



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

September 8, 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 including Director's Council and Provosts' Council updates; a review of the enrollment dashboard and completions report; an update on SOU's accreditation report; and an update on the AASCU Re-imagining the First Year program. There also will be a discussion on future meetings.

The meeting will occur as follows:

Thursday, September 15, 2016

12:00 p.m. to 2:00 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.**



**Board of Trustees
Academic and Student Affairs Committee Meeting
September 15, 2016**



Call to Order and Preliminary Business



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

**Thursday, September 15, 2016
12:00 p.m. – 2:00 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.

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|-----------|----------|--|--|
| | 1 | Call to Order and Preliminary Business | Chair Sayre |
| | 1.1 | Welcome and Opening Remarks | |
| | 1.2 | Agenda Review | |
| | 1.3 | Roll Call | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.4 | Consent Agenda: Approval of May 19, 2016 and
June 16, 2016 Meeting Minutes (Action) | |
| | 2 | Public Comment | |
| ~ 20 min. | 3 | Provost's Report | Dr. Susan Walsh, SOU,
Provost and Vice
President for Academic
and Student Affairs |
| | 3.1 | Directors' Council Update | |
| | 3.2 | Provosts' Council Update | |
| ~10 min. | 4 | Review of Enrollment and Completions
Reporting | Kelly Moutsatson, SOU,
Director of Admissions
and Dr. Matt Stillman,
SOU, University
Registrar: Co-Executive
Directors of Student
Enrollment |
| ~ 60 min. | 5 | Accreditation Update | President Linda Schott;
Dr. Susan Walsh; Dr.
Jody Waters, SOU,
Associate Provost |

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

**Thursday, September 15, 2016
12:00 p.m. – 2:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA (Continued)

~ 15 min.	6	AASCU's Re-imagining the First Year— Update	Dr. Jeff Gayton, SOU, University Librarian and Director of the Learning Commons
~5 min.	7	Future Meetings	Chair Sayre
	8	Adjourn	Chair Sayre



**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**

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. Trustees Bill Thorndike and Roy Saigo (ex officio) also were in attendance.

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; Ryan Brown, Head of Community and Media Relations; Chris Stanek, Director of Institutional Research; Kelly Moutsatson, Director of Admissions and Co-Executive Director of Student Enrollment; Dr. Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Scott Moutsatson, 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; Dave Coburn, OSA; and Olena Black, League of Women Voters.

Trustee AuCoin moved to approve the April 14, 2016 meeting minutes as drafted. Trustee Shih seconded the motion and it passed unanimously.

Public Comment

There was no public comment.

Provost's Report

President Saigo, Dr. Susan Walsh, and others from SOU recently visited SOU's sister university and the Amigo Club as well as city officials and members of the Mexican Congress in Guanajuato, Mexico. Dr. Walsh and President Saigo noted the success of the visit, as connections were reestablished and they shored up 47 years of relationships.

Dr. Walsh explained that she, Jason Catz and Dr. Matt Stillman have discussed the KCC-SOU staff rates with Dr. Roberto Gutierrez and conversations are ongoing.

She also added that SOU's week-long Southern Oregon Arts and Research program was

coming to a close and that she and her staff have been working closely with students who are doing high quality research.

Chris Stanek addressed the enrollment dashboard and completions report. He made adjustments to the dashboard by adding FTE enrollment trends of admitted students for summer sessions. The dashboard now includes a breakdown of resident and nonresident students in degree applications. Veteran counts have been added and adjusted to reflect the funding definition of veterans rather than SOU's headcount. The transfer graduate rate, undergraduate retention, first year retention and first year graduate rate will remain mostly unchanged until next year. Compared to AY14-15, overall FTE numbers for AY15-16 ended at 1.4 percent over for fall, 2.7 percent over for winter and 1.9 percent over for spring.

Mr. Stanek also discussed the completions report comparing AY14-15 to AY15-16, in which the week-over-week report indicates 216 degree awards, which will increase. He noted a 70-30 split on resident to nonresident students in bachelor degrees awarded and a 55-45 split for master's degrees, with graduate certificates more aligned with bachelor degrees at 80-20. Combining all, the split is 67-33, which matches the general distribution of SOU students.

Kelly Moutsatson informed trustees of the six Raider Orientation and Registration (ROAR) events that will be held over the summer for new and transfer students. Trustees were encouraged to attend a reception on the first day of each ROAR.

