



OFFICE OF THE BOARD OF TRUSTEES

## Public Meeting Notice

May 12, 2016

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

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

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

Topics of the meeting will include a provost's report offering updates on curriculum and enrollment topics as well as Raider Orientation and Registration (ROAR) Events. An overview of the recruitment and enrollment theory of action also is planned. Other business of the committee may include the schedule of summer 2016 meetings.

The meeting will occur as follows:

Thursday, May 19, 2016

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**  
**May 19, 2016**

# Call to Order and Preliminary Business



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

**Thursday, May 19, 2016  
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      | Agenda Review   |   |
|           | 1.3      | Roll Call   | Sabrina Prud'homme,<br>SOU, Board Secretary   |
|           | 1.4      | Consent Agenda: Approval of April 14, 2016 Meeting Minutes (Action) | Chair Sayre   |
|           | <b>2</b> | <b>Public Comment</b>   |   |
| ~ 15 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      | Enrollment Dashboard and Completions Report                         | Chris Stanek, SOU,<br>Director, Institutional<br>Research   |
|           | 3.2      | Raider Orientation and Registration (ROAR) Events                   | Dr. Susan Walsh   |
| ~ 90 min. | <b>4</b> | <b>Recruitment and Enrollment Theory of Action</b>                  | Dr. Matt Stillman, SOU,<br>University Registrar and<br>Co-Executive Director of<br>Student Enrollment;<br>Kelly Moutsatson, SOU,<br>Director of Admissions<br>and Co-Executive<br>Director of Student<br>Enrollment |



**Board of Trustees  
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**AGENDA (continued)**

~ 5 min.	<b>5</b>	<b>Other Business</b>	Chair Sayre
	<b>6</b>	<b>Adjourn</b>	Chair Sayre



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

**Thursday, April 14, 2016  
1:30 p.m. – 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 committee members were present: Teresa Sayre, Judy Shih, Joanna Steinman and Steve Vincent. Trustee Les AuCoin participated by videoconference. The following member was absent: Shea Washington. Trustee Roy Saigo (ex officio) and Trustee Dennis Slattery were also in attendance. Chair Sayre mentioned Trustee Sheri Bodager's recent resignation from the board.

Other meeting guests included: Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Chris Stanek, Director of Institutional Research; Jake Scott, Reporting and Data Analyst; Dr. John King, Division Director for Education; Victor Chang, Director of Counseling; Jeanne Stallman, Executive Director, Outreach and Engagement; Mark Denney, Associate Vice President for Budget and Planning; Torii Uyehara, ASSOU President; Anna Fusco, SOU; Liz Shelby, Director of Government Relations; Kelly Moutsatson, Director of Admissions and Co-Executive Director of Student Enrollment; Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Partha Chatterjee, Senior Budget Analyst; Alena Ruggerio, SOU; Patrick Stubbins, Executive Assistant; Larry Locke, SOU; Ryan Schnobrich, Internal Auditor; Don Hill, Classroom and Media Services Manager; John Stevenson, User Support Manager; Sabrina Prud'homme, Board Secretary; Kathy Park, Executive Assistant; David Coburn, OSA; and Olena Black, League of Women Voters.

Trustee Vincent moved to approve the February 18, 2016 meeting minutes. Trustee Steinman seconded the motion and it passed unanimously.

**Public Comment**

There was no public comment.

**Provost's Report**

Regarding Provost's Council, Dr. Susan Walsh advised the committee that Scott Coltrane from the University of Oregon is the new chair of the council, while the new

chair of the Presidents' Council is Rex Fuller from Western Oregon University.

The proposed Bachelor of Music degree is a consent agenda item for the HECC. The degree program was unanimously approved by the Provosts' Council and Dr. Walsh did not anticipate any issues at the HECC.

Dr. Walsh mentioned Lisa Garcia-Hanson's resignation as Associate Vice President for Enrollment and Retention and the interim restructuring with Dr. Matt Stillman and Kelly Moutsatson sharing Ms. Garcia-Hanson's responsibilities. Dr. Walsh is reviewing the job description and reexamining the position.

Chris Stanek introduced Jake Scott to present the enrollment dashboard. Mr. Scott addressed the entries on the slide, including admission and degree applications, FTE enrollment trends, undergraduate student population, and retention and graduation rates. Responding to Trustee Steinman's comment that some graduate programs are offered only in the summer, Mr. Scott said he is working on a way to incorporate the FTE enrollment trends for summer sessions.

Mr. Stanek explained the first year graduation rate of 38 percent is for students who came to SOU as first-year freshmen, using a six-year graduate rate. He also clarified that the number of degrees conferred is the target for funding, not the rates at which they are conferred. The completions reports reflect details and figures that are not displayed on the dashboard.

Mr. Stanek further discussed the degree completions report, which shows degree applications by month and degree awards by year-to-date for the current and prior year. One report further divides these figures by bachelor degrees, master degrees and graduate certifications as well as by discipline. The other report reflects the number of degree applications and awards by resident and nonresident students, broken down by subpopulations and areas of study premiums.

Dr. Walsh concluded the Provost's Report by introducing Patrick Stubbins, her new executive assistant.

### **HB 3375 (2015) and Preparation of Diverse Educators (Action)**

Chair Sayre reminded the committee that Dr. John King gave a presentation on this item at the last meeting. A specific budget item is now before the committee and a recommendation will be made to the full board. Dr. King then discussed the budgeting aspects of the plan. His preliminary estimate was a net cost of \$535 per student coming through the pathway. Based on budget officers' calculations, there will instead be a net revenue gain of \$207 per student. The revenue gains are from two sources: incentives from the student success and completions model and enrollment growth.

Responding to trustees' inquiries, Dr. King said the plan will be presented to the HECC on May 12<sup>th</sup>, at which time HECC would review the program for adequacy and feasibility. One unique feature of SOU's program is the strong foundation built on relationships with school districts as well as the middle and high school pipelines.

Trustee Steinman moved that, as outlined in ORS 342.774, the Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The commission shall review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plan. Toward fulfillment of this requirement, and after thorough review and discussion, the Academic and Student Affairs Committee recommends the full board approve submission to the HECC, SOU's "Pathway to Teaching: Southern Oregon University Diverse Educator Recruitment and Development Plan," as presented to this committee. The plan has been reviewed for "adequacy and feasibility" in support of accomplishing the goal stated in HB 3375 (2015) and ORS 342.437. The committee further recommends that the full board authorize the board chair to create or cause to be created, any communications on behalf of the board, necessary to accompany SOU's submission of this plan to the HECC.

Trustee Shih seconded the motion and it passed unanimously.

#### **2016-2017 Tuition and Fees – Information and Discussion**

Mark Denney introduced Partha Chatterjee, the new senior budget analyst in the budget office. Mr. Denney and Torii Uyehara then provided an overview of the tuition and fees process and rates. Mr. Denney advised the committee that the Finance and Administration Committee has discussed tuition and fees in several meetings.

In preparing a tuition recommendation, Mr. Denney said rates were developed in the Tuition Advisory Council (TAC). The TAC's proposal was presented to various constituent groups on campus for feedback and discussion. The proposal was then presented to the president and his cabinet. The president will make a formal recommendation to the Finance and Administration Committee and the board.

Ms. Uyehara described the process followed to set the student incidental fee. Students started in the fall by recruiting students into the Student Fee Committee. The subcommittees hear presentations from all the groups seeking student fee funding then compile reports that are presented to the Student Fee Committee. That committee submits its recommendation to the Student Senate, which makes its recommendation to her as the ASSOU President. Ms. Uyehara reviews the recommendation, makes any necessary corrections, then makes her recommendation to President Saigo. Ms. Uyehara later said the students passed a referendum last spring to support the Schneider Child Care Center, resulting in an increase of \$13 per student per term; other spending was held relatively flat.

The recommendation for the student recreation center fee was developed using similar procedures to the student incidental fee; in the future, it will be developed by a student recreation center steering committee. Mr. Denney later detailed the yearly increases in the recreation center fee, from the current \$35 to \$75 to a maximum of \$95 and an increase every three years thereafter for inflation.

The Director of the Student Health and Wellness Center recommends the student health fee, which is processed the same way as the tuition recommendation. SOU's current fee is the lowest in the state at \$123. The recommendation is to increase the fee by 5.69 percent, to \$130. The primary cost drivers are the SEIU contract and services to meet growing student needs.

The building fee is set by legislative action and is not increasing.

