the proposal such as *ProQuest Central*, *Health Reference Center Academic*, *Public Health Database*, and *PsycInfo*.

#### GENERAL STATEMENT OF NEED

Hannon Library's materials budget has remained flat for many years despite inflation, the shift to expensive electronic resources, and the introduction of new academic programs. Hannon Library spends the least on materials per FTE of Oregon regional universities. We purchase far fewer books than in the past.

#### ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT THE PROPOSED BA/BS IN HEALTHCARE MANAGEMENT

Hannon Library's holdings of books and journals relating to Health Care are limited in supporting BA/BS in Healthcare Management at this time. The prudent course to take would be to provide one-time funds to purchase current books to supplement the journal collections. Please use these amounts in the Budget Outline Form:

<b>Library/Printed</b>	<b>\$1,800</b>
<b>Library/Electronic</b>	<b>\$0</b>

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

S:\Library\DATA\Collection\_Development\Collection Assessments\AssessmentforHealthcare Management.docx

**Departmental Backfill Projections**

Course	Required Core			new sections needed (new students per course)					
	Class Maximum	3 Yr Average	Open Capacity	Y1 (10)	Y2 (25)	Y3 (35)	Y4 (40)	Y5 (45)	
BI 102		118		apply ELU formula from Table 1					
BA 374	30	39	0	1	1	1	1	1	
BA 382	20	26	0	1	1	1	1	1	
COMM 200	100	92	8	1	1	1	1	1	
COMM 346	30		0	0	1	2	2	2	
HE 309									
HE 409		budgeted separately			budgeted separately				
Senior Capstor									
PHL 3xx	30	new course		1	1	2	2	2	
PS 436	30	12	18	0	1	1	1	1	
PSY 445	30	26	4	1	1	1	1	1	
PSY 452	30	29	1	1	1	1	1	1	
SOAN 335	35	15	20	0	1	1	1	1	
SOAN 338	30	new course		1	1	2	2	2	
total new sections needed by year				7	10	13	13	13	

Course	Community Health Concentration			new sections needed* (new students per course)				
	Class Maximum	3 Yr Average	Open Capacity	Y1 (1)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (4)
HE 325	40	29	11	0	0	0	0	0
HE 362	40	34	6	0	0	0	0	0
HE 422				1	0	1	0	1
HE 453	40	36	4	0	0	0	0	0
HE 455	40	23	17	0	0	0	0	0
PSY 453	30	27	3	0	0	0	1	1
PSY 465	30	27	3	0	0	0	1	1
SOAN 311	35	32	3	0	0	0	1	1
total new sections needed by year				1	0	1	3	4

Course	Data Analytics Concentration			new sections needed* (new students per course)				
	Class Maximum	3 Yr Average	Open Capacity	Y1 (1)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (4)
BA 285	30	29	1	0	1	0	1	0
BA 384	30	24	6	0	0	0	0	0
BA 450	30	28	2	0	0	1	0	1
BA 484	30	11	19	0	0	0	0	0
BA 497	30	12	18	0	0	0	0	0
PSY 225	60	47	13	0	0	0	0	0
SOAN 326	20	22	0	1	0	1	0	1
SOAN 327	20	22	0	0	1	0	1	0
total new sections needed by year				1	2	2	2	2

Course	Personnel Management Concentration			new sections needed* (new students per course)				
	Class Maximum	3 Yr Average	Open Capacity	Y1 (1)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (4)
COMM 125	30	32	0	1	0	1	0	1
COMM 330	30	39	0	0	1	0	1	0
COMM 475	30	13	17	0	0	0	0	0
COMM 448	30	15	15	0	0	0	0	0
BA 481	30	20	10	0	0	0	0	0
BA 492	30	32	0	0	1	0	1	0
PSY 453	30	27	3	0	0	0	0	1
total new sections needed by year				1	2	1	2	2

\* concentration courses offered every other year

<b>ANNUAL TOTALS</b>	10	14	17	20	21
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# Student Fee Process



# Objectives

- Develop a shared knowledge around the purpose of the student fee
- Place student fees in a historical context
- Describe the ever-strengthening legal foundation supporting the use of student fees in Oregon
- Recognize the power of student autonomy in maintaining the student fee process
- Understand the mechanism by which student fees are collected and disbursed at SOU

# Purposes of Student Fees

- Provide funding to student organizations
- Foster a marketplace of ideas
- Increase recruitment and retention of under-represented students
- Consolidating student resources to create student power

*“ The speech the University seeks to encourage in the program before us is distinguished not by discernable limits but by its vast, unexplored bounds.*

*To insist upon asking what speech is germane would be contrary to the very goal the University seeks to pursue.”*

Associate Justice Anthony Kennedy- March 2000  
SCOTUS ruling on University of Wisconsin System v. Southworth

# A Brief History of Student Fees

1876: The University of Oregon includes an optional fee to support campus athletic groups, student publications and student government.

1985: Oregon Attorney General determines the State Board of Higher Education has the right to levy and control student fees “to be advantageous to the cultural or physical development of the students”

- This made University Student Fee Funds into State Funds
- This limited the use of fees as “Government Speech”

# Recent Developments for Student Fees



2000: In *UW Madison v. Southworth*, SCOTUS unanimously rules in favor of student fees as constitutional, when facilitating the free and open exchange of ideas

- Extra-curricular student speech may be funded as long as funding process is **Viewpoint Neutral**.

# Oregon State

## Attorney General Opinion #8289

2015: Oregon Attorney General reconsiders the limitations of Student fees, determining

- Speech of Student Groups is NOT Government Speech.
- Student fees are not restricted in their funding of groups which intend to influence political campaigns or ballot measures.
- Viewpoint Neutrality reigns supreme as determinant of constitutionality of Student fee use.

# Viewpoint Neutrality

## **Viewpoint Neutral funding means:**

Funding decisions may not be based on a group's point of view, no matter how unorthodox or distasteful their view may be

## **Viewpoint Neutral funding does NOT mean:**

- Student groups themselves must be viewpoint neutral
- All groups must be allocated same amount of money
- Funding one partisan viewpoint requires funding a group for the opposing viewpoint

# Student Money, Student Control.

ASSOU and the students we represent have a significant amount of control over the student fee process:

## **The Student Fee Committee**

- Athletics Advisory Committee
- Student Union Advisory Committee
- Educational Activities Advisory Committee
- Inter-Club Council
- Environmental Affairs Committee

SFC

4 Senators 4 At-large

Director of Finance

1 Justice (Non-Voting)

1 Advisor



# Sub-Committees

Athletics Advisory Committee

Student Union Advisory Committee

Educational Activities Advisory Committee

- Inter-Club Council Allocation Committee

AAC, SUAC & EAAC  
4 Senators 4 At-Large  
1 Executive (Non-Voting)  
1 Justice (Non-Voting)  
1 Advisor

# Conflict of Interest

- Individual has a personal financial stake in a particular decision.

## How to avoid a COI

- Do not support anything which benefits you and not who you are representing.

# Maintaining Student Autonomy

## Requires:

- Students must be assertive in their enforcement of autonomy
- Passing of knowledge from one year's student body to the next
- A well-established fee policy and documentation of the means by which student fees stay within student control
- Staffing Fee committees with dedicated students who will develop their roles as advocates for the student body, and **maintain Viewpoint Neutrality**

# Fall Term

## October

- Seat At-large SFC members by end of Oct.

## November

- Seat subcommittees
- Give all instructions to subcommittees
- Want a Form? Here's a form.

# Staffing Committees

- The more applications from At-large students, the easier our job assembling our fee committees
- Variety of student voices
- Representing all kinds of campus communities, clubs, and organizations

# Committee Membership

- Each Fee Committee meets once during Fall Term
  - At this meeting the fee committee will:
    - Elect a chair, vice chair, and secretary.
    - Set meeting times for Winter term.

Winter is Coming

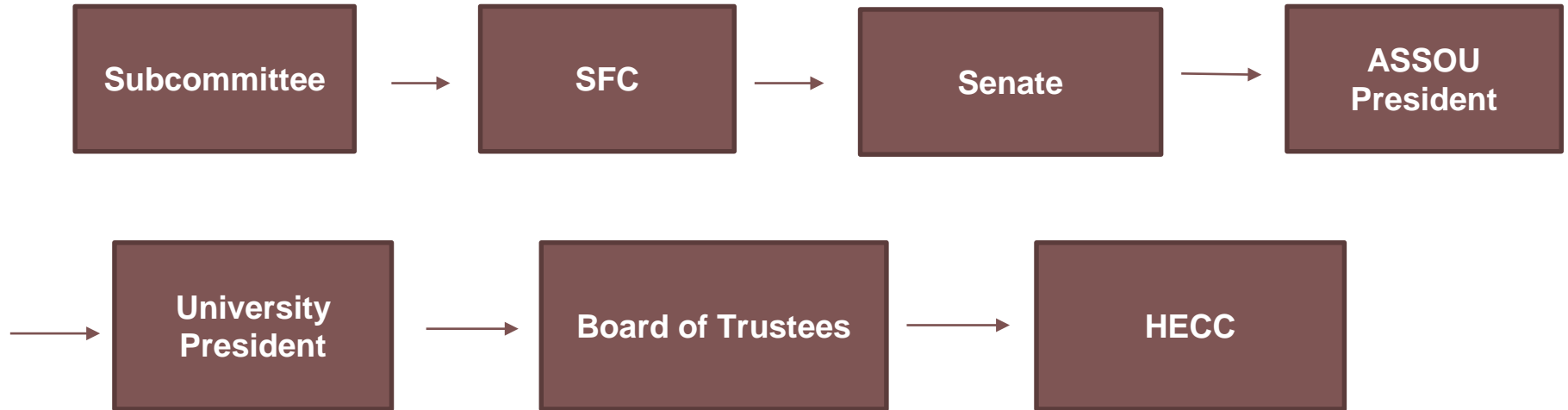


# Winter Timeline for Student Fee Approval Process 2015-2016

- During Winter Term programs project a budget for their expenditures for the following year
- WEEK 2 - Groups then create and submit a formal request
- Subcommittee budget hearings
- Advisory Committee decisionmaking
- WEEK 5 - Advisory Committees present to SFC
- SFC deliberation
- SFC determines Prudent Reserve Fund
- SFC submits to ASSOU Senate
- WEEK 7 - Senate Submits to ASSOU President
- WEEK 9 - ASSOU presents final budget to SOU President



# Approving the Budget



# Checks within the Budget

## **The SFC may reject Subcommittee-approved budgets**

- May make changes upon second rejection

## **Senate may reject the SFC-approved budget**

- May make changes upon second rejection

## **The ASSOU President may reject the Senate-approved budget**

- Sends the budget back to Senate
- Senate may override an ASSOU Presidential Veto and send the budget directly to the University President

## **The University President may reject the ASSOU-approved budget**

- Send Back to ASSOU with the expectation that appropriate changes will be made
- If common-ground cannot be reached, a Hearing Board will convene and mediate the process

## **The University President and BOT may reject a proposed budget**

- Student Fee grew by more than 5% since previous year
- If it is illegal/breaks preexisting contracts
- If they believe the fee request is not advantageous to the development of the students

Supported by  
**Student Fees**



**ASSOU**

# Tuition Advisory Council Process

# Tuition Advisory Council

- Why do we have this body?
- What is their membership?
- What is their process?

# Why do we have a Tuition Advisory Council?

- Shared Governance
- Transparency of process
- Different perspectives

# TAC Membership



FY 17 Tuition Advisory Committee membership (10 members):

<u>Member</u>	<u>Name</u>	<u>Representative of:</u>	<u>Appointed by:</u>
Chair of Committee:	Susan Walsh	representative of Student Affairs	President
Administrator #1:	Roxane Beigel-Coryell	representative of Finance & Admin	VPFA
Administrator #2:	Mark Denney	representative of Budget Office	ex officio – non voting
Administrator #3:	Matt Stillman	representative of Enrollment Svcs	VPA&SA
Faculty #1:		representative of Academic Divisions	Faculty Senate
Faculty #2:	Katie Pittman	representative of APSOU	APSOU
Student #1:	Daryl Maplethorpe	representative of ASSOU	ASSOU
Student #2:	Ricardo Lujan	representative of ASSOU	ASSOU
Student #3:	John Pascale	representative of students at large	ASSOU
Student #4:	Kieryn Eagy	representative of students at large	ASSOU

# Process

- Met Weekly, February through April
- Feb: Review task and tuition/fee history
- Mar: Met and discussed
  - Market analysis
  - Elasticity considerations
  - Financial position of SOU
  - Impact on students
  - Different tuition scenarios, alternative solutions
  - Draft recommendation
- Apr:
  - Draft recommendation presented to campus
  - Review feedback
  - Final recommendation to President



# **2017-2018 Tuition and Fees Recommendation- Information and Discussion**

## MEMORANDUM

DATE: April 14, 2017

TO: Board of Trustees of Southern Oregon University

FROM: Dr. Linda Schott, President

RE: Recommendation of Tuition and Fees for Academic Year 2017-18

By way of this memorandum, I submit to the Board of Trustees of Southern Oregon University my formal recommendation for tuition and fees for the 2017-18 academic year, attached as "Exhibit A." I have thoroughly considered the SOU Tuition Advisory Council's (TAC) proposal and the campus-wide feedback. I endorse the TAC's proposed tuition rate schedule for the 2017-18 academic year and further provide a specific proposal for reducing the tuition rate in the event of increased funding to the Public University Support Fund above the Governor's Recommended Budget (GRB).

For your consideration, included in my recommendation is an increase in tuition of \$18.17 per student credit hour, or \$817.65 per year, for resident undergraduate students. I am also recommending an increase for nonresident undergraduate students of \$28.11 per student credit hour, or \$1,264.95 annually. For academic year 2017-18, this equates to a 12.0 percent increase for resident undergraduate students and a 6.0 percent increase for nonresident students. Students receiving the Western Undergraduate Exchange tuition rate will continue to pay an amount equal to 150 percent of the resident undergraduate rate. For graduate students, I am recommending that current tuition rates increase by 6.0 percent.

I acknowledge that this is a significant increase, and I recommend it to you with a somber heart and only after thorough consideration of other options. Both the TAC and the greater campus community worked extensively through several tuition rate scenarios, ranging from below 5 percent to as high as 14 percent, and concluded that this is the only option that addresses all of the critical challenges currently facing Southern Oregon University. The board itself, through the Finance and Administration Committee, also has spent considerable time reviewing each tuition scenario and the projected impact, both to our students and to this institution.

This recommendation is necessitated primarily because the state has continued disinvestment in higher education. The burden of paying for college has shifted from the state to our students and their families. Despite some recent positive movement toward changing this trend, it continues in the current GRB. The GRB may appear to offer flat funding over the biennium, but it does not provide any increase to address the significantly higher costs for medical and retirement benefits that SOU is facing and that are beyond the university's control.

You will note that I am not recommending significant spending cuts to offset the proposed tuition increase. As I have come to know the SOU campus during my first nine months as president, I have gained a deep appreciation for both the breadth and depth of prior spending reductions and the current efficiency of operations. SOU has already reduced spending on Education and General Operations (E&G) by approximately \$6.5 million or 10.5 percent in permanent reductions. SOU has saved an additional \$7.5 million on one-time reductions for a total of \$14 million or 22 percent of budget. As a result, SOU has achieved the lowest E&G expenditures per student FTE compared to the other Oregon public

universities. SOU is now a model of efficiency, and to make additional reductions would mean depriving our students of services critical to their success and disadvantaging them in comparison to their peers.

Through their actions, SOU students demonstrate their understanding of this situation as well. Rather than cut the critical student support programs they consider vital to the pursuit of their academic goals and student life on campus, the students chose to increase their student incidental fee by 7 percent.

I am, of course, worried about the impact of this tuition increase on our most economically vulnerable students and their families, many of whom have been historically underrepresented in higher education. Because of that concern, SOU will increase the amount of institutional aid allocated to students. We will administer this aid in ways that support our most vulnerable students, incentivize the persistence and the completion of degrees, and reduce time to completion. SOU also will maintain the excellent support programs that we have developed to help our students overcome academic, social, and psychological barriers on the road to graduation.

Finally, it is likely that we will not know the exact level of funding SOU will receive from the state until June or July. For that reason, the TAC has recommended, and I include in my proposal to you, reductions in the recommended tuition rate should the funding SOU receives from the state increase significantly.

My staff and I appreciate the care and concern that you, as our Board of Trustees, have shown for the well-being and success of our students and our University. As leaders in our region and statewide, you understand how SOU serves our state and region, helps to meet the workforce needs of area employers, and stimulates the economy. You all value how SOU models sustainability and cultural diversity in ways that have been nationally recognized. Those of you who are alumni have fond memories of your time as students and a deep understanding of how your education and this institution helped launch your successful careers.

We, the administration, faculty and staff at SOU, want to continue what we are doing well while fully embracing new opportunities for innovation. We have embarked upon an ambitious planning process, and momentum and excitement about the future of SOU is building on campus. We have taken great care to follow your guidance and position our finances to sustain the university; prioritize a comprehensive and excellent educational experience for students; protect those who are most economically vulnerable; and to set SOU on firm footing from which to explore the future.

Thank you for your thoughtful consideration of this proposal and for your service to SOU.



Linda Schott  
President, Southern Oregon University

**Exhibit A**

**Figure 1: Academic Year 2017-18 Tuition and Mandatory Fees Schedule**

Tuition Category	Prior Year Rate	Proposed Rate	\$ Increase/SCH	% increase	Total Annual \$ Increase*
<b>Resident Undergraduate</b>	\$151.41	\$169.58	\$18.17	12%	\$817.65
<b>Western Undergraduate Exch</b>	\$227.12	\$254.37	\$27.25	12%	\$1,226.25
<b>Nonresident Undergraduate</b>	\$476.89	\$505.00	\$28.11	6%	\$1,264.95
<b>Resident Graduate</b>	\$397.00	\$421.00	\$24.00	6%	\$864.00
<b>Nonresident Graduate</b>	\$497.00	\$527.00	\$30.00	6%	\$1,080.00
<b>Masters of Education</b>	\$341.00	\$361.00	\$20.00	6%	\$720.00
<b>Fees</b>					
<b>Student Incidental Fee</b>	\$320.00	\$343.00	\$23.00	7.2%	\$69.00
<b>Student Recreation Center Fee</b>	\$75.00	\$95.00	\$20.00	26.7%	\$60.00
<b>Student Health Fee</b>	\$130.00	\$137.00	\$7.00	5.4%	\$21.00

**Figure 2: Resident Undergraduate Tuition Rate Amendments if PUSF Increases from GRB**

PUSF	Res UG Tuit Inc.	Res UG Tuit Rate	Annual \$	% Rate Inc.
<b>GRB - \$690 M</b>	\$ 18.17	\$ 169.58	\$ 817.61	12.0%
<b>\$691 - \$710 M</b>	\$ 16.66	\$ 168.07	\$ 749.48	11.0%
<b>\$711 - \$730 M</b>	\$ 15.14	\$ 166.55	\$ 681.35	10.0%
<b>\$731 - \$750 M</b>	\$ 13.63	\$ 165.04	\$ 613.21	9.0%
<b>\$751 - \$760 M</b>	\$ 12.87	\$ 164.28	\$ 579.15	8.5%
<b>\$761 M and up</b>	\$ 12.11	\$ 163.52	\$ 544.95	8.0%

SOUTHERN OREGON UNIVERSITY  
 TUITION ADVISORY COUNCIL TUITION RECOMMENDATION  
 For Academic Year 2018 – Fall Term, 2017 through Summer Term, 2018

Date: Tuesday, April 4, 2017  
 To: President Linda Schott  
 From: Provost Susan Walsh, Chair - Tuition Advisory Council

After careful deliberation and consideration of the following principle criteria of affordability, market place, impact upon students, and financial stability for Southern Oregon University, the members of the Tuition Advisory Council propose the following tuition rates for Academic Year 2017-18.

DESCRIPTION OF PROPOSAL  
 Proposed Tuition Rates for Academic Year 2017-18

Tuition Category	Prior Year rate	Proposed Rate	\$ Increase/Student Credit Hour	% increase	Total Annual \$ Increase*
Resident Undergraduate	\$151.41	\$169.58	\$18.17	12%	\$817.65
Western Undergraduate Exchange	\$227.12	\$254.37	\$27.25	12%	\$1,226.25
Nonresident Undergraduate	\$476.89	\$505.00	\$28.11	6%	\$1,264.95
Resident Graduate	\$397.00	\$421.00	\$24.00	6%	\$864.00
Nonresident Graduate	\$497.00	\$527.00	\$30.00	6%	\$1,080.00
Masters of Education	\$341.00	\$361.00	\$20.00	6%	\$720.00

\* For undergraduate students, total annual \$ increase assumes 15 student credit hours per term or 45 per year

\* For graduate students, total annual \$ increase assumes 12 student credit hours per term or 36 per year

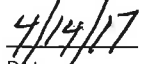
Additionally, as it is yet unknown what the total 2017-19 Biennium funding to the Public University Support Fund (PUSF) will be from the Oregon Legislature, should funding rise above the current Governor's Recommended Budget (GRB) funding level of \$667 Million, the TAC recommends consideration of a reduction to the tuition rate increase for all categories to the extent that increased funding from the state, allocated to SOU, would offset the need for tuition revenue.

Tuition Advisory Council 2017 Membership		
Name	Representation	Signature
Dr. Susan Walsh, Provost	SOU, Academic and Student affairs, Council chair	
Dr. Matt Stillman	Enrollment Services	
Roxane Beigel-Coryell	Administration and Finance	
Dr. Katie Pittman	Associated Professors of Southern Oregon University	
Vacant	SOU Faculty Senate	
Daryl Mapleshorpe	Associated Students, Southern Oregon University	
Ricardo Lujan	Associated Students, Southern Oregon University	
John Pascale	Students at large	
Kieryn Eagy	Students at large	
Mark Denney	Budget – ex-officio, non-voting	

Acceptance of the recommended tuition rates for Academic Year 2017-18

Approve     Disapprove

  
 President, Southern Oregon University  
 Linda Schott

  
 Date

SOUTHERN OREGON UNIVERSITY  
 ASSOU INCIDENTAL AND RECREATION CENTER FEE RECOMMENDATION  
 For FY18 – July 1, 2017 through June 30, 2018

Date: Tuesday, April 4, 2017  
 To: President Linda Schott  
 From: Associated Students of Southern Oregon University

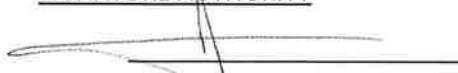
DESCRIPTION OF REQUEST  
 Student Incidental Fee FY18 Budget Proposal  
 Student Recreation Center Fee FY18 Budget Proposal

SOURCE OF FUNDS  
 Student Incidental Fee and Incidental Fee Reserve  
 Student Recreation Center Fee and Recreation Center Fee Reserve

Summary/Description	Index	Budget
Initial Budget Level (IBL)	Athletics Advisory Committee (AAC)	1,385,658
Initial Budget Level (IBL)	Educational Activities Advisory Committee (EAAC)	736,307
Initial Budget Level (IBL)	Stevens Union Advisory Committee (SUAC)	1,726,179
	Subtotal:	<b>3,848,144</b>
Incidental Fee Reserve	IFCRES	40,000
Building/Equipment Reserve	SUBERS/SUIOBR	15,000
Green Tag Fee	SUGNTF/SUGBEF	161,577
Schneider Children's Center	SUCARE	161,577
Athletics Post Season Travel Reserve	ATHRES	-
	Total Initial Budget Level	<b>4,226,298</b>
	Projected Average Student FTE	4,073
	Incidental Fee per Term – Academic Year 2017-18	\$343
	Incidental Fee per term – Academic Year Prior Year	\$320
	\$ Change from Prior Year	\$23
	% Change from Prior Year	7.0%
	Projected Student FTE Summer Term	913
	Incidental Fee – Summer Term 2016	\$88
	Incidental Fee – Summer Term Prior Year	\$82
	\$ Change from Prior Year	\$6
	% Change from Prior Year	7.3%
	Projected Average Student FTE	4,073
	Recreation Center Fee per term – Fall 2017	\$75
	Recreation Center Fee per term – Winter 2018 – Summer 2018	\$95
	Recreation Center Fee – Academic Year Prior Year	\$75
	\$ Change from Prior Year	\$20
	% Change from Prior Year	26.7%

SIGNATURE AUTHORITY

Approve    [ ] Disapprove



President, Associated Students of  
 Southern Oregon University  
 Tyler Takeshita

4/13/17

Date

Approve    [ ] Disapprove



President, Southern Oregon University  
 Linda Schott

4/14/17

Date

## **Room and Board Rates 2017-18**

*(Rates subject to approval by Southern Oregon University Board)*

### **Southern Oregon University 2017-18**

### **Food Plans (overall rate increase 2.9%)**

<b><u>Plan (Description)</u></b>	<b>Cost per Term</b>	<b>Cost Per Year</b>	<b>Average CPM (Cost Per Meal)</b>	<b>Rate Increase</b>
*Red Plan - Unlimited Meals Weekly / \$100 Raider Cash/ 10 guest	\$1880	\$5640	\$7.39	3.0%
*Black Plan - 17 Meals Weekly / \$150 Raider Cash/ 20 guest	\$1880	\$5640	\$8.36	3.0%
(S) Plan - 14 Meals Weekly / \$150 Raider Cash/ 10 guest	\$1560	\$4680	\$8.60	3.0%
(O) Plan - 12 Meals Weekly / \$250 Raider Cash/ 10 guest	\$1560	\$4680	\$9.23	3.0%
(U) Plan - 10 Meals Weekly / \$350 Raider Cash/ 15 guest	\$1560	\$4680	\$9.68	3.0%
Madrone Plan – All Raider Cash	\$800	\$2400	NA	0.0%
Madrone Hawk Plan – 5 Meals Weekly / \$400 Raider Cash/ 5 guest	\$825	\$2475	\$7.08	3.1%

\*= Only 2 options freshmen (First Year Students) have to pick from

### **Southern Oregon University 2017-18**

### **Room Rates (overall rate increase 2.8%)**

<b><u>Area (Building &amp; Room Type)</u></b>	<b>Cost per Term</b>	<b>Cost Per Year</b>	<b>Per Month Average Cost</b>	<b>Rate Increase</b>
<b>Raider Village – Shasta Hall</b>				
Double Room	\$2708	\$8124	\$903	2.0%
Single Room	\$3266	\$9798	\$1089	5.0%
<b>Raider Village – McLoughlin Hall</b>				
Double Room	\$2851	\$8553	\$950	2.0%
Single Room	\$3507	\$10521	\$1169	5.0%
Super Single Room	\$3821	\$11463	\$1274	6.0%
<b>Madrone Hall</b>				
Single Room	\$3699	\$11097	\$1233	2.9%
<b>Greensprings Hall (Applegate &amp; Bear Creek)</b>				
Double Room	\$2397	\$7191	\$799	1.8%
Double as Single Room	\$3341	\$10023	\$1114	2.0%

#### **Of Note:**

- Required 3% increase overall in Raider Village rooms (as agreed upon with public/private partnership)
- Larger rate increases with single rooms (still in high demand and large waiting list)
- Food increase matches food and labor yearly increase, also always for returning residents to have meal plan at last year's rate. Only new students will see the rate increase on meal plans.

#### **Summary:**

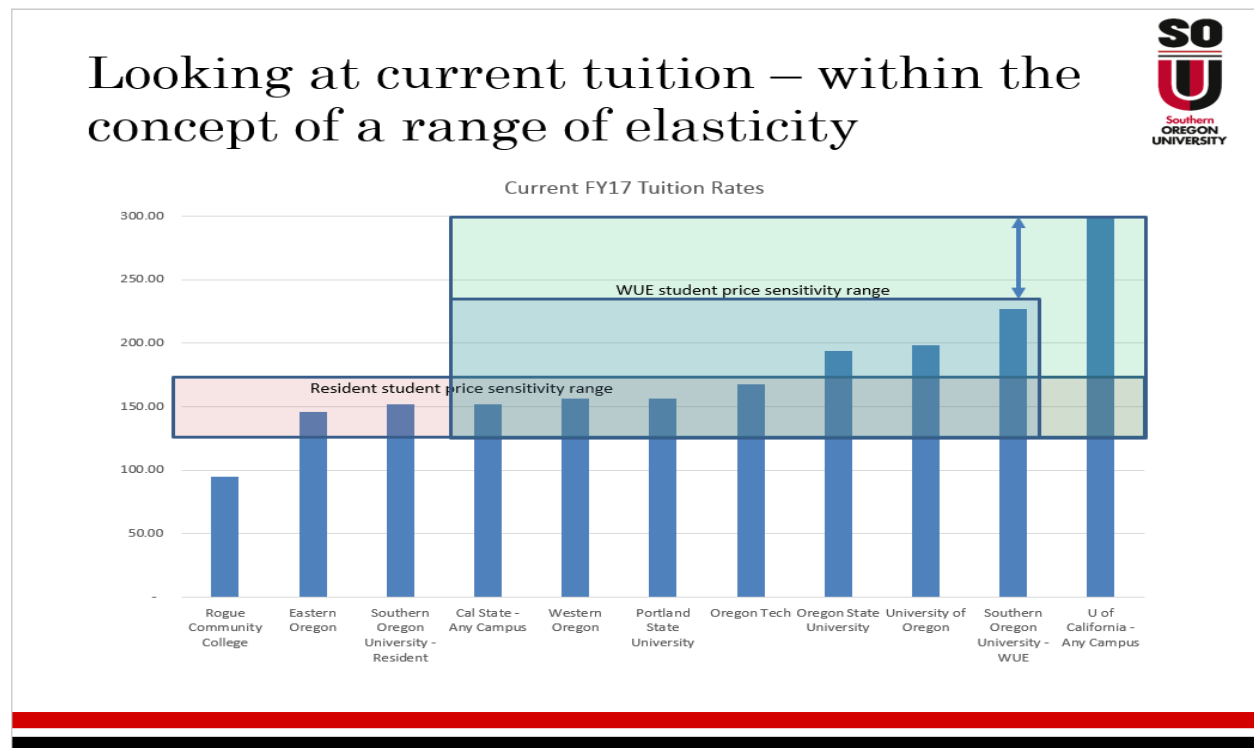
- Room will cost between \$7191 and \$11,097 per year
- Food will cost between \$5640 and \$4680 per year (excluding Madrone which will between \$2400 and \$2475)

Typical Room and Board Total for First Year Student will be \$12,831 per year (\$1426 per month)

**HISTORY**

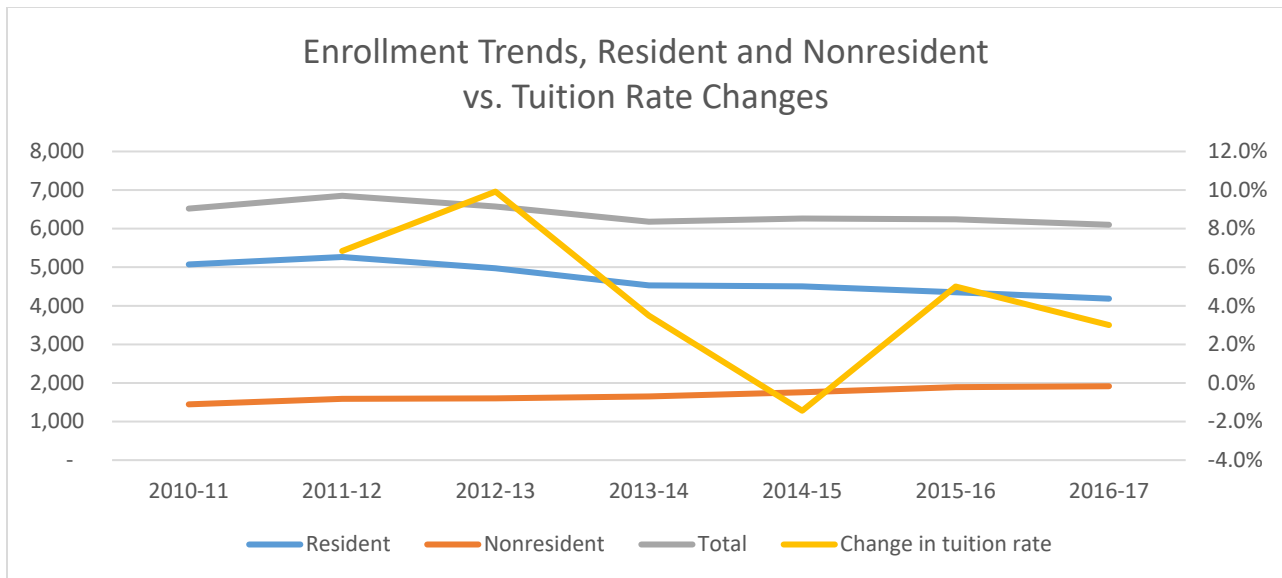
Southern Oregon University—a comprehensive regional university—provides high-quality education grounded in the liberal arts, focuses on skills that serve our region’s economic future, and prepares students for innovation and leadership. To achieve these goals, SOU cannot focus exclusively on those most academically qualified or financially capable; the university must remain accessible to and affordable for those we serve. SOU is committed to offering high-quality programs and services to all students.

During their January meeting, members of the Finance and Administration Committee discussed how market placement affects a university’s affordability and accessibility. SOU stands as one of the most affordable options among Oregon’s public universities for both Oregon residents and those of neighboring states. Demand is elastic in nature and while it is important to remain within that band of affordability, there are potential pitfalls in being the least expensive. National and regional data support the notion that students and their families deeply appreciate the affordability of an institution, but care even more about quality and the “fit” of a university with their academic goals.



A February discussion focused on the need to project enrollment based on a market-based model – one that takes into account SOU’s relative population, regional economic influences, recent enrollment trends and the potential impact of tuition rate increases. SOU’s history of tuition rates and enrollment are not linear, as demonstrated through market analyses, elasticity models, demographic trends, tuition policies – nationally and in neighboring states – and the impact of the university’s own tuition assistance practices. As this graph demonstrates, enrollment trends were relatively similar in 2012-13 (9.92 percent tuition increase) and 2014-15 (-1.44 percent tuition decrease). This indicates that as long as tuition stays within a certain range, the exact tuition rate is not the primary decision factor for students; being within an affordability range, other economic factors and the “fit” of a university are significant factors.





A comprehensive communication plan in March was designed to engage students and the broader campus, promote understanding of what drives tuition rates and receive feedback from various campus constituencies. A series of web videos outlined the pressures on SOU’s tuition rate, and 10 publicized and well-attended open campus forums were held.

SOU’s goal of affordability for all students must be considered within the context of the cost drivers that affect the university’s financial picture. To accomplish this, SOU built an interactive pro forma model that enables the projection of multiple factors to forecast their impact for the current budget year and the next two biennia. The Finance and Administration Committee has reviewed the model each month during the budget development process, presenting various budget scenarios and previewing their impacts on the pro forma. This interactive modeling also helped inform the Tuition Advisory Council’s deliberations.

**RETRENCHMENT (past spending cuts)**

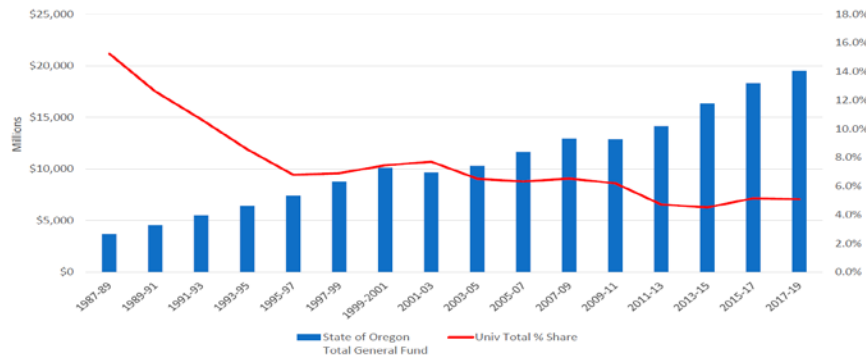
The retrenchment metrics already put in place to achieve instructional and administrative efficiencies were built into the pro forma model and budget (see attached Retrenchment Metric Report). Metrics including low-enrolled courses, faculty-to-student ratios, other assigned time and several financial values are incorporated in the pro forma model. It is critical to remember that SOU has undergone the cost-cutting process of retrenchment twice in the past 10 years, each time permanently reducing ongoing costs through faculty and staff layoffs, administrative restructuring and numerous cuts to university operations. The significant cost-cutting measures of retrenchment have enabled SOU to grow its fund balance to the required retrenchment target. Efficiency measures and a culture of austerity have been implemented as part of SOU’s continuous operational review process. Additional significant reductions will have a negative impact on the quality of education and student services.

**DRIVERS**

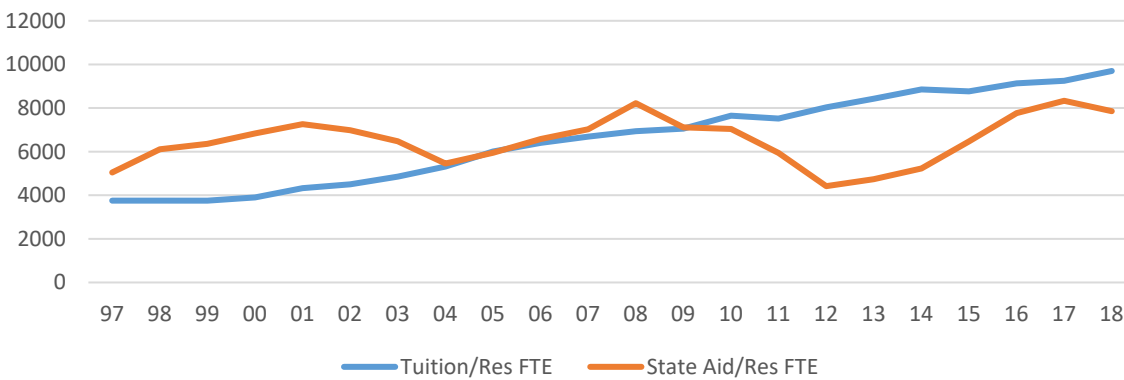
Beginning in the 1980’s, the state began disinvesting in higher education. Changes in property taxes, prison sentencing, and increased PERS and PEBB costs created new budgetary pressures for the state with no offsetting revenue.



## Public University Funding<sup>1</sup> as % of State Budget

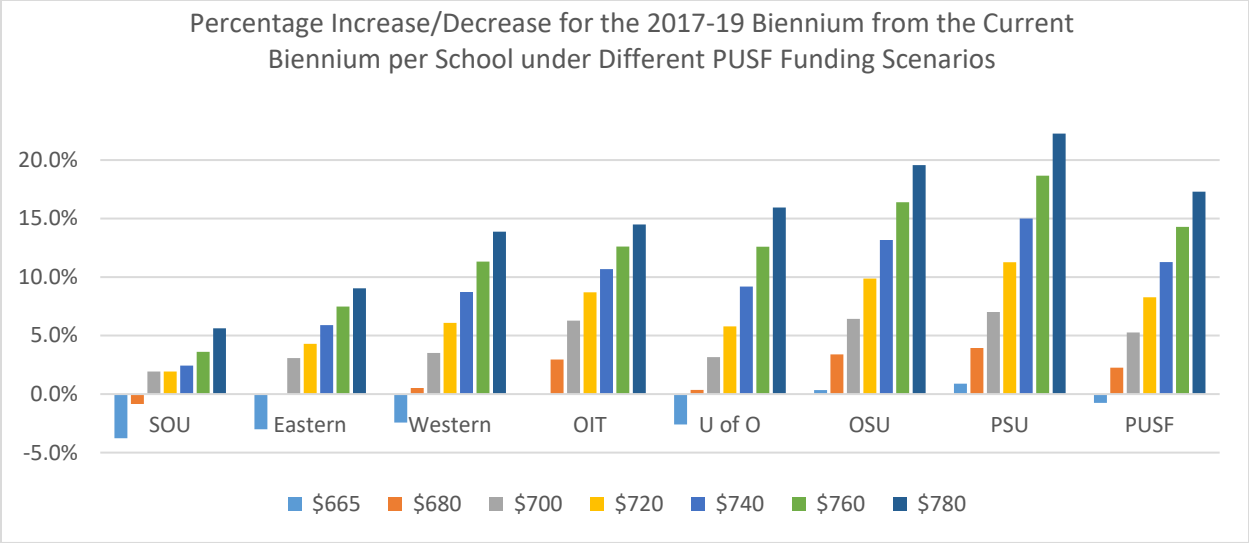


## Tuition/Resident FTE vs. State Support/Resident FTE (Undergrad and Grad Combined)

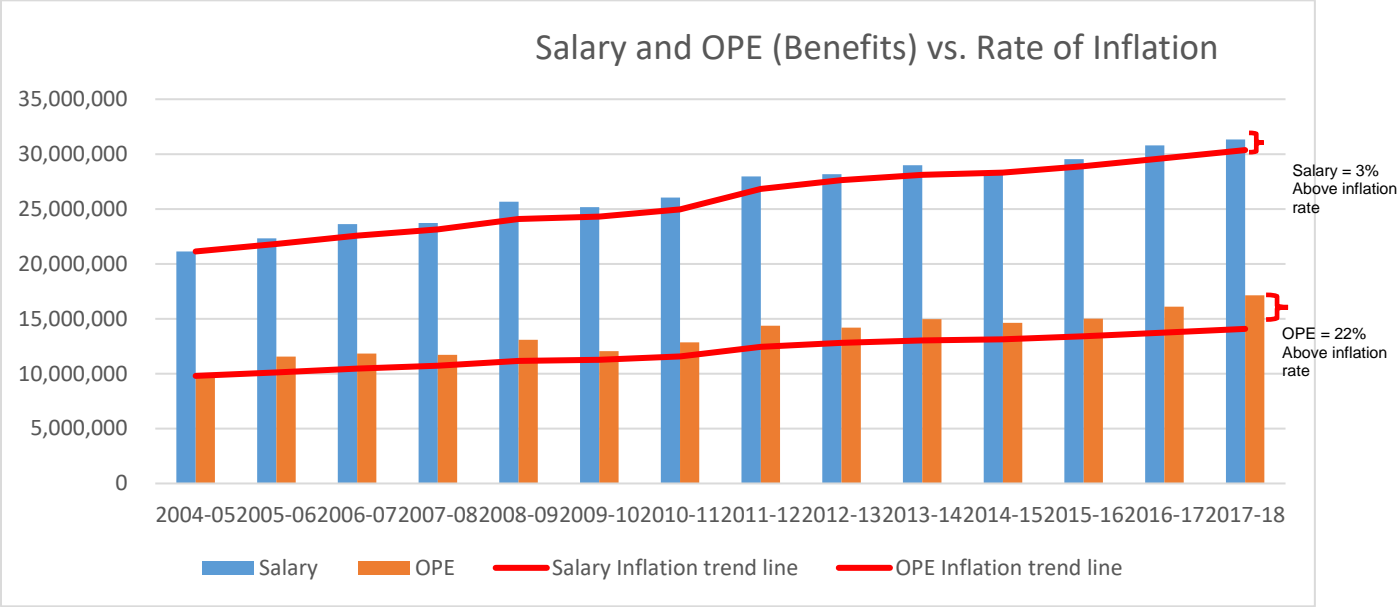


Two factors are significantly different this year, necessitating a large tuition increase:

- The state funding allocation model:** The Student Success and Completion Model (SSCM) was intended to incentivize Oregon’s public universities to prioritize degree completion over enrollment. In its third year of implementation (2017-18), the transition period from an enrollment-based model to a completions-based model has nearly expired and the model’s primary driver – degrees granted – is based on enrollment factors from four to five years prior. The SSCM reduces SOU’s state allocation by approximately 3.8 percent under the current GRB. Beyond 2017-18, SOU’s funding under the SSCM would be reduced more than any of the other public universities. SOU’s enrollment and degrees granted are so small relative to the larger universities that even a significant improvement in outcomes would move the needle at less than two-thirds the rate that it would move for a large university with the same percentage of improvement. At this point in time, a decline in state funding pushes the necessity for revenue growth entirely onto tuition.



- Labor costs:** For SOU, labor accounts for approximately 80 percent of total operating costs. Also in line with most universities, labor costs are rising at rates greater than that of inflation. Over time, the average increase in burdened labor at SOU has been 5 to 6 percent above the inflation rate, driven primarily by the cost of benefits. SOU’s burdened labor costs for 2017-18 are rising by 8 to 9 percent. This is directly due to the significant increase in the Public Employees Retirement System (PERS) rate that SOU is assessed. The PERS rate is increasing by an average of more than 14 percent for all employees due to prior underfunding of the statewide retirement system. The PERS rate increase is contributing to SOU’s total benefit costs being 22 percent above the average rate of inflation. Benefits account for about two-thirds of the year-over-year growth in the total costs of labor at SOU. An increase of 8 percent in the cost of labor – which makes up 80 percent of SOU’s expenses – results in an increase of almost a 7 percent in the university’s total costs. It is important to note that a highly-skilled workforce cannot be automated or outsourced easily, if at all. By comparison, in manufacturing or technology, productivity savings offset labor costs and allow total costs to rise below the rate of inflation.



As mentioned above, the GRB suggests a decline in state funding for SOU of about 3.8 percent. If total costs are rising at 7 percent, the full weight of covering those costs must fall to SOU's second major revenue source – tuition. Tuition accounts for about 62 percent of total revenue, but must cover 100 percent of SOU's increase in total costs (7 percent). A simple mathematical calculation suggests that tuition should increase by more than 14 percent.