Recruitment and Enrollment Theory of Action

Chair Sayre introduced this agenda item, saying the Recruitment and Enrollment Theory of Action pulls together admissions and the registrar and informs SOU's practice as it moves forward. In discussing the intentional, transparent approach they are taking, Dr. Stillman began by saying there have been many discussions with various campus groups on the proper step-order for enrollment planning. SOU needs to determine goals and outcomes before building an enrollment plan, not vice versa.

Dr. Stillman stressed that the plan is not a static document but rather, must adjust to emerging realities and market conditions. There are many methodological considerations to be employed and they work closely with institutional research and the budget office to reach consensus on factors to consider and how to look at the data. SOU is at an interesting transitional interval, which is why they are recommending a two-year plan at this point.

Ms. Moutsatson explained that the presentation was not a full market analysis but was information shared with the committee for its consideration. She highlighted opportunities in the market including initiatives like the Jackson-Josephine Pledge, the Bridge Program and increased diversity in high school graduates. Some of the challenges include student loan debt, the flat or slightly declining number of high school graduates, and the unknown effect of the Oregon Promise.

Responding to Trustee AuCoin's inquiry about the impact the early interest in free community college will have on applications, Ms. Moutsatson said her counterparts

report a decrease in resident freshmen applications and she anticipates many late applications, as does Dr. Walsh. Chair Sayre asked about the notification timeframe for the Oregon Promise and Ms. Moutsatson said notification is later than originally expected.

Ms. Moutsatson then addressed the many factors in their strategy including occupations with the largest growth in Jackson County and changing student demographics. She discussed that Jackson County has a higher median household income and more people over 25-years old with bachelor's degrees. She cited US Department of Education research estimating that 42.6 percent of all students enrolled in higher education in 2019 will be 25 or older, which may bode well for SOU given its preponderance of nontraditional students. Other factors include: a rapid increase in high school graduates expected to occur among Hispanics; a projected decrease in high school graduation rates by 2020-21 in Oregon; the region's highest graduation rate of 89 percent at Ashland High School versus others as low as 60 percent. Additionally, with Oregon high school students on track to complete a record number of community college classes taught by high school teachers at twice the rate of ten years ago, this is a good opportunity to recruit for the Advanced Southern Credit Program.

Trustee Thorndike asked if there was any effort to connect high school teachers and students with appropriate college professors. Dr. Walsh said Advanced Southern Credit is modeled around that concept and that high school teachers are trained to teach the classes that students would take if attending SOU. Further contacts can happen organically but there is room to grow in that area.

Trustee Shih asked if an analysis has been completed to evaluate the students who complete two years at a community college then come to SOU to show how long they take to graduate, if there were time savings, the quality of students, etc. Dr. Stillman said his office, Institutional Research and a HECC subcommittee are looking at that.

Ms. Moutsatson then covered the geodemographic analysis, saying the Student Success and Completion Model (SSCM) has funding weights for underrepresented students and SOU's strategy will identify where recruitment efforts should be strengthened. SOU already has a new admissions counselor in Portland and the native nations liaison who have been instrumental in recruitment efforts already.

SOU's goals will also include developing strategies to encourage adults of all ages to continue or complete their education and training, fostering deeper partnerships with local school districts and the community to improve K-12 outcomes, and creating better connections between higher education and training and employer needs. Responding to Trustee AuCoin's inquiry about marketing to 25-year olds, Nicolle Aleman said there has been digital marketing, spots on KOB1, limited print advertising and JPR commercials.

Discussing fiscal and other implications of the student mix, Dr. Stillman mentioned the assumptions used: six-year pattern for undergraduates, 30 credits per year, 3 percent yearly tuition increase and average SSCM degree and SCH points mix. The national model uses a six-year rate, rather than four, and is a typical pattern at SOU. Dr.

Stillman then compared six-year annualized revenue from resident freshmen, resident transfer students, WUE freshmen and WUE transfer students when a degree is and is not produced. In the SSCM, SOU either gets money for a degree awarded or gets nothing but does receive SCH funding in any event.

Over a six-year period, roughly 38 percent of the freshmen cohort produce a degree and roughly 50 percent of the transfer students produce a degree. Talking to the next slide, Dr. Stillman said it reflects the weighted degree revenue for the current pattern of an average student. In this analysis, the annualized total revenue for resident freshmen is a bit lower than from WUE freshmen. To reach a parity between resident freshmen and transfer students and WUE freshmen and transfer students, roughly 55.5 percent of the resident freshmen cohort would have to produce a degree and roughly 52.2 percent of the resident transfer students would have to produce a degree. Trustee AuCoin said this underscores the necessity to invest in retention. Chair Sayre agreed and stressed the importance of achieving the right mix but without giving up on the WUE students in the interim.

Trustee Shih acknowledged that SOU is already focusing on retention and asked what more needs to be done. Dr. Walsh said many decisions and strategic initiatives around retention have been brought to this committee. SOU has focused a lot of resources on retention especially in the last two years, with some assistance from the legislature. However, more can and will be done once a proper focus has been determined and the proposed budget includes funding for such initiatives. Mr. Morris added that \$582,000 from the state will be available in the second year of the biennium for student success programs. Mr. Morris added it is good to put money toward retention but it is also important to put resources toward recruiting the right students. He suggested studying the students who do tend to graduate and trying to recruit more students with those characteristics. Chair Sayre added that K-12 is supporting learners to increase the graduation rate and has good experiences to share. Mr. Morris reiterated the administration's commitment to budget at least \$250,000 each year for student success initiatives.

As a method of double checking the methodology used, Dr. Stillman then addressed undergraduate revenue as a lifecycle approach instead of an annual approach, which reaches the same general conclusions. When a student earns a degree, the lifecycle approach prefers resident freshmen students but prefers WUE freshmen students when a degree is not produced.

There are other student mix considerations among resident and WUE students. For example, there are political considerations for residents in 40-40-20; HECC evaluation framework focuses on performance related to resident students; SOU is focused on serving the region; and state funding varies over time. WUE students contribute to ethnic diversity; are recruited heavily for athletic teams, theater and music; are more likely to live on campus; have a lower percentage of reliance on tuition remission; and are a static revenue source not implicated by state funding.

Dr. Stillman presented a short term suggestion for student mix and volume for the next two years, using a conservative, data-informed approach influenced by experience.

There are no radical departures from existing frameworks and they are mindful of resources and realities. In AY16-17, the HECC Institutional Research Office predicts SOU's FTE enrollment will be up 2.1 percent over the current academic year, the majority being in the non-fundable population. In AY17-18, the HECC predicts SOU's FTE enrollment will be up 1.9 percent over AY16-17. Historically, the HECC's projections tend to be pretty accurate but often do not incorporate institutional realities. As a result, Dr. Stillman thinks the estimates are a bit too aggressive.

Dr. Stillman added availability of scholarship funds is outpaced by tuition increases and students can always use more scholarship money. Regarding the scholarships that have the biggest effect, Ms. Moutsatson said one-time scholarships create problems in subsequent years and she would like to see more long-term scholarships that would roll over to subsequent years. Dr. Walsh added that increasing available PEAK jobs would also benefit students.

Combining the HECC's enrollment projection and SOU's enrollment planning, Dr. Stillman projected a 1 percent increase in AY16-17 over the current academic year, all of it being in the non-fundable population. He also projected a 1.5 percent increase in AY17-18 over AY16-17, at which time some of the student success initiatives will begin to come to fruition.

The fiscal implications of those projections would result in a 15 percent fund balance in FY16-17 and 15.3 percent in FY17-18. Mr. Morris noted that the pro forma he presented to the Finance and Administration Committee was very conservative and showed the fund balance would drop below 5 percent in next two biennia. He pointed out that just a 1 percent enrollment growth in each of those years would result in a fund balance in the 10-15 percent range at the end of the 2019-2021 biennium.

Dr. Stillman said phase two of the plan, which has already been started, will focus on strategies to achieve goals and will also address recruitment, retention and degree production opportunities. He reiterated the malleable nature of the plan.

Trustee Shih thought students should be encouraged to graduate in four years, not six. Dr. Walsh said SOU has a four-year mindset, while the nation uses a six-year model in accordance with reporting requirements. Chair Sayre added that Phoenix High School offers the Oregon transfer model, making graduation in three years a reality.

Previewing phase two, Ms. Moutsatson said phase one will inform phase two and they are simultaneously building a two-year enrollment plan as an interim plan to build on current recruitment and retention successes. Enrollment goals are grounded in SOU's mission and vision and take into account a response to the changing demographic trends and historical contexts, as well as the need to maintain a financially healthy and sustainable university. Enrollment goals include maintaining the current level of incoming student recruitment while expanding outreach to underserved populations, expanding collaborations among campus entities to increase the engagement and retention of first-year students, creating intentional and systemic programs for first-year students to be retained from second to third year, increasing programming and academic and support services to retain a greater number of transfer students and

evaluating and streamlining current academic pathways to increase degree completion.

Responding to Trustee AuCoin's question about specifically targeting the large Hispanic population, Ms. Moutsatson said various offices and programs on campus contribute to recruiting and supporting this population. Dr. Walsh added that a bright spot in the HECC report was SOU's outreach to the Hispanic community.

Chair Sayre, Trustees AuCoin and Vincent, and Mr. Morris praised the presentation and the plan. Mr. Morris added a caveat that if SOU increases enrollment and graduation rates and the other six institutions do too, there would be no increase in funding for SOU because it is based on proportional funding.

Other Business

Regarding future meetings, Chair Sayre advised the committee that she expected to be absent for the June 16 meeting and that Trustee Steinman would chair that meeting. The July 21 meeting will probably be canceled while the August 18 meeting may be necessary for the committee to receive an accreditation update before the report is submitted in September.

Adjourn

Chair Sayre adjourned the meeting at 3:20 p.m.



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

**Thursday, June 16, 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 was unable to attend the meeting. Trustee Steinman called the meeting to order at 1:31 p.m.

The following members were present: Joanna Steinman, Judy Shih and Steve Vincent. Trustee Les AuCoin participated by videoconference. The following members were absent: Teresa Sayre and Shea Washington. Trustee Dennis Slattery attended the meeting; and President Roy Saigo (ex officio) attended a portion of the meeting.

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; Dr. Jody Waters, Associate Provost; Ryan Brown, Head of Community and Media Relations; Chris Stanek, Director of Institutional Research; Liz Shelby, Government Relations; Dr. Matt Stillman, University Registrar and Co-Executive Director of Student Enrollment; Dr. Dan DeNeui, Director of Social Sciences; Ryan Schnobrich, Internal Auditor; Adrian Ulsted, Computing Coordinator; Olena Black, League of Women Voters; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Provost's Report

Dr. Susan Walsh said commencement was successful, with about 1,100 students graduating. She thanked Dr. Matt Stillman and Dr. Jody Waters, as they shared a lot of credit for the organization of the ceremony. The committee applauded their efforts.

Chris Stanek presented the enrollment dashboard, noting the certified data for spring FTE enrollment numbers soon will be available and summer figures will continue to adjust. The admitted graduate FTE is down for summer due to changes in scheduling for business and education graduate programs. The admitted undergraduate FTE for summer is up compared to last summer; when counting admitted and non-admitted students, the total undergraduate FTE is about even compared to last summer. Faculty and staffing issues have dropped the number of courses available this summer.

Responding to Trustee Vincent's inquiry about the significance of undergraduate summer enrollment being about the same as last summer, Mr. Stanek said those numbers follow nicely with where SOU ended in fall, winter and spring enrollment totals. Summer figures are different because there are many different sessions, which makes it difficult to say if flat enrollment is good or bad. Fall, winter and spring trends are easier to interpret. The summer figures reflect what students have pre-registered for. There are no benchmarks for summer numbers.

Mr. Stanek then covered the completions report, which tracks applications for degrees. He clarified that bachelor degree applications should be 5.5 percent not -2.5 percent. Master degree applications were up 3 percent over last year and graduate certifications were up 8.1 percent. Mr. Stanek reminded the committee that the degree award numbers are year-to-date. In 2014-15, there were 1,295 degree awards; he expects the final 2015-16 number to be around 1,200-1,300.

Responding to Trustee Shih's inquiry about whether the business and education department changes are permanent, Mr. Stanek said some are and some are not. He explained the two-year Master of Arts in Teaching cohort will now start in the fall instead of summer. Trustee Vincent asked about the feasibility of having a back-up plan for an adjunct professor to teach a course that is in demand when the regular professor is not available; Dr. Walsh said it depends on the expertise of the faculty member and the expertise required to teach the course.

Mr. Stanek said there are 1,150 students confirmed to attend in the fall and that number will only go up in the next couple of months. Trustee Shih commented on the loss and gain of students and how important it is to tell students that they need to map out their time when they arrive so they can graduate as quickly as possible instead of waiting until their junior or senior year to map things out. Dr. Walsh agreed and said students need to know they have options. For some, the accelerated baccalaureate program works well. First-year advisors also play an important role in this regard.

Turning to ROAR events, Dr. Walsh said there will be at least six events this summer and invited trustees to attend the ROAR teas. Dr. Stillman said the ROAR sign-ups are higher than last year. He added that, although applications are down from last year, confirmed admits, confirmed housing and deposits are trending slightly ahead of last year. Related to that, Dr. Walsh said SOU continues to wait to see what impact the Oregon Promise will have on enrollment and will continue focused efforts around recruiting students who did not receive the Oregon Promise.

SOU - Klamath Community College / SOU - Rogue Community College Staff Rate Privileges (Action)

Trustee Steinman provided background information on this item, saying the committee has been working on the agreement at least since September. The board authorized staff to explore what a staff rates privilege pilot program with Klamath Community College (KCC) might look like. The committee also has talked about extending the agreement to Rogue Community College (RCC). The purpose of this item is to provide the committee more detailed information about what such a program might look like.

Dr. Walsh said she, Dr. Stillman and Jason Catz have had several conversations with the president of KCC and his staff members and this is the culmination of those conversations. Mr. Catz said SOU entered into a cooperation agreement with KCC and a part of that was exploring whether the parties could offer staff rate privileges to each other's employees. In the post-OUS system, university staff are charged 30 percent of the undergraduate resident tuition rate. For the remaining 70 percent, the universities reconcile any differences to make each institution whole. In addition to that discount, KCC asked what else SOU could do in light of the strong partnership between the institutions. In the proposed agreement, students would be responsible for the 30 percent, SOU and KCC would true-up any differences in tuition and SOU would give KCC a discount of 10 percent off the 70 percent. Echoing Trustee Steinman, Mr. Catz said this is a way of valuing the institutions' partnership and could extend to other community colleges, most notably RCC. He stressed this is a one-year pilot program and the institutions can readdress any issues or end the program if desired.

Offering an overview, Dr. Stillman said the program was intentionally modeled after the existing staff rates process and will be administered in the same way. The discount is probably sufficient enough to entice students but not so large that it will negatively impact SOU's budget. The parties have not addressed a total student, SCH or FTE cap. This may not be necessary with KCC given the population dynamics but may be prudent with RCC given its proximity to SOU.

The program is structured so KCC staff would pay 30 percent of the undergraduate resident rate per credit hour, regardless of the course level, which would be \$45.42 per credit hour. That leaves the amount to reconcile \$105.99 per undergraduate credit hour and \$351.58 per graduate credit hour. SOU would discount that gap by 10 percent, requiring KCC to backfill \$95.39 per undergraduate credit hour and \$316.42 per graduate credit hour. KCC can cover all of the gap directly or share a portion of that cost with its employees.

Answering Trustee Steinman's question about a cap, Dr. Walsh thought KCC anticipates more graduate students participating in the program. Mr. Catz said he believes KCC expects about 15 employees to participate in the first year. The scope of the cap is mitigated as long as there is a true-up. Dr. Stillman added that the cap is mostly for the other institution's benefit. Trustee Shih felt a cap is important and should be established at the outset so the rules do not change later.

Trustee Shih thought SOU should have a method to determine if the program is or is not successful. Dr. Walsh concurred and said an assessment would be needed at the end of the pilot period. President Saigo believed recruiting would be more difficult in the future and it would help SOU if it can assist the community colleges to educate their staff. To continue to have wonderful relationships, SOU needs to do whatever it can to build linkages. If SOU does not take this seriously, its share of community college student will not be coming here.

Responding to Trustee Shih's inquiry, Dr. Stillman said employees could take courses on campus and online. Trustee Shih believed opening the program to online courses would have a big impact and, even though it is building relationships, she wanted to

know what the boundaries would be. Dr. Walsh added that the agreement with KCC is primarily for online programs but the RCC staff will probably take more face-to-face courses. Trustee Shih felt there was a need for more discussion on this and the impact of including online courses.

Trustee Slattery thought it would be important to track the number of RCC and KCC students who become SOU students to see if there is an increase. Dr. Walsh reminded the committee that the agreements are only for staff members at this time. Answering Trustee Shih's inquiry, Dr. Walsh said it would be possible for a KCC employee to get a degree in some, but not all, programs by taking only online courses.

If there is a way to validate that higher enrollment for KCC or RCC students is due to the partnership, Trustee Vincent pointed out that it could take a couple of years to see the true benefit. Mr. Catz agreed and added that a function of the partnership is that participants will persist as community college employees and will encourage others to attend SOU. Answering Trustee Shih's question about tracking costs, discounts and bills associated with this agreement, Dr. