



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

January 12, 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, including an update on the Provost's Council. There will be discussion and action on the revised committee meeting schedule. Additional topics include curriculum updates and information on the National Survey of Student Engagement student perception survey.

The meeting will occur as follows:

Thursday, January 19, 2017

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

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**  
**January 19, 2017**

# Call to Order and Preliminary Business



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

**Thursday, January 19, 2017  
1:30 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 October 20, 2016 Meeting Minutes (Action) |  |
|           | <b>2</b> | <b>Public Comment</b>   |  |
| ~ 5 min.  | <b>3</b> | <b>Provost's Report</b>   | Dr. Susan Walsh, SOU,<br>Provost and Vice<br>President for Academic<br>and Student Affairs |
|           | 3.1      | Provost's Council Update  | Dr. Susan Walsh  |
| ~ 10 min. | <b>4</b> | <b>Revised Committee Meeting Schedule (Action)</b>                    | Chair Sayre  |
| ~ 60 min. | <b>5</b> | <b>Curriculum Updates</b>   |  |
|           | 5.1      | Graduate Degree Program: Outdoor Adventure and Expedition Leadership  | Dr. Susan Walsh; Dr.<br>Jody Waters, SOU,<br>Associate Provost                             |
|           | 5.2      | Undergraduate Degree Program: Healthcare Administration               | Dr. Susan Walsh; Dr.<br>John King, SOU, Division<br>Director, Education                    |

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

**Thursday, January 19, 2017  
1:30 p.m. – 3:30 p.m. (or until business concludes)  
DeBoer Room, Hannon Library**

**AGENDA (Continued)**

- |           |     |  |  |
|-----------|-----|--|--|
|           | 5.3 | Certificate Program: Wine Business   | Dr. Greg Jones, SOU,<br>Division Director,<br>Business, Communication<br>and the Environment |
| ~ 30 min. | 6   | <b>National Survey of Student Engagement -<br/>Student Perception Survey</b> | Chris Stanek, SOU,<br>Director, Institutional<br>Research                                    |
| ~ 10 min. | 7   | <b>Future Meetings</b>   | Chair Sayre  |
|           | 8   | <b>Adjourn</b>   | Chair Sayre  |



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

**Thursday, October 20, 2016  
1:30 – 3:30 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 1:30 p.m.

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

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Craig Morris, Vice President for Finance and Administration; Dr. Jody Waters, Associate Provost; Marjorie Trueblood-Gamble, Director of Diversity and Inclusion; Angela Fleischer, Assistant Director of Student Support and Intervention for Confidential Advising; Ryan Schnobrich, Internal Auditor; Dr. Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Kelly Moutsatson, Director of Admissions and Co-Executive Director of Student Enrollment; Joe Mosley, Director of Community and Media Relations; Mary Ann Neely, SOU; Sydney Lund, SOU, ECOS; Craig Switzler, SOU; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Olena Black, League of Women Voters; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Chair Sayre welcomed Trustee Daniel Santos, the board's newest trustee. Trustee Santos introduced himself and discussed his background. He also expressed that as an SOU alumnus, he was honored to be asked to be on the board and this committee. Chair Sayre also welcomed alumnus, Joe Mosely, SOU's new Director of Community and Media Relations.

Trustee Steinman moved to approve the September 15, 2016 meeting minutes as drafted. Trustee Shih seconded the motion and it passed unanimously.

**Public Comment**

Sydney Lund, a senior at SOU, ASSOU Sustainability Director and Student Director of

Ecology and the Sustainability Resource Center, provided comments on the importance of sustainability at SOU. She asked that SOU consider sending more students to conferences and increasing funding for sustainability programs. She believes sustainability serves as an effective recruiting tool and contributes to retention.

Vice President Morris commended Sydney and SOU's students, citing their sustainability presentations and awards SOU has received at national sustainability conferences.

### **Provost's Report**

Dr. Susan Walsh also welcomed Trustee Santos and said it had been a pleasure getting to know him over the last few years.

Dr. Walsh said community colleges are interested in offering applied baccalaureates in business and nursing. Since SOU has an applied baccalaureate degree in business, the university is particularly interested in this development.

The Provosts' Council has a group currently studying the impact of the Oregon Promise on universities and will later extend the focus to community colleges and other groups. There is a \$32 million budget request for next year, up from \$10 million last year. The provosts are trying to make a persuasive argument that the Promise money could follow students at universities not just community colleges.

Dr. Walsh informed the committee that SOU has submitted its HECC Evaluation Framework Report, thanks to Chris Stanek and other contributors. She expects there will be some back and forth until HECC submits its final report to the legislature in January. When the three large institutions submitted their reports for the first time last year, there was no feedback at all from the HECC, so it is unclear what the universities should expect regarding the submission.

Regarding general enrollment, Dr. Matt Stillman said SOU is down -2.5 percent in FTE and -2 percent in headcount. He noted that the resident population is decreasing while the nonresident population is increasing. He said SOU's numbers may look negative compared with fall 2015, which was a high water mark, but it is not so negative in the longer historical picture. Additionally, at 4,282 headcount, SOU is still above retrenchment metrics on several measures, including FTE, headcount, admissions applications, number of admits and new student numbers.

Regarding admissions, Kelly Moutsatson said the end of the fourth week is nearing. The current period is an interesting interval: "tucking-in" 2016 while simultaneously recruiting for 2017. Because of the decline in resident freshmen, the admissions office is exploring what can be done to increase the numbers in that population. Ms. Moutsatson mentioned some of the new and enhanced ways SOU is aggressively

pursuing local students: SOU2You events in Bend; hosting counselor conferences; having Andrew Clum, an admissions counselor, visit a different high school every day; and continuing the Raider on the Spot program. She added that SOU Preview events will start again soon, getting SOU in front of students and their parents. Admissions also is working with marketing to create the message that SOU is the Rogue Valley's university, including ads, social media ties and other intentional communications.

Ms. Moutsatson added that College Board representatives are at SOU to discuss changes in SAT scores, grants, scholarships and financial aid, ensuring SOU will have updated information for its application and financial aid workshops.

Trustee Santos asked about the profile of the two most recent freshmen classes and about volunteering to help with recruitment. Dr. Stillman said the profiles are almost identical. Regarding recruitment assistance, trustees always are invited to SOU Preview events and ROARs; when big groups are on campus, it is helpful if trustees attend receptions and if they tell their stories to prospective students.

### **Curriculum Update**

Dr. Walsh provided an update on three curriculum proposals, starting with the master's degree in outdoor adventure leadership, which is still in development. Dr. Walsh reminded committee members of the robust process each new major or program must go through to be approved. In addition to the process undergraduate degree proposals follow, the new graduate program proposal will be reviewed by an external review committee comprised of three Ph.D.-holding faculty from Oregon, Arizona and California. This visit is scheduled for November.

Also proposed is a bachelor's degree in health sciences for the fall of 2017. SOU has a community advisory committee for the planned degree, including people in health sciences careers. Currently, SOU is at the curriculum development stage, having done research and talked to industry folks. The program committee still has to iron out the last pieces of the curriculum proposal, talk about resources and a few more items.

Dr. Walsh then mentioned the proposed certificate in wine business, for which the curriculum already is in place. Responding to Trustee Vincent, Dr. Walsh said it takes a full academic year to build a new certificate program and get it to state approval. She is prepared to get it into the 2017-18 catalog. Trustees Santos and Shih, among others, expressed support for this certificate because of Greg Jones' international reputation, new faculty in hospitality and tourism, local connections and community offerings.

### **Accreditation Site Visit**

Dr. Jody Waters provided an update on the accreditation site visit. The nine-member NWCCU accreditation team will begin its SOU visit with a breakfast on Monday, October 24. There will be three days of meetings with various constituent groups.



Trustees have been invited to participate in various meetings. Dr. Waters was pleased with the cooperative, accommodating attitude of the entire campus and said it bodes well for a successful visit.

### **Title IX Presentation and Discussion**

Chair Sayre introduced the topic, noting that she was present for the recent roundtable discussion with Senator Ron Wyden, who commended the program. At that meeting, Carrie Hull of the Ashland Police Department said the takeaway was that we need not try to morph the victim to conform to the institution; instead, the institution should morph itself to accommodate the victim. Chair Sayre noted that this quality is what is so unique about SOU's Title IX programming, which she praised.

Marjorie Trueblood-Gamble discussed the Title IX requirements, reports and process at SOU. She is very excited about these issues and said SOU is doing an outstanding job. She recognized the efforts of Angela Fleischer, Assistant Director of Student Support and Intervention for Confidential Advising, as well as all of her colleagues on campus, giving them much credit for the big work and heavy lifting required in this area.

Ms. Trueblood-Gamble asked two questions: Has there ever been a time in your life where you felt excluded? Has there been a time when something happened to you and you were afraid to share it? She said these two questions are fundamental to how SOU approaches Title IX, recognizing that victims are afraid to share because they do not think they will be believed. She added that we have to reduce these barriers for the care of victims as well as for the safety of the community.

Ms. Trueblood-Gamble explained the federal Office of Civil Rights enforces civil rights laws especially related to federal programming. She noted that discrimination, as outlined in Title IX legislation, is based on sex/gender. Ms. Trueblood-Gamble discussed the history of Title IX, highlighting various federal laws and "Dear Colleague" letters. She also explained that Title IX expectations include an investigation that is thorough, impartial and reliable; a prompt, effective, equitable process; and remedies that end discrimination and prevent recurrence.

SOU applies Title IX through Campus Choice, a nationally renowned program modeled after the Ashland Police Department's "You Have Options" program. Campus Choice is survivor-centered, trauma-informed and offender-focused. In 2015-2016, there were 150 Campus Choice reports filed in the calendar year; 57 percent of those were unconfirmed, unfounded or not actionable. Ms. Trueblood-Gamble said the number of Title IX reports has greatly increased over the last few academic years. In AY 2012, there were eight reports. In AYs 2013, 2014 and 2015, the number of reports increased to 26, 56 and 97, respectively. Rather than being concerned about these increases, Ms. Trueblood-Gamble said they indicate the program is working, as research says that SOU should be receiving more reports than it does; that number is around 200 per year.

Responding to a question from Trustee Santos regarding cases that may progress through the criminal and litigation process, Ms. Trueblood-Gamble remarked that SOU's goal is to limit the number of contacts a victim must encounter in the process. SOU takes its cues from the victims: if they wish to go through the SOU process and not the criminal process with police, SOU honors that. However, if they wish to go through the criminal process and not SOU's, the university also honors that preference.

Responding to Trustee Vincent's inquiry about annual training requirements for employees on issues related to Title IX, Ms. Trueblood-Gamble said that, under the Campus SaVE Act, SOU is supposed to extend training around these issues. This year, an online training module was rolled-out to students and an employee-based training module will be rolled out in November. SOU also does a road show to all academic departments to provide training. Ms. Trueblood-Gamble appreciates Provost Walsh's commitment to providing information and training on Title IX and FERPA across the academic divisions.

Responding to Trustee Shih's inquiry, Ms. Trueblood-Gamble said there is an introduction and panel discussion on these issues during parent and student orientations. Female-identified students may be apprehensive, so discussions include an outside speaker to discuss consent and bystander intervention. The SOU Women's Resource Center and the health promotions specialist also provide sexual assault and alcohol abuse prevention information. In rare situations of emergency crime notices, SOU also displays information on how to be safe and connect to resources, via email.

Trustee Steinman noted that SOU has appeared on "most dangerous" campus lists. She asked if there is a way to respond to people who do not understand that increases in the number of reports is actually a positive result. Ms. Trueblood-Gamble believed those are antiquated viewpoints and noted that SOU did not respond a couple of years ago. However, in the region, people "get it" and see SOU is doing a good job on the campus. Trustee Santos confirmed this and added that in the Willamette Valley, he was aware of the program and complimented its success and good inner-workings.

Responding to Trustee Thorndike's inquiry about opportunities to coordinate with SOU's Internal Auditor, Ms. Trueblood-Gamble said there is always room for improvement and more to do to create additional resources for those involved. Her vision is to have a site to display SOU's great work, one that would be friendlier to this visual generation so they can see the resources.

Regarding the prevention aspect, President Schott asked what it would look like five years from now if SOU is really successful. Ms. Fleischer responded that qualitatively or anecdotally, SOU will have developed better measures about what people know about prevention and also would develop widespread education not limited to the

experiences of victims and perpetrators but also including impact to the community and good citizenship.

President Schott expressed how proud she is to be the president of the institution doing this work. She praised the work of all those involved in these processes and said the campus should be grateful and proud. Ms. Trueblood-Gamble praised her team and colleagues involved in the process.

### **Future Meetings**

Chair Sayre mentioned the meetings scheduled for November and December. She also solicited future agenda items from committee members.

### **Adjourn**

Chair Sayre adjourned the meeting at 3:32 p.m.

DRAFT

# Public Comment

# Provost's Report

# Revised Committee Meeting Schedule (Action)

<b>SOU Board of Trustees Proposed Board and Committee Meeting Schedule</b>				
<b>MEETING:</b>	<b>Board of Trustees</b>	<b>Executive and Audit</b>	<b>Academic and Student Affairs</b>	<b>Finance and Administration</b>
<b>DAY</b>	Third Fridays	Third Fridays	Third Thursdays	Third Thursdays
<b>FREQUENCY</b>	Once per quarter	Once per quarter  (Interim meetings as needed for governance or audit)	Once per quarter  (Interim meetings as needed for curriculum approvals)	Once per quarter: July – Dec. Monthly: Jan. – June
<b>TIME:</b>	12:00 – 5:00 p.m.	9:30 – 11:30 a.m.	12:00 - 3:30 p.m.	4:00 p.m. to 6:00 p.m. Qtr. 4:00 p.m. to 5:00 p.m. Others
<b>DATES:</b>	January 20, 2017	January 20, 2017	January 19, 2017	January 19, 2017
				February 16 (1hr: Budget focus only)
		March 17, 2017 (Governance Infrastructure)		March 16, 2017 (1hr: Budget focus only)
	April 21, 2017	April 21, 2017	April 20, 2017	April 20, 2017
		May 19, 2017 (Governance Infrastructure)		May 18, 2017 (1hr: Budget focus only)
	June 16, 2017	June 16, 2017	June 15, 2017	June 15, 2017
	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)
	or			
	October 20, 2017	October 20, 2017	October 19, 2017	October 19, 2017
	January 19, 2018	January 19, 2018	January 18, 2018	January 18, 2018
				February 15, 2018 (1hr: Budget focus only)
	March 16, 2018	March 16, 2018	March 15, 2018	March 15, 2018
				April 19, 2018 (1hr: Budget focus only)
				May 17, 2018 (1hr: Budget focus only)
	June 22, 2018	June 22, 2018	June 21, 2018	June 21, 2018

## Description of Proposed Amendments to Board and Committee Meeting Schedule

### **Board of Trustees: Once per quarter, spring meeting in March**

Vice President of Finance and Administration requests the board's consideration of moving the earlier spring meeting from April to March beginning in 2018 to allow greater time for tuition decisions to be included in the budget formation process. This also will better align the timing of SOU's tuition decision with that of other Oregon Public Universities. The meetings would remain on third Fridays and would continue to take place from noon to 5:00 p.m.

### **Executive and Audit: Once per quarter for a longer duration with interim meetings as needed**

The quarterly one-hour meeting would be extended to two hours. A single interim meeting may be convened between quarterly meetings for deep dives into governance or auditing based on need, taking into account the calendar of events affecting these areas. The meetings would remain on third Fridays and the time would be 9:30 -11:30 a.m.

### **Academic and Student Affairs: Once per quarter for a longer duration with interim meetings as needed**

The committee would meet once per quarter, with dates coinciding with those of the full board. However, the duration of these meetings could be extended up to four hours if needed. These meetings also could occur earlier in the day. The meetings would remain on third Thursdays and 12:00 – 3:30 p.m. is the proposed time. (Start time could occur later if a shorter agenda warrants it.)

### **Finance and Administration: Monthly January through June for a shorter duration during months between quarterly meetings; once per quarter July through December**

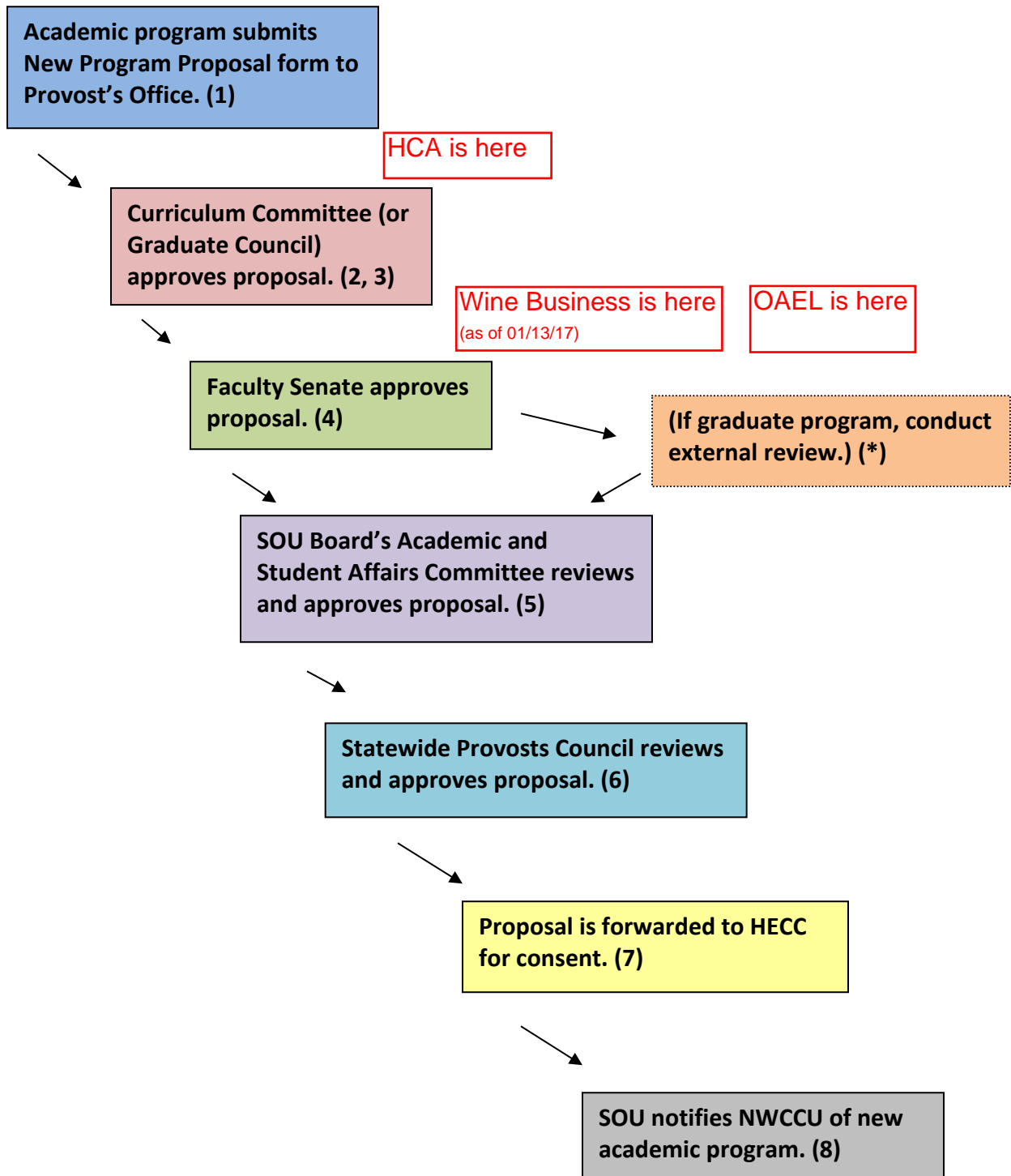
It was determined that the FAC needs frequent meetings to carry out its work, but the need for this is greatest during the budget cycle. So, their proposed schedule would be more complicated, though still less frequent. The meetings would remain on third Thursdays from 4:00 to 6:00 p.m. (End time could occur earlier when a shorter agenda warrants it.)

1. **Where there is no change in the day, time or occurrence:** The committee would continue to hold its two-hour meetings in conjunction with quarterly board meetings on Thursdays from 4:00 to -6:00 p.m.
2. **Proposed change to meetings in the 1<sup>st</sup> half of the calendar year:** During the most active budget months of January through June, in months in which no quarterly meeting of the board takes place (e.g. February), committee meetings would still take place, but would only be for one hour and would only deal with budget items (i.e., no investment report, no periodic management report, etc.).
3. **Proposed change to meetings in the second half of the calendar year:** From July through December, there would be no intermittent monthly meetings – only quarterly meetings to coincide with those of the full board (e.g. October).



# Curriculum Updates

# New Academic Program Approval Process



# **Graduate Degree Program: Outdoor Adventure and Expedition Leadership**



## Proposal for a New Academic Program

**Institution: Southern Oregon University (SOU)**

**College/School: Division of Education, Health and Leadership**

**Department/Program: Health, Physical Education and Leadership (HPEL) / Outdoor Adventure Leadership (OAL)**

**Proposed Degree and Title: Master in Outdoor Adventure & Expedition Leadership**

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number (contact your Registrar or Institutional Research office for this number). 31.0601 Outdoor Education  
A program that prepares individuals to work as an educator, instructor or facilitator in parks, recreational facilities, camps and other outdoor settings. Includes instruction in leadership skills, wilderness survival skills, wilderness first aid, group processes, counseling techniques, environmental stewardship, risk management and instruction in adventure recreational activities such as rock climbing, backcountry skiing, backpacking, kayaking and canoeing.
- 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 Department of Health, Physical Education, and Leadership provides a broad discipline approach for optimal promotion of health and wellness, human performance, recreation and leadership. The proposed Master of Arts degree in Outdoor Adventure & Expedition Leadership (MAOAE) aligns with our commitment to the quality of human life, and maximizes the utilization of resources that already exist within our department, institution, community, and region. The proposed program is rigorous, with thoughtfully designed graduate level course offerings, and establishes and maintains high academic and professional standards for students pursuing a Master of Arts in OAE. We have outlined a curriculum that promotes exposure to critical concepts in outdoor adventure leadership through theory-based and experiential learning opportunities. In general, the curriculum has been designed to 1) project breadth and depth in primary content; 2) engage students in applied, experiential, and community-based learning in the context of existing standards in the discipline; and 3) promote the development of lifelong learning, global stewardship and leadership within and outside the intended curriculum.

The MAOAE is designed to meet the needs of outdoor adventure leaders and educators in the regional, national, and international communities. This program targets outdoor educators and adventure leaders seeking a high-level graduate program with a strong foundation in theory to equip students with interdisciplinary skills required to grasp and develop new concepts, technologies, methods and trends in the outdoor adventure leadership field. The MAOAE will provide outdoor adventure leaders with the experience, knowledge and tools needed to advance into leadership roles and shape the future of this dynamic field. Above all, students will grasp and embody the concept of the explorer mindset, being determined, resilient and inquisitive to meet the demands of a more volatile, uncertain, complex and ambiguous world.

Students will gain leadership skills associated with the outdoor and international environment and learn to transfer and redirect their abilities towards any endeavor. In short, MAOAEEL students will be able to lead any group, in any environment, towards any goal. To achieve this objective, students will develop their own regional, national and international expeditions to gain key skill sets that are critical for experiential leaders and modern day explorers. To learn, one must experience. Our students will become the leaders, activists and explorers, developing their own unique and innovative leadership style to shape the future of the outdoor adventure industry and tackle the unstable, inexact, multifaceted, and unclear obstacles and challenges associated with any transformational leadership.

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

**Admission Criteria**

- Bachelor degree from an accredited institution with a degree in outdoor adventure leadership, outdoor education, adventure education, experiential education, or outdoor recreation. May substitute profession/personal experience if degree is not in an appropriate field of study.
- Official copy of academic transcripts and minimum undergraduate GPA of 3.0 (4.0 scale).
- Three letters of recommendation that specifically evaluate academic and/or professional skills and abilities to pursue graduate studies in the adventure programming discipline.
- Personal statement (1000 words maximum) describing the nature of the student’s interest in OAEEL and her or his academic and work objectives, and explaining how the MA in OAEEL will help the student fulfill those interests and objectives.
- Submit copies of all professional, state, national, and international certifications and certificates, such as American Mountain Guide Association (AMGA), American Canoe Association (ACA), Professional Climbing Instructor Association (PCIA), Professional Association of Diving Instructors (PADI), Rescue 3 Int., American Institute for Avalanche Research and Education (AIARE), and Leave No Trace Master Educator (LNT), etc..
- Demonstrate adventure sports skills, leadership experience and potential for success through submission of a statement of purpose, a resume, and a logbook of appropriate experience.

**Proposed Curriculum for Master in Outdoor Adventure & Expedition Leadership**

**Core Classes:**

**Fall Year 1**

OAL 511: Self-Assessment for Adventure Practitioners	1
OAL 512: Adventure Leadership & Philosophy	4
OAL 525: Research Methods in Adventure Programming	4
Electives:	<u>1-3</u>
Total	10-12

**Winter**

OAL 526: Outdoor Adventure Risk Management	4
OAL 515: Expedition Planning	4
OAL 503: Thesis	1
Electives:	<u>1-3</u>

	Total	9-11
<b>Spring</b>		
OAL 527: Guiding Field Practicum		9
OAL 503: Thesis		<u>1</u>
	Total	10
<b>Summer</b>		
OAL 545: International Expedition Experience		<u>9</u>
	Total	9
<b>Fall Year 2</b>		
OAL 503: Thesis		4
OAL 575: Critical Reflection		4
Electives:		<u>1-3</u>
	Total	9-11
	Total Coursework Credits:	51-57
	Core Courses Credits:	45
	Elective Courses:	6-12

Elective/Recommended OAL Classes:

OAL 505: Reading and Conference	1-8 credits
OAL 507: Seminar	1-8 credits
OAL 510: Special Topics	1-8 credits
OAL 530: Outdoor Survival	3 credits
OAL 533: Outdoor Adventure Literature	3 credits
OAL 535: Adventure Writing and Photography	3 credits
OAL 552: Minimal Impact Adventuring	3 credits
OAL 553: Wilderness First Responder	3 credits
OAL 554: Adventure Therapy	3 credits
OAL 555: Adventure Skills Facilitation	1-8 credits
OAL 570: Environmental Physiology	3 credits
OAL 576: Experiential Leadership Development	3 credits
OAL 580: Swiftwater Rescue Technician Level 1	2 credits
OAL 581: Technical Rope Rescue	2 credits
OAL 582: Swiftwater Rescue Technician Advanced	2 credits
OAL 583: Avalanche 1	1 credit
OAL 595: Outdoor Pursuits Field Experience	6 credits

Elective Non Major Classes:

BA 579 – Small Business Start-up and Management	4 credits
BA 580 - Nonprofit Theory and Leadership	4 credits
BA 583 - Sustainability Leadership	4 credits
BA 592 - Working with Emotional Intelligence	4 credits
COMM 507 - Seminar on Creative Entrepreneurship	1-4 credits
COMM 555 - Conflict Resolution	4 credits
COMM 556 – Negotiation	4 credits
COMM 560 - Topics in Communication	4 credits
ED 507 - Core Reflection	1-9 credits
EE 507 – Selected Topics in Environmental Education	1 credit
EE 524 – Concepts in Environmental Education	3 credits
EE 526 – Trends in Environmental Education	2 credits

EE 528 – Environmental Issues	3 credits
ES 523 – Sustainability and Natural Resources	4 credits
ES 537 – Conservation in the United States	4 credits
ES 539 – Land Use Planning	4 credits
ES 542 – Valuation of Ecosystem Good and Services	4 credits
ES 582 – Climatology	4 credits
LEAD 588 - Cultural and Organizational Leadership	3-4 credits
PSY 535 – Environmental Psychology	4 credits
PSY 537 – Creative Thinking	4 credits
PSY 538 - Group Dynamics	4 credits
PSY 539 – Group Facilitation and Assessment	4 credits
PSY 540 – Organizational Development	4 credits
PSY 543 – Process of Behavioral Change	4 credits
PSY 548 – Mediation and Conflict Management	4 credits
SOAN 552 – Global Environmental Movements	4 credits

1. **OAEL 511: Self-Assessment for Adventure Practitioners.** This course provides OAEL graduate students the opportunity to self-examine the physical, mental, spiritual, technical, and strategic values necessary for self-growth as adventure educators, guides and leaders. Students will design and implement a plan to overcome areas discovered from the self-assessment. Specifically, this course will examine the entire OAEL curriculum to provide a blueprint for achieving personal goals. (1 credits, Fall)
2. **OAEL 512: Adventure Leadership and Philosophy.** This course studies the core aspects of adventure leadership through history, principles, practices and ethics. The course explores informed decisions making, communicating effectively, group dynamics, and development theory to cultivate a set of ideals transferable to any adventure endeavor. Students will understand the relationship between leadership, risk management, and planning, all foundational components to adventure programming. (4 credits, Fall)
3. **OAEL 515: Expedition Planning.** This course considers the explicit planning process for expeditions, including identifying goals, organizing the team and coordinating logistics. Relevant to all levels of adventure, the planning component is a clear and deliberate process designed to implement the core tenets of the expeditionary mindset. Students will be responsible for creating short, medium and long duration adventures and apply the concepts to the Spring OAL Undergraduate Intensive quarter and Summer International Expedition. (4 credits, Winter)
4. **OAEL 525: Research Methods in Adventure Programming.** This course will focus on research methods designed to develop a graduate level thesis based on sound qualitative, quantitative or mixed methods research. (4 credits, Fall)
5. **OAEL 526: Outdoor Adventure Risk Management.** This course exams risk management, insurance, and law from both an historical and contemporary viewpoint. Students will explore tort liability, relevant case law, risk evaluation, legal management strategies, and

the principles of waivers and releases. As a main way of mitigating potential incidents, this course understands risk management as a central component of expeditionary thinking. This course concludes with the development of a comprehensive risk management plan. (4 credits, Winter)

6. **OAEL 527: Guiding Field Practicum.** This course will provide practical experience for implementing the the core principles of adventure programing, addressing aspects of leadership, planning, implementing risk management protocols, and designing appropriate outcomes. Students enrolled in this class will help design and lead the Spring undergraduate intensive quarter. (9 credits, Spring)
7. **OAEL 545: International Expedition Experience.** This course is a required international expedition that will involve the entire OAEL cohort. In conjunction with OAEL faculty, the students will utilize the expeditionary process to plan and execute a non U.S. based expedition. The course will incorporate and demonstrate planning, risk management, and leadership skills acquired from the graduate theory and practicum courses. (9 credits, Summer)
8. **OAEL 503: Thesis for OAEL.** The master's thesis must demonstrate evidence of scholarly study and writing and contribute to the knowledge base of Outdoor Adventure Leadership. Students will conceptualize and design their thesis over an entire year, starting with the research methods course, and continuing in winter and spring quarter, and finishing up the following fall quarter. The final draft will be a well-written including a comprehensive literature review, the theoretical approach, the plan for data collection and analysis, and a presentation of the findings. Students will present a poster presentation at a professional conference in the Fall. (Need total of 6 credits, 1 credit Winter, 1 credit Spring, 4 credits Fall year 2)
9. **OAEL 565: Adventure Skills Facilitation (1-6 Credits).** Students will help facilitate undergraduate activity courses in the areas of backcountry skiing, mountaineering, wilderness navigation, whitewater kayaking, whitewater rafting, rock climbing, etc. (Fall, Winter Electives)
10. **OAEL 535: Adventure Writing and Photography:** Students in this course will expand their writing and photography reporting skills and explore new ways to tell stories across multimedia platforms. Students will review and analyze examples of adventure journalism and gain technical skills in photography and point of view videography, learning how to apply these skills and knowledge in their course work. Through this course, students will learn about the appropriate use of digital platforms to present and share their work and will gain experience in blogging and social media for journalistic purposes. Students will learn how to pitch their adventure pieces to media outlets for publication. (3 credits, Winter) Elective
11. **OAEL 575: Critical Reflection:** An essential component of adventure learning includes thinking critically about the learning objective of course and analyzing emotional responses to the experience, with the aim of connecting the learning to the experience. This reflective experience will exam the entire graduate process for each student, encouraging connecting the experience to academic content, considering multiple viewpoints, making perceptive observations, cultivating students' awareness of themselves and their environment, and



engaging the whole person. The reflective process ultimately creates a learning environment in which student can share and construct their own sense of understanding. Students will work with the incoming cohort to share their ideas and experiences. (4 credits, Fall year 2)

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 Master in OAEL will incorporate a cohort model with a new cohort starting every Fall quarter and progressing through the academic program together. The cohort model fits perfectly with the expedition mindset where teams engage in tight knit learning communities of 10-12 students, encouraging members to think deeply, actively participate, and work collaboratively towards a common goal. The cohort model in higher education is increasingly popular and the benefits are enumerable, particularly in the outdoor adventure realm. Cohorts are inherently student-centered, designed to elicit collaboration where each cohort member acts as the leader and learner; and is encouraged to support everyone's contribution to the group. Members build strong bonds through shared learning experiences, reflective in-depth group discussions, and an intense and demanding extended international expedition. These cohort members can build professional relationships extending well beyond the classroom and graduate experience, helping students' career development and professional advancement. The cohort model enables more efficient administration, with non-competitive course enrollment, helping administrators predict revenue sources and expenditures.

OAEL courses will be offered on SOU's main campus, off-campus, nationally and internationally. The course of study will consist of five consecutive quarters, starting in the Fall and ending the following Fall, and will include the summer quarter. Fall quarter will include a comprehensive self-assessment course, a graduate level research methodology course and adventure leadership course. Winter quarter will include 2 more theoretical courses focusing on adventure programming and risk management. During the winter, students will apply course content to planning the intensive spring undergraduate course and planning their summer international program. Spring quarter will involve helping to guide and teach undergraduate OAL students during the intensive spring quarter. Summer quarter will include the 5-week international expedition. The second fall quarter will culminate with an entire quarter of reflection, including a final thesis that will involve a public presentation that reflects their graduate experience. The program will incorporate technology, utilizing Moodle, and developing online content for professional web sites.

e. Adequacy and quality of faculty delivering the program.

The core faculty for the Outdoor Adventure Leadership degree are Senior Instructor Adam Elson, Senior Instructor Erik Sol, Assistant Professor Chad Thatcher and Professor Jamie Vener. In terms of quality, the faculty in the OAL are particularly strong, including numerous years as guides, teaching technical and interpersonal skills, and have substantial experience leading international expeditions. Our faculty have multiple international and national certification in various fields such as Wilderness and Remote First Aid (American Red Cross[ARC]), Avalanche I (American Institute for Avalanche Research & Education[AIARE]), Ski/Snowboard Instructor (Professional Ski Instructors of America[PSIA]/American Association for Snowboard Instructors[AASI]), Swiftwater Rescue Technician I (Rescue 3 International), Technical Rope Rescue: Technician Level (Rescue 3 International), Swiftwater Rescue Technician Advanced (Rescue 3 International),

Open Water Diver (SCUBA Educators International[SEI]/Confédération Mondiale des Activités Subaquatiques[CMAS]), Advanced Open Water Diver (SEI/CMAS), Dive Rescue and Accident Management (SEI/CMAS), Divemaster (SEI/CMAS), Open Water SCUBA Instructor (SEI/CMAS), Open Water SCUBA Instructor Trainer (SEI/CMAS) Whitewater Kayaker Level 1-4 (American Canoe Association[ACA]), Leave No Trace (Center for Outdoor Ethics), and Leave No Trace Instructor (COE).

Chad Thatcher PhD is an assistant professor in the Outdoor Adventure Leadership (OAL) program and has taught and guided in the outdoor adventure world for 27 years. He has been with the program since the Fall of 2015. Most recently he directed the Colorado Mesa University Outdoor Program and taught courses for the Kinesiology department. He currently teaches Backcountry Skiing, Avalanche Rescue, Adventure Programing, Adventure Therapy, Wilderness Survival, Research Methods in OAL, Adventure Writing and Photography, Wilderness First Aid, Sea Kayaking, Whitewater Kayaking, Whitewater Rafting, Wilderness Navigation, and Expedition Planning. Chad's specialty involves international expedition planning, having taught and led 31 international expeditions to 54 countries, ranging from 3 weeks to 10 weeks. Chad received his BA in History and Spanish from Portland State University (2000), his Master of Education from PSU (2002), and his PhD in Sustainability Education from Prescott College (2010). His doctoral dissertation, titled *International Learning Adventures: A Phenomenological Exploration of International Backpacker Style Study Abroad*, focused on sustainable transformations through adventure expeditions. Chad is an avid writer and photographer, having published over 70 articles and 200 photos, ranging from how to rock and ice climb to whitewater kayaking the headwaters of Amazon and climbing Denali and Aconcagua.

Erik Sol is a senior instructor in the OAL degree program and has been at SOU for 12 years, 5 years as the Outdoor Program Coordinator and 7 years as a faculty member. Erik has professionally guided and instructed for the past 25 years in various outdoor fields, particularly as a whitewater rafting guide, taking him to Nepal, Tibet, India, New Zealand, Chile and throughout the United States. He is a Rescue 3 International Swiftwater and Technical Rope Rescue Instructor and teaches Backcountry Split-Boarding, Wilderness First Responder, Avalanche Rescue, Whitewater Rafting, Ski and Boat maintenance, Minimal Impact Adventuring, Rock Climbing, Outdoor Living skills, Practicum, Capstone projects and Expedition Planning. Erik's passion no doubt revolves around whitewater rafting and backcountry split-boarding. Erik received his BS at Southern Oregon University and Master's Degree in Interdisciplinary Studies with concentrations in Health, Physical Education, and Education (SOU).

Adam Elson is a senior instructor in the OAL degree program and has taught at SOU since 2005. As one of the chief designers of the OAL curriculum, he has been a part of the program since its inception in 2008. Adam has professionally guided for 25 years in various fields, such as whitewater rafting, climbing, sea kayaking, backpacking and mountain biking. He lived in New Zealand for two years working at the Outdoor Pursuit Center which focused on delivering adventure education for grades 2-12, working mainly with high school students. He also led university adventure education groups on eight week expeditions throughout New Zealand and Australia for several years. Adam is also a certified SCUBA Diving Instructor Trainer, having worked and dived in Hawaii, the Great Barrier Reef and SE Asia. Adam is currently serving as the OAL Coordinator and teaches Outdoor Living Skills, Wilderness Navigation, Adventure Literature, Adventure Programing, Sustainability in Outdoor Programming, Advanced Techniques in Adventure Leadership, Expedition Planning, Mountain Biking, Whitewater Kayaking, Whitewater Rafting, Sea Kayaking, Backcountry Skiing/Splitboarding, Mountaineering and Avalanche Awareness & Rescue. Adam received his Bachelor of Science in Physical Education from New

Mexico State University and his Master of Arts in Teaching from Pacific University. His focus in his Master's program was on experiential education.

Jamie Vener PhD is a professor and the chair of the Health, Physical Education, and Leadership department. Jamie was instrumental in creating the OAL undergraduate degree and currently teaches Environmental Physiology, Nutrition, Program Evaluation, and Health and Society. Jamie has published in many journals focusing women's self-worth and physical activity. Jamie's passion is scuba diving, where you will find her most weekends spearfishing from her boat. Jamie received her BS from U.C. Davis (1984), her M.S. in Kinesiology from U.C. Fresno (1999), and her PhD in Exercise Sport Science from the University of Utah (2003).

Elective graduate classes will be taught by other qualified faculty in other departments across campus. The list of elective courses incorporates a wide range of subject areas including business, communication, education, environmental education, environmental science, leadership, psychology, and social anthropology. In this manner students will be able to engage in cross disciplinary studies outside their cohort group, incorporating other perspectives and ideas into the OAEL program.

The program is design to operate with existing faculty but as enrollment grows, we anticipate needing one more FTE PhD faculty member. The Rogue Valley has an appropriately credentialed pool of adjunct faculty that will help out with undergraduate courses.

f. Faculty resources – full-time, part-time, adjunct.

The Outdoor Adventure Leadership faculty resources include four full time faculty with support from the Health, Physical Education and Leadership department, in addition to support from the Education Division. The Psychology, Environmental Education, Communication, Business departments will support the non major elective courses. The OAL degree also employs adjunct faculty. We will need a designated graduate coordinator with an 8 ELU release.

#### MAOAEEL Coordinator General Roles and Responsibilities:

- General oversight and maintenance of programs
- Chair MAOAEEL committee
- Oversee annual program assessments (Annual Learning Assessment and Program Exit survey)
- Finalize and communicate program groups, registration, and calendars
- Coordinate recruitment and retention of students
- Advise Chair on hiring and ongoing support and mentoring of adjunct faculty
- Advise with faculty loading and assignments
- Review and revise program calendars, handbooks, policies and procedures - coordinator with office staff
- Monitor schedules, room assignments, posting of courses, etc. – coordinator with office staff
- Coordinate technology needs of faculty and adjuncts (Bb, VTEL, Banner, etc.) – consult with Coordinator of Professional Development (Angela H)
- Coordinate with office staff on application process and procedures
- Advise Placement Coordinator on field placements
- Work with cross-campus faculty / programs

- Represent programs on TEC and Consortium
- Assign advisees to faculty within specific programs
- Work with Chair in planning summer international sessions
- Coordinate course offerings
- Point-of-Contact for:
  - Program inquiries
  - Admission and Retention (chain of communication, monitoring entry/exit, etc.)
  - Representation of Programs (Preview Day, Graduate Fair, etc.)
  - Chain of communication (grievances, issues with students, etc.)

g. Other staff

**Administrative Assistant:** A part-time (0.25 FTE) staff will manage administrative duties for the Program. This position could be added onto an existing office coordinator position. We have examples in other departments such as the Psychology Office Assistant, where a single person helps coordinate both an undergrad and graduate position.

**Graduate Assistants (GA):** To attract high quality graduate candidates, we will be offering two to four Graduate Assistant positions during each academic year. The GAs will help facilitate the undergraduate program by helping with classes, maintaining gear, logistics, developing curriculum, and bringing valuable experience to the overall program. The GA positions will include a tuition remission and stipend.

h. Facilities, library, and other resources.

The SOU Hannon Library's holdings were assessed for adequacy in Winter 2016. The SOUL resources were judged by library staff to be adequate to support the MA in Outdoor Adventure and Expedition Leadership program. Weaknesses were found in specific key journals and the Hannon Library recommended expanding the e-journal program to include subjects pertinent to the MA program and adding subscriptions for *The Journal of Outdoor Recreation, Education, and Leadership*, and *The Journal of Outdoor Recreation and Tourism*.

i. Anticipated start date.

We anticipate starting the program in Fall Term 2017.

## 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.

Alignment with University Mission, Vision, and Goals:

The proposed program in MAOAEEL is closely aligned with the mission, vision, and goals of Southern Oregon University. Evidence of this may be seen in the following statements taken directly from the university's mission, vision, or goals:

Mission: "The University is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements."

Vision: "It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership."

Goal: "Forge partnerships that best achieve our vision and seize opportunities that benefit the region and state."

Goal: "Focus on contemporary societal needs and regional strengths for liberal learning, practice and scholarship."

Goal: "Strengthen our human, physical, and technological infrastructure, focusing on Ashland and Medford."

SOU has a tradition of regional service. The proposed program offering is aligned with this commitment providing regional recruits and place bound students with programming that is not currently offered at SOU or in the state.

The increased practicum and service learning opportunities for students; building partnerships and utilizing our region's resources more; and providing well trained professionals for the workforce are all ways that this initiative could help SOU achieve the above mission, vision, and goals.

The HPEL Department's mission and vision states that we are in a phase of intentional growth and are interested in expanding programs and bringing in faculty who will increase the recruitment and retention of students. Specifically, this proposed masters is part of our new vision for SOU. Administrators support our strategic focus of offering a Masters in OAEL. In addition, the proposed program contributes to long-term goals and strategic planning of the institution through the following considerations:

- SOU has recently faced enrollment challenges. We believe this new masters will draw new students to campus. We expect that many of these students will be from the region or place bound students. SOU serves a large group of place bound students, 54% from southern Oregon (we have recently seen growth from Josephine and Jackson counties), 25% non-traditional students, and California students through WUE.
- Due to numerous student requests, the popularity of non-academic Outdoor Programs and academic degrees throughout the nation, and the minimal cost it would take to develop this master's program, this would be a proactive endeavor for SOU with significant potential to attract high-level graduate students.
- There are many businesses in the region associated with outdoor recreation. This major would allow for more community outreach and partnerships through student practicum and service learning opportunities.
- According to recent statistics and predictions, many job opportunities nationwide are available in outdoor recreation. SOU and the HPE Department will be preparing students for this rising trend.

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.

Oregon is blessed with natural resources and the OAEL program will prepare students to utilize these resources in a non extractive manner. Graduates can pursue vocations in areas of adventure services, outdoor recreation leadership and management, tourism, camp management, adventure therapy, parks and recreation services, guide services, adult and youth recreation, adventure programming, and environmental stewardship to name a few. These jobs need Oregon's vast natural resources and Oregon needs a well-trained workforce to help preserve these resources for future generations.

To help fuel innovation and creativity in the outdoor recreation field, we will need sound research to contribute to the body of knowledge surrounding outdoor adventure. By introducing

Oregon's first graduate program in outdoor adventure, SOU graduates will push the envelope in this ever evolving field.

On a very local level, SOU students will live in and experience a community that embraces the tourism and outdoor industry. Surrounded by mountains, the Siskiyou-Cascade National Monument, the Rogue and Klamath Rivers, and only an hour from Mt. Shasta and Crater Lake National Park, Ashland supports a plethora of outdoor activities from skiing and whitewater kayaking to mountain biking and mountaineering. SOU was also recently recognized by Backpacker Magazine as the 6<sup>th</sup> best Adventure University in America. The region supports a host of rafting companies, guide services, outdoor schools, mountain bike shops, the United Bicycle Institute, Sawyer Oars, Rogue River Keepers, local outdoor stores such as Ashland Outdoor Store and Mountain Provisions, Mt. Ashland Ski Resort and a host of national outdoor retailers such as REI, Sportsman's Warehouse and Field & Stream. The SOU Outdoor Adventure Leadership students currently get hands on practicum experiences with local outdoor related businesses, creating lasting relationships and connections.

The expected impact of this Master Program would be to:

- Take advantage of recent SOU restructuring to better utilize the skills and availability of current faculty in a more effective way. This includes effective utilization of a recent OAL professorial track hire with significant experience in outdoor recreation education and expeditionary pursuits.
- Attract new students to SOU due to the unique nature of this degree and the region.
- Strengthen community partnerships and drive the development of new regional and global partnerships.
- Facilitate transfer from the many regional and national institutions offering degrees in outdoor recreation and related areas of study.
- Address educational and economic needs in Oregon and provide better-prepared students for the workforce.
- Better utilize the outdoor recreational resources of the region, including outstanding and abundant access to regional mountain ranges, coastal sectors, rivers, parks and monuments (Siskiyou, Klamath, Marble, Russian and Cascade Mountains, Klamath Basin, Rogue Valley, Valley of the Rogue State Park, Lassen National Park, Crater Lake National Park, etc.).

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- Improve educational attainment in the region and state;
- Responds effectively to social, economic, and environmental challenges and opportunities; and
- Addresses civic and cultural demands of citizenship.

Currently, students in Oregon must leave the state to seek graduate programs in the field of outdoor leadership, making access to such programs difficult for underserved populations. SOU would provide a regional solution to statewide goals of promoting the outdoor and tourism industry and providing a well educated and experienced work force. Southern Oregon University will be the only institution in the Oregon HECC system offering a Master's degree in the outdoor leadership discipline and one of only a dozen universities across the country, with only two programs in the Western United States.

Outdoor Recreation falls within the tourism sector of Oregon's economy and according to the Oregon Tourism Commission, 95 percent of Oregonians believe the industry is important to

Oregon's economy, contributing \$8.8 billion in direct visitor spending in 2011. In addition, 82 percent of Oregonians see tourism as environmentally friendly and 70 percent believe the industry improves the state's quality of life. The tourism industry benefits all regions of Oregon, especially in rural counties.

OAEL graduates would be particularly prepared for the Outdoor Recreation component of the tourism industry. The Outdoor Industry Association reports that states such as Utah, Colorado, and Washington have recognized outdoor recreation as a core priority for the health of their citizens and economy, creating and investing in high-level positions charged with the dual role of supporting the outdoor industry and improving outdoor recreation opportunities in the state. No doubt Oregon will be appointed a similar position in the near future. Oregon representative Earl Blumenauer and Oregon Senator Ron Wyden introduced in 2015-2016 the "Recreation Not Red-Tape Act" to help remove barriers to outdoor recreation, making it easier for more Americans to get outdoor and enjoy its benefits and generate jobs. The bill states that "Congress supports the creation of outdoor recreation sector leadership positions within the economic development offices of States or in the office of the Governor to guide the growth of this sector." No doubt these trends show a real commitment to the outdoor recreation economy.

### **3. Accreditation**

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

The Association of Experiential Education developed the first industry-accepted professional evaluation program for experiential and adventure programs. The newest Accreditation Standards book includes a brand new section for programs that are part of an university undergraduate or graduate program.

- 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.

The OAL is just now starting the process of accreditation. After 8 years of operation and with the addition of new faculty member, the program now has the time and experience to start the process of accreditation. No doubt, the OAEL graduate students will be a vital part of completing the accreditation process, giving the students hands on experience.

- 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.

The undergraduate program is not accredited and will start the process during the winter of 2017.

- 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.

The OAL program has recognized a need for accreditation and is currently aligning curriculum goals with AEE standards.

### **4. Need**

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

We anticipate enrolling 10-12 students for each cohort at roughly 9 credits each term yielding approximately 90-108 FTE for Fall 2017.

b. Expected degrees/certificates produced over the next five years.

We anticipate conferring approximately 50 - 60 degrees (cumulatively) by the fifth year. To minimize attrition in the program, we will work closely with students to provide mentoring and financial support.

c. Characteristics of students to be served - We anticipate all of the following: resident/nonresident/international/ traditional/ nontraditional and full-time.

d. Evidence of market demand.

National Data:

Only 10 graduate outdoor/adventure education degree programs exist in the United States, with only two programs in the West, one at Alaska Pacific University in Anchorage and the other at Prescott College in Arizona. However, there are approximately 112 undergraduate and 12 associate programs in adventure/outdoor leadership across the U.S. with six programs in Oregon, three undergraduate programs with one at Southern Oregon University, another at Oregon State University's Cascade campus in Bend, and a minor offered at Pacific University. Central Oregon Community College, Rogue Community College and Mt. Hood Community College each offer associate degrees with articulation agreements with SOU. Many of these students desire to further their scope of adventure leadership through research, innovation and experiential programs. In addition, thousands of potential graduate students across the nation have participated in college outdoor programs, combining their undergraduate studies with extensive outdoor experience leading adventures for organizations like Portland State's Outdoor Program and the University of Oregon's Outdoor Program. Even more have professionally guided in the adventure industry and seek further education in the outdoor adventure leadership realm.

According to the Outdoor Industry Association 2012 report, each year Americans spend \$646 billion on outdoor recreation, creating 6.1 million jobs, \$39.9 billion in federal tax revenue, and \$39.7 billion in state and local tax revenue. In Oregon outdoor recreation generates \$12.8 billion in consumer spending, 141 thousand direct Oregon jobs, \$4 billion in wages and salaries, and \$955 million in state and local tax revenue. Thousands of jobs exist in the outdoor industry with many requiring a master's degree. Southern Oregon University, with a well-established 9-year Outdoor Adventure Leadership undergraduate program, qualified faculty, graduate assistant positions in the the OAL degree and university Outdoor Program, abundant natural resources, and a thriving outdoor industry is uniquely situated to meet the higher education needs that currently exist.

In 2012, it was estimated that Americans spent approximately \$524 billion on trips and travel with a growing emphasis on diverse adventure travel (Outdoor Industry Report, 2012)

The field of outdoor recreation will increase by 10% (faster than the average) over the 2014-2024 timeline as compared to all other occupations in the U.S. In 2014, there were approximately 379,300 jobs in this sector in the U.S. (U.S. Occupational Outlook Handbook, 2014).

For perspective, globally, "..... The recreation industry generates in excess of \$1 trillion dollars in consumer spending. This spending has developed new career opportunities, new companies, expanded travel and tourism, increased requirements on community based recreation services,



and more programs and activities to satisfy the consumer ” (California State University, Fresno, Leisure Services Management website, 2006).

#### Regional and State Data:

The MAOAEL program would be the only program of its kind offered in Oregon.

The most recent data in the industry, according to the Oregon Parks and Recreation Department Statewide Planning report, states that participation in the following recreational activities has increased significantly between 1987 and 2002: Downhill Skiing up 2775%, Snowmobiling up 1732%, Horseback Camping up 269%, RV/Trailer Camping up 239%, non-motorized boating up 230%, Nature/Wildlife Observation up 226%, Backpacking up 168%, Boat Fishing up 89%, and Day Hiking up 40%. From: Oregon SCORP; <http://www.oregon.gov/OPRD/PLANS/SCORP.shtml>

Our graduates will be uniquely prepared for the increased participation rates across the state.

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).

There are no current master’s degrees in outdoor leadership in Oregon.

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?

These data suggest that the need for professionally prepared and certified workers in the field will grow significantly in the coming years. It is critical that state and regional academic institutions like SOU be proactive and foresighted in their planning and programming. We feel that it is imperative that we offer this program at this time in order to effectively meet the needs of our state and region in the face of ever increasing outdoor recreation user trends.

Analysis of Career Opportunities in OAL/Recreation: The following is a sampling of the types of numerous professional opportunities available in outdoor recreation and related fields:

- Recreation Leader or Superintendent
- Recreation Specialist or Supervisor
- Recreation Programmer
- College or University Outdoor Program Director
- Grade School Outdoor Program Coordinator
- Special Events Planner
- Survival Instructor
- Military Recreation Director
- Director of Parks and Recreation
- Outdoor Retail Manager
- Adventure Photographer and Writer
- Recreation Center Director
- Natural Resources Manager
- Correctional Recreation Director
- Community Recreation/Recreational Sports Director
- Wilderness Therapy Director
- Leisure and Fitness Director for the Elderly

- Wilderness Expedition Director
- Rafting/Mountaineering Guide
- Ski Instructor
- Travel and Tour Director
- Resort, Hotel, Motel Manager
- Camp Director

## 5. Outcomes and Quality Assessment

### a. Expected learning outcomes of the program.

- Students will be able to articulate and/or identify key technical and interpersonal skills required for the outdoor adventure and expedition leadership industry.
- Students will be able to articulate risk management procedures commonly used during outdoor activity facilitation.
- Students will be able to apply the core tenets of the expeditionary mindset which include planning, risk management, and leadership.
- Students will be able to generate a critical question within the OAEL field and design a thesis that investigates the question.

### b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

We have identified learning outcomes that are program specific and also support and align with the university mission and foundational goals. We will utilize campus resources, CIS, Tracdat and embedded assessment techniques.

Instruction will be varied as the program is dynamic and is designed to maximize the use of internal and external resources, offering comprehensive coursework in outdoor leadership, outdoor recreation management, adventure planning, tourism, risk management, stewardship, conservation, and preservation. In addition, the curriculum has been designed to facilitate a variety of certification opportunities in the outdoor recreation profession. Several classes and components of classes within the curriculum are delivered using non-traditional formats (i.e., predominantly experiential-based learning in field settings) and occur during non-traditional times (i.e., over breaks and on weekends). The utilization of alternative scheduling facilitates extended stays in the wilderness that intensify learning. Outdoor experiential learning is intended to facilitate learning through instructor-oriented, student-oriented, and environment-oriented (physical and social) mechanisms. Activities include small group and solo experiences that foster communication, leadership, problem solving and outdoor skills and enhance judgment and environmental awareness while fostering core learning outcomes.

Evaluation methods vary across the curriculum and include traditional, non-traditional, qualitative and quantitative approaches.

Students are evaluated through a variety of formative and summative assessment strategies:

- Written and oral examinations
- Land and water skill-based examinations
- Professional leadership portfolio development and presentation
- Peer evaluation
- Student and faculty self assessment

- Project/research/experiential- based cooperative learning
  - Collaborative group and individual presentations
  - Population-specific adventure and outdoor programming evaluation
  - Field-based observations, conferencing
  - Risk Management and safety competencies
  - Research papers
  - Reflective inquiry process, self study, multiple-levels of learning processes
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
- Well-informed publications in disciplinary and/or interdisciplinary journals and books
  - Advising and mentoring Expedition Leadership students
  - Participation in professional meetings, conferences, and workshops that pertain to Outdoor Adventure Leadership
  - Funding for research and outreach activities
  - Advancing national and international certification relevant to the OAL field
  - Involvement and leadership in local, national, and international organizations and committees that further support OAL and global stewardship

## 6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
- There are no graduate programs in Outdoor Adventure Leadership in Oregon. However, OSU Cascade offers an undergraduate degree in Tourism and Outdoor Leadership.
- 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.
- Program will complement the OSU Cascade Campus and Central Oregon Community College by offering a graduate program for student graduating with a Tourism and Outdoor Leadership Degree.
- 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.
- Based on initial communication with existing Oregon Universities and Colleges, no negative impacts have been identified at this time.

## 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.

We have 3 experts from the field for the External Review and will bring them to campus in November, 2016.

Dr. Rick Medrick, Professor Emeritus from Prescott College. He helped develop the Graduate Adventure Education program at Prescott College. Rick is the founder and has been executive director of Colorado-based Outdoor Leadership Training Seminars (OLTS) since 1973. He has also run the eight-month Outdoor Growth and Leadership Training Seminar to train outdoor leaders with intensive skills instruction, training in group process and facilitation skills, and exploration of issues and processes related to deep ecology, ecopsychology, and personal transformation. He founded and ran Arkansas River Tours, worked as an Exum mountain guide (Tetons), and has been a PSIA-certified ski instructor for over 35 years. He also served as an instructor and director for the Colorado Outward Bound School. He is currently graduate faculty for Adventure Education in Prescott College's Master of Arts Program, the PhD Sustainability Education Program and sponsor for a site-based group in Colorado. He has a B.A. in philosophy and literature from Dartmouth and a doctorate in humanistic psychology and experiential education from the University of Northern Colorado. He served as a Peace Corps Volunteer in East Africa. He has practiced and taught tai chi for 25 years and incorporates Taoist perspectives, tai chi, and meditation into teaching climbing, skiing, and leading other wilderness pursuits. He has designed numerous programs and retreats for corporate groups and other populations.

Dr. Michael Gassner, Assistant Professor from OSU Cascades teaches and conducts research in the area of outdoor recreation, outdoor adventure education and outdoor leadership. His specific research interests are the long-term benefits of outdoor adventure programs and the history of outdoor adventure education programs in Asia and [Southeast Asia](#). He teaches courses in outdoor and adventure education, experiential education, and risk management. He has been involved with outdoor adventure education programs for over 15 years and has lived and worked in the U.S.A., [Sabah](#), East Malaysia and [Hong Kong](#) as well as travelled extensively in Asia and Southeast Asia. The TOL program partners with the United World College of Southeast Asia (UWCSEA) in Singapore to provide research and internship opportunities for TOL students. UWCSEA is participating in a seven-year study to evaluate the outdoor education program's impact on overall student learning and development. The study is being conducted by faculty researchers at Oregon State University-Cascades, Dr. Michael Gassner and Dr. Christopher Wolsko. [Dr. Gassner reflects on the study and the thinking behind it.](#) He has a Ph.D. in Education (Recreation, Parks, and Leisure Studies) with an emphasis in outdoor education and a minor in international education from the University of Minnesota-Twin Cities and a Master of Science in Experiential Education from Minnesota State University-Mankato.

Dr. Keith Fritz from Colorado Mesa University received his Bachelor of Science in exercise science from Oregon State University and went on to earn both his Master of Science and PhD in exercise science from the University of New Mexico. While at Oregon State, he participated in a yearlong internship at the Boeing Company's Physiology Laboratory working in the Executive Fitness Program. As a student at the University of New Mexico, Fritz was a graduate assistant, teaching a wide range of activity courses, and worked at Sandia National Laboratories as an exercise physiologist - spending countless hours working in the university's Human Performance Lab. Fritz teaches Creative Play, Dance and Gymnastic, Lifetime Physical Education, Motor Learning, Physical Activity and Health in the Classroom, Health and Wellness and Mountain Biking. As an educator, he feels that it is important to make the material relevant to the students. He does this by connecting the material to practical applications. In most of his classes, students are exposed to lecture, small group work, various technology, discussion and question/answer periods. He tries to keep the learning environment comfortable and conducive to student participation.

## History (FY15-16)

## Proposed 1st year

Revenue	ELU	SCH	Tuition Revenue	ELU	SCH	Tuition Revenue	Growth
<b>Tuition</b>							
Courses Taught <sup>1</sup>							
Fall		728	133,697		872	190,865	<sup>3</sup>
Winter		685	124,545		829	181,713	<sup>3</sup>
Spring		744	129,394		888	186,562	<sup>3</sup>
Release time							
Tuition Academic Year subtotal:		2,157	387,637		2,589	559,141	
<b>State Revenue <sup>4</sup></b>							
Undergraduate		1,969	94,390		1,969	94,390	
Graduate		939	23,088		1,371	33,710	
		2,908	117,478		3,340	128,100	
<b>Revenue</b>			<b>\$ 505,115</b>			<b>\$ 687,240</b>	<b>\$ 182,126</b>
<b>Personnel</b>							
	<b>ELU</b>	<b>FTE</b>	<b>Cost</b>	<b>ELU</b>	<b>FTE</b>	<b>Cost</b>	
Adam	45.00	1.00	53,260	45.00	1.00	56,376	
Erik	45.00	1.00	49,204	45.00	1.00	52,599	
Chad	36.00	1.00	54,201	36.00	1.00	57,941	
TxT	8.00		4,000	52.00		26,000	
OPE ( benefits) <sup>7</sup>			93,186			127,779	
	134		253,851	178		320,695	
Graduate Assistants	-	-	-		0.60	42,000	
Support Staff					0.25	13,266	
<b>Personnel Subtotal:</b>			<b>253,850.70</b>			<b>375,960.98</b>	<b>\$ 122,110</b>
<b>Support and Services</b>							
Support and Services is comingled with Health and PE. Due to this, I can't pull out OAL separate. However, there is no expected increase in general operating needs.							
<b>GRAND TOTALS:</b>							
			<b>\$ 251,264</b>			<b>\$ 311,280</b>	<b>\$ 60,016</b>

\* FY15-16 figures

**Historical Notes**

- 1 - Historical FY15-16 from business services tuition spreadsheets - <https://inside.sou.edu/bus-serv/accounting/index.html>
- 2 - Tuition rates from the Fall 2016 - Summer 2017 Schedule of Tuition and Fees
- 3 - Increase by 12 graduate students, taking an average of 12 courses each term for the first year
- 4 - State Revenue figures from Budget Office's FY16 State Aid Allocation Model
- 5 - 2015-16 State Aid SCH is greater than Actual because it's based on projections.
- 6 - undergraduate SCH was held constant in order to see the effect of the MOAEL program.
- 7 - Used FY2015-16 OPE rates
- 8 - Summer activities are supported by a combination of tuition and course fees set to break even
- 9 - No course fee revenue or expense was included as it should break even

# External Review of proposed Masters in Outdoor Adventure Expedition Leadership (MOAEL) at Southern Oregon University (SOU)

Submitted 11/22/2016

## Report Guidelines

The external review panel was asked to assess the program within the present and projected future contexts, while addressing program elements, faculty, need, and resources.

## Introduction and Overview

The Masters in Outdoor Adventure and Expedition Leadership has been reviewed by Michael Gassner, OSU Cascade; Rick Medrick, Prescott College, and Rick Stock of Feather River College.

Rick Medrick Ed.D	Prescott College, Prescott, AZ	rmedrick@olts-bt.com
Rick Stock	Feather River College, Quincy, CA	rstock@frc.edu
Michael Gassner Ph.D	Oregon State University-Cascades	michael.gassner@osucascades.edu

The review team reviewed materials related to the proposed curriculum, conducted a site visit on November 16, 2016, met with members of the faculty, met with the Provost and Assistant Provost, toured campus, toured program sites, visited the site of the new Recreation Center, and collaborated with each other in the writing of this report.

Each of the reviewers concludes that the program has a plethora of merits, is well timed, serves an existing need, and has access to the resources required for success. At the same time, the reviewers, and this report, acknowledge there will be challenges to overcome such as increased faculty teaching load, supervision of graduate students, graduate school eligibility of all faculty to serve chairs of thesis committees, and maintaining an adequate revenue stream for graduate assistantships.

### 1. Program

- a. The program objectives and requirements; The mechanisms for program administration and assessment.

The review team did find clearly stated undergraduate Outdoor Adventure Leadership program outcomes on SOU's website. These are re-stated here:

1. Students will be able to articulate and/or identify key concepts related to outdoor adventure theory and facilitation.
2. Students will be able to articulate and apply risk management procedures commonly used during outdoor activity facilitation
3. Students will be able to communicate effectively through writing using Standard American English.
4. Students will demonstrate effective verbal communication skills appropriate to the setting and/or audience (field/ professional settings).

5. Students will be able to apply logical thought to theoretical and practical issues by analyzing/evaluating an argument's logic, evidence and efficacy
6. Students will demonstrate the ability to access and utilize information resources effectively and ethically.
7. Students will demonstrate professional/ethical standards in individual practice/conduct as related to the discipline and profession

The review team was also presented with expected learning outcomes of the proposed Master's program. In general, the outcomes are well stated. The expected learning outcomes of the program are:

- Students will be able to articulate and/or identify key technical and interpersonal skills required for the outdoor adventure and expedition leadership industry.
- Students will be able to articulate risk management procedures commonly used during outdoor activity facilitation.
- Students will be able to apply the core tenets of the expeditionary mindset which include planning, risk management, and leadership.
- Students will be able to generate a critical question within the OAEL field and design a thesis that investigates the question.

*Review team assessment*

- The proposed program shows clear expected learning outcomes
  - The proposed program shows clear requirements in terms of courses and number of credits to achieve the degree
  - Mechanisms for program administration – this area is explained but there are some vulnerabilities (see part b below, review team assessment)
  - Mechanisms for assessment – these are clearly stated on the program proposal (p. 15-16)
  - The review team encourages the faculty to specifically link each OAL program learning outcome to which class or classes in which these learning outcomes will be assessed.
- b. The program's alignment with the institution's mission and strategic objectives.

Mission: Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

The proposed program aligns well with the SOU mission. The cohort model combined with a variety of teaching styles will contribute to the college's mission of student success. Intellectual growth will occur as the result of the balance between academic and experiential activities. The international expedition requirement will contribute to the SOU mission in a variety of ways, but most notably, will contribute to the mentoring of responsible global citizens.

In addition to the program's alignment with the university mission, it also aligns well with the mission of the Outdoor Program and the Outdoor Adventure Leadership (OAL) program.

*Review team assessment*

Aligns well with SOU, OAL, and Outdoor Program missions.

- c. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.

In general, the review team thinks there are an adequate number of faculty available to run the current undergraduate program. However, these numbers may become thinly spread with the addition of the proposed Master's program. There are currently 2 full time instructors who hold Masters degrees, and 1 full time tenure track faculty central to the undergraduate OAL program and the proposed graduate program. In addition, there is 1 tenured professor who is currently chair of Health, Physical Education, and Leadership (HPEL) department. This individual currently does not teach as much in the OAL program as do other faculty.

In addition, the program has stated it "will need a designated graduate coordinator with an 8 ELU release" (p. 8). In discussions with faculty the review team was informed this will be shared as a rotating role by the 3 core OAL faculty. This may have ramifications (see below under *review team assessment*).

In most areas, there is adequate faculty expertise. However, expertise of the faculty is heavily weighted in the practical domain verses academic research as is elaborated below under *review team assessment*. If the proposed program is marketed and developed as more of a practitioner centric program, then the expertise of faculty is well suited. If the program desires to be more research centric, faculty is encouraged to ramp up their academic research.

There are ample proposed regular course offerings and potential for directed study as well. Support resources within and external to the institution appear to be very good, especially with the new addition of a new recreation center due to be completed in 2017.

#### *Review team assessment*

- Faculty availability – there are adequate faculty for the proposed number of graduate students however, faculty may become thinly spread if a full cohort of 10-12 graduate students is in place in the first year of the proposed program.
- Faculty expertise – Two of the faculty hold Masters degrees and are primarily practitioners with ample current certifications to deliver a quality practical side of the proposed curriculum.
- One new tenure track faculty also has ample certifications and solid practical skills to deliver the practical side of the curriculum. He has ample publications in popular press. He has not published in peer reviewed journals. This may become a vulnerability if graduate students have expectations to publish in peer reviewed journals. His expertise appears to be in the qualitative methodology.
- The faculty who is currently chair of HPEL has published extensively in the past in peer reviewed and non-peer reviewed journals (according to her C.V. that was given to the review team). Her last publication was in 2013. Her expertise appears to be more in quantitative methodology.

The review team did not meet this person while on campus. It is unclear to the review team how much time (being Chair of HPEL) this person will have to devote to supervision of graduate students.



- Graduate coordinator – this role is proposed to be rotating between the three core OAL faculty. From a role modeling and research perspective, the review team would encourage the graduate coordinator to be someone holding a Ph.D. and/or for this coordinator to be able to serve as chair on graduate student committees.
  - At the time of this report it was not clear what the graduate school status of all OAL faculty members was. The review committee was informed by the Associate Provost that at SOU, “full graduate faculty and associate graduate faculty may serve as chair on a committee and/or supervise a student. Adjunct graduate faculty may serve on a committee, but not as chair. In all cases, a PhD or appropriate terminal degree must be held, although for adjunct graduate faculty, a combination of appropriate professional experience and education/educational experience may be considered” (e-mail communication, Jody Waters, Nov 21, 2016).
  - Adjunct availability and expertise – The stated availability of adjunct expertise in the community was termed extensive. However, the reviewers are not clear how many that are available hold a Master’s degree. This may be a vulnerability to delivery of certain courses.
  - Developed partnerships – There are many, already developed, community partnerships in relation to the undergraduate degree that will serve the proposed Master’s program well.
- d. The relationship of this program to undergraduate and other graduate programs at the institution

The proposed program is interdisciplinary by nature. It will benefit the existing undergraduate program by providing mentorship, trip and graduate assistants, as well as positive role modeling. The program will also put more qualified people on campus to help with the outdoor program. By developing those who lead others in the outdoors, it has the potential to provide leaders to other programs on campus.

*Review team assessment*

- Potential positive relationship with OAL undergraduate program and existing Outdoor Program.
  - Potential positive relationship with other undergraduate and graduate programs on campus.
  - The proposed program will provide more pathways for undergraduate students at other state institutions who desire to further their education in this field of study.
  - The outdoor program on campus could also provide opportunities for research, collaboration, and additional partnerships
- e. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).
- Successful students will find employment regionally, nationally and abroad.
  - As one example, there are nearly 500 college outings programs nationally. Most of these programs require a Master’s degree for their program directors.
  - 100 undergraduates and 30 minors at SOU studying OAL.
  - Other state and regional colleges are graduating students in Recreation and related fields. (e.g. OSU, Cascades, RCC, Mount Hood, Feather River College, Pacific University,

Simpson College, Humboldt State, and CSU, Chico).

- There are 125 undergraduate Outdoor Adventure related degrees nationwide.
- 12 graduate Outdoor Adventure related programs nationwide.

*Review team assessment*

- The program will not compete with other current Masters programs in the state because at this time there are no similar Masters programs in Oregon (or California).
  - The program could potentially be a competitor of other Master's programs in the future if another Oregon university looks to develop a similar Master's program.
  - The unique Master's will be "first to market".
- f. The probable impact of the program on the department or academic unit, as well as its effect on current programs.

The projected impacts on the OAL and Outdoor Program appear to be very symbiotic. Graduate students will benefit from a variety of potential research opportunities and the OAL and Outdoor Program stand to benefit from graduate student presence and mentoring

*Review team assessment*

The MOAEL Master's degree stands to serve as a benefit to other SOU programs in the division. Additionally, students enrolled in MOAEL will take elective courses from eight other graduate programs across campus.

- g. The program's major strengths and weaknesses.

The proposed program has a number of potential strengths and weaknesses which we here summarize. It should be noted that some weaknesses could also be strengths and vice versa. It is hoped these strengths will be further enhanced and the weaknesses will be noted and addressed accordingly.

*Review team assessment*

Strengths

- Geographic location
- Technical expertise and certifications of faculty
- Support at the administrative level
- Equipment ready to go
- Federal land Special Use Permits
- Undergraduate program
- International components
- Required expeditions
- Cohort model
- First to market with Master's degree of this kind
- Practitioner oriented degree

## Weaknesses

- Faculty, initially, may be stretched too thin
- Faculty have not published recently in peer reviewed journals and resultant potential for graduate coordinator supervisory role
- External funding is not apparent at all and should be sought
- Partnerships and collaborative agreements at a regional and national level
- Possible perceived high expense for students
- Cohort model may be awkward for those students who cannot complete the program in five quarters. The possible impact of this should not be underestimated.
- Program really needs to articulate how it will deal with students who, for whatever reason, have to step out of the cohort for a time.
- Faculty stated they were not going to require any entrance exam (GRE or other). This could also be seen as a strength

## 2. Faculty

- a. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

The faculty are uniquely qualified to provide instruction related to outdoor adventure leadership. Collectively, they hold certifications in a variety of pertinent areas including: Rescue 3 International Swiftwater Rescue instruction; AIARE avalanche instruction; American Red Cross first aid and CPR; Scuba Educators International; PADI; SOLO Wilderness First Responder instructor; American Canoe Association Whitewater Kayak Instructor; Professional Ski Instructors Association; and American Mountain Guides Association. The certifications will allow faculty to model skills based on an industry standard and, in some cases, will allow faculty to certify students (e.g. WFR, SWRT, AIARE).

In addition to their certifications, the faculty demonstrate strong hard skills which will serve the program in a variety of ways. Each of the faculty has demonstrated a passion for outdoor adventure in their personal as well as their professional lives.

- b. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served.

Four full time faculty will serve the needs of the OAL and MOAEL programs with support from the adjunct pool. The existing faculty have a variety of strengths related to outdoor adventure and expedition leadership. It appears that these numbers will suffice to support the program to the extent that numbers for OAL majors, OAL minors, and graduate students are capped at 100, 30, and 12 respectively.

- c. Areas of faculty strength and weakness.

In addition to the faculty strengths mentioned in #2b and #1c, review team assessment, it should be noted that there is a collective 75 years of experience related to teaching, guiding,

and facilitation in the outdoor adventure industry. Faculty are publishing and presenting at AORE and are seeking to publish in JOREL.

A potential weakness noted by the review board is the paucity of external funding currently making its way toward the OAL program. Faculty should be encouraged to seek funding that will lend itself to student scholarships, assistantships, and program sustainability.

- d. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Workload issues may arise due to time devoted to field activities. Additionally, responsibilities related to mentoring graduate students will need to be shared among all program faculty.

- e. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

The adjunct pool appears to be strong. The external reviewers have questions related to the program's ability to use adjuncts who do not hold graduate degrees.

### 3. Need

Addressed in #1E. The external review board is convinced that a need exists and that SOU is well positioned in a variety of ways to benefit from the existing need.

### 4. Resources

- a. SOU has demonstrated an ability to support graduate level programs. The MOAEL program will benefit from the same university infrastructure. Additionally, the program will benefit from the existing equipment, facilities, permits, and faculty expertise.
- b. The external review board believes that program sustainability will be contingent on an ability to find external funding for scholarships, assistantships, equipment, and expedition support.
- c. Existing faculty seemingly have received a great deal of support for their certification, travel, and conference needs. They've stated that the university understands and supports needs that are likely greater than other graduate programs.
- d. Institution leaders' commitment to this program in the long term.

The external review board had the opportunity to meet with the Provost and the vice Provost. It appears that the program is currently supported at this level. Faculty and Provost report that support is apparent at the division and graduate school level as well.

- e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

It seems likely that the program will be able to sustain 12 graduate students given current resources. Faculty have indicated that undergraduate students are already expressing interest. Maintaining 12 graduate students seems very achievable.

# Undergraduate Degree Program: Healthcare Administration

# 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 Healthcare 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 58-61 credits as follows:

### Interdisciplinary Core (49 credits)

BI 210 - Topics in Biology, 4 credits

BI 210 - Topics in Biology Lab, 1 credit

BA 374 - Principles of Management, 4 credits

BA 382 - Management Information Systems, 4 credits

COMM 399 Health Communication, 4 credits

HE 309 – Practicum, 3 credits

HE 409 – Practicum, 6 credits required

HE 443 - Senior Capstone, 3 credits

PSY 445 Organizational Psychology, 4 credits

PSY 452 - Health Psychology, 4 credits

SOAN 335 - Medical Anthropology, 4 credits

New SOAN course in Legal and Ethical Issues in Healthcare, 4 credits  
New SOAN course in Evolution of Healthcare Industry and Policy, 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  
SOAN 327 - Quantitative Data Analysis, 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 Evolution of Healthcare Industry and Policy.

As anticipated program enrollment grows to require new sections, an additional new faculty hire will be sought in 2018-19.

- 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 with the following responsibilities:

- Oversee recruitment and retention of students:
  - 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
- Coordinate with program chairs on course scheduling
- Advise program chairs on hiring, support and evaluation of adjunct faculty
- Liaise with regional healthcare employers to secure and monitor high quality practicum placements
- Coordinate the hiring and training of field supervisors
- Oversee program evaluation (annual program assessments, program completer satisfaction surveys, employer satisfaction surveys)
- 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.

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

To be provided

- 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, this 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 seek approval through the Northwest Commission on Colleges and Universities (NWCCU) which provides an approval process for “hybrid” competency-based programs in which less than 50% of the program can be completed using direct assessment. In such cases, NWCCU instructs institutions to report the program as a substantive change.

**4. Need**

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

**Projected Headcount**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
8	22	32	45	50	52

In addition to students pursuing a major, this program will include a certificate option for students majoring in other disciplines (Business, Biology, etc.). A certificate in Healthcare Administration will help attract and strengthen the preparation of such 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.

Since most of the courses for 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.

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

**Projected Graduates**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
0	5	17	25	30	35

This program is designed for three different student audiences: 1) students initially intend on studies leading to clinical healthcare - medical, dental, nursing, etc. - but find that an administrative pathway provides a better match for their aptitudes and aspirations; 2) students who enter SOU 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 (<https://www.qualityinfo.org/ed-ceest/?at=2&t1=4121032780~0~0~00000000~2016~or&t2=4121032780~1~0~65620000~2016~or>). 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 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>1</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

<sup>1</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.

- 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
  - 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, developing 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.
- 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.



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

# Certificate Program: Wine Business

## **Wine Studies/Business Program Survey**

Conducted by SOU students Phil Knox, Tyler Mitchell, and Brenton Clarke

BA 428: Applied Business Research

Fall Term 2015

Under the Supervision of Donna Lane, Professor – Business

### **Rationale:**

Since 1990 the Southern Oregon wine industry has grown from fewer than 25 growers and 5 wineries to over 250 growers and nearly 125 wineries representing approximately 25% of the states' industry. Currently the wine industry in Southern Oregon contributes roughly \$40 million in crop value and slightly more than \$200 million to the regional economy through numerous avenues in hospitality and tourism. As such workforce development for the region's wine industry is an important area of collaboration that institutions of higher education need to address. Currently there are viticulture, winemaking, and wine business programs or degree areas at Oregon State University, Umpqua Community College, and Chemeketa Community College. OSU's programs are more suited to applied research in viticulture and winemaking and less about workforce preparation. Furthermore, OSU does not have wine business program. UCC and CCC each have two year programs in viticulture, winemaking, and wine business. Conversations with both UCC and CCC have indicated an interest in having a four year university to couple with in wine studies/business.

Therefore, the combination of the rapid growth of the wine industry in the Southern Oregon region and the lack of a regionally-based wine studies/business program were the motivations for this research. The guiding question is whether SOU should develop a program in wine studies/business that could couple with its current Hospitality and Tourism Management option to provide graduates with the necessary skills to support the Southern Oregon wine industry or elsewhere in the United States?

### **Objectives:**

Survey the Southern Oregon wine industry to determine the types of programs and skills needed to supply workforce development for the rapidly growing wine sector.

### **Methods:**

A 13 question survey was developed by Phil Knox, Tyler Mitchell, Brenton Clarke and Greg Jones. The survey was sent via email during November 2015 as an online Qualtrics survey to 275 email addresses obtained from the Southern Oregon Winery Association (SOWA), the Rogue Valley Winegrowers Association (RVWA), and the Umpqua Valley Winegrowers Association (UVWA). In addition, paper copies of the survey were handed out at "A Sense of Place" meeting on November 13, 2015 at which a portion of the SOWA membership was in attendance. Survey data was analyzed in Qualtrics and Excel.

## Results:

A total of 77 surveys were completed for a 28% return rate. The respondents represented owner/operators of a combined company with vineyards and a winery (73%), just vineyard owners (18%), and just winery owners (9%).

For the respondents with wineries, 22% represented operations producing less than 1000 cases, 40% represented operations with 1000-5000 case production, 13% produced 5000-10000 cases, and 24% had greater than 10000 case production.

For the respondents with vineyards, 29% had fewer than 10 acres of planted grapes, 30% had between 10-25 acres, 16% had 25-50 acres and 26% had more than 50 planted acres of grapes.

This sample winery and vineyard size distributions are very close to the overall distribution in the region.

In terms of employees, 47% of the respondents said that they had fewer than five employees while 25% had 5-10 employees, 18% had 11-20 employees, and 10% had more than 20 employees.

When asked “Which area of student education do you think is most needed to help your business” the responses were:

- 1) Vineyard Management/Viticulture (25%)
- 2) Wine Production/Enology (8%)
- 3) Wine Business/Marketing, Tasting Room Management, Sales, etc. (67%)

When asked “Would you be supportive of Southern Oregon University developing a degree option, certificate and/or training program in Wine Studies/Business that would provide a more prepared potential employee?” a total of 93% were either supportive or very supportive.

When asked “Given a basic background on grape growing and wine production, which collection of business skills below would be the most helpful to your operation?” the respondents listed in ranked order of most to least important:

- Marketing and Sales
- Accounting and Finance
- Hospitality, Event Management
- Communication (Advertising, Public Relations, Social Media, etc.)
- Management
- Website Development (online presence)
- Regulatory Compliance
- Systems and Database Management

When asked “How valuable do you think the following student experiences are for these graduates?” the responses were:

- 1) Capstones (senior projects) – 78% very valuable or valuable
- 2) Internship (on site work experience) – 98% very valuable or valuable
- 3) Practicum (applied research) – 87% very valuable or valuable
- 4) Field Trips – 82% very valuable or valuable

As a follow up question, the survey asked “Would you be willing to provide student opportunities in these type of educational experiences?” the responses were:

- 1) Capstones (senior projects) – 49% yes and 42% maybe
- 2) Internship (on site work experience) – 73% yes and 20% maybe
- 3) Practicum (applied research) – 61% yes and 31% maybe
- 4) Field Trips – 81% yes and 15% maybe

When asked “Are there other certifications or licenses that would be important for graduates from this program to have? the responses were in ranked order from most commonly mentioned:

- OLCC Certification
- Food Handlers License
- Sommelier Certificate
- Forklift License
- Pesticide Use License

When asked “How likely are you to hire a college graduate with a Wine Business/Studies degree or certificate with the skills you chose above? the responses were:

- 1) Associate’s Degree – 78% were somewhat to very likely
- 2) Bachelor’s Degree – 74% were somewhat to very likely
- 3) Master’s Degree – 61% were somewhat to very likely

Numerous open comments were provided at the end of the survey:

- It is important to convey to students all aspects of the economics of the wine business.
- Great idea.
- Important to know how to deal with government regulation which is strangling not only the wine industry but all industries.
- Pick a focus. There are so many disciplines within the industry. There's business which fits well with hospitality and then there's farming and production. Someone trained in farming or farm management isn't going to bring much to a tasting room and someone trained in hospitality won't bring much to a farm or cellar. My opinion is that the local industry would be best served by SOU with a business/hospitality focus.

- When we grow to a larger enterprise we would benefit from the expertise that newly trained people could bring to our winery. But the whole area will benefit from well-educated experts in our field.
- Wine Distribution, Restaurant management
- One of the problems that I see with education at the college level is that recent grads have very little practical experience in their field of study. Hands on experience is valuable
- The wine industry provides a very low living wage. Many of the sales people barely scrape over minimum wage, and a number of them have their masters in hospitality. There are only a handful of "non-family" jobs in this region, and those rarely open. It's a very tough industry. Maybe in California where there is disposable income, can a graduate make living wages in this industry. A well rounded education would be more valuable for these people rather than completely focusing their education on wine. I'm not a fan of unpaid internships. If someone is working they should be paid.
- A wine program would be great for Southern Oregon. There are valuable people in the field that could contribute much to the program.
- Our wine region is located directly in the middle of internationally recognized AVAs (American Viticulture Area, a federally designated wine region). Furthermore, we are a growing wine region in terms of vineyard acreage, yield and volume of cases sold. More winery businesses are investing in infrastructure and we need more locally trained professionals.
- Thank you for doing this!
- This survey represents the supportive effort of fellow academia from UCC. Tying the AAS program in technical enology/viticulture with a transfer program into business would be quite useful for those who wish to pursue that avenue and a 4-year degree beyond an AAS.
- We'd love the opportunity to train interns in all aspects of our business.
- We need a 2yr degree in Winemaking akin to what they are doing at UCC at SOU. This is an exploding wine region and it will need experienced wine makers. Especially those that understand our terroir.

### **Comparison to Other Studies:**

Recently the Sonoma State University Wine Business Institute Research Team conducted a similar survey with 338 wineries responding from 13 states. Their results indicated that the most pressing challenge for wineries both currently and in the future is "Managing and building customer relationships, brand awareness." Also similar to our research, they asked respondents to list the business skills that employees working in their operations need to develop in order to compete successfully in the future. The results are close to our list given above with:

- Marketing

- Strategic Planning
- Entrepreneurial Thinking
- Operations
- Talent Management
- Finance/Accounting
- Information Technology
- Sales Experience
- Social Media Savvy

These are a mix of high-level skills and tactical competencies that correspond with the challenge identified above of managing and building customer relationships and brands. These are the types of skills that we have identified as well and that exist in aspects of the current degree in Business Administration with a Hospitality and Tourism Management option.

## Wine Business Certificate

In size and scope, the certificate is between a minor and a major. To be awarded the Wine Business Certificate, students must complete the course requirements listed below (36 credits) and the SOU requirements for a BA or BS degree or the transfer equivalent. A majority of the credits must be taken at SOU. All courses taken for the certificate must be completed with a grade of C or better. Students must maintain a minimum GPA of 2.5 or higher in all certificate courses. This certificate program is open to undergraduates, graduates, and post-baccalaureate students.

### Prerequisites

ES 101 - Introduction to Environmental Science: Earth Science (4)

BA 131 - Business Computer Applications (4)

EMDA 201 - Digital Image Foundations (4)

BA 211 - Financial Accounting (4)

BA 285 - Advanced Business Applications: Excel (4)

Required Courses	No. of Credits
<p><b>BA 291 - Introduction to Viticulture</b>                      This seminar course is designed to introduce students to the world history and geography of grapes and their production. Emphasis will be given to understanding the types of varieties of grapes, their general biology and physiology, and the environmental factors required to grow grapes including climate, geology, soil, and landscapes. In addition, the course will cover basic aspects of vine growth development and training, trellis systems, and vineyard management. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 292 - Introduction to Wine Production</b>                      This seminar course is designed to introduce students to the science of winemaking, including history and geographical distribution of wine production, types of grape varieties and wine styles, and the influence of climate and soil. The student will acquire knowledge on the basics of fermentation of wine, handling, storage and bottling methods, and the general legal framework for wine production. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 293 - Introduction to Wine Business</b>                      This seminar course is designed to help students develop an appreciation of the realities of wine production as a business and come to understand the steps required for getting from the vineyard and into the consumer's glass. The student will acquire a general background on wine business principles and strategies applicable to the growing of grapes and the making, distribution, and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation, and social responsibility. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 294 - Introduction to Wine Sensory Evaluation</b>                      This seminar course is designed to introduce students to wine sensory evaluation, including different wine types and styles; sensory distinctions, sensory testing techniques; identification of wine traits and food and wine combinations. Sensory evaluation of representative wines will be done. A course fee will apply and students must be at least 18 years of age. The course is intended for the student taking the Wine Business Certificate, but will appeal to anyone interested wine.</p>	2
<p><b>BA 213 - Managerial Accounting</b>                      Examines the uses of fundamental accounting information for both internal and external economic decision making. Students consider financial and managerial accounting concepts from the perspectives of owners, managers, creditors, and investors.</p>	4



<p><b>COMM 323 - Strategic Social Media</b> Students gain practical skills and conceptual knowledge in social media campaigns to achieve strategic goals for clients, including but not limited to commercial enterprises, non-profit or governmental organizations, journalistic enterprises, or creative promotion on behalf of arts-based endeavors. Students will learn practices of social media listening, how to formulate a content strategy and editorial calendar, how to craft specific multimedia content items, how to measure the effectiveness of a social media campaign, and how to nurture the social graph of an enterprise.</p>	4
<p><b>BA 330 - Principles of Marketing</b> Introduces the establishment of a specific target market and the subsequent development of a product or service, pricing strategies, promotional strategies, and channels of distribution designed to satisfy the needs of the market. Grading option designated on a CRN basis each term. Students should consult current term schedule.</p>	4
<p><b>BA 382 - Management Information Systems</b> Applies information science to business problem topics, including basic information system design and database concepts, information economics and decision making, systems management, and strategic issues. The case method is used to develop analytical and presentation skills in information systems topics. Participants should be familiar with basic computer applications.</p>	4
<p><b>BA 410 - Event, Meeting, and Convention Management</b> This course seeks to introduce students to a more specialized area of study focusing on events, meetings, conventions and exhibition planning. In-depth analysis of convention and exhibition planning will provide students an understanding of managerial strategies whilst embracing a functional and operational context which is transferable to every sector of the hospitality industry.</p>	4
<p><b>Electives (choose two courses)</b> COMM 424 Creative Entrepreneurship (4) EMDA 340 - Responsive Web Design (4) BA 310 - Lodging and Tourism Operations (4) BA 311 - Food and Beverage Management (4) BA 312 - Hospitality and Tourism Marketing (4) BA 324 - Business Communication (4) BA 374 - Principles of Management (4) BA 380 - Operations Management (4) BA 384 - Advanced Business Applications: Databases (4) BA 431 - Consumer Motivation and Behavior (4) BA 434 - Sales Management (4) BA 435 - Direct Marketing (4) BA 436 - Internet Marketing and E-Commerce (4) BA 445 - Business Marketing (4) BA 446 - Retail Management (4) BA 450 - Using GIS in Business (4) BA 451 - Cost and Management Accounting (4) BA 483 - Sustainability Leadership (4)</p>	8
<p><b>Total Credits</b></p>	36

- Business students taking the Wine Business Certificate are required to do their BA 409 - Internship in an approved segment of the wine industry and their BA 499 - Business Planning plan must be on a wine business related topic.
- Non-Business students taking the Wine Business Certificate are required to take BA 324 (or equivalent) and BA 409 as their electives. The BA 409 - Internship must also be in an approved segment of the wine industry.

# National Survey of Student Engagement

## Student Perception Survey

### Overview and Selected Results

# What is NSSE and What Insights Do the 47 Questions Reveal?

- Identifies areas where colleges and universities are performing well but does not assess student learning directly
- Identifies aspects of the undergraduate experience that could be improved and aligned more with nationally known best practices in higher education
- Quantifies the time and effort students put into their studies and other educationally purposeful activities
- Measures how the institution deploys its resources and organizes curriculum and other learning opportunities from the student perspective
- Provides an estimate of what the student gains from attending college organized into four main themes called engagement indicators
  1. **Academic Challenge** (4 indicators)
  2. **Collaborative Learning** (2 indicators)
  3. **Experience w/ Faculty** (2 indicators)
  4. **Campus Environment** (2 indicators)
- Administered by Indiana University Center for Postsecondary Research (IUCPR) and used by 1600 colleges and universities in the US and Canada

- From 2005 to 2011, administered annually, then 2012 to present, administered biennially with the most recent administration in winter 2016
- IUCPR administers the e-mail survey in coordination with SOU IR and all branded communication, including initial invitation and reminder notices, come from the Provost
- Incentives in the last 3 cycles of the survey included a random drawing of 20 completers for a \$50 gift card to the SOU Barnes & Noble Bookstore
- Survey is administered to first-year students and to seniors
- SOU's 2016 response rate
  - First-years, 21% response rate, 73% vs. 27% female to male distribution
  - Seniors, 31% response rate, 69% vs. 31% female to male distribution
- NSSE Comparators
  - Southern Oregon University N = 523 (first-years n=108 and seniors n=415)
  - COPLAC Schools N = 9,293 (first-years n=4,333 and seniors n=4,960)
  - Carnegie Class (comp-large) N = 133,925 (first-years n=57,096 and seniors n=76,829)
  - All NSSE participants N = 486,999 (first-years n=214,390 and seniors n=272,609)
- The most current version of the [2016 NSSE report](#) published on the IR website

# 2016 NSSE Results: First-year Students

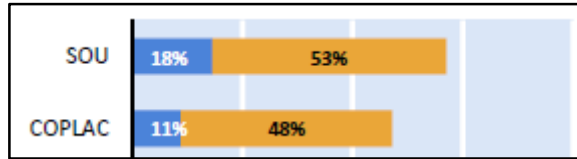
	<u>COPLAC</u>	<u>Carnegie</u>	<u>All NSSE</u>
<b>1. Academic Challenge</b>			
○ Higher-Order Learning	--	--	--
○ Reflective & Integrative Learning	--	--	--
○ Learning Strategies	--	--	--
○ Quantitative Reasoning	--	--	--
<b>2. Learning with Peers</b>			
○ Collaborative Learning	--	--	--
○ Discussions with Diverse Others	--	--	--
<b>3. Experiences with Faculty</b>			
○ Student-Faculty Interaction	--	--	--
○ Effective Teaching Practices	--	--	--
<b>4. Campus Environment</b>			
○ Quality of Interactions	--	--	--
○ Supportive Environment	▼	▽	▼

Key:

- ▲ SOU's average was significantly higher ( $p < .05$ ) with an effect size **at least .3** in magnitude.
- △ SOU's average was significantly higher ( $p < .05$ ) with an effect size **less than .3** in magnitude.
- No significant difference.
- ▽ SOU's average was significantly lower ( $p < .05$ ) with an effect size **less than .3** in magnitude.
- ▼ SOU's average was significantly lower ( $p < .05$ ) with an effect size **at least .3** in magnitude.

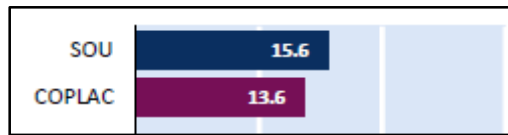
*Effect size indicates the practical importance of an observed difference.*

# 2016 NSSE Results: First-year Students (continued)



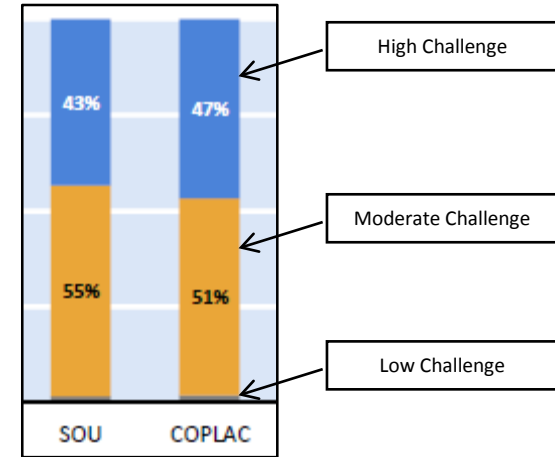
### High Impact Practices

(focuses on learning communities, service learning, and research w/faculty)



### Time Spent Preparing for Class

(average hours per week)

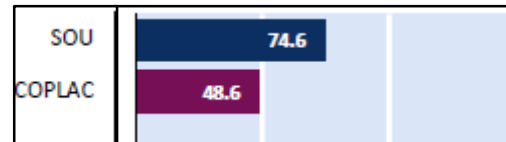


### Challenging Students To Do Their Best Work



### Reading

(average hours per week reading)



### Writing

(average pages of assigned writing)

# 2016 NSSE Results: First-year Seniors



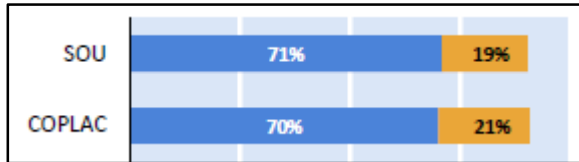
	<u>COPLAC</u>	<u>Carnegie</u>	<u>All NSSE</u>
<b>1. Academic Challenge</b>			
○ Higher-Order Learning	--	--	--
○ Reflective & Integrative Learning	△	△	△
○ Learning Strategies	--	--	--
○ Quantitative Reasoning	--	--	--
<b>2. Learning with Peers</b>			
○ Collaborative Learning	▽	--	▽
○ Discussions with Diverse Others	▽	▽	▽
<b>3. Experiences with Faculty</b>			
○ Student-Faculty Interaction	▽	--	--
○ Effective Teaching Practices	--	--	--
<b>4. Campus Environment</b>			
○ Quality of Interactions	--	--	△
○ Supportive Environment	--	--	--

Key:

- ▲ SOU's average was significantly higher ( $p < .05$ ) with an effect size **at least .3** in magnitude.
- △ SOU's average was significantly higher ( $p < .05$ ) with an effect size **less than .3** in magnitude.
- No significant difference.
- ▽ SOU's average was significantly lower ( $p < .05$ ) with an effect size **less than .3** in magnitude.
- ▼ SOU's average was significantly lower ( $p < .05$ ) with an effect size **at least .3** in magnitude.

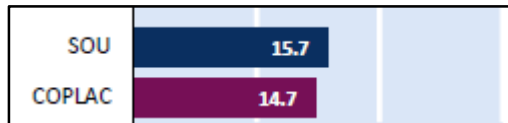
*Effect size indicates the practical importance of an observed difference.*

# 2016 NSSE Results: First-year Seniors (continued)

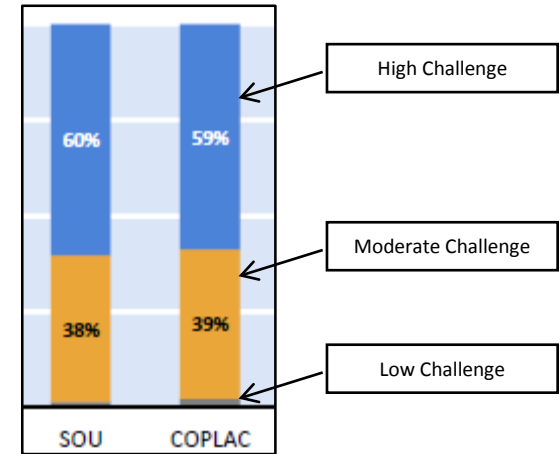


### High Impact Practices

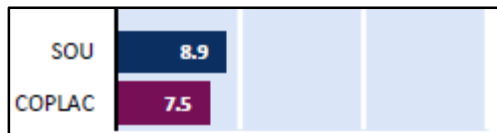
(focuses on learning communities, service learning, research w/faculty, senior results also look at internships and senior capstones)



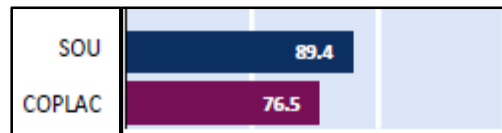
### Time Spent Preparing for Class (average hours per week)



### Challenging Students To Do Their Best Work



### Reading (average hours per week reading)



### Writing (average pages of assigned writing)



# Operationalizing NSSE

- **Basics of the research**
  - The level of challenge and time on task are positively correlated to persistence and subsequent success
  - The degree to which students are engaged in their studies impacts the quality of their learning
  - The overall educational experience may improve when institutions leverage NSSE results
- **Actionable changes**
  - Informs student life programming
  - Aids in pedagogy and curriculum design (CIS and the CDA)
  - Assists in advising and faculty-student interaction
- **Accreditation**
  - Used to measure SOU's Core Themes
    - Student Success (3 indicators informed by NSSE results)
    - Responsible Citizenship (2 indicators informed by NSSE results)
- **University Studies**
  - NSSE "High Impact Practices" contributed to the development of the HOUSE model
- **General assessment of universities**
  - Accreditation, evaluation frameworks, KPIs, and media rankings may not adequately measure institutional quality or student success
  - NSSE can provide universities with better information about institutional quality than these other established measures
  - Characteristics of student engagement serve as a proxy for quality and success

# Other NSSE-esque Opportunities

- **BCSSE** (Beginning College Survey of Student Engagement)

- **What does BCSSE assess?**

- Collects data about entering college students' high school academic and co-curricular experiences
    - Identifies their expectations for participating in educationally purposeful activities during the first college year
    - Takes place prior to the start of fall classes of students' first-year
    - Aids the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning during the first-year of college
    - SOU has not conducted the BCSSE survey

- **FSSE** (Faculty Survey of Student Engagement)

- **What does FSSE assess?**

- Designed to measure instructional staff expectations for student engagement in educational practices linked with high levels of learning and development
    - Measures the importance instructional staff place on various areas of learning and development
    - Quantifies the nature and frequency of faculty-student interaction
    - Identifies how faculty organize their time, both in and out of the classroom
    - SOU conducted the FSSE survey once (2011)

- BCSSE and FSSE align their questions and results to the NSSE themes and indicators



**QUESTIONS?**

# Future Meetings

**Adjourn**