## **PROCESS**

Beginning in January, the bodies that formally recommend SOU's tuition and fees began meeting and reviewing data in detail, and developing recommendations. The suggested rates were discussed during the campus forums, and formal feedback on the proposals was received and reviewed.

- **Tuition Rate** – The Tuition Advisory Council (TAC), comprised of three administrators, two faculty members and four students, and is chaired by the provost, began meeting in February. The council reviewed SOU's tuition history and market placement, in Oregon as well as neighboring states. Members also reviewed in detail the financial pro forma that projected SOU's financial picture through the next two biennia. Several tuition rate scenarios were run through the pro forma to inform the TAC; market elasticity modeling was used to consider the impact on enrollment based on each scenario. The TAC drafted its proposal and presented it for feedback to the Associated Students of SOU, ASSOU Senate, Faculty Senate, SOU Budget Committee, University Planning Board, the Executive Council, and the President's Cabinet. After reviewing the feedback, the TAC made its formal proposal to President Schott.
- **Student Incidental Fee** – The Student Fee Committee (SFC) began meeting in November to set its budget priorities and timeline, then provided guidance to its subcommittees. In January, the subcommittees began hearing budget presentations from each of the budget authorities for which they had oversight. The subcommittees then prepared a budget recommendation to the SFC that included detailed justification for the budgets and how those met the criteria as published by the SFC. The budgets were reviewed and accepted by the SFC and proposed to the ASSOU Senate. The senate approved that recommendation and presented a full budget and student fee recommendation to the ASSOU President, who, in turn, proposed the budget and fee rate to President Schott. The SFC and its subcommittees, comprised entirely by students, are governed by the ASSOU Bylaws.
- **Health Center Fee** – The director of the Student Health and Wellness Center works with the Budget Department to review operational costs and revenue projections to determine the fee for the following year. This fee recommendation was presented to the same campus constituent groups at the same time as the tuition rate and all fees, to get feedback and to help finalize a recommendation to the SOU president.
- **Student Recreation Center Fee** – The Student Recreation Center Steering Committee, comprised entirely of students, with staff and faculty support, was newly-formed for this budget cycle. It is charged with setting future operational priorities and approving the Student Recreation Center budget. This student-run committee is responsible for setting the fee for each year, per the guidelines established by the student referendum.
- **Housing/Dining Rates** – The director of housing, with input from the Resident Housing Advising Committee – comprised of students currently residing in SOU on-campus housing, and assisted by the Budget Department – established the housing and dining rates. The rates comply with contractual obligations between the university and the Collegiate Housing Foundation. The goal was to keep the housing rate increase as low as possible, recognizing that housing is a significant component in the total cost of attendance for students living on campus. As with tuition and

other fees, the housing/dining rates were presented to campus constituent groups for feedback before the proposal became formal and was presented to the SOU president.

Throughout the process of recommending the tuition and fee rates, feedback from all campus constituents was requested, gathered and incorporated to the fullest extent possible into the final recommendations to the SOU president. An emphasis was placed on engaging students and including their voices in the process.

### **COMMUNICATION**

In addition to the presentations to campus constituency groups that were part of the feedback process, several open-forum presentations were made around campus and online communication was specifically focused on engaging students. A six-part series of web videos capturing a pointed discussion between the ASSOU president and SOU's associate vice president for budget and planning were recorded and posted at <https://inside.sou.edu/budget/index.html>, along with a survey to collect feedback. Four live presentations of the same material were made directly to students in the Student Union and the SOU main dining facility. Finally, four campus-wide open forums were offered to the greater campus community including faculty and staff, with the presentation posted at: <https://inside.sou.edu/budget/budget-presentations.html>. A total of 10 open presentations and the posted videos were directed at students.

### **MITIGATING THE IMPACT**

A significant amount of thought and effort to address the impact of the tuition increase informs this proposal. As noted above in discussions about SOU's retrenchment, the university already has undergone major operational reductions. If deeper cuts were required, the greatest impact would be on the very student success initiatives put in place to help those most at risk. SOU is committed to retaining these initiatives while adding \$500 thousand in institutional aid. This assistance is aimed specifically at helping students of color, first-generation students, low-income students, and the most vulnerable resident students.

SOU also has kept housing and meal plan increases low in order to offset the proposed tuition increase. This strategy keeps the increase in the total cost of attendance, which includes housing and all mandatory fees, to 5.8 percent or just under \$1,300 for the full year.

Should state funding to the PUSF rise above the current GRB funding level of \$667 million, the TAC recommends consideration of a reduction to the tuition rate increase for all categories to the extent that increased funding from the state, allocated to SOU, would offset the need for tuition revenue. The president endorses the TAC's proposed tuition rate schedule for the 2017-18 academic year and further provides a specific proposal for reducing the tuition increase in the event of increased funding to the PUSF above the GRB.

### **CONCLUSION**

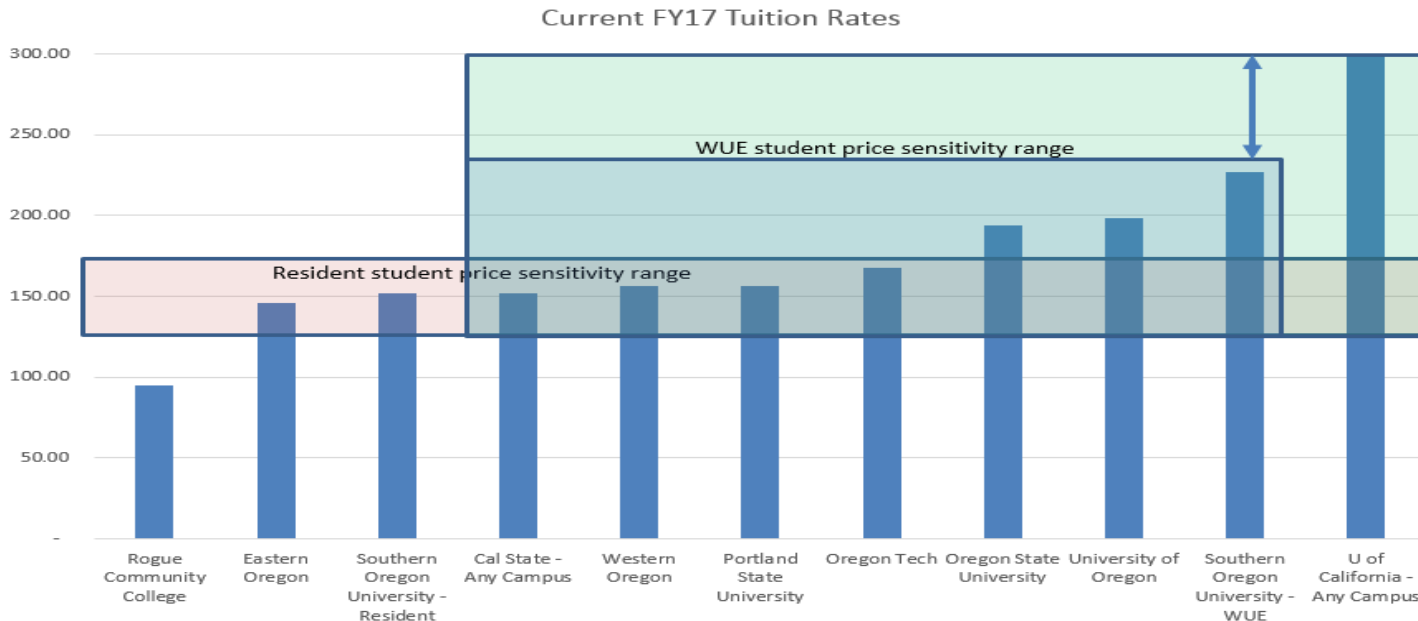
Including the proposed 12 percent increase to tuition, the total cost of attendance at SOU increases 5.8 percent. SOU's tuition rate will remain one of the lowest among Oregon public universities. Access and affordability will remain a top priority with the addition of \$500,000 in institutional aid to the most vulnerable students. SOU is now a model of efficiency, and to make additional reductions would mean depriving our students of services critical to their success and disadvantaging them in comparison to their peers.

# Values Drive the Recommendation

- Quality of Academic / Student Support Programs
- Access for our Region
- Affordability
  - 5.8% Increase for a Resident Undergrad in total cost to attend
- Financial Stability
- Capacity for Strategic Action

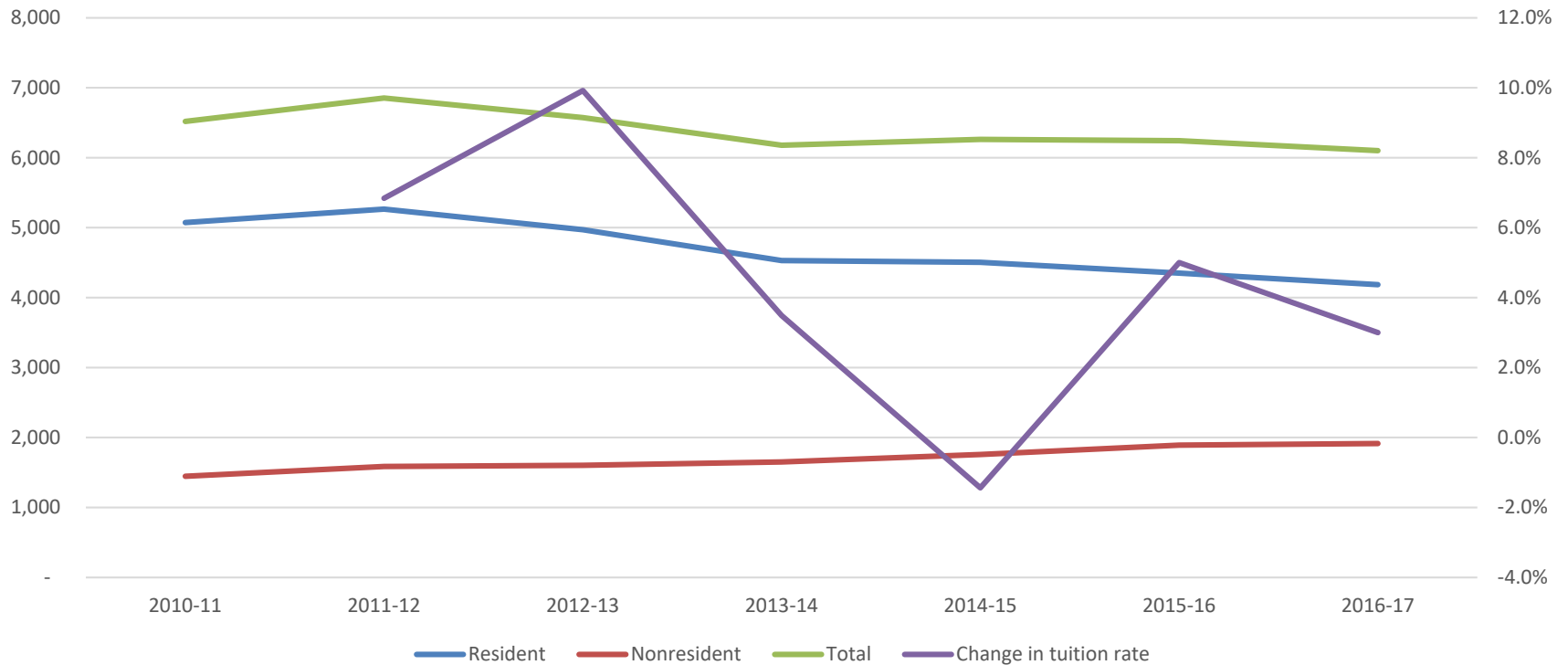
# Sensitivity Toward Elasticity of Demand

Looking at current tuition – within the concept of a range of elasticity



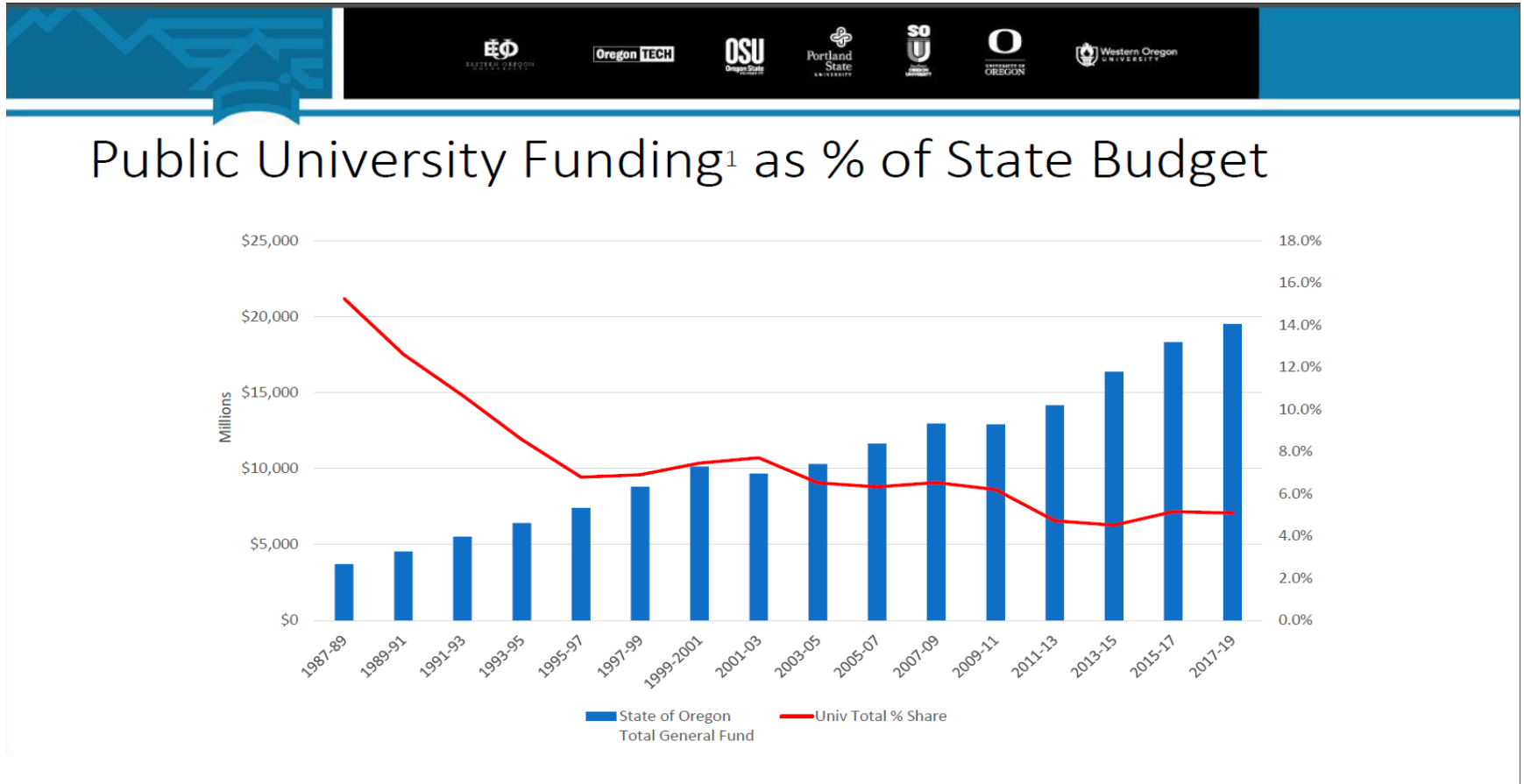
# Enrollment Trends vs. Tuition Rate Increases

Enrollment Trends, Resident and Nonresident vs. Tuition Rate Changes



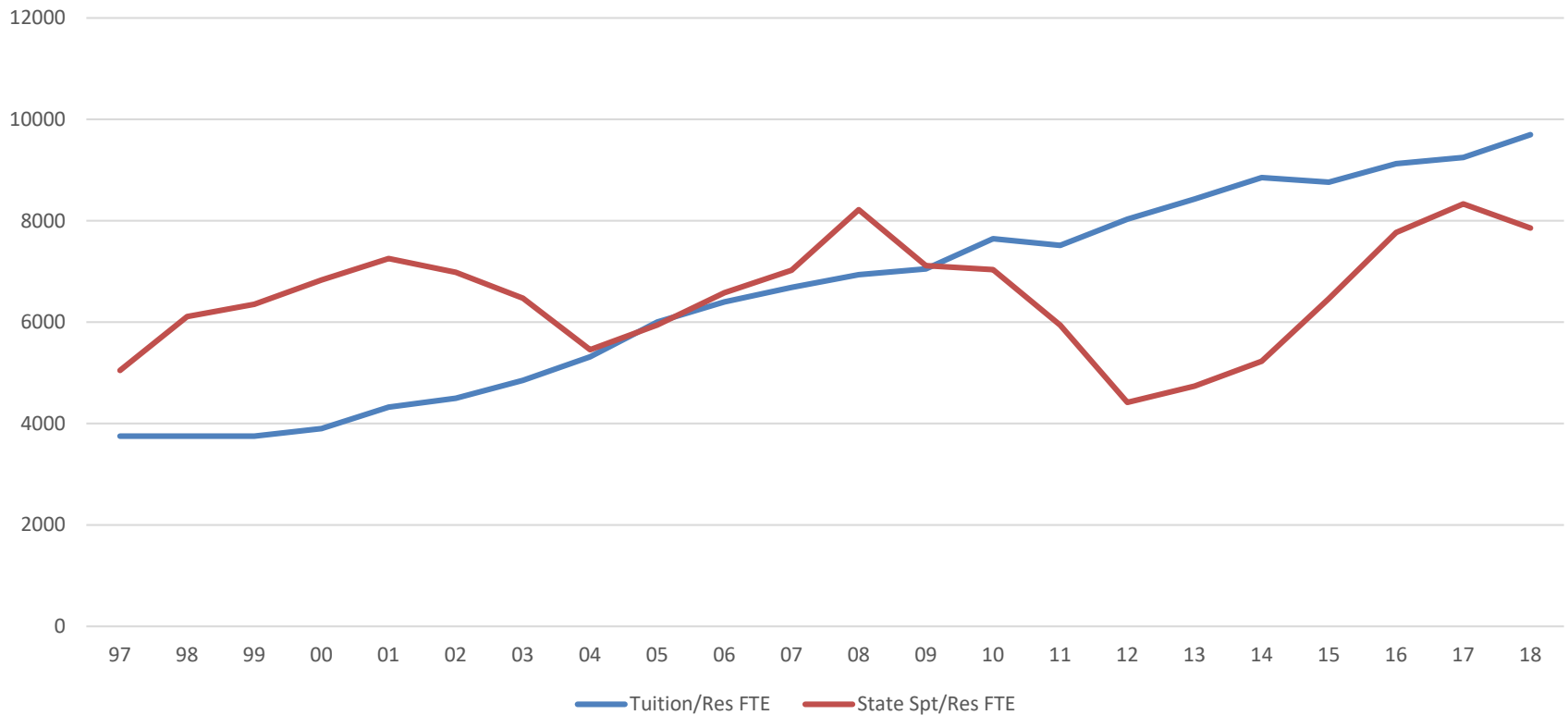


# The State's Failure to Fund



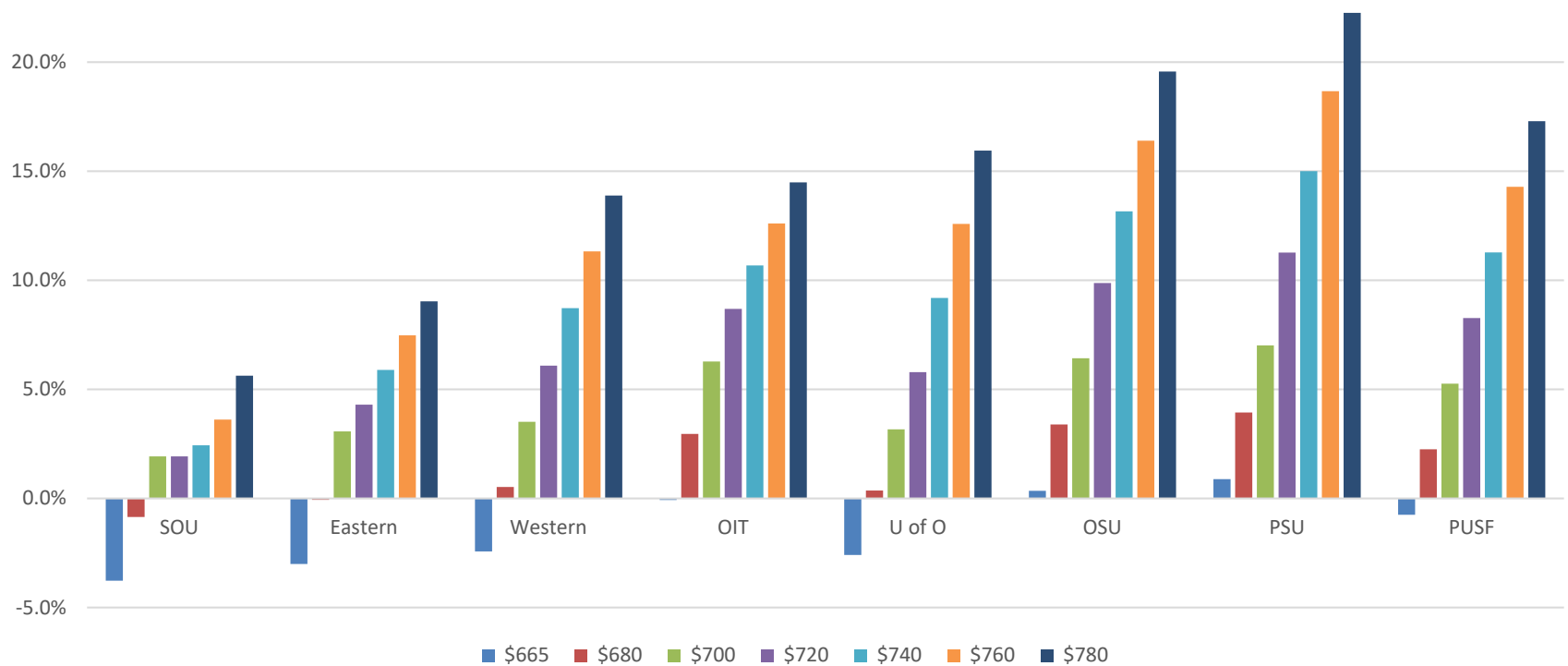
# Shifting the Burden: from State to Students

Tuition/Resident FTE vs. State Support/Resident FTE  
(Undergrad and Grad combined)



# Allocation Model Advantages the Larger Universities

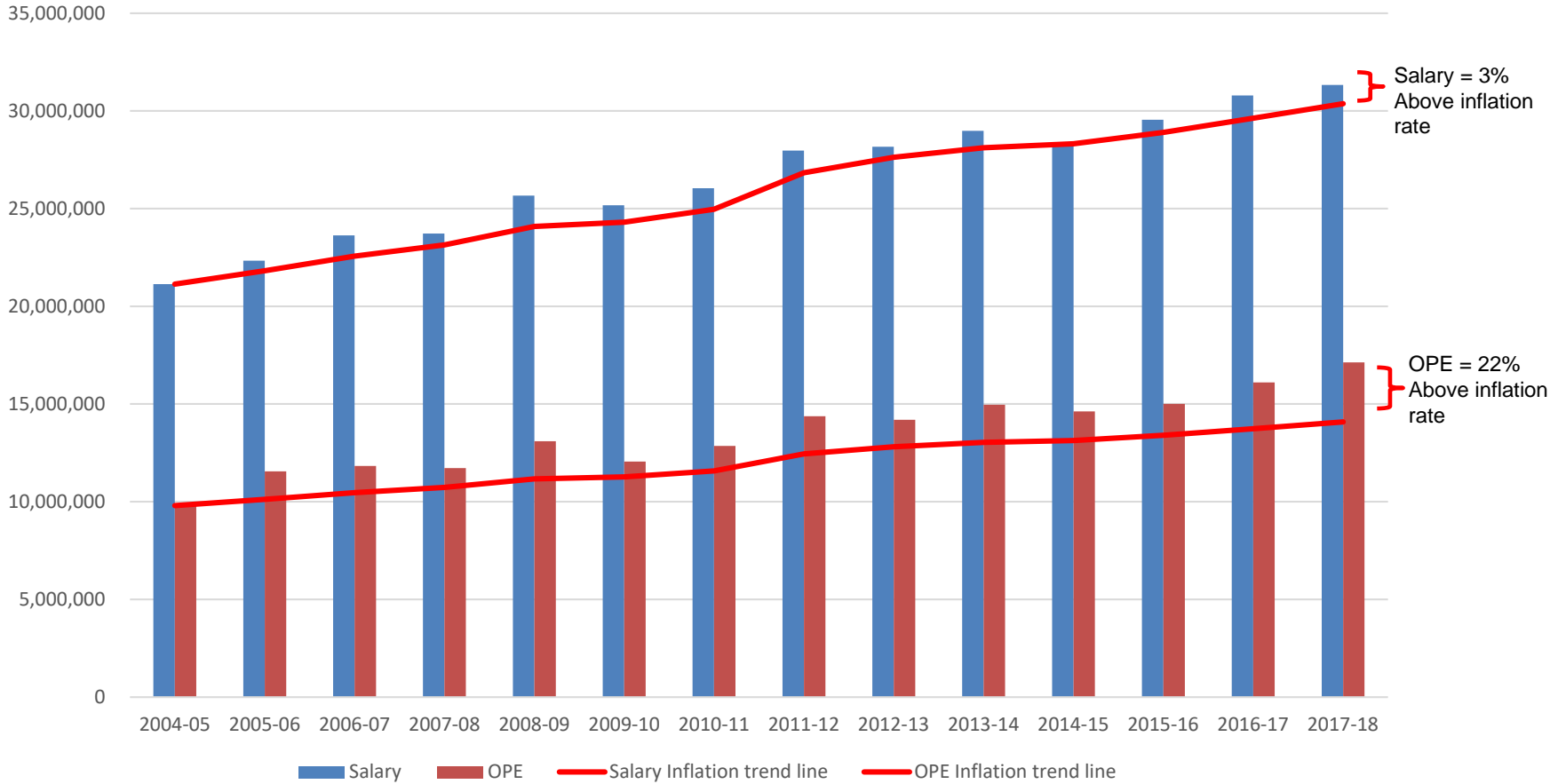
Percentage Increase/Decrease for the 2017-19 Biennium from the Current Biennium per School under Different PUSF Funding Scenarios



# PERS, not Salaries, Drive Labor Costs



Salary and OPE (Benefits) vs. Rate of Inflation



# 2014 Retrenchment: \$14 Million in Cuts

## Academic Reorganization

- Academic Reorganization & Creation of Service Center
  - Increased managerial oversight (more faculty accountability), equity (faculty loading, release, etc.) across academic programs, effective communication, and transparency
  - Increased efficiencies and effectiveness of transactional processes
  - Eliminated administrative and classified positions
  - Created two key positions in Provost's Office: Budget Officer and AVP for Academic Resource Management
  - Moved budget control to Provost's Office and Division Directors and away from departments to allow resources to be focused on institutional priorities and provide spending oversight
  - Saved \$250,000

# 2014 Retrenchment: \$14 Million in Cuts (Cont'd)

## Retrenchment (Article 11 of the APSOU CBA)

- Eliminated faculty positions [over 60 FTE (including tenured faculty)] leading to streamlining of curricula and elimination of low-enrolled courses
- Eliminated 32 low-enrolled majors, co-majors, minors, concentrations, certificates and programs
- Reduced faculty re-assigned (release) time and decreased faculty expense attributed to non-teaching activities by 27%
- Reduced number of low-enrolled courses by 30% and increased average class size 7%

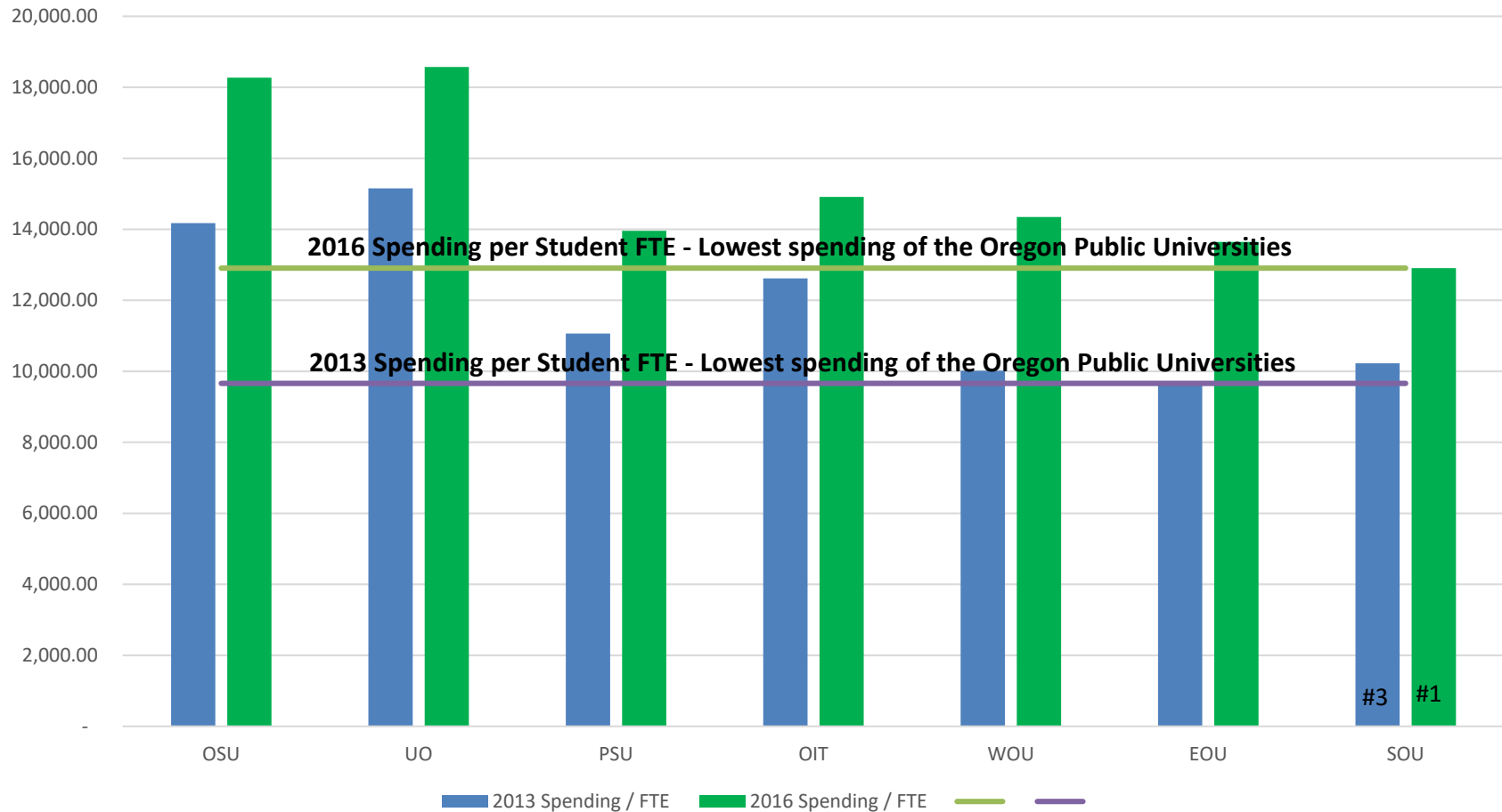
# 2014 Retrenchment: \$14 Million in Cuts (Cont'd)

## Enrollment and Recruitment, Overall Outcomes

- Enrollment and Recruitment
  - Established admissions funnel, total headcount and total FTE targets and retention metrics
  - Exceeded targets set for applicants, admits and enrolled students and budgeted student FTE
  - Increased student carrying load
- Overall Outcomes:
  - Experienced cost-of-living, PERS and health care cost increases over the past 3 years, yet held direct instructional expenditures flat
  - **Increased Fund Balance from 2.1% to over 11%**

# Result of SOU Retrenchment: Most Cost Efficient of OPU's

3rd Lowest-to-lowest of Oregon Public Universities, Operating Expenditures per Student FTE





# Arriving at the Recommendation

- January
  - Campus-wide Open Forum: Two presentations
    - Pro forma demonstration
- February
  - Tuition Advisory Council began meeting weekly
  - Reviewed historical, market, impact, pro forma, multiple options

# Arriving at the Recommendation, (Cont'd)

- March
  - Tuition Advisory Council continues work – makes draft proposal
  - 12 Campus presentations
    - ASSOU: 2 presentations
    - Students at large: 3 presentations
    - Faculty Senate, Budget Committee, University Planning Board
    - Executive Council, President's Cabinet
    - Campus Wide Open Forms (again): 2 presentations
    - Video series
  
- April
  - Review feedback from all presentations
  - Finalized proposal

# Recommendation:

Tuition Category	Prior Year rate	Proposed Rate	Dollar Increase per SCH	Percent increase	Total Annual Increase
Resident Undergraduate	\$151.41	\$169.58	\$18.17	12%	\$817.65
Western Undergraduate Exch	\$227.12	\$254.37	\$27.25	12%	\$1,226.25
Nonresident Undergraduate	\$476.89	\$505.00	\$28.11	6%	\$1,264.95
Resident Graduate	\$397.00	\$421.00	\$24.00	6%	\$864.00
Nonresident Graduate	\$497.00	\$527.00	\$30.00	6%	\$1,080.00
Masters of Education	\$341.00	\$361.00	\$20.00	6%	\$720.00

# If State Funding Increases . . .

PUSF	Res UG Tuit Inc.	Res UG Tuit Rate	Annual \$	% Rate Inc.
GRB - \$690 M	\$ 18.17	\$ 169.58	\$ 817.61	12.0%
\$691 - \$710 M	\$ 16.66	\$ 168.07	\$ 749.48	11.0%
\$711 - \$730 M	\$ 15.14	\$ 166.55	\$ 681.35	10.0%
\$731 - \$750 M	\$ 13.63	\$ 165.04	\$ 613.21	9.0%
\$751 - \$760 M	\$ 12.87	\$ 164.28	\$ 579.15	8.5%
\$761 M and up	\$ 12.11	\$ 163.52	\$ 544.95	8.0%

# Impact

Resident Undergraduate	SCH/Year	FY17 Rate	Annual	Fy18 Rate	% Inc.	\$ Inc.	Annual \$	Annual Inc. \$
Tuition	45	151.41	6,813.45	169.58	12.0%	18.17	7,631.10	817.65
Building		45.00	135.00	45.00	0.0%	-	135.00	-
Health		130.00	390.00	137.00	5.4%	7.00	411.00	21.00
<b>Report to HECC</b>			7,338.45		<b>11.4%</b>	25.17	8,177.10	838.65
Incidental Fee		320.00	960.00	343.00	7.2%	23.00	1,029.00	69.00
Rec Center Fee		75.00	225.00	88.33	26.7%	13.33	265.00	40.00
Housing: Shasta Double		2,655.00	7,965.00	2,708.00	2.0%	53.00	8,124.00	159.00
Dining: Red Plan		1,825.00	5,475.00	1,880.00	3.0%	55.00	5,640.00	165.00
<b>Total Cost to Attend</b>			21,963.45		<b>5.8%</b>		23,235.10	1,271.65

Western Undergraduate Exch.	SCH/Year	FY17 Rate	Annual	FY18 Rate	% Inc.	\$ Inc.	Annual \$	Annual Inc. \$
Tuition	45	227.12	10,220.40	254.37	12.0%	27.25	11,446.65	1,226.25
Building		45.00	135.00	45.00	0.0%	-	135.00	-
Health		130.00	390.00	137.00	5.4%	7.00	411.00	21.00
Incidental Fee		320.00	960.00	343.00	5.0%	23.00	1,029.00	69.00
Rec Center Fee		75.00	225.00	88.33	26.7%	13.33	265.00	40.00
Housing: Shasta Double		2,655.00	7,965.00	2,708.00	2.0%	53.00	8,124.00	159.00
Dining: Red Plan		1,825.00	5,475.00	1,880.00	3.0%	55.00	5,640.00	165.00
<b>Total Cost to Attend</b>			25,370.40		<b>6.6%</b>		27,050.65	1,680.25

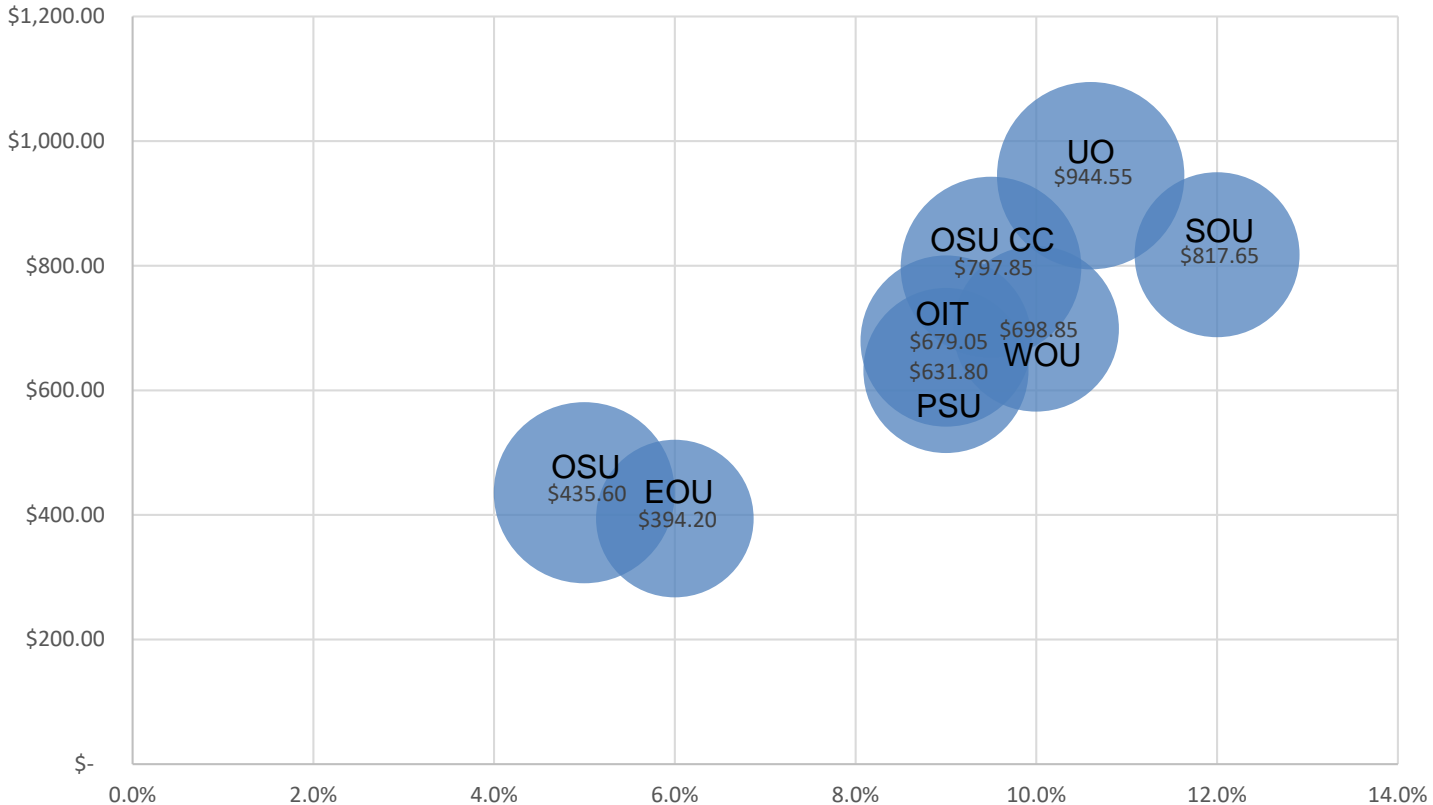
# Increasing Institutional Aid

Grow institutional aid from \$3.5 million to \$4 Million

- Focus on most vulnerable students:
  - At-risk of not completing
  - Students of Color
  - Oregon Residents
  - First Generation
  - Low Income
  - Veterans

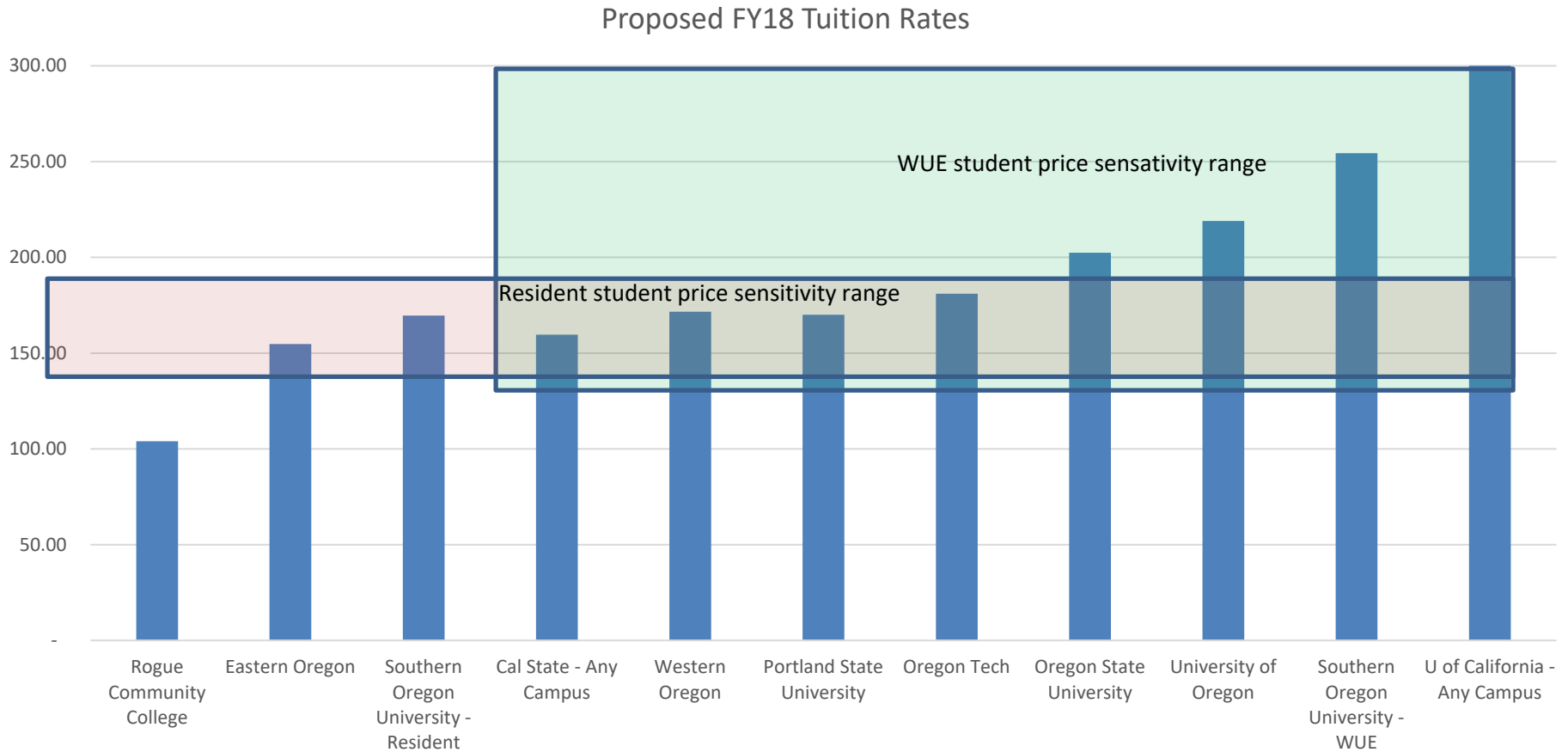
# How SOU Compares

Annual Tuition Dollar Increase for Resident Undergraduate Students



Annual dollar increase based on 45 Student Credit Hours (SCH) per year for an undergraduate student

# Elasticity after Tuition Increases





# Request Approval of Recommended Tuition and Mandatory Fees for AY2017-18

Tuition Category	Prior Year Rate	Proposed Rate	\$ Increase/ SCH	% increase	Total Annual \$ Increase*
Resident Undergraduate	\$151.41	\$169.58	\$18.17	12%	\$817.65
Western Undergraduate Exch	\$227.12	\$254.37	\$27.25	12%	\$1,226.25
Nonresident Undergraduate	\$476.89	\$505.00	\$28.11	6%	\$1,264.95
Resident Graduate	\$397.00	\$421.00	\$24.00	6%	\$864.00
Nonresident Graduate	\$497.00	\$527.00	\$30.00	6%	\$1,080.00
Masters of Education	\$341.00	\$361.00	\$20.00	6%	\$720.00
<b>Fees</b>					
Student Incidental Fee	\$320.00	\$343.00	\$23.00	7.2%	\$69.00
Student Recreation Center Fee	\$75.00	\$95.00	\$20.00	26.7%	\$60.00
Student Health Fee	\$130.00	\$137.00	\$7.00	5.4%	\$21.00

\*Annual increase assumes 15 student credit hours per term for undergraduate students, 36 student credit hours per term for graduate students and 3 terms per year for all students. Fees are on a per term basis, not per student credit hour.

# Future Meetings

**Adjourn**