Public Meeting Notice

March 9, 2017

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Special Committee Meeting

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

Topics of the meeting will include a provost's report; a curriculum update on the proposed undergraduate degree program in health care administration; and information on the student tuition process.

The meeting will occur as follows:

Thursday, March 16, 2017
12:00 p.m. to 1:30 p.m. (or until business concludes)
Hannon Library, DeBoer Room, 3rd 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.**

SO | Southern OREGON UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Meeting
March 16, 2017

Call to Order and Preliminary Business

Southern OREGON UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Special Meeting

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

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.

	1	**Call to Order and Preliminary Business**	Chair Sayre
	1.1	Welcome and Opening Remarks	
	1.2	Roll Call	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Sayre
	1.4	Consent Agenda: Approval of February 16, 2017 Meeting Minutes (Action)	
	2	**Public Comment**	
~ 10 min.	**3**	**Provost's Report**	Dr. Susan Walsh, SOU, Provost and Vice President for Academic and Student Affairs
~ 20 min.	**4**	**Curriculum Update: Undergraduate Degree Program in Health Care Administration**	Dr. John King, SOU, Division Director, Education
~ 30 min.	**5**	**Student Tuition Process Information**	Mark Denney, SOU, Associate Vice President for Budget and Planning
~ 5 min.	**6**	**Future Meetings**	Chair Sayre
	7	**Adjourn**	Chair Sayre

Board of Trustees
Academic and Student Affairs Committee Special Meeting

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

MINUTES

Call to Order and Preliminary Business
Chair Sayre called the meeting to order at 12:04 p.m. and opened with an announcement that SOU was reaccredited by the Northwest Commission on Colleges and Universities.

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

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Ryan Schnobrich, Internal Auditor; Dr. Jody Waters, Associate Provost; Allie Bogard, Student Life; Dr. Chad Thatcher, Outdoor Adventure Leadership; Melinda Joy, ASSOU; Dr. Dan DeNeui, Director of Social Sciences; Willie Long, Outdoor Program Coordinator; Erik Sol, SOU; Adam Elson, SOU; John Stevenson, User Support Manager; Don Hill, Classroom and Media Services Manager; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Trustee Steinman moved to approve the January 19, 2017 meeting minutes as drafted. Trustee Shih seconded the motion and it passed unanimously.

Public Comment
There was no public comment.

Provost's Report
Dr. Susan Walsh updated the committee on an ongoing conversation at the Provosts' Council, at the HECC and in the legislature regarding transfer articulation. The provosts were asked to develop guiding principles the provosts and community college chief academic officers can agree on as the centerpiece for seamless transfer. The goal is to enable students from high schools and community colleges to transfer to universities in a seamless way that does not ignore their credits. The overarching goal is for every student to be granted a transfer degree from a community college and be

able to transfer to a university as a junior in good standing.

Certificate Program: Wine Business (Action)
Chair Sayre reminded the committee members that both the Curriculum Committee and Faculty Senate approved this certificate. The next step in the process is for the committee to approve the proposal so it can go to the Provosts' Council and ultimately the HECC.

Dr. Greg Jones said there have been no significant changes in the proposal since the last meeting. The biggest conversation was about the 18 to 21-year old group being able to attend the sensory evaluation class. He discussed the issue with Jason Catz and others and talked with other colleges and community colleges in Oregon. Since sensory evaluation is about proper pouring, tasting, and management, and is part of learning outcomes, everyone agreed that it is a manageable situation.

Dr. Jones has had conversations about the program with other institutions and with the director of the Wine Research Institute at OSU. The director was very supportive and Dr. Jones referred to an email message presented in the meeting materials to that effect. Dr. Jones sees no conflict with OSU at this time. He also has spoken with Linfield College, which is doing a wine business summer program, about coupling on a north-south exchange of students. At an upcoming wine symposium, Dr. Jones will have more opportunities to discuss the program.

Dr. Walsh said she discussed all three programs at a SOREDI meeting and everyone was excited about them. Responding to Trustee Vincent's inquiry about whether anything was learned from the private sector during program development that caused him to pivot, Dr. Jones said the biggest issue is that he has already received a lot of local interest in internships and practicums with students and is concerned about how he can serve all of them. He added that, when he mentioned the program to current hospitality and tourism students, they want to stay and finish the certificate. Responding to Trustee Santos' inquiry, Dr. Jones said he is very involved with the Oregon Wine Board and its association. They discussed this program two years ago and Dr. Jones proceeded with that board's input; they are supportive overall.

Trustee Vincent moved that the committee approve the certificate program for wine business and move it forward to the Provosts' Council. Trustee Steinman seconded the motion and it was approved unanimously.

Graduate Degree Program: Outdoor Adventure and Expedition Leadership (Action)
Chair Sayre said the Curriculum Committee and Faculty Senate have approved the proposal and it has gone through an external review process. The proposal is before the committee for approval so it can move on to the Provosts' Council.

Dr. Jody Waters said there have not been many changes since the last meeting, other than incorporating trustees' comments, formatting, and editing. They continue to discuss whether an external advisory committee would work with faculty and program

staff; Dr. Waters thought this would be implemented as the program moves forward.

Responding to Trustee Steinman's inquiry, Dr. Waters said one of the strengths of the proposal is that it uses existing faculty resources without overburdening them but also plans to grow. In guiding the development of the program, they used course curricula that were already in place and are being strategic about proposing new courses. She believes both the undergraduate and graduate programs will grow, which would necessitate additional faculty resources. There is also a base of adjunct instructors who are uniquely qualified to teach courses.

Dr. Waters responded to Trustee Vincent's inquiries saying no other university west of the Mississippi offers a program like this. She believes the program will draw and keep people here. Regarding the "other relatable degree" requirement, Dr. Waters said she did not think there would be a summary dismissal of any degree as "not relatable" and each student would be individually assessed. Trustee Vincent believed some students reading the program requirements might feel discouraged because of this requirement, which would unintentionally limit potential applicants. Considering this, Dr. Waters said they should alter the language to prevent that from occurring.

Trustee Vincent moved that the committee approve the graduate degree program in Outdoor Adventure and Expedition Leadership so it can carry on through the approval process to the Provosts' Council. Trustee Steinman seconded the motion and it was approved unanimously.

Undergraduate Degree Program: Health Care Administration (HCA) Update
Chair Sayre said this program is not yet ready for approval but the update will keep the committee well-informed throughout the process. The Curriculum Committee has approved the program and it is expected to go to the Faculty Senate on March 6. The Academic and Student Affairs Committee will reconvene in March to consider the HCA program for approval. This program is taking a bit longer to go through the approval process because industry partners in the Rogue Valley have been involved.

Dr. King said an eighth department was brought into the program – philosophy. He also said they continue to develop and refine the administrative structure to support the program including how the program coordinator position evolves into a faculty position, and they are working on the budget.

Dr. DeNeui added that there are two open positions: one in sociology and one in psychology. They are hiring Dr. Larry Gibbs for the sociology position and he will be a good resource as this moves forward. The offer is out for the psychology position. Dr. DeNeui was extremely pleased with both candidates.

Responding to Trustee Shih's inquiry, Dr. King said area hospitals and clinics have been closely involved in the development of the program outcomes and identifying the appropriate courses to be offered. Dr. King said an intercultural communication course was built back into the program to enhance the cultural competency outcomes. Further, personnel management was added as a third potential area of concentration (to the concentrations of data analytics and public community health.)

Trustee Shih expressed further concerns regarding the seeming lack of healthcare-specific courses and that courses seem more interdisciplinary in nature. When hiring a health care administrator, she believed the person should understand the health care structure and system (e.g., hospitals, clinics, insurance, Medicare, and Medicaid). A science background is helpful but, since these graduates will not be hired as clinicians, the program needs courses in the important areas mentioned. Dr. King said employers agree with Trustee Shih's comments. The skill set and knowledge base, on a system level, live in three places in the program. The new sociology-anthropology course in health care policy and systems change is a course dedicated to that broad understanding of the health care sector and policy. The new philosophy course covers legal and ethical issues in health care and deals specifically with issues of privacy, confidentiality and the legal framework effecting the sector. Faculty will develop the courses beyond the condensed syllabi provided in the proposal.

Dr. DeNeui added that this program was developed differently than the traditional method. Community partners eventually agreed on the important core outcomes then SOU built the program and went through the arduous process of matching current courses with outcomes. Some of the courses do not yet exist because faculty who can teach them are not in place. The shell is in place and new faculty are coming in. As the program evolves, SOU will constantly look at whether the program is meeting the needs, is doing what they said it would do, and whether the needs are changing.

Chair Sayre mentioned her service on the La Clinica Board, saying they are not looking at top administrative level positions but rather at midlevel leadership positions that need to be filled. Communication skills and the ability to move people in a direction are important and are probably in these courses. Dr. DeNeui added that community partners are already hiring many of our graduates but have expressed a desire that graduates have additional skills.

Dr. King added, one of the unique features is that the community advisory board will not go away. They will work closely in years to come and there will be a continuous feedback mechanism to make program improvements.

Trustee Shih again emphasized her desire to see courses tailored more specifically to health care (e.g., instead of a course in management principles, have a course on management of health care services personnel). Dr. King said that issue arose during the program development. For example, they did not include a basic statistics course but did include one on applied research in sociology focusing on health care data.

Trustee Steinman expressed concern about the availability of certain courses, especially with the third added concentration. Dr. King said the courses will be offered every other year at a minimum and most on an annual basis. Additionally, departments are looking for a way to build more reliable enrollment streams to offer more consistency in course offerings. Dr. Walsh added that this program is evolving and a few positions may be added later. She acknowledged that Trustee Shih raised good points and learning outcomes will be reassessed constantly.

Focusing on public relations, Trustee Vincent suggested a speaking circuit to get the word out about these three programs, especially the health care administration program. He suggested Rotaries as a good place to find influential community leaders and said health care is a recurring topic at those meetings. President Schott said she would attend some upcoming community meetings and has mentioned these programs on television. Chair Sayre concurred with Trustee Vincent's suggestion. President Schott added that she and Dr. Walsh toured the Ashland Community Hospital. Sheila [Clough] and others are really excited about the program and would host a visit by program representatives to talk to employees about the program.

Responding to Trustee Santos' inquiry, Drs. King and Walsh said the expected growth that would trigger hiring new faculty would be dealt with on a university-wide level rather than a program level. President Schott said that, in the old days, you could hire faculty and then build the program but universities cannot do that anymore. Instead, they now build on existing resources and, when they are sure the program has legs, they can then invest in it.

Future Meetings
Chair Sayre advised the committee members the next meeting is scheduled for March 16. The only item of business is final review and approval of the health care administration degree.
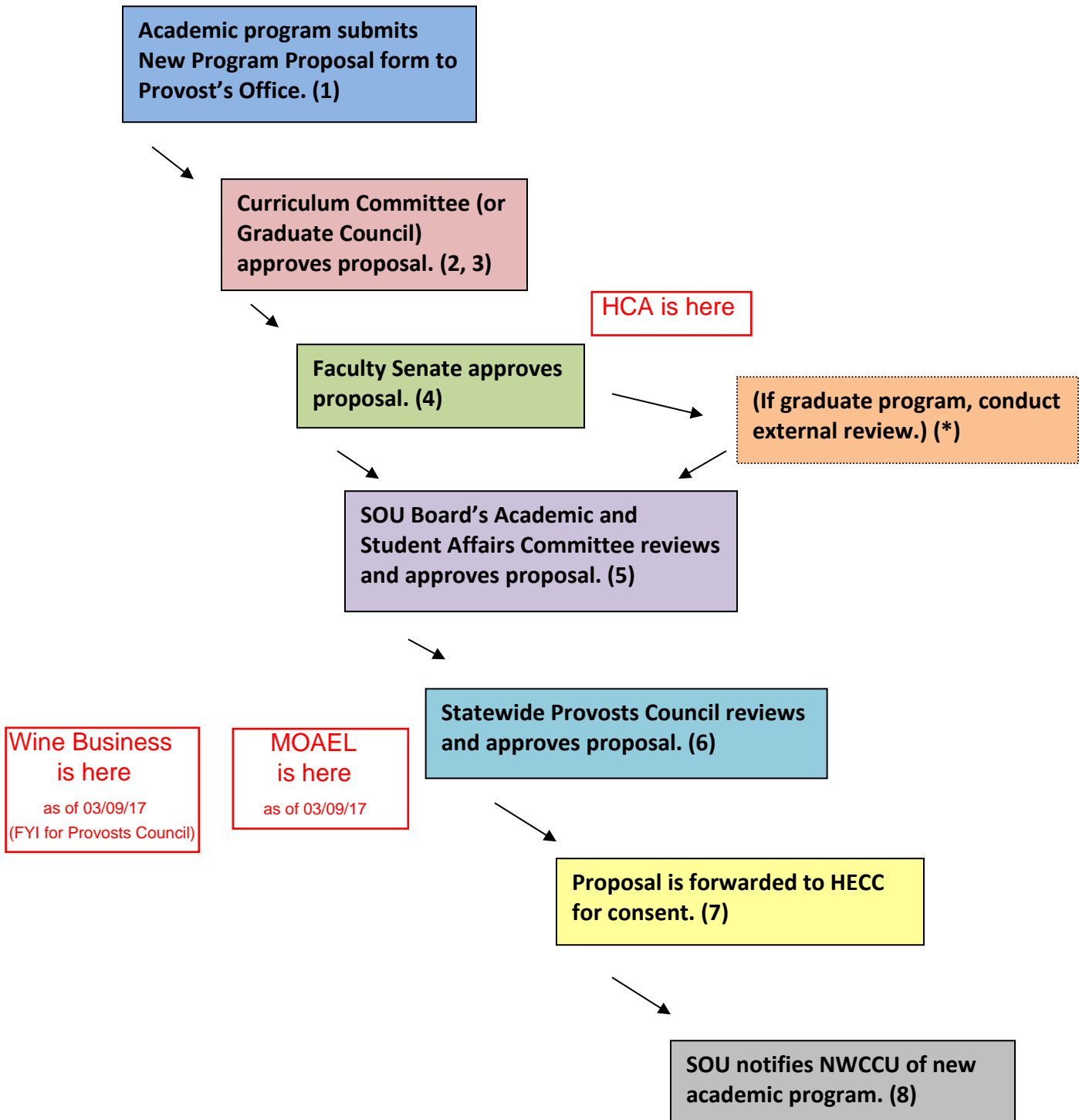
Adjourn
Chair Sayre adjourned the meeting at 1:02 p.m.

Public Comment

Provost's Report

Curriculum Update:
Undergraduate Degree Program in Health Care Administration

New Academic Program Approval Process

Academic program submits New Program Proposal form to Provost's Office. (1)

Curriculum Committee (or Graduate Council) approves proposal. (2, 3)

HCA is here

Faculty Senate approves proposal. (4)

(If graduate program, conduct external review.) (*)

SOU Board's Academic and Student Affairs Committee reviews and approves proposal. (5)

Wine Business is here

as of 03/09/17
(FYI for Provosts Council)

MOAEL is here

as of 03/09/17

Statewide Provosts Council reviews and approves proposal. (6)

Proposal is forwarded to HECC for consent. (7)

SOU notifies NWCCU of new academic program. (8)

Summary of Revisions to the Healthcare Administration Program Proposal

1) PS 436 Healthcare Policy: Obamacare and Beyond has been added to the list of required courses in order to help enhance program outcomes related to Basic Understanding of the Health Care Sector.

2) Revised syllabus for SOAN 338 (now simply titled Sociology of Healthcare) to include more current texts and tighten the focus on designated program outcomes.

3) Capstone options provided in any of the disciplines associated with the different areas of concentration (eg. HE, BA, COMM, SOAN).

4) Program administration and oversight will remain housed within the Division of Education, Health and Leadership during the two year "program launch period" and then move to the Division of Social Sciences in 2019-20 at the same time as the new faculty line is created to coordinate and teach within the program.

5) Explanation of the contextualized learning approach to helping students learn how concepts and issues relate specifically to the Healthcare sector within courses intended for audiences pursuing multiple majors (see Program Proposal, Section 1e, p.3): With students from the Healthcare Administration program enrolled with sections of existing courses alongside students pursuing other majors, instructors will be encouraged and supported in supplementing their standard curriculum with examples, case studies and other instructional materials specific to the healthcare context. For example, Business Administration has already invested in purchasing healthcare-centric materials that will be shared with faculty teaching across the range of courses in Business that will serve the degree. We will continue to invest in procuring and developing healthcare-specific case studies that can be used in numerous management, information systems, and data analytics courses. As program enrollment grows, it should become possible to dedicate stand-alone sections to the Healthcare Administration program and adopt an even more explicit focus upon how concepts and skills apply specifically within a healthcare context.

Health Care Administration - New Degree Budget

	SCH	From student		From state		Per Student Total Revenue From activity	Year 1	Year 2	Year3	Year 4	Year 5
		Rate	Revenue	Rate 3	Revenue						
Activity Based Funding											
Projected Headcount [1]							24	72	108	144	180
1. Transfer Degree [2]											
Tuition - 62-65 major specific credits	62	$ 151	9,362			9,362	$ 74,147	$ 222,441	$ 333,662	$ 444,882	$ 556,103
Activity Based State support [4]				$ 53.63	3,325	3,325	$ 26,335	$ 79,006	$ 118,508	$ 158,011	$ 197,514
2. Retention [2]											
Tuition - 62-65 major specific credits	62	151	9,387			9,387	$ 74,348	$ 223,045	$ 334,568	$ 446,090	$ 557,613
Activity Based State support				$ 53.63	3,325	3,325	$ 26,335	$ 79,006	$ 118,508	$ 158,011	$ 197,514
3.Full Health Care Administration Degree											
180 total credits	180	$ 151	27,180			27,180	$ 215,266	$ 645,797	$ 968,695	$ 1,291,594	$ 1,614,492
Activity Based State support				$ 53.63	9,654	9,654	$ 76,457	$ 229,371	$ 344,057	$ 458,742	$ 573,428
							492,888	1,478,665	2,217,998	2,957,331	3,696,664
Outcome Based funding											
Projected Degrees							-	12	35	59	89
BA/BS Degree completion weight				2.00	8,324	8,324	-	99,888	291,340	491,116	740,836
High need Degree weighting				1.20	832	832	-	9,989	29,134	49,112	74,084
SSCM weighting (minority, Pell eligible)				25%	1,041	1,041	-	12,486	36,418	61,390	92,605
							-	122,363	356,892	601,617	907,524

Assumptions:
1. one third of total headcount from each population: transfer, retained, new students
2. transfer and retention student have all credits except major specific
3. minority, Pell eligiblility target set approx 25% of enrollment
4. $28.99 base rate x 1.85 weight for health professions

	Year 1	Year 2	Year3	Year 4	Year 5
	492,888	1,601,028	2,574,890	3,558,948	4,604,188

~Prepared by Deborah Lovern Budget Officer for Academic and Student Affairs 4/6/16

Health Care Administration - New Degree Budget

	Cost per student	Year 1 17-18	Year 2 18-19	Year3 19-20	Year 4 20-21	Year 5 21-22	
1. Faculty							
a. New Faculty -- Assistant Professor YIR1	-			54,499	56,134	58,941	
Faculty OPE	-			32,950	33,440	34,282	
b. Backfill to release existing faculty [1]							
TxT wages @ $600/ELLU							need logic on backfilling
Average OPE rate for TxT	-						
	-	-	-	87,449	89,574	93,223	
2 Support Staff							
.5 FTE Unclassified Administrative Program Coordinator	20,000	20,000	20,600				
OPE	22,600	22,600	23,278				
.25 FTE Classified Administrative Assistant	7,149		7,149	7,363	7,584	7,812	
OPE	2,145		2,145	2,209	2,275	2,344	
	51,894	42,600	53,172	9,573	9,860	10,155	
3. Other							
a. Library Support	1,800	1,800					
b. General S&S support	5,000	5,000	5,000	5,000	5,000	5,000	
	6,800	6,800	5,000	5,000	5,000	5,000	
		49,400	58,172	102,021	104,434	108,378	

Full Undergrad Pathway - per student	58,694					

Assumptions:

1 backfill will be necessary when new headcount per section reaches ~10-12?? Still need to determine

	Year 1 17-18	Year 2 18-19	Year3 19-20	Year 4 20-21	Year 5 21-22
Projected Headcount	24	72	108	144	180
ave increase in headcount per section	1.33	4.00	6.00	8.00	10.00

~Prepared by Deborah Lovern, Budget Officer for Academic and Student Affairs 4/6/16

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 65-68 credits as follows:

      <u>Interdisciplinary Core (55-56 credits)</u>
      BI 102 - General Biology, 4 credits
      BI 102 - General Biology Lab
      BA 374 - Principles of Management, 4 credits
      BA 382 - Management Information Systems, 4 credits
      COMM 200 – Communication across Cultures, 4 credits
      COMM 346 - Health Communication, 4 credits
      HE 309 – Practicum, 3 credits
      HE 409 – Practicum, 6 credits required
      Senior Capstone, 3-4 credits (may be taken under whichever course prefix best matches student's chosen Concentration)
      PHL 3xx - Legal and Ethical Issues in Healthcare, 4 credits

PS 436 - Healthcare Policy: "Obamacare and Beyond," 4 credits
PSY 445 - Organizational Psychology, 4 credits
PSY 452 - Health Psychology, 4 credits
SOAN 335 - Medical Anthropology, 4 credits
SOAN 338 – Sociology of Healthcare, 4 credits

Community Public Health Concentration (9-12 credits): three courses from the following:
HE 325 – Nutrition, 3 credits
HE 362 - Community Health, 3 credits
HE 422 - Consumer Health, 3 credits
HE 453 - Drugs in Society, 3 credits
HE 455 - Work-Site Health Promotion, 3 credits
PSY 453 - Stress Management, 4 credits
PSY 465 - Adult Development and Aging, 4 credits
SOAN 311 - Community Studies, 4 credits
                                        OR
Data Analytics Concentration (12 credits): three courses from the following:
BA 285 - Advanced Business Applications: Excel, 4 credits
BA 384 - Advanced Business Applications: Databases, 4 credits
BA 450 - Using GIS in Business, 4 credits
BA 484 - Business Information Systems: Analysis and Design, 4 credits
BA 497 – Advanced MIS: Business Analytics, 4 credits
PSY 225 - Methods, Statistics, and Applications, 4 credits
SOAN 326 - Introduction to Social Research Methods, 4 credits
SOAN 327 - Quantitative Data Analysis, 4 credits
                                        OR
Personnel Management (12 credits): three courses from the following:
COMM 125 - Interpersonal Communication, 4 credits
COMM 330 - Interviewing and Listening, 4 credits
COMM 475 - Organizational Communication, 4 credits
COMM 448 - Mediation and Conflict Management, 4 credits
BA 481 - Principles of Human Resource Management, 4 credits
BA 492 - Working with Emotional Intelligence, 4 credits
PSY 453 - Stress Management, 4 credits

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

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

e. Adequacy and quality of faculty delivering the program.

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

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

With students from the Healthcare Administration program enrolled with sections of existing courses alongside students pursuing other majors, instructors will be encouraged and supported in supplementing their standard curriculum with examples, case studies and other instructional materials specific to the healthcare context. For example, Business Administration has already invested in purchasing healthcare-centric materials to be adopted within the Principles of Management course. As program enrollment grows, it should become possible to dedicate stand-alone sections to the Healthcare Administration program and adopt an even more explicit focus upon how concepts and skills apply specifically within a healthcare context.

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

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

g. Other staff.

Program Coordinator: The interdisciplinary and field-based nature of this program requires significant effort to effectively coordinate, communicate, and advocate for program needs with both internal and external constituencies. A half-time (0.5 FTE) administrative unclassified position will serve as program coordinator during the first two-year "program launch" period. It is anticipated that the program coordinator role will be folded into a new faculty line beginning in 2019-20 (see section e. above). Coordinator responsibilities associated with program launch include:
- Liaise with regional healthcare employers to secure and monitor high quality practicum placements
- Coordinate the hiring and training of field supervisors
- Initiate program marketing initiatives on a regional and statewide level
- Oversee program recruitment and retention activities:
  - Serve as point-of-contact for program inquiries
  - Manage program advertising, promotion, open houses
  - Represent program at Preview Days, ROARs, etc.

- o Establish and monitor program policies and procedures, calendars, handbooks, etc.
- o Provide program advising
- Oversee program evaluation (annual program assessments, program completer satisfaction surveys, employer satisfaction surveys)
- Coordinate the integration of population heath and community wellbeing data monitoring within appropriate program coursework
- Collaborate with program chairs on course scheduling
- Provide general program oversight and maintenance

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

Proposed timeline for staff and faculty positions:

AY17-18	AY18-19	AY19-20
0.5 FTE unclassified administrator responsible for program launch duties in addition to those typically associated with program coordinators. Program launch duties include: • Liaising with regional healthcare employers • Developing appropriate practicum opportunities • Marketing • Recruiting • Training field supervisors	0.5 FTE unclassified administrator responsible for program launch duties in addition to those typically associated with program coordinators. Program launch duties include: • Liaising with regional healthcare employers • Developing appropriate practicum opportunities • Marketing • Recruiting • Training field supervisors	1.0 FTE professorial track faculty position with responsibilities including Healthcare Administration program coordination, teaching practicum/capstone for Healthcare Admin degree, and advising students for Healthcare Administration degree.
	0.25 FTE Classified Administrative Assistant	0.25 FTE Classified Administrative Assistant

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

As per the Library Assessment of Current Holdings related to Healthcare Administration (see Appendix One), Hannon Library provides online access to a little over 200 journals related to health care but has a limited stock of current books related to that area. Accordingly, following the recommendation of Library staff, the new program proposal includes $1,800 in one-time funds to purchase current books to supplement the journal collections. No additional classrooms, equipment or lab space are required to support this program.

i. Anticipated start date.

Fall 17

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

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

3. **Accreditation**

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

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

National Association of State Directors of Career Technical Education Consortium Health Science Career Cluster.

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

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

   N/A

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

   N/A

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

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

4. **Need**

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

Projected Headcount

2017-18	2018-19	2019-20	2020-21	2021-22
24	72	108	144	180

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

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

b. Expected degrees produced over the next five years.

Projected Graduates

2017-18	2018-19	2019-20	2020-21	2021-22
0	12	24	36	48

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

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

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

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

    d. Evidence of market demand.

Data compiled by the Oregon Employment Department and by the Rogue Valley Healthcare Workforce Steering Committee indicate that Healthcare is the fastest growing industry in the state of Oregon, and the leading growth sector for Southern Oregon for more than two decades[1]. 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

	2012/13	**2013/14**	**2014/15**	**2015/16**
CNA1	44	66	50	53
CNA2	26	5	41	31
BASIC HEALTH CARE	7	26	26	43

[1] https://www.qualityinfo.org/edceest

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[2]:

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[2]   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.

1) <u>Communication</u>. 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) <u>Cultural competence</u>. Students will be able to:

    e) Identify and respect that definitions of health vary across cultures
    f) Demonstrate appreciation and respect for diverse cultures, values and norms
    g) Recognize the need to work with the whole person, not just the physical ailment
    h) Identify and articulate how workplace cultures vary

3) <u>Information management</u>. 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) <u>Organizational dynamics and change management</u>. 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) <u>Business processes</u>. 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) <u>Ethics and professional standards</u>. 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) <u>Basic understanding of the health care sector</u>. 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) <u>Basic understanding of human health</u>. Students will be able to:

bb) Identify the connection between mental and physical health
cc) Identify social determinants of health
dd) Articulate the significance of health promotion and global health
ee) Demonstrate a fundamental knowledge of biomedical and clinical sciences
ff) Articulate an understanding of holistic health

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

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

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

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

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

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

6. **Program Integration and Collaboration**

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

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

Other healthcare administration programs at Oregon colleges and universities are:

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

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

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

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

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

N/A

d. Potential impacts on other programs.

The program will enable SOU to retain and graduate students who initially intend to pursue careers within medicine but discover that administrative fields are a better match for their interests and aptitudes. A proposed certificate in Healthcare Administration will also help strengthen the preparation of students who do persist in other majors with the intention of applying to graduate or professional programs in medicine by enhancing the communication skills and cultural competency often lacking but highly desired among clinical providers.

7. **External Review**

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

N/A.

Revised 4-7-16

Appendix One: Inventory of Library Resources related to Healthcare Management

M E M O R A N D U M

TO: John King, Director of Education, Health and Leadership; Craig Switzler, HPE; Academic Affairs

FROM: Dale Vidmar, Library Liaison to HPE, Education, and Communication & Mary Jane Cedar Face, Collection Development Librarian

CC: Jeff Gayton, University Librarian; Patrick Stubbins, Academic Affairs

DATE: 1-26-2017

SUBJECT: Resources to support proposed BA/BS in Healthcare Management

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

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

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

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

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

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

Library/Printed $1,800
Library/Electronic $0

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

Appendix Two: Program Alignment Table

Courses aligned with designated program outcomes (courses in bold are included in the core curriculum):

1) Communication. Students will be able to:

    a) Demonstrate effective methods for delivering and obtaining information;
- **COMM 346 Health Communication**
- BA 497 Advanced MIS: Business Analytics

    b) Communicate and interpret health information accurately;
- **COMM 346 Health Communication**
- **PSY 452 Health Psychology**
- HE 422 Consumer Health

    c) Translate information between various stakeholders and professional communities;
- **COMM 346 Health Communication**

    d) Apply emotional intelligence to workplace issues;
- **PSY 445 Organizational Psychology**

2) Cultural Competence. Students will be able to:

    i) Identify and respect that definitions of health vary across cultures;
- **COMM 346 Health Communication**
- **SOAN 335 Medical Anthropology**

    j) Demonstrate appreciation and respect for diverse cultures, values and norms;
- **SOAN 335 Medical Anthropology**
- **COMM 200 Communication across Cultures**

    k) Recognize the need to work with the whole person, not just the physical ailment;
- **COMM 346 Health Communication**
- **SOAN 335 Medical Anthropology**
- PSY 453 Stress Management

    l) Identify and articulate how workplace cultures vary;
- **PSY 445 Organizational Psychology**

3) Information Management. Students will be able to:

    s) Interpret and use data for effective decision making;
- **BA 382 Management Information Systems**
- SOAN 326 Introduction to Social Research Methods
- PSY 225 Methods, Statistics and Applications

    t) Utilize information technology applications common across health professions;
- **BA 382 Management Information Systems**
- BA 285 Advanced Business Applications: Excel
- BA 384 Advanced Business Applications: Databases
- BA 450 Using GIS in Business

- BA 497 Advanced MIS: Business Analytics

u) Use analytics to develop a written case or presentation to inform organizational decisions;
- BA 450 Using GIS in Business
- BA 497 Advanced MIS: Business Analytics

v) Synthesize data for patterns, trends and focal areas for further interpretation and subsequent action;
- **BA 382 Management Information Systems**
- BA 497 Advanced MIS: Business Analytics
- SOAN 327 Qualitative Data Analysis

4) <u>Organizational Dynamics and Change Management</u>. Students will be able to:

w) Apply data to support continual improvement processes
- BA 484 Business Information Systems: Analysis and Design
- SOAN 311 Community Studies

x) Articulate and apply motivation theories to manage teams and individuals within an organization;
- **BA 374 Principles of Management**
- **PSY 445 Organizational Psychology**

y) Employ behavioral interviewing processes;

z) Apply principles of adult learning theory to enhance staff support and development;
- **PSY 445 Organizational Psychology**
- PSY 465 Adult Development and Aging
- HE 455 Worksite Health Promotion

5) <u>Business Processes</u>. Students will be able to:

aa) Demonstrate understanding of basic business principles including financial and human resource management, marketing, and strategic planning;
- **BA 382 Management Information Systems**

bb) Apply business principles, including systems thinking, to the healthcare environment;
- **BA 374 Principles of Management**
- HE 455 Worksite Health Promotion
- BA 484 - Business Information Systems: Analysis and Design

6) <u>Ethics and Professional Standards</u>. Students will be able to:

gg) Align personal and organizational conduct with ethical and professional standards;
- **PSY 445 Organizational Psychology**
- **PHL xxx Legal and Ethical Issues in Healthcare**

hh) Demonstrate professional responsibility to patient and community through a service orientation
- **PHL xxx Legal and Ethical Issues in Healthcare**

ii) Analyze and present data within legal and regulatory guidelines while upholding the strictest standards of confidentiality;
- **PHL xxx Legal and Ethical Issues in Healthcare**

jj) Demonstrate a commitment to lifelong learning;
  - PSY 465 Adult Development and Aging

7) <u>Basic Understanding of the Healthcare Sector</u>. Students will be able to:

kk) Demonstrate proficiency in the use of common medical terminology;
  - **COMM 346 Health Communication**
  - **PS 436 Healthcare Policy: "Obamacare and Beyond"**

ll) Understand the history and evolution of the health care industry;
  - **SOAN 335 Medical Anthropology**
  - **SOAN 338 Sociology of Healthcare**
  - **PS 436 Healthcare Policy: "Obamacare and Beyond"**

mm) Apply concepts in trauma-informed care;
  - **SOAN 338 Sociology of Healthcare**

nn) Articulate and apply principles of evidence-based practice
  - **SOAN 338 Sociology of Healthcare**
  - **PS 436 Healthcare Policy: "Obamacare and Beyond"**

oo) Identify different components of the healthcare sector and explain how they interrelate
  - **SOAN 338 Sociology of Healthcare**
  - **PS 436 Healthcare Policy: "Obamacare and Beyond"**

8) <u>Basic Understanding of Human Health</u>. Students will be able to:

pp) Identify the connection between mental and physical health;
  - PSY 453 Stress Management

qq) Identify social determinants of health;
  - **PSY 452 Health Psychology**
  - **SOAN 335 Medical Anthropology**
  - **SOAN 338 Sociology of Healthcare**
  - HE 362 Community Health

rr) Articulate the significance of health promotion and global health;
  - **PSY 452 Health Psychology**
  - HE 362 Community Health

ss) Demonstrate a fundamental knowledge of biomedical and clinical sciences;
  - **BI 101 General Biology**
  - HE 325 Nutrition
  - HE 453 Drugs in Society

tt) Articulate an understanding of holistic health;
  - **PSY 452 Health Psychology**

Student Tuition Information

# Historical Look at State Funding vs. Tuition
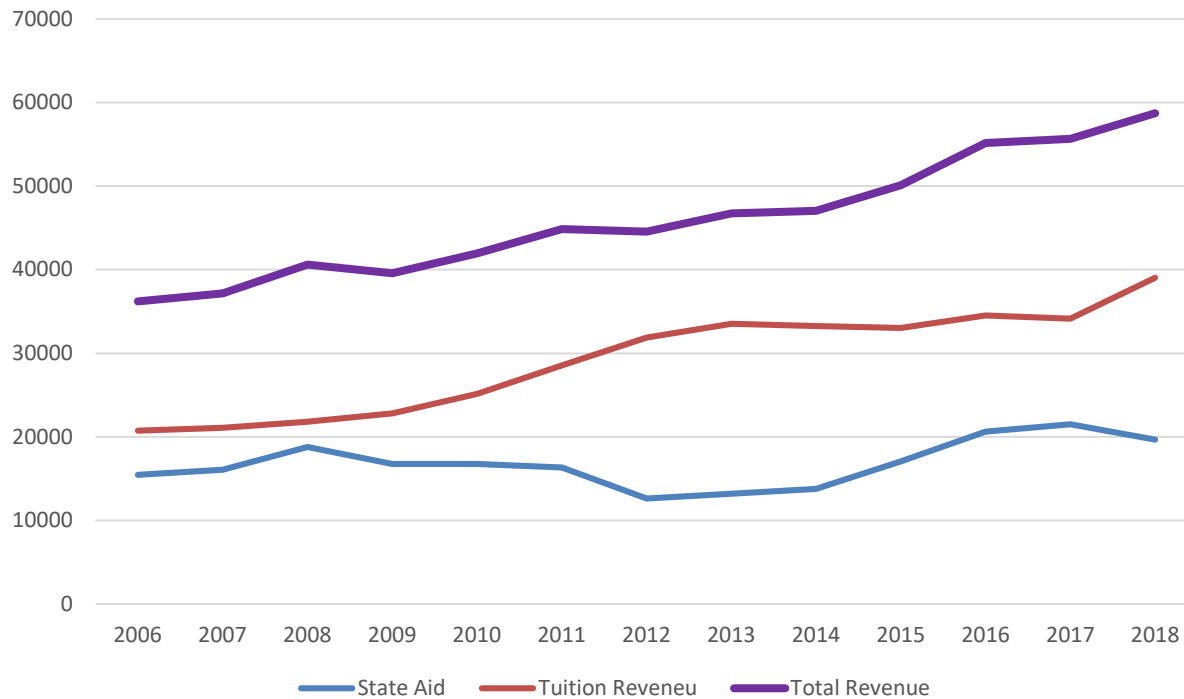
Comparison: State Aid vs. Tuition Revenue

- Historically, total funding from state aid and tuition has increased at a fairly consistent average of 4% per year since 2006

- Each corresponding decline in state aid has been met by corresponding tuition increases

Enrollment & Tuition Revenue: Projections vs. Actual

Projecting FY17-18 Enrollment and Tuition Revenue
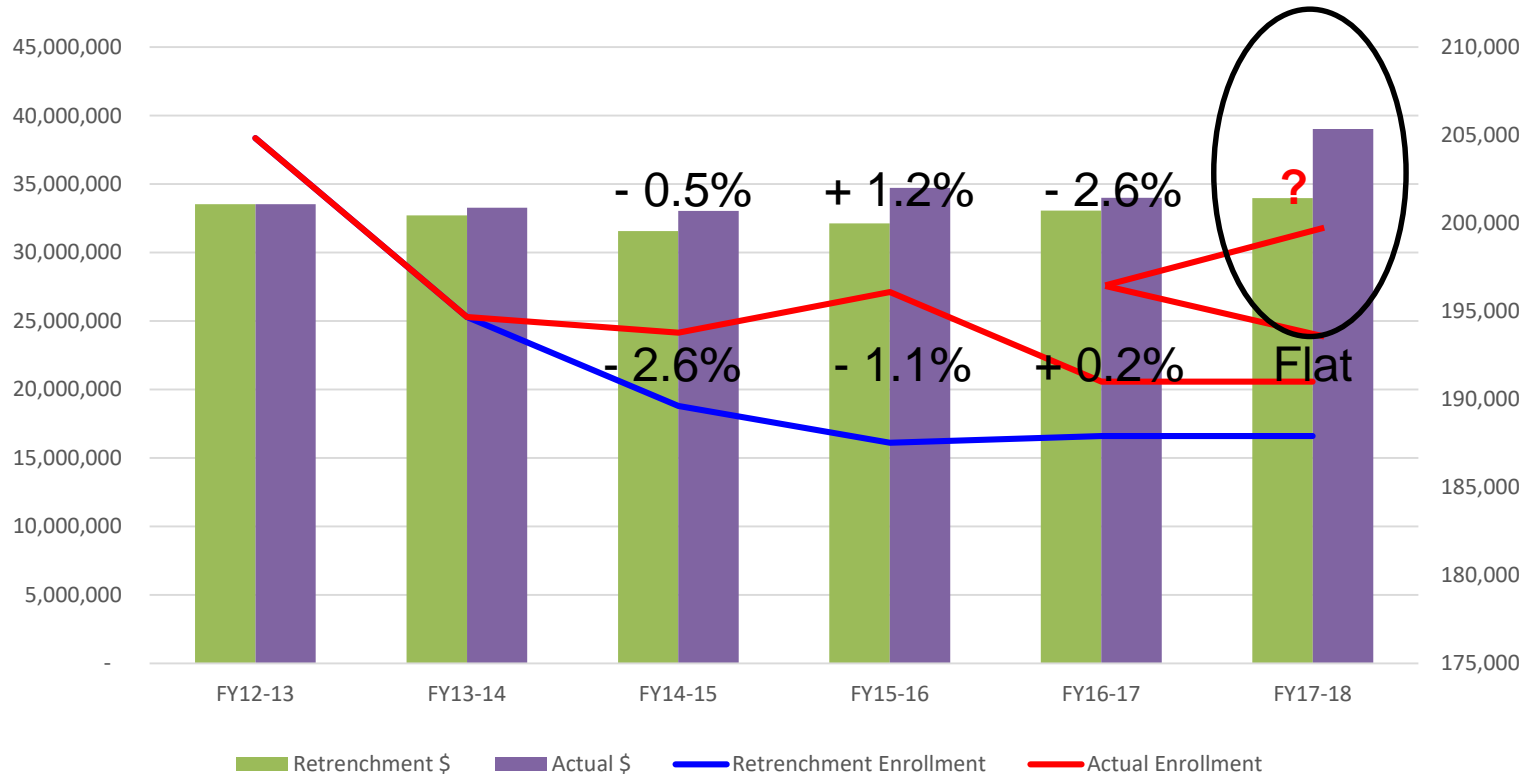
How Do We Stack Up?

Resident UG Tuition Rate (Normalized to 180 credits to completion)	Models at 12 Credits/Term		
	FY17 Tuition rates	Oregon: 10%, Oth = 5%	SOU=15%, OR = 10%, Oth = 5%
Fort Hays State, KS	$84	$88	$88
Southeast Missouri State	$133	$139	$139
Eastern Oregon	$146	$161	$161
Southern Oregon University - Resident	$151	$167	$174
Cal State - Any Campus	$152	$160	$160
Western Oregon	$156	$172	$172
U Mary Washington, VA	$160	$168	$168
Southern Utah	$160	$168	$168
Eastern Washington U	$170	$178	$178
SUNY, Fredonia	$180	$189	$189
U of Wisconsin - Parkside	$205	$215	$215
Southern Oregon University - WUE	$227	$250	$261
U of Michigan - Flint	$275	$289	$289
Plymouth State, NH	$306	$321	$321
U of California - Any Campus	$342	$359	$359
SOU Resident Tuition Rank (Least Expensive)	4	5	8
SOU WUE Tuition Rank (Least Expensive)	12	12	12
Test SOU Tuition Increase	0%	10%	15%

Looking at Current Tuition – Within the Concept of a Range of Elasticity
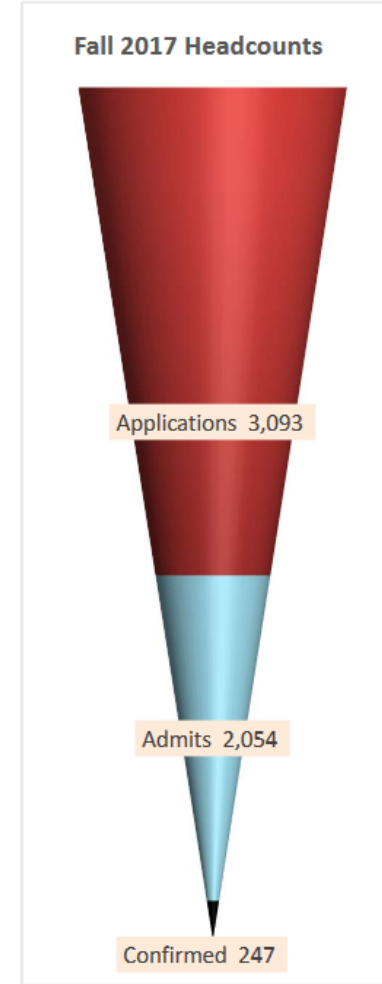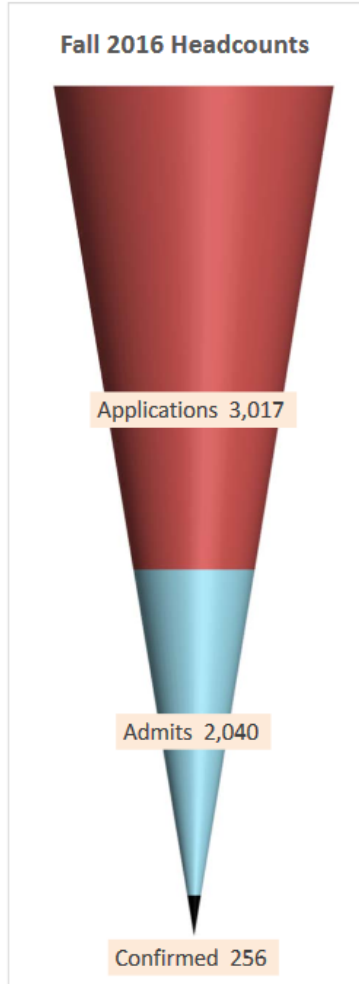

Current FY17 Tuition Rates
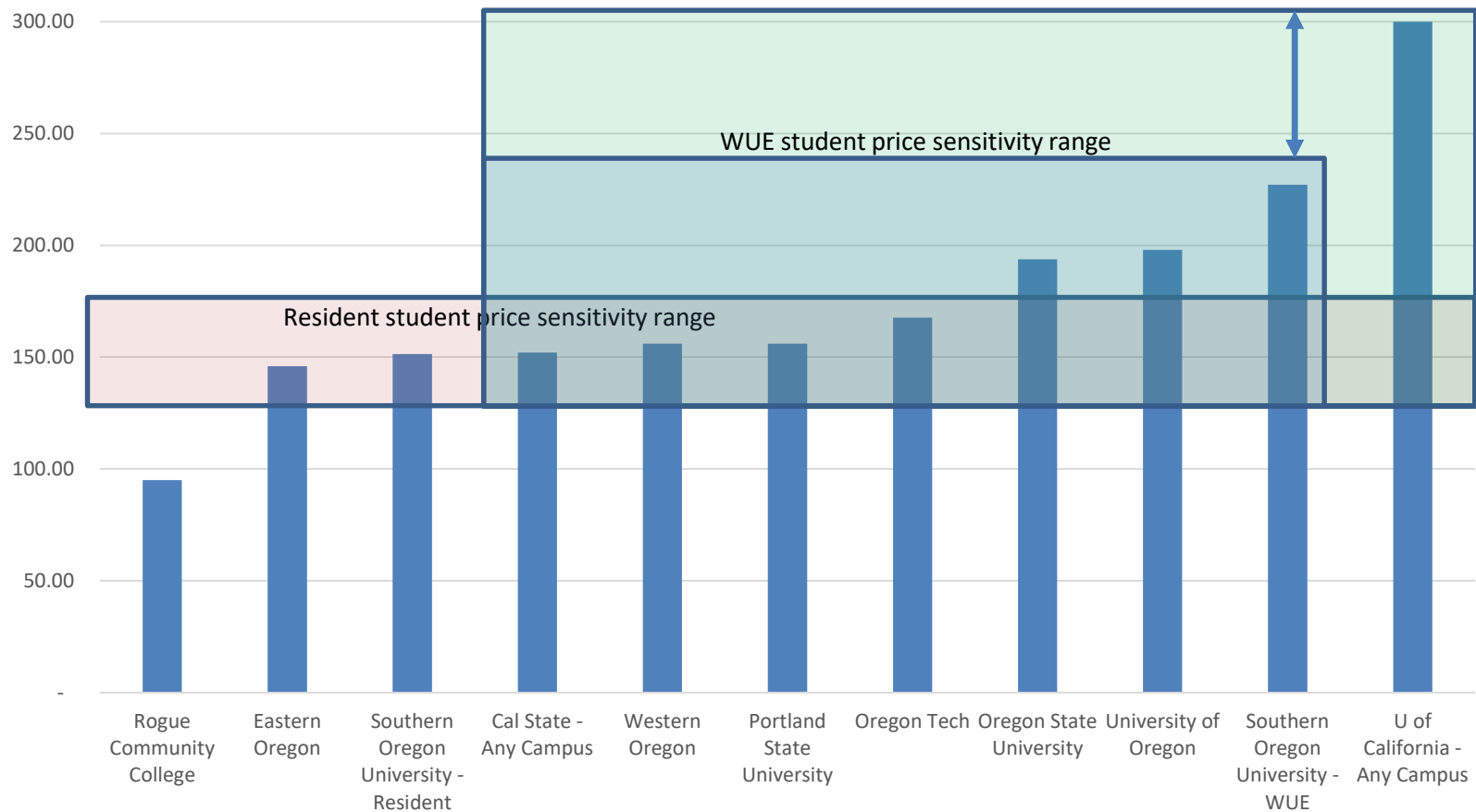
Applications

Student Type	Fall 2016	Fall 2017	Change	% Change
Freshmen - Resident	970	968	-2	-0.2%
Freshmen - Nonresident	1,462	1,475	13	0.9%
Transfer - Resident	204	199	-5	-2.5%
Transfer - Nonresident	222	260	38	17.1%
Postbacs/Grads	159	191	32	20.1%
Total	**3,017**	**3,093**	**76**	**2.5%**

Admits

Student Type	Fall 2016	Fall 2017	Change	% Change
Freshmen - Resident	706	672	-34	-4.8%
Freshmen - Nonresident	1,049	1,069	20	1.9%
Transfer - Resident	138	133	-5	-3.6%
Transfer - Nonresident	135	168	33	24.4%
Postbacs/Grads	12	12	-	0.0%
Total	**2,040**	**2,054**	**14**	**0.7%**

Confirmed (e.g. deposit paid)

Student Type	Fall 2016	Fall 2017	Change	% Change
Freshmen - Resident	44	56	12	27.3%
Freshmen - Nonresident	130	119	-11	-8.5%
Transfer - Resident	36	32	-4	-11.1%
Transfer - Nonresident	34	30	-4	-11.8%
Postbacs/Grads	12	10	-2	-16.7%
Total	**256**	**247**	**-9**	**-3.5%**

Enrolled

Student Type	Fall 2016	Fall 2017	Change	% Change
Freshmen - Resident	-	-	-	
Freshmen - Nonresident	-	-	-	
Transfer - Resident	-	-	-	
Transfer - Nonresident	-	-	-	
Postbacs/Grads	-	-	-	
Total	**-**	**-**	**-**	

Fall 2016 Headcounts

Applications 3,017

Admits 2,040

Confirmed 256

Fall 2017 Headcounts

Applications 3,093

Admits 2,054

Confirmed 247

Student Headcounts
Fall 2015 Week Ending 12/11/15 vs. Fall 2016 Week Ending 12/9/16
Certified - End of Term

	Fall 2015	Fall 2016	Change	% Change	Fall 2015 End of Term	Change	% Change
New Freshmen	834	690	-144	-17.3%	834	-144	-17.3%
New Transfers	548	544	-4	-0.7%	548	-4	-0.7%
New PostBacs/Graduates	121	144	23	19.0%	121	23	19.0%
Subtotal - New Students	**1,503**	**1,378**	**-125**	**-8.3%**	**1,503**	**-125**	**-8.3%**
Continuing Students	3,188	3,064	-124	-3.9%	3,188	-124	-3.9%
Returning Students	160	217	57	35.6%	160	57	35.6%
Non-Admitted Students	1,391	1,439	48	3.5%	1,391	48	3.5%
Grand Total - Headcount	**6,242**	**6,098**	**-144**	**-2.3%**	**6,242**	**-144**	**-2.3%**
Grand Total - FTE	**4,414**	**4,295**	**-119**	**-2.7%**	**4,414**	**-119**	**-2.7%**
Resident	4,330	4,184	-146	-3.4%	4,330	-146	-3.4%
Non-Resident	1,910	1,914	4	0.2%	1,912	2	0.1%
International	157	158	1	0.6%	157	1	0.6%
American Indian/Alaskan Native	58	58	-	0.0%	58	-	0.0%
Asian	99	89	-10	-10.1%	99	-10	-10.1%
Black/African American	126	111	-15	-11.9%	126	-15	-11.9%
Hispanic/Latino	525	545	20	3.8%	525	20	3.8%
Pacific Islander	26	26	-	0.0%	26	-	0.0%
North African, Middle Eastern, Other	31	38	7	22.6%	31	7	22.6%
Two or More Races	431	445	14	3.2%	431	14	3.2%
Subtotal - Students of Color (race & ethnicity)	**1,296**	**1,312**	**16**	**1.2%**	**1,296**	**16**	**1.2%**
White	3,079	2,927	-152	-4.9%	3,079	-152	-4.9%
Unknown	1,710	1,701	-9	-0.5%	1,710	-9	-0.5%
Alaska	80	67	-13	-16.3%	80	-13	-16.3%
California	1,137	1,223	86	7.6%	1,137	86	7.6%
Hawaii	117	118	1	0.9%	117	1	0.9%
Idaho	32	34	2	6.3%	32	2	6.3%
Washington	156	149	-7	-4.5%	156	-7	-4.5%
All Other States	263	225	-38	-14.4%	263	-38	-14.4%

# Potential Increase in Cost of Attendance for Returning Students

Proposed Increased Cost of Attendance
(12% Tuition, 5% Fees, Housing: 3% on Campus, 2% off Campus)

Resident	On Campus	Off Campus	WUE	On Campus	Off Campus
Tuition & Fees	$ 9,477	$ 9,477	**Tuition & Fees**	$ 13,294	$ 13,294
Books & Supplies	$ 999	$ 999	**Books & Supplies**	$ 999	$ 999
Room & Board	$ 12,510	$ 9,893	**Room & Board**	$ 12,510	$ 9,893
Personal/Transportation	$ 3,252	$ 3,252	**Personal/Transportation**	$ 3,252	$ 3,252
Total	$ 26,238	$ 23,621	Total	$ 30,055	$ 27,438
Increase from 2016-17	$ 1,281	$ 966	Increase from 2016-17	$ 1,690	$ 1,375

Historical Look at State Funding vs. Tuition
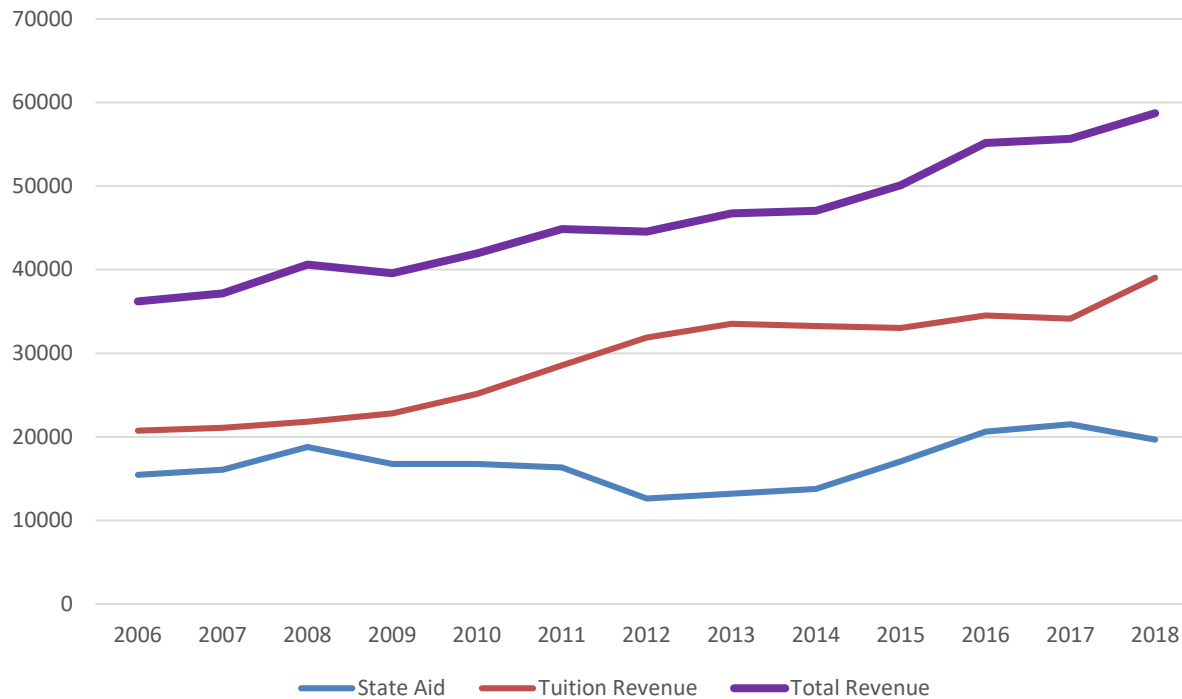
Comparison: State Aid vs. Tuition Revenue

- Historically, total funding from State Aid and Tuition has increased at a fairly consistent average of 4% per year since 2006
- Each corresponding decline in State Aid has been met by corresponding tuition increases

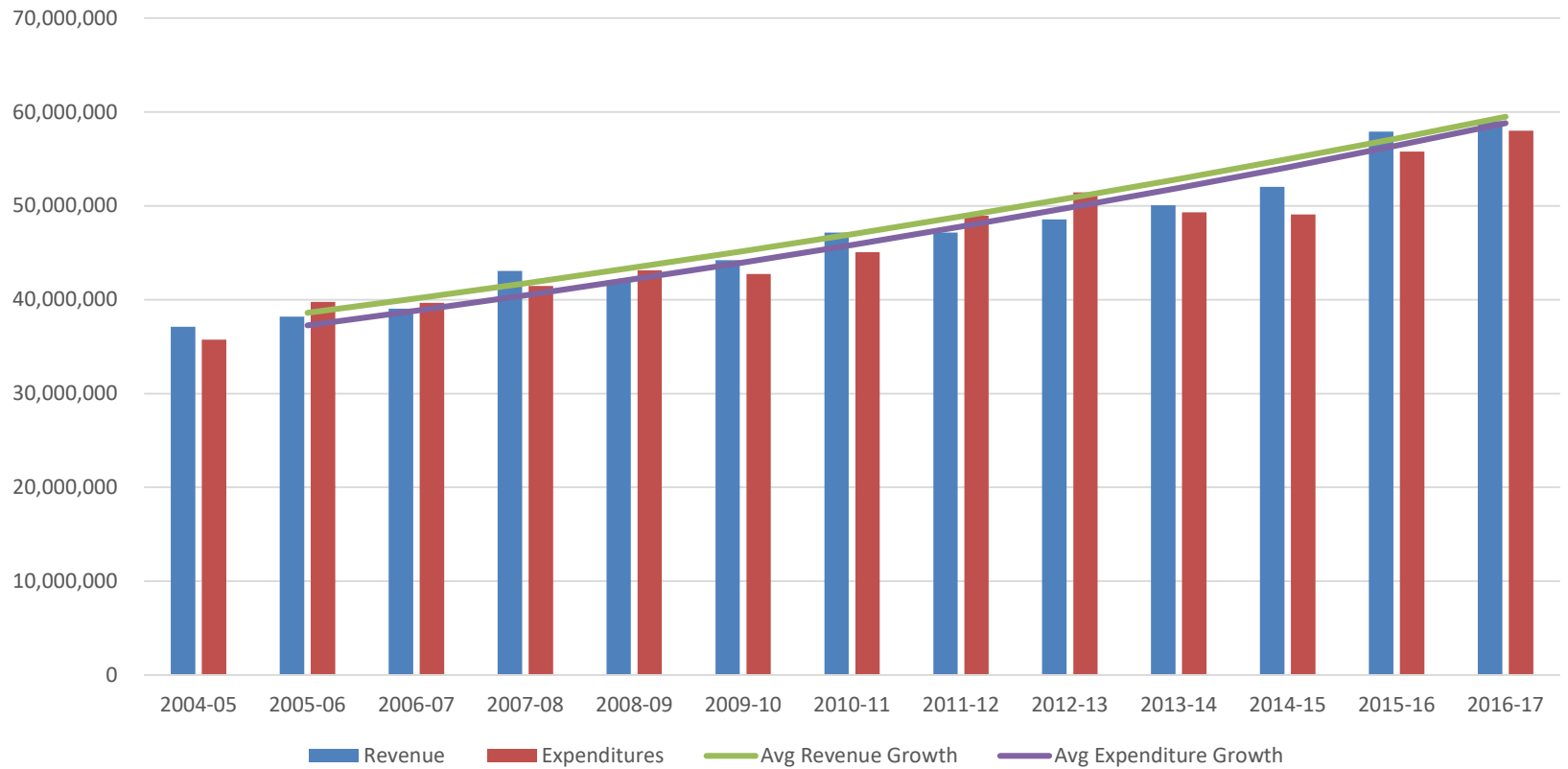# Impact of State Funding Scenarios for Universities

Percentage Increase/Decrease from the Current Biennium Per School Under
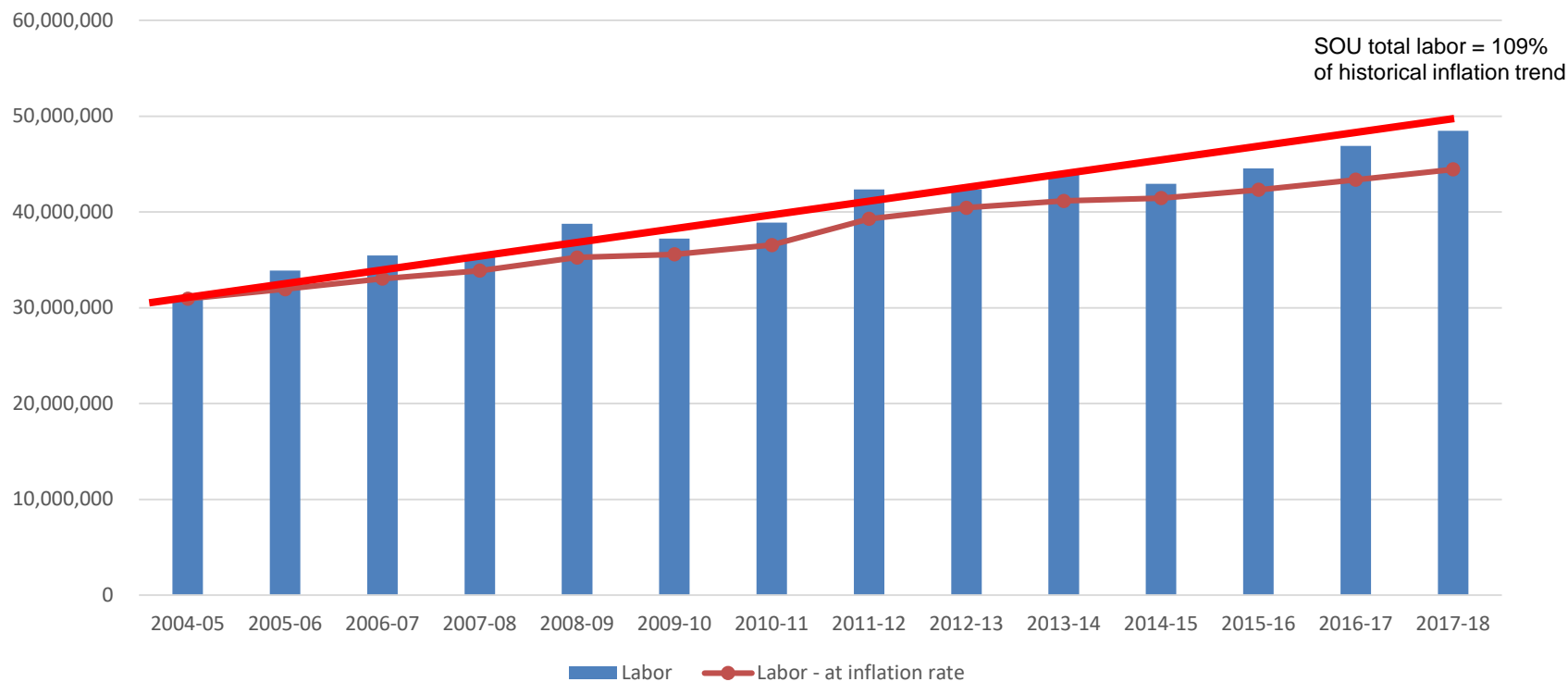Different PUSF Funding Scenarios
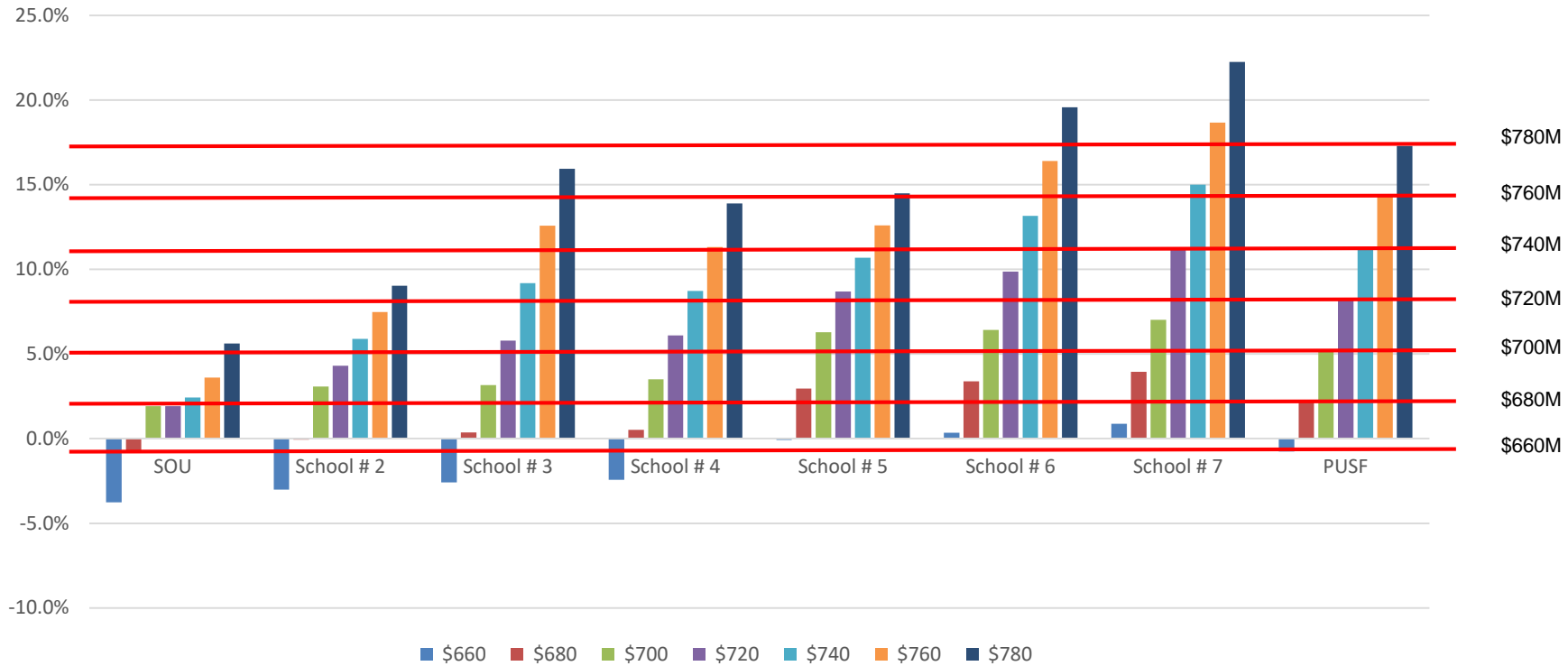
Revenue and Expenditures Over Time for E&G

Revenue and Expenditures over time for Education and General operations

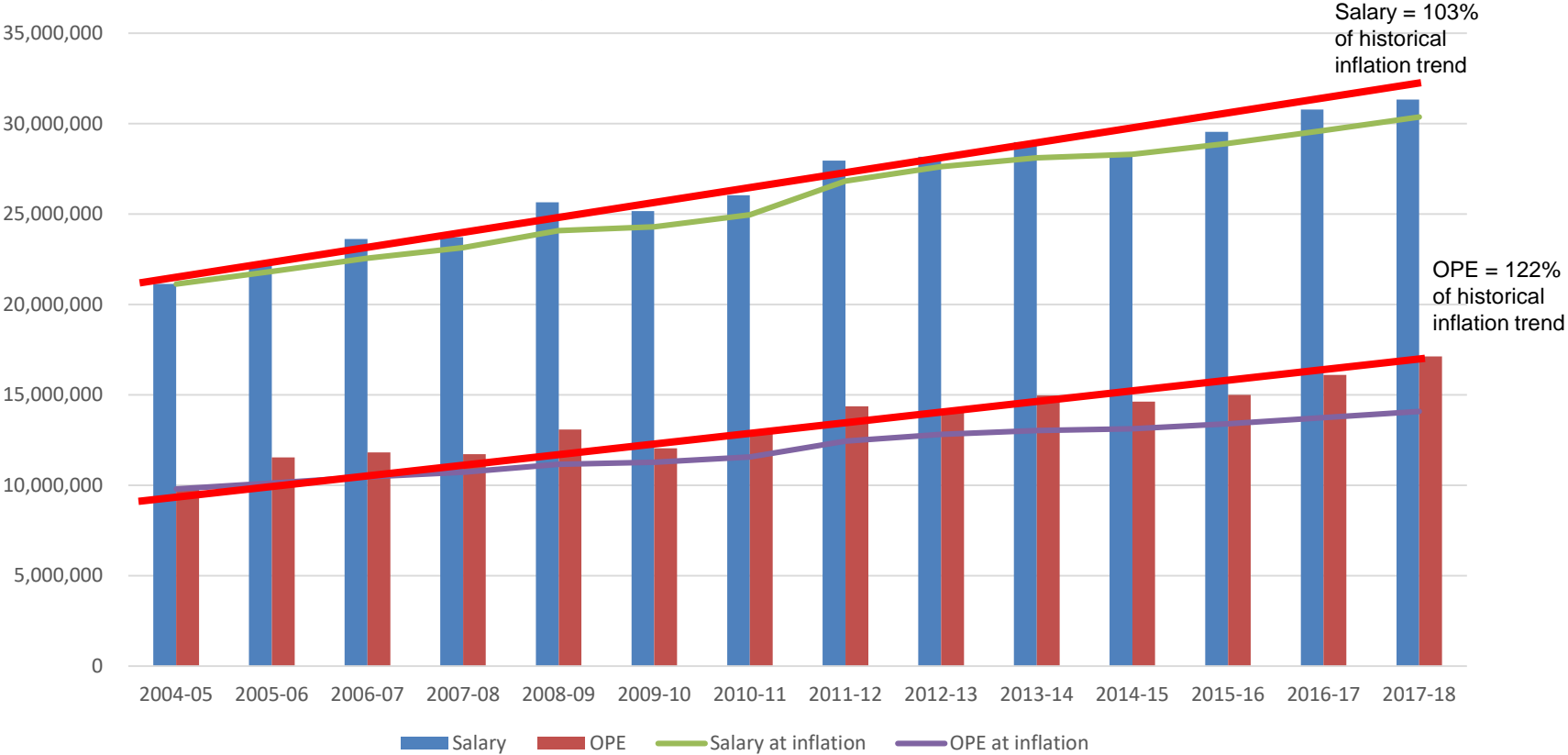# Actual Labor vs Labor at Average Rate of Inflation

SOU's Actual labor vs. Labor at the avg. rate of Inflation

SOU total labor = 109% of historical inflation trend

Labor — Labor - at inflation rate

Salary vs. Inflation/OPE vs. Inflation

Salary vs. Inflation and OPE vs. Inflation

Salary = 103% of historical inflation trend

OPE = 122% of historical inflation trend

Legend: Salary, OPE, Salary at inflation, OPE at inflation

OPE Costs

OPE Costs

Legend: Labor - Medical, Labor - PERS, Labor - OPE Other

X-axis: 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18

Y-axis: 0 to 8,000,000
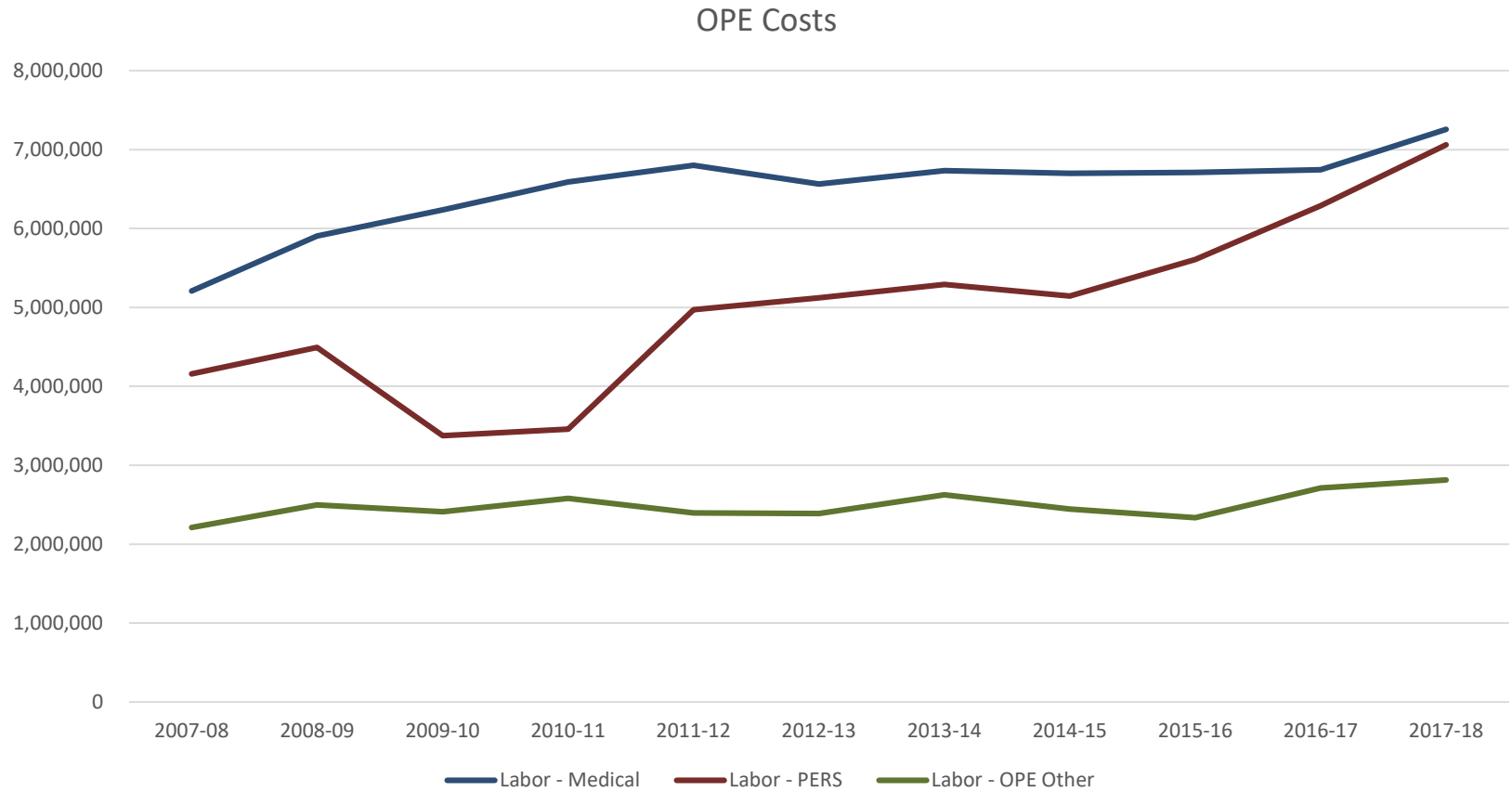
Tuition and Fee Processes

Tuition

➢Tuition Advisory Council   < 4 student members

Fees

➢Incidental Fee: Student Fee Committee   < all student run

➢Health Fee: University   < students review
                                                                        and provide feedback

➢Building Fee: Legislatively Set

➢Rec Center Fee: Rec Center Steering Cmte.   < all student run

Summary

- Both declining state funding, at least for SOU, coupled with rising labor costs creates the need for greater tuition revenue.

- Enrollment is unlikely to increase significantly given SOU's demographics from the region, the state and the nation.

- Cutting our way out of the challenge would be very difficult given that SOU has already cut significantly over the past 10 years, considerably more than any other Oregon public university.

- To make up the shortfall, SOU is considering a significant tuition rate increase, as are all other Oregon Public Universities

- However, SOU is very mindful of the impact of any tuition rate increase on both the recruitment of new students and the retention of existing students. Further, SOU includes students to the fullest extent possible in the decision, review, and recommendation process.

Future Meetings

Adjourn