The Director of Housing recommends the residence and dining fee. SOU is contractually required to raise the residence hall rates by at least 3 percent each year for the North Campus Village. The recommendation for this year is an increase ranging from 3 to 7 percent, depending on the room. Dining plan rates will increase between 2.3 and 4.3 percent, but returning students will pay their rate for last year.

In comparison to the seven other institutions, the tuition and fees recommendation makes SOU second and third lowest for undergraduate rates, third highest for resident graduate rates, third lowest for nonresident graduate rates and in the middle for mandatory fees. These rates put SOU within a range where it is unlikely students are making decisions based on costs. The TAC considered all this information, along with institutions in northern California, when making its recommendation.

TAC's formal recommendation is a 3 percent increase for resident and nonresident undergraduate tuition rates (with no rounding up or down) and no increase in graduate tuition rates. By holding flat on graduate rates, it is hoped those programs will be more competitive and will grow as they move forward. This recommendation is fairly consistent with the financial pro forma and retrenchment plan. Feedback from the campus constituent groups was supportive.

The tuition rate for the two programs that are offered only online has not yet been through the tuition process. That rate will be submitted for approval at a later date.

Responding to Trustee Steinman's inquiry, Mr. Denney said the tuition rate for the Masters in Education is a differential tuition rate that has been in place for years. It is lower than other graduate rates because SOU draws from an area larger than the Rogue Valley; northern California teachers participate in the program and rates are applied regardless of students' residency status.

If the total tuition and mandatory fee increase is in excess of 5 percent, SOU must obtain advance approval from the HECC. If an individual tuition rate or fee increase is in excess of 3 percent, SOU must provide notice to the HECC. Based on the recommendations, SOU will have to notify the HECC of the increases in the student incidental fee (4.23 percent increase), health fee (5.69 percent increase) and recreation center fee (114.29 percent increase).

Mr. Denney then addressed his enrollment projections, explaining how he reviews the total enrollment in each tuition category over a few years and calculates projections for

future terms and the next academic year. Based on his projections for academic year 2016-17, SOU will have a 4.53 percent enrollment increase compared to the retrenchment projection. Using the recommended tuition and fee rates and enrollment projections, Mr. Denney calculated the revenue projections.

Chair Sayre commended both Ms. Uyehara and Mr. Denney for their work in the tuition and fee process. Mr. Denney commended the students for their work and dedication. Ms. Uyehara thanked all who were a part of the process and said she was grateful for the good relationships that exist and allow these conversations.

### **Capstone Project Presentation: Health Sciences Degree**

As the project's client, Jeanne Stallman provided a quick context for this item, saying health care is the biggest emerging opportunity in the valley. She posed the question whether SOU should create a health science major to respond to the needs of the region and pitched the project to the Applied Business Research Class. Anna Fusco, along with three other students in the class, took it on as their capstone project.

Ms. Fusco said they polled community members about degree program requirements and reviewed case studies of other degree programs. She explained the methodology, respondents, responses, and findings. Based on the survey results, there is a high degree of interest in a new integrated health science bachelor's degree focusing on emerging needs in the healthcare field.

Dr. Walsh said the next step is to reengage the working group, form an advisory group of practitioners, and develop a curriculum and course content. Trustee Vincent encouraged creating permanency around the advisory group. Dr. Walsh also clarified that this would be an SOU program but OHSU would be included in conversations.

### **Student Health and Wellness Center Introduction and Overview**

Victor Chang provided an introduction and overview of the Student Health and Wellness Center (SHWC). The center has a dedicated college health staff whose primary roles are outreach, health promotion, mental health care and primary medical care. The staff includes physicians, family nurse practitioners and registered nurses. SHWC is an outpatient facility for all students, both traditional and nontraditional, and some providers also manage serious health issues.

The center's approach is holistic and inclusive. Mr. Chang mentioned some of the services offered, including a dispensary for over-the-counter drugs, filling prescriptions written by the center's providers, a certified lab, referrals, student outreach, an active self-help library, the student-funded Mind Spa in the Stevenson Union, mental health counseling with a one and a half week wait for triage appointments, an on-call counselor for emergent cases, and training for staff and the community on transgender healthcare. In academic year 2014-15, roughly 2,000 students had 7,130 visits (2,638 mental health visits and 4,492 medical visits).

The SHWC maintains many campus and community connections and students are referred to other services at SOU and in the local community. In particular, the

Student Support Network is more than a safety net but a well-crafted integrated system.

The SHWC is an auxiliary unit, responsible for raising all its own funds. The center is mindful of the cost of attendance, health fee, and balancing that with providing responsible, ethical, best-practice guided care. SHWC is one of less than 400 university health centers accredited by the Accreditation Association for Ambulatory Health Care.

Trustee Vincent asked if there were any risks regarding compliance. Mr. Chang said SHWC has strong risk management procedures in place, they coordinate frequently with Mr. Catz, there are stringent licensing and insurance requirements, and they comply with confidentiality of medical records. Mr. Chang and Mr. Catz specifically addressed the risk on the mental health side, especially suicidal students, stressing compliance with legal and ethical best practice standards.

The focus for 2016-17 will be on hiring actions, distributing the National College Health Assessment, working with ASSOU, building resilience in all students, refining triage and referral processes, and reaccreditation in the fall.

### **Adjourn**

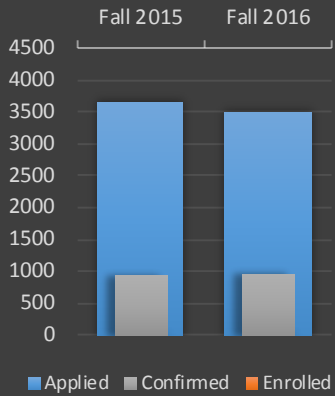
Chair Sayre adjourned the meeting at 3:36 p.m.

# Public Comment

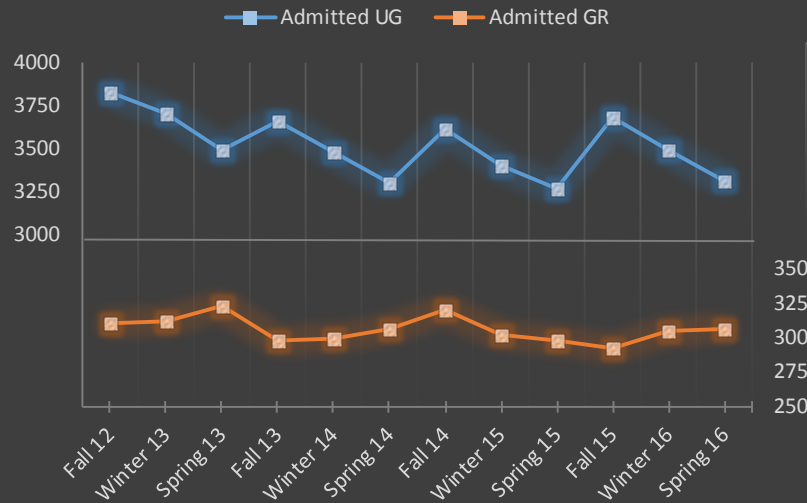


# Provost's Report

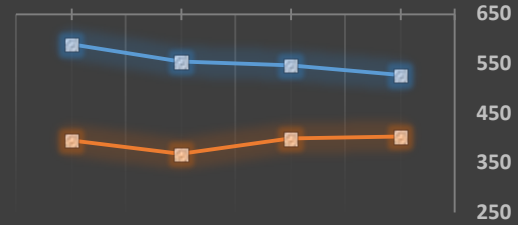
### Admission Apps



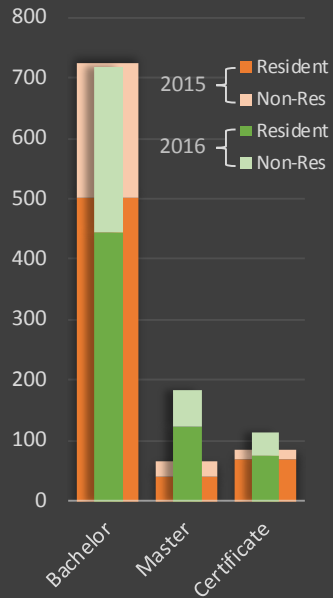
### FTE Enrollment Trends



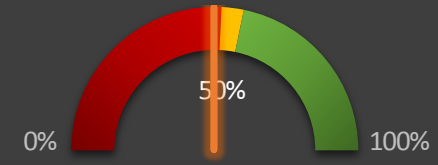
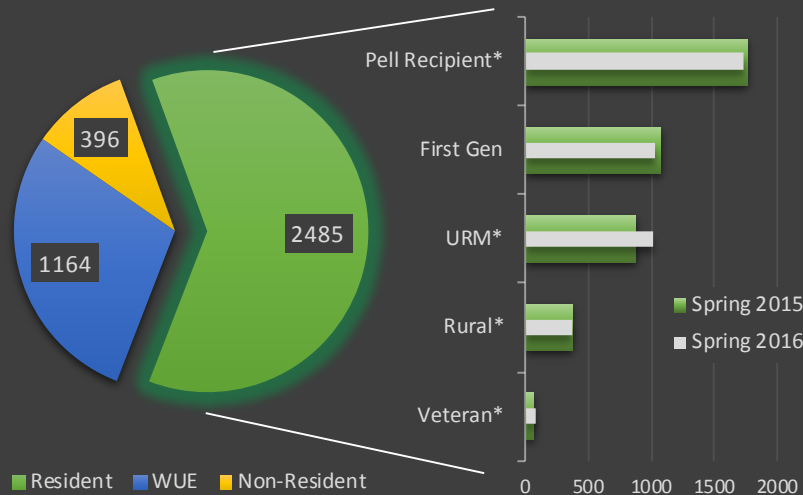
### Transfer Grad Rate



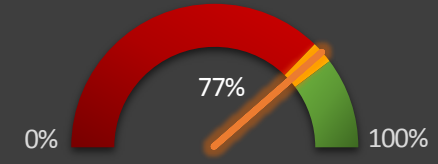
### Degree Apps



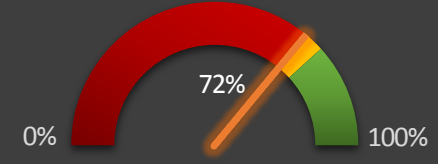
### Spring 2016 UG Student Populations



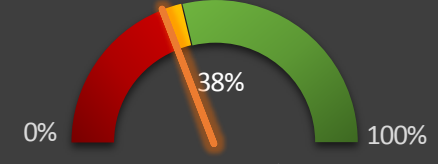
Transfer Grad Rate



UG Retention



First Year Retention



First Year Grad Rate

Last Updated: 5/8/2016

# Southern Oregon University

## Degree Completions by **Discipline Level** Categories Academic Year 2014-15 vs. Academic Year 2015-16 April Applications and YTD Awards

	Degree Applications (as of end of March)				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
<b>Bachelor Degrees (2.0 base pts)</b>	<b>815</b>	<b>755</b>	<b>-60</b>	<b>-7.4%</b>	<b>798</b>	<b>149</b>
Resident: Entered as First Year	255	187	-68	-26.7%	246	35
Discipline Level 1 (base pts x 1.00)	73	53	-20	-27.4%	74	8
Discipline Level 2 (base pts x 1.25)	112	96	-16	-14.3%	108	17
Discipline Level 3 (base pts x 1.85)	70	38	-32	-45.7%	64	10
Resident: Entered as Transfer (base pts x 0.675)	310	277	-33	-10.6%	314	52
Discipline Level 1 (base pts x 1.00)	90	83	-7	-7.8%	86	11
Discipline Level 2 (base pts x 1.25)	174	161	-13	-7.5%	182	31
Discipline Level 3 (base pts x 1.85)	46	33	-13	-28.3%	46	10
Non-Resident (no state funding)	250	291	41	16.4%	238	62
<b>Master Degrees (1.0 base pts)</b>	<b>111</b>	<b>195</b>	<b>84</b>	<b>75.7%</b>	<b>236</b>	<b>34</b>
Resident	66	128	62	93.9%	130	18
Discipline Level 1 (base pts x 1.27)	2	6	4	200.0%	3	2
Discipline Level 2 (base pts x 1.72)	58	110	52	89.7%	118	15
Discipline Level 3 (base pts x 2.46)	6	12	6	100.0%	9	1
Non-Resident (no state funding)	45	67	22	48.9%	106	16
<b>Graduate Certifications (0.2 base pts)</b>	<b>115</b>	<b>118</b>	<b>3</b>	<b>2.6%</b>	<b>248</b>	<b>33</b>
Resident	91	79	-12	-13.2%	199	22
Discipline Level 1 (base pts x 1.27)	5	3	-2	-40.0%	8	-
Discipline Level 2 (base pts x 1.72)	86	76	-10	-11.6%	191	22
Discipline Level 3 (base pts x 2.46)	-	-	-	0.0%	-	-
Non-Resident (no state funding)	24	39	15	62.5%	49	11
			<b>Total Awards</b>		<b>1,282</b>	<b>216</b>

Notes: \$1137.43 allocated per pt for degrees in FY 2016 appropriation and represented 20% of the total non-base PUSF, 80% was allocated from SCH production.

# Southern Oregon University

**Degree Completions by Sub-population Categories**  
**Academic Year 2014-15 vs. Academic Year 2015-16**  
**April Applications and YTD Awards**

	Degree Applications (as of end of March)				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
<b>Bachelor Degrees (2.0 base pts)</b>	<b>815</b>	<b>755</b>	<b>-60</b>	<b>-7.4%</b>	<b>798</b>	<b>149</b>
Resident: Entered as First Year	255	187	-68	-26.7%	246	35
Area of Study Premium†	18	16	-2	-11.1%	17	4
Underrepresented Minority*	40	33	-7	-17.5%	37	9
Pell Grant Recipient*	167	111	-56	-33.5%	160	17
Veteran Status*	208	139	-69	-33.2%	21	24
Rural High School Graduate*	103	51	-52	-50.5%	100	5
Resident: Entered as Transfer (base pts x 0.675)	310	277	-33	-10.6%	314	52
Area of Study Premium†	35	29	-6	-17.1%	36	5
Underrepresented Minority*	47	37	-10	-21.3%	49	7
Pell Grant Recipient*	235	228	-7	-3.0%	234	45
Veteran Status*	240	239	-1	-0.4%	246	45
Non-Resident (no state funding)	250	291	41	16.4%	238	62
<b>Master Degrees (1.0 base pts)</b>	<b>111</b>	<b>195</b>	<b>84</b>	<b>75.7%</b>	<b>236</b>	<b>34</b>
Resident	66	128	62	93.9%	130	18
Area of Study Premium†	5	15	10	200.0%	8	1
Non-Resident (no state funding)	45	67	22	48.9%	106	16
<b>Graduate Certifications (0.2 base pts)</b>	<b>115</b>	<b>118</b>	<b>3</b>	<b>2.6%</b>	<b>248</b>	<b>33</b>
Resident	91	79	-12	-13.2%	199	22
Area of Study Premium†	1	-	-1	-100.0%	1	-
Non-Resident (no state funding)	24	39	15	62.5%	49	11
			<b>Total Awards</b>		<b>1,282</b>	<b>216</b>

† Area of Study Premium increases point value by a factor of 120% for degrees in STEM and Health and a factor of 220% for degrees in Bi-lingual Education.

\* pts for sub-pops are additive and applied after all other adjustments: if recipient exists in one sub-pop 0.8 pts added, if two 1.0 pts, if three 1.1 pts, if four 1.2 pts.

Notes: \$1137.43 allocated per pt for degrees in the FY 2016 appropriation and represented 20% of the total non-base PUSF, 80% was allocated from SCH production.

Total points for FY 2016 = 1821.6 representing the three year trailing average of degree completions from Ay 2012-13 through 2014-15.

# Recruitment and Enrollment Theory of Action



# Enrollment Planning Overview

Academic and Student Affairs  
Subcommittee

May 19, 2016



# **Kelly Moutsatson**

Director of Admissions

Co-Executive Director of Student Enrollment

# **Dr. Matt Stillman**

University Registrar

Co-Executive Director of Student Enrollment



# THE APPROACH



# Objectives

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- We need to know what the goals and targets are before finalizing a plan, not vice-versa
  - Phases help ensure intentional conversations across campus
  - Our goal is to be careful and transparent
-

# Intentions of Phase One

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- Increase understanding of current and emerging enrollment realities, opportunities, and threats
  - Explore implications of student mix, especially resident and WUE
  - Offer a short-term suggestion for mix and volume
  - Preview Phase Two
-

# Intentions of Phase Two

- Present a suggested plan for achieving Phase One's intentions, including how elements tie together
- Explore enhanced degree production opportunities
- Consider what current programs/activities already contribute to Phase One
- Suggest additional opportunities, and potential resources needed, to achieve Phase One

# Assumptions & Considerations

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- Even the most advanced enrollment plan **MUST** be nimble and responsive to emerging realities
  - There are myriad methodologies for demonstrating revenue, mix, suggested enrollment, etc.
  - We dislike thinking of students as merely numbers, but recognize that it is necessary for this conversation
  - We're at a transitional interval as an institution
-



**CURRENT & EMERGING  
ENROLLMENT REALITIES,  
OPPORTUNITIES, AND  
THREATS**



# Demographic Realities

## Environmental Scan

- Trends in local and regional markets
  - External and internal data on population, demographics, and future trends
  - Economic Factors
    - Occupations with largest growth
    - Average household income by county
    - Projected number of high school graduates

## Competitive Analysis

- Baseline characteristics and comparisons of the seven public institutions
- Student Body
- Academics

## Geodemographic Analysis

- Identify areas to target in future recruiting efforts as the University seeks to increase the geographic diversity of the student body

# Market Analysis

## *Opportunities and Challenges*

### Opportunities

- Initiatives like the Jackson-Josephine Pledge and Bridge Program
- Oregon's public high school graduating classes are projected to get substantially and rapidly more diverse
- Continue work on identifying and meeting needs of changing workforce
- Focus on student access and success and degree completion with new funding model (SSCM)

  
**BRIDGING AT SOU**



- Identify and provide resources and incentives to foster innovations to increase student success – particularly advantageous for least represented student populations
- Develop enrollment goals that are ground in the mission and vision of the University and is a response to the changing national, state and university demographic trends



# Market Analysis

*Opportunities and Challenges*

## Challenges

- Student loan debt - access to financial resources needed to pay for college
- Projections show that the number of high school graduates in Oregon and the West will remain relatively flat and slightly declining through 2022
- Increased competition for those graduates in Oregon's new completion funding model
- Growing political and public support for the idea of debt-free college
- Unknown effect of the **Oregon Promise**



- Up to a **third** of Oregon's Class of 2016 applied for "Free Community College" (16,502 applicants at the March 1 deadline, and now updated closer to 20,000 applicants – yet only \$10 million set aside to serve an estimated 7,000 students)
- Potential to lose increasing numbers of location-bound or lowest-cost-seeking students to community colleges





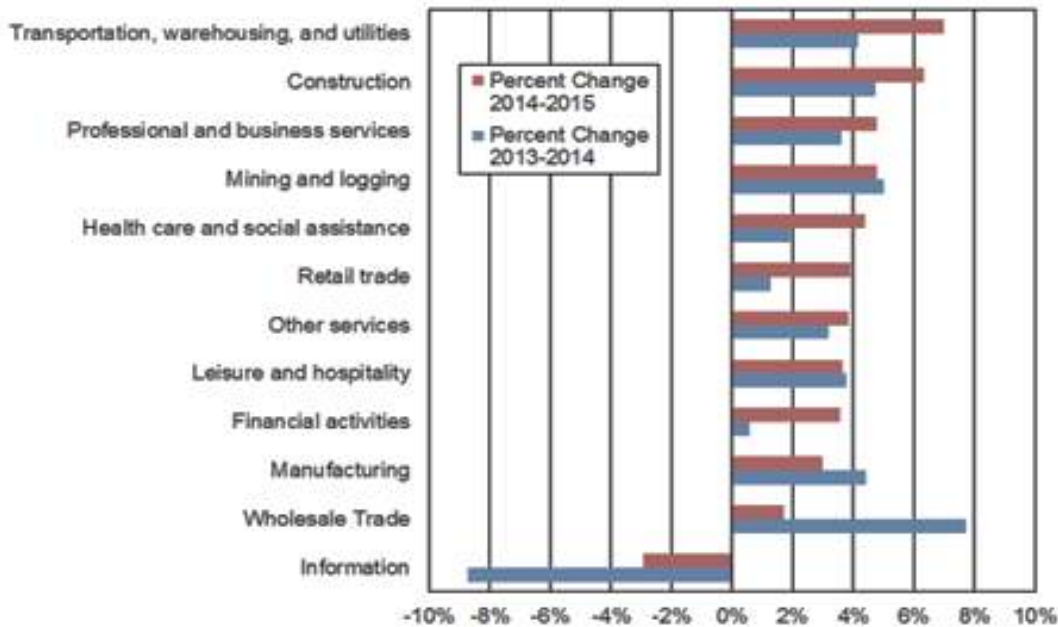




# Economic Factors

*Occupations with Largest Growth, Average Household Income, and Education – Jackson County*

**Jackson County Annual Average Industry Job Growth Rate**



## Occupations with Largest Growth in Jackson County:

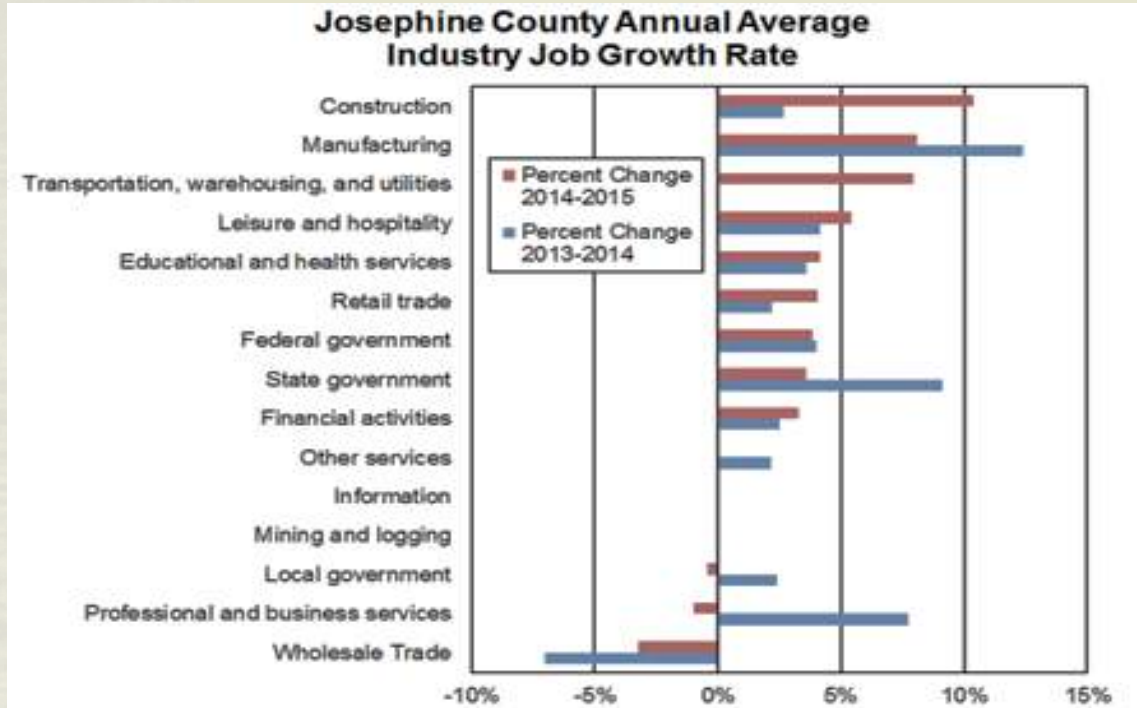
- Transportation, warehousing, and utilities
- Construction
- Mining and logging was also fast growing, but since that is such a small industry now, it only added 20 jobs in 2015
- Retail trade, and health care and social assistance were both fast growing and added about 500 and 600 jobs in 2015

Median household income (in 2014 dollars), 2010-2014 = **\$44,086**

Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014 = **25.1%**

# Economic Factors

*Occupations with Largest Growth, Average Household Income, and Education – Josephine County*



## Occupations with Largest Growth in Josephine County:

- Construction had the fastest job growth rate in 2015
- Manufacturing grew by about 8 percent in 2015
- Retail trade, private educational and health services, and leisure and hospitality all posted solid growth rates in 2014 and 2015.

Median household income (in 2014 dollars), 2010-2014 = **\$37,447**

Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014 = **17.3%**

# Economic Factors

*External and internal data on population, demographics, and future trends*

## College-going Population

Total fall-term enrollment in degree-granting institutions by student age:  
(Projected, 2014 through 2021—presented in thousands)

Age	2014	2015	2016	2017	2018	2019	2020	2021
Total enrollment	22,042	22,252	22,509	22,842	23,219	23,569	23,867	24,092
14 to 17 years old	212	216	222	228	238	241	244	247
18 and 19 years old	4,406	4,406	4,419	4,485	4,573	4,700	4,809	4,832
20 and 21 years old	4,414	4,408	4,424	4,428	4,444	4,494	4,558	4,670
22 to 24 years old	4,038	4,051	4,053	4,069	4,089	4,087	4,086	4,096
25 to 29 years old	3,244	3,341	3,438	3,531	3,604	3,632	3,624	3,596
30 to 34 years old	1,793	1,825	1,859	1,899	1,946	1,990	2,034	2,066
35 years old and over	3,935	4,005	4,093	4,202	4,324	4,426	4,512	4,585

Data source: U.S. Department of Education Institute of Education Sciences (IES) National Center for Education Statistics (2013). *Digest of education statistics*. Washington, D.C.: Author. Retrieved from [https://nces.ed.gov/ipeds/data/ipedsreports/2013/ipeds2013tables/table\\_21et.asp](https://nces.ed.gov/ipeds/data/ipedsreports/2013/ipeds2013tables/table_21et.asp).

Source: Noel-Levitz, *Back to the Present: Strategic Enrollment Planning for the Coming Demographic Change*, 2010

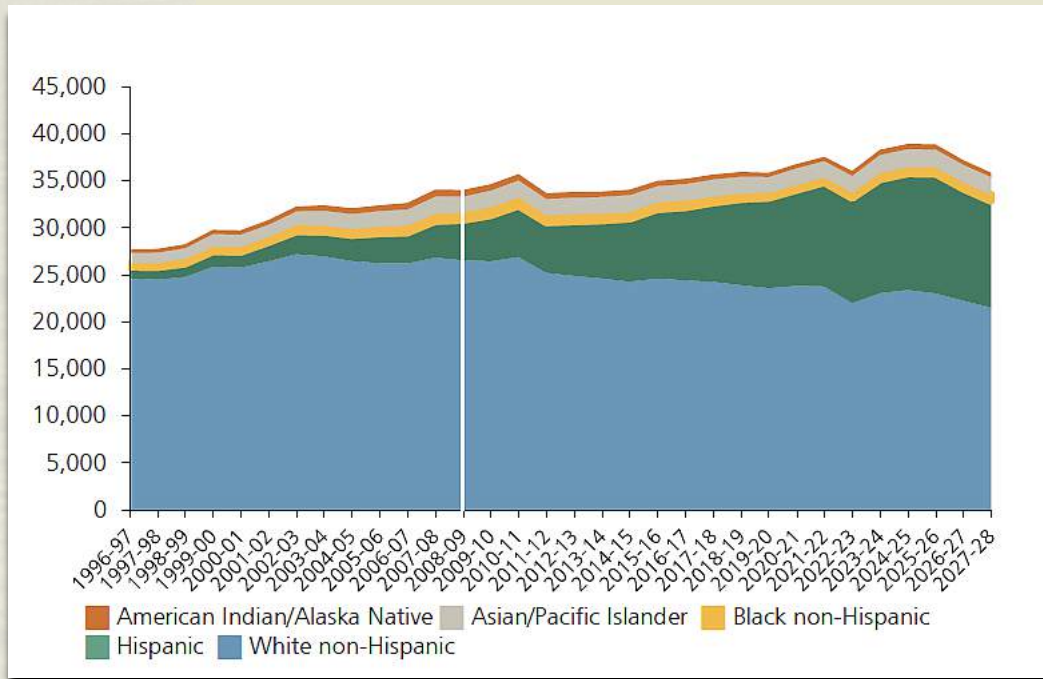
## Fall-term enrollment in degree-granting institutions by student age:

- 42.6% of all students enrolled in U.S. higher education in 2019 are projected to be 25 or older
- Potential for SOU – non-traditional students



# Economic Factors

## Projected High School Graduates in Oregon by Race/Ethnicity



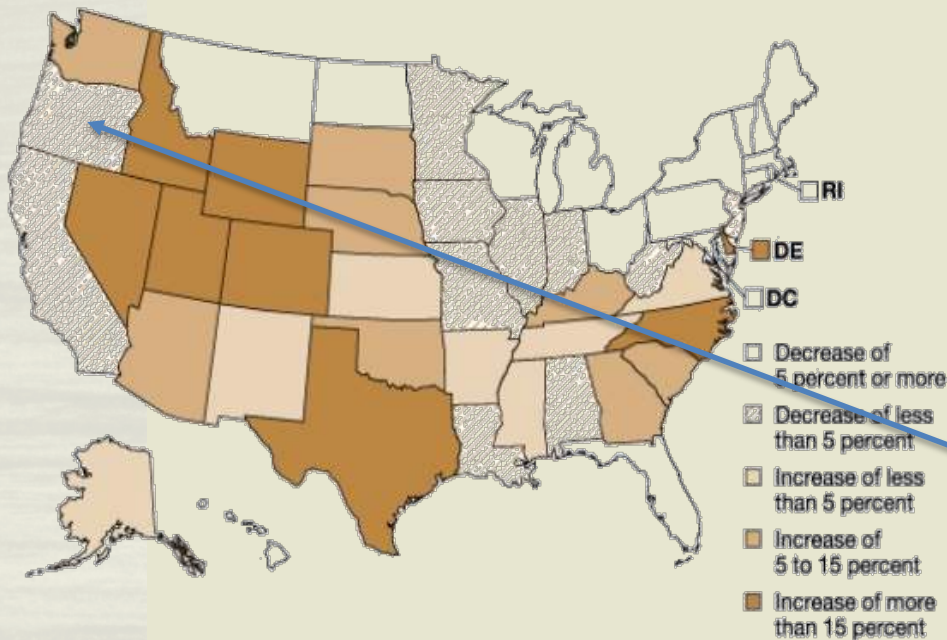
Source: WICHE, *Knocking at the College Door*

### 2008-2009 to 2027-2028 Public High School Graduates by Race/Ethnicity

- White non-Hispanic graduates – projected to decline by 19%
- Rapid increase in Hispanic graduates from 4,300 to 12,700
- Asian/Pacific Islander graduates will increase from 1,700 to 1,900
- Expected decreased in both Black non-Hispanic and American Indian/Alaska Native graduates

# Economic Factors

*Projected Number of High School Graduates*



**Projected Percentage Change  
in Public High School  
Graduated, by State: 2007-08  
to 2020-21**

**Oregon** – Decrease of less  
than 5%

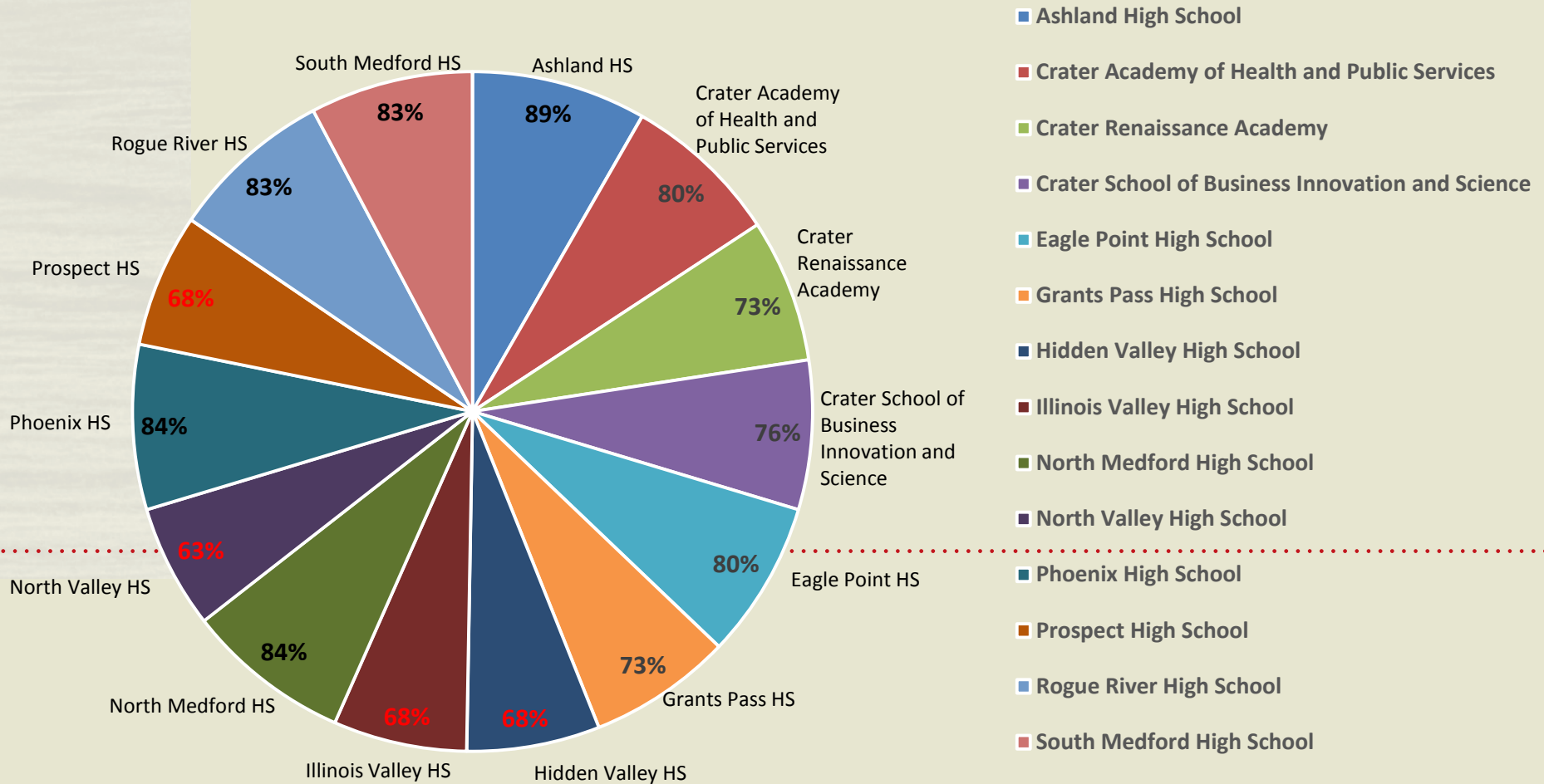
Source: Projections of Education Statistics to 2020.

US Department of Education, Washington, D.C.: National Center for Education Statistics.

# Economic Factors

## Regional High School Graduation Rates

2015 Graduation Rates

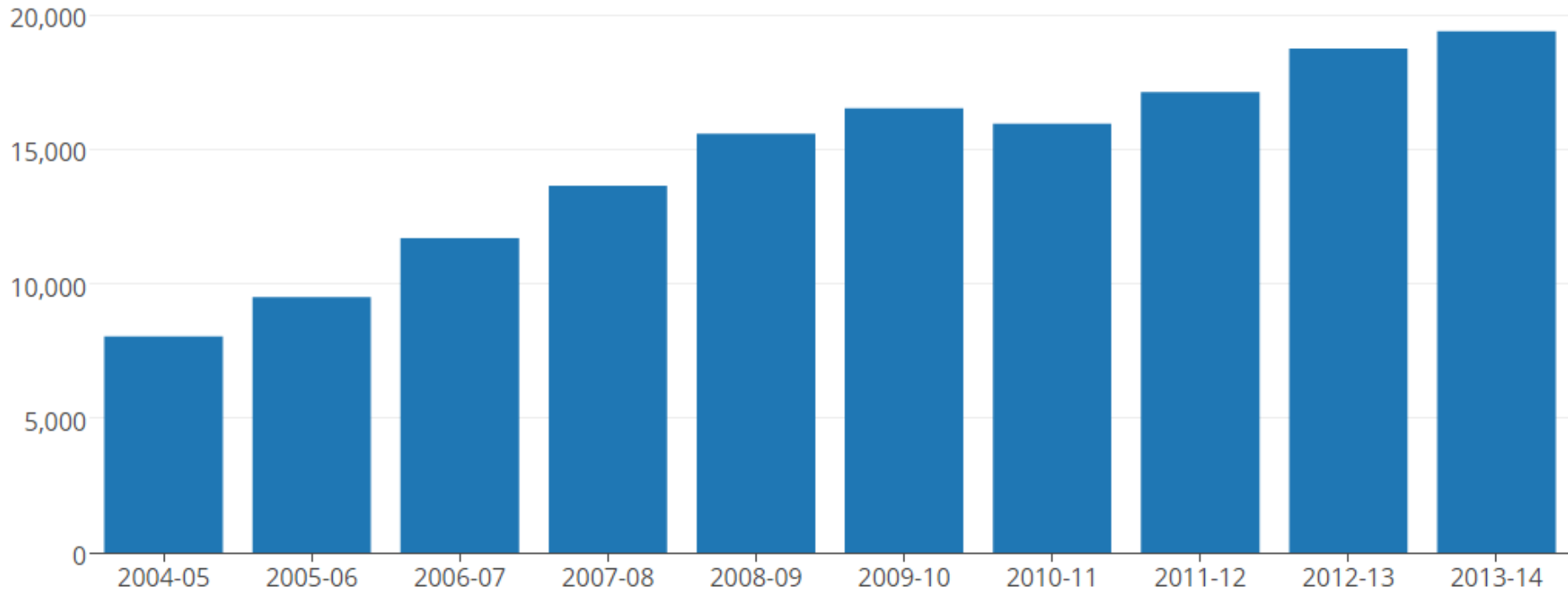




# Economic Factors

*Oregon High School Students taking College Classes*

More Oregon high schoolers taking college classes



Students in community college classes taught by high school teacher

# Competitive Analysis

*Baseline Characteristics and Comparison of the Seven Public Institutions in Oregon*

School	Type of School	Founded	Enrollment (HC)	Location	Setting
Eastern Oregon University (EOU)	Public	1929	3,488	La Grande	Rural
Oregon Institute of Technology (OT)	Public	1947	4,786	Klamath Falls	Rural
Oregon State University (OSU)	Public	1868	29,576	Corvallis	Urban
Oregon State University – Cascades	Public	2001	1,016	Bend	Urban
Portland State University – PSU	Public	1946	22,495	Portland	Urban
Southern Oregon University – SOU	Public	1872	6,200	Ashland	Rural
Western Oregon University – WOU	Public	1856	5,445	Monmouth	Rural
University of Oregon – UO	Public	1876	24,125	Eugene	Urban

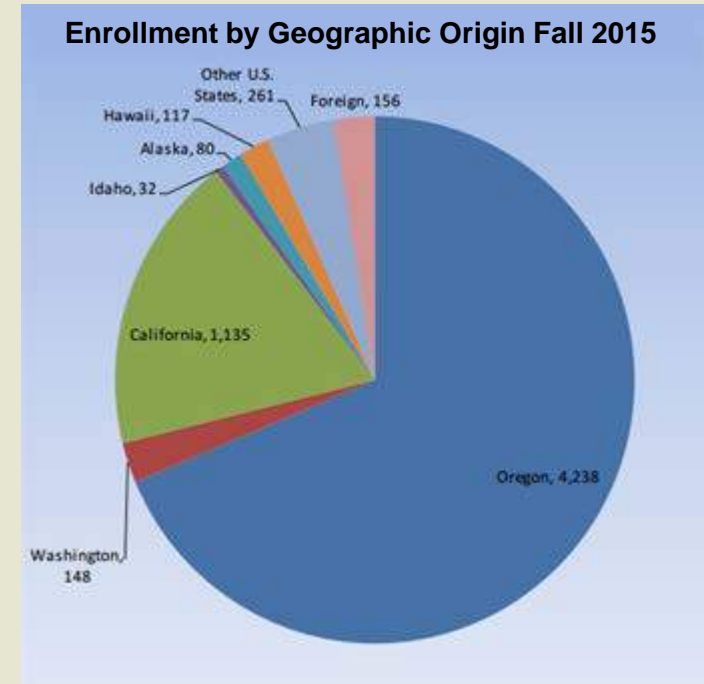


# Competitive Analysis

## Student Population

### Average Age of SOU Students

Fall 2015 Student Category	Average Age	Number
First-year Students	18.7	785
Transfer Students	25.5	521
Veterans Students	30.1	182
Part-time Students	31.1	2134
Full-time Students	23.4	3955
All Students	26.1	6089



# Geodemographic Analysis

*Future Recruiting Efforts and Potential Areas to Target*

- The SSCM contains additional funding weights for students of color, low-income, rural, and veteran students, and it is adjusted for the expected cost per degree type – our strategic plan will identify where our recruitment efforts should be strengthened to support institutional goals
- Develop strategies to encourage adults of all stages of their lives and careers, to continue or complete their education and training – aligns with the strategies set forth by HECC
- Strive to foster deeper partnerships with school districts and community or regional organizations to improve K-12 outcomes (Pirates to Raiders, Bulldogs to Raiders, and Konaway Nika Tillicum)
- Create better connections between higher education and training and employer needs



# FISCAL & OTHER IMPLICATIONS OF STUDENT MIX



# METHODOLOGY & NOTES: REVENUE COMPARISONS

- Looks at the next 6 years, annualized
- Undergrads assumes 6 year, 30 credit/year pattern
- Grads assumes 25 credits per year, 50 total
- Assumes a continual 3% per year tuition increase
- Assumes current average SSCM degree points mix
- Assumes current average SSCM SCH points mix
- Figures are rounded to whole dollars

# 6-YEAR ANNUALIZED REVENUE UNDERGRADUATES – **DEGREE** PRODUCED

STUDENT TYPE	ANNUALIZED TUITION REVENUE	ANNUALIZED SSCM SCH REVENUE	ANNUALIZED SSCM DEGREE REVENUE	ANNUALIZED TOTAL REVENUE
RESIDENT FRESHMAN	\$4754	\$995	\$2490	\$8239
RESIDENT JR TRANSFER	\$2482	\$428	\$1556	\$4466
WUE FRESHMAN	\$7131	NA	NA	\$7131
WUE JR TRANSFER	\$3724	NA	NA	\$3724

# 6-YEAR ANNUALIZED REVENUE

## UNDERGRADUATES – NO DEGREE PRODUCED

STUDENT TYPE	ANNUALIZED TUITION REVENUE	ANNUALIZED SSCM SCH REVENUE	ANNUALIZED SSCM DEGREE REVENUE	ANNUALIZED TOTAL REVENUE
RESIDENT FRESHMAN	\$4754	\$995	\$0	\$5749
RESIDENT JR TRANSFER	\$2482	\$428	\$0	\$2910
WUE FRESHMAN	\$7131	NA	NA	\$7131
WUE JR TRANSFER	\$3724	NA	NA	\$3724



**6-YEAR ANNUALIZED REVENUE**  
**UNDERGRADUATES – 38% FR DEGREE PRODUCTION RATE,**  
**50% TR DEGREE PRODUCTION RATE (CURRENT REALITY)**

STUDENT TYPE	ANNUALIZED TUITION REVENUE	ANNUALIZED SSCM SCH REVENUE	ANNUALIZED SSCM DEGREE REVENUE	ANNUALIZED TOTAL REVENUE
RESIDENT FRESHMAN	\$4754	\$995	\$946	\$6695
RESIDENT JR TRANSFER	\$2482	\$428	\$778	\$3688
WUE FRESHMAN	\$7131	NA	NA	\$7131
WUE JR TRANSFER	\$3724	NA	NA	\$3724

**6-YEAR ANNUALIZED REVENUE  
 UNDERGRADUATES – 55.5% FR DEGREE PRODUCTION  
 RATE, 52.2% TR DEGREE PRODUCTION RATE (PARITY)**

STUDENT TYPE	ANNUALIZED TUITION REVENUE	ANNUALIZED SSCM SCH REVENUE	ANNUALIZED SSCM DEGREE REVENUE	ANNUALIZED TOTAL REVENUE
RESIDENT FRESHMAN	\$4754	\$995	\$1382	\$7131
RESIDENT JR TRANSFER	\$2482	\$428	\$812	\$3722
WUE FRESHMAN	\$7131	NA	NA	\$7131
WUE JR TRANSFER	\$3724	NA	NA	\$3724

# LIFECYCLE UNDERGRAD REVENUE – **DEGREE PRODUCED**

ASSUMES: FULL SSCM IMPLEMENTATION, DEGREE PRODUCED, CURRENT TUITION RATES, 180 TOTAL CREDITS FOR FR, 90 TOTAL CREDITS FOR TR

STUDENT TYPE	TUITION REVENUE	SSCM SCH REVENUE	SSCM DEGREE REVENUE	TOTAL REVENUE
RESIDENT FRESHMAN	\$26,460	\$5132	\$14,940	\$46,532
RESIDENT JR TRANSFER	\$13,230	\$2566	\$9337	\$25,133
WUE FRESHMAN	\$39,690	NA	NA	\$39,690
WUE JR TRANSFER	\$19,845	NA	NA	\$19,845

# LIFECYCLE UNDERGRAD REVENUE – NO DEGREE PRODUCED

ASSUMES: FULL SSCM IMPLEMENTATION, NO DEGREE PRODUCED, CURRENT TUITION RATES, 180 TOTAL CREDITS FOR FR, 90 TOTAL CREDITS FOR TR

STUDENT TYPE	TUITION REVENUE	SSCM SCH REVENUE	SSCM DEGREE REVENUE	TOTAL REVENUE
RESIDENT FRESHMAN	\$26,460	\$5132	\$0	\$31,592
RESIDENT JR TRANSFER	\$13,230	\$2566	\$0	\$15,796
WUE FRESHMAN	\$39,690	NA	NA	\$39,690
WUE JR TRANSFER	\$19,845	NA	NA	\$19,845

# LIFECYCLE GRADUATE REVENUE – **DEGREE PRODUCED**

ASSUMES: FULL SSCM IMPLEMENTATION, DEGREE PRODUCED, CURRENT TUITION RATES, 50 TOTAL CREDIT HOURS

STUDENT TYPE	TUITION REVENUE	SSCM SCH REVENUE	SSCM DEGREE REVENUE	TOTAL REVENUE
RESIDENT GRADUATE	\$19,850	\$1426	\$14,940	\$36,216
EDUCATION RESIDENT GRADUATE	\$17,050	\$1426	\$14,940	\$33,416
NONRESIDENT GRADUATE	\$24,850	NA	NA	\$24,850
EDUCATION NONRESIDENT GRADUATE	\$17,050	NA	NA	\$17,050

# LIFECYCLE GRADUATE REVENUE – NO DEGREE PRODUCED

ASSUMES: FULL SSCM IMPLEMENTATION, NO DEGREE PRODUCED, CURRENT TUITION RATES, 50 TOTAL CREDIT HOURS

STUDENT TYPE	TUITION REVENUE	SSCM SCH REVENUE	SSCM DEGREE REVENUE	TOTAL REVENUE
RESIDENT GRADUATE	\$19,850	\$1426	\$0	\$21,276
EDUCATION RESIDENT GRADUATE	\$17,050	\$1426	\$0	\$18,476
NONRESIDENT GRADUATE	\$24,850	NA	NA	\$24,850
EDUCATION NONRESIDENT GRADUATE	\$17,050	NA	NA	\$17,050



# SUMMARY & IMPLICATIONS: REVENUE COMPARISONS

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- In a degree-produced scenario, the math favors residents
  - In a current degree production rate scenario, the math favors WUE students
  - The more we can increase degree production rates, the more favorable is the resident math
  - Resident degree production rates must grow substantively for average revenue generation to match a WUE student
-



# OTHER STUDENT MIX CONSIDERATIONS

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## RESIDENTS:

- 40/40/20 & HECC evaluation framework
- Regional service & ties to institutional mission
- Variability in state funding over time

## WUE:

- Racial, socioeconomic, athletic, and geographic diversity
  - Likelihood to live on-campus
  - Lower reliance upon tuition remission
  - Static revenue sourcing not implicated by state funding
-



**SHORT-TERM  
SUGGESTION FOR  
STUDENT MIX & VOLUME**

# MIX & VOLUME SUGGESTION: CONSIDERATIONS

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- Conservative, data-informed, and influenced by experience
  - Intentionally short-term (next 2 years)
  - No radical departures from existing frameworks (retrenchment plan, existing budget pro-forma, HECC projection model, etc.)
  - Mindful of resources and realities
-

# HECC ENROLLMENT PROJECTION MODEL BASICS

## FTE SUMMARY PROJECTIONS

CATEGORY	FUNDABLE	NONFUNDABLE	TOTAL
2015-16 PROJECTED	2969	1489	4458
2016-17 PROJECTED	2976	1574	4550
2017-18 PROJECTED	3002	1636	4638
CHANGE 2015-16 to 2016-17	+7	+85	+92
% CHANGE 2015-16 to 2016-17	+0.2%	+5.7%	+2.1%
CHANGE 2016-17 to 2017-18	+26	+62	+88
% CHANGE 2016-17 to 2017-18	+0.9%	+3.9%	+1.9%

# HECC ENROLLMENT PROJECTION NOTES & SUGGESTED ALTERATIONS

- 2.2% increase (11 raw) from Fall 15 to Fall 16 in fundable new freshmen. We suggest flat enrollment there
- 0.9% increase (5 raw) from Fall 15 to Fall 16 in fundable new transfers. We suggest flat enrollment there
- Additional fundable new freshman and transfer increases for Fall 17, which we think are too aggressive, so we are modelling more modest new student growth in Fall 17
- Decreasing new nonfundable projection slightly each year
- Assuming a slight increase in retention, and an increase in returning student recapture, will help mitigate some of the pipeline loss due to above adjustments



# OTHER DATA INFLUENCING OUR 2016-17 PROJECTION

- Applications are down, but very strong compared to historic average
- Conversion rate continues to look strong
- Yield rate (and raw numbers of deposits) are flat
- ROAR signups are up
- New student Housing applications are up
- All Oregon public 4-year colleagues report the same concerns with resident applications
- Fall 2016 pre-registration numbers are up over Fall 2015



# HECC ENROLLMENT PROJECTION MODEL BASICS

## FTE SUMMARY PROJECTIONS

### ADJUSTED BY INSTITUTIONAL ENROLLMENT PLANNING

CATEGORY	FUNDABLE	NONFUNDABLE	TOTAL
2015-16 PROJECTED	2969	1489	4458
2016-17 PROJECTED	2969	1532	4501
2017-18 PROJECTED	2980	1587	4567
CHANGE 2015-16 to 2016-17	0	+43	+43
% CHANGE 2015-16 to 2016-17	0%	+2.9%	+1.0%
CHANGE 2016-17 to 2017-18	+11	+55	+66
% CHANGE 2016-17 to 2017-18	+0.4%	+3.6%	+1.5%

# FISCAL IMPLICATIONS OF ENROLLMENT PLAN: RETRENCHMENT PLAN VS. BUDGET PLAN VS. NEW MODEL

	RETRENCHMENT PLAN	BUDGET PLAN	NEW PROPOSED MODEL
FY 2016-2017	10.2% FUND BALANCE	14.5% FUND BALANCE	15% FUND BALANCE
FY 2017-2018	11% FUND BALANCE	13.5% FUND BALANCE	15.3% FUND BALANCE

# OTHER CONSIDERATIONS & NOTES

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- The retrenchment plan assumes relative enrollment stagnancy whereas we are suggesting an anticipated modest increase
  - Budget Office is utilizing a 0.2% enrollment increase assumption for FY 2016-17, whereas we are suggesting a plan goal of a 1.0% increase
  - Phase 2 focuses on interwoven strategies to achieve these goals
  - Need to consider opportunity cost and return on investment
-

# OTHER CONSIDERATIONS & NOTES

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- Phase Two will also address opportunities for degree production, and will account for associated revenue ramifications
  - More work must be done to intertwine master academic planning with enrollment planning
  - This suggested mix and volume plan should be considered malleable
  - Conversations have already begun to adjust the formulas for budget pro forma to better account for enrollment mix
-

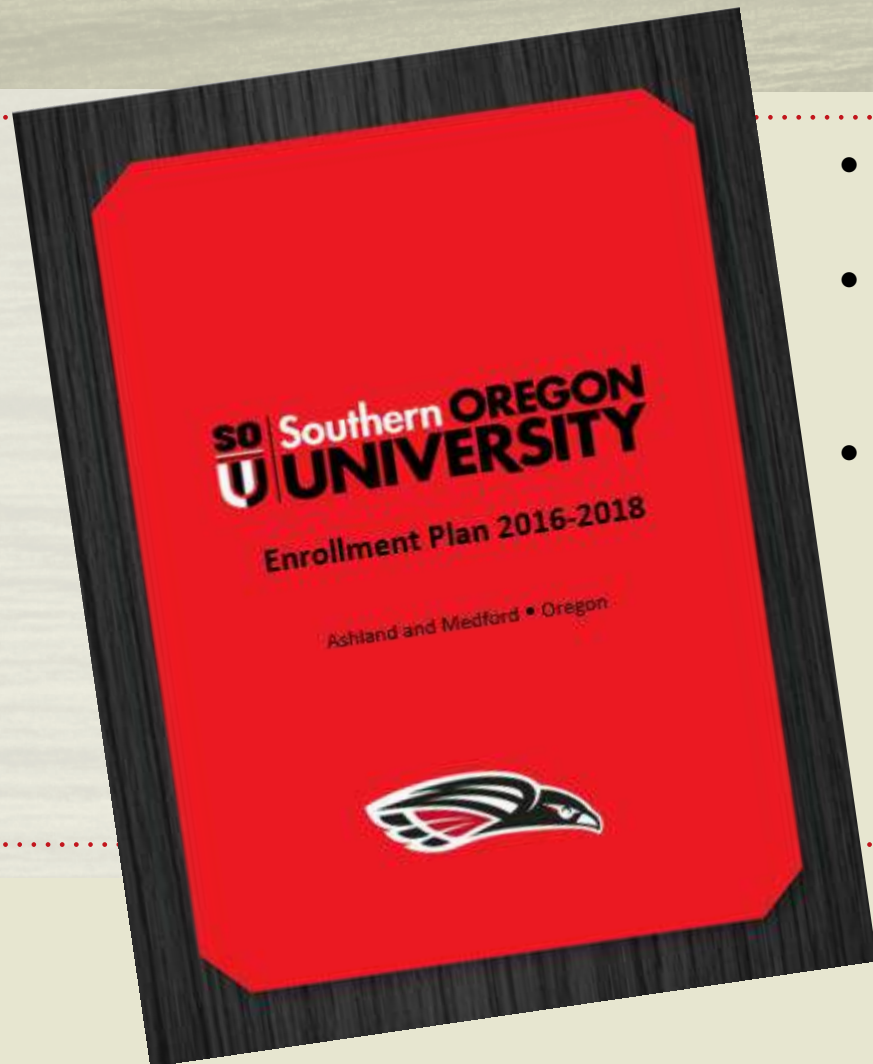


# PREVIEW OF PHASE TWO





# Preview of Phase Two



- Phase One will inform Phase Two with recommendations and decisions
- The 2016-2018 Enrollment Plan will provide an interim plan to build on the recruitment and retention successes
- The 2016-2018 enrollment goals for SOU are grounded in the mission and vision of the University and take into account a response to the changing national, state and university demographic trends and historical contexts, as well as the need to maintain a financially healthy and sustainable university



# Preview of Phase Two

## Enrollment goals will focus on:

- Maintaining current level of incoming student recruitment while expanding outreach to underserved student populations
  - Expand and refine on-campus and off-campus activities and programs designed to increase first-year student applicants and admits to all targeted recruitment groups
  - Expand and refine on-campus and off-campus activities and programs designed to increase transfer student applicants and admits
  - Increase outreach and engagement of underrepresented and rural students
  - Increase outreach, engagement and recruitment of non-traditional students, especially veteran students
  - Continue to refine strategic use of merit scholarship remissions funds to recruit students of higher academic quality, those from targeted geographic areas and target sub-populations

Southern Oregon University 2016-2018 Enrollment Plan

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# Preview of Phase Two

## Enrollment goals will focus on:

- Expanding collaborations among campus community entities to increase the engagement and retention of first-year students
  - Continue to refine Raider Orientation and Registration (ROAR) to support transition of new student to SOU
  - Increase collaboration of academic advising, faculty advising and academic support resources to enrich and support first-year students' educational experiences
  - Continue development and expansion of Bridge Program to support first-year students who are identified as at academic risk but show persistence markers for academic success
  - Implement the Year Goals and Objectives of the Re-imagining the First Year Experience project
- Creating intentional and systemic programs for first-year students to be retained from second to third year
  - Increased collaboration between Student Life, Career Connections, Academic Advising, Learning Commons, and Faculty to increase support for second year
- Increasing programming and academic and support services to retain a greater number of transfer students
- Evaluating and streamlining current academic pathways to increase degree completion and production for all students, but especially Oregon residents



# CONCLUSION

# SUMMARY

- Phase One explores some of the opportunities, threats, and market realities of enrollment
- Phase One explores fiscal ramifications of student mix
- Phase One provides a possible overall enrollment target
- Phase Two intertwines strategies to achieve Phase One targets, and enhance degree production opportunities
- This systemic and integrated approach is an important leap forward for strategic enrollment management at SOU





# QUESTIONS

# Other Business



**Adjourn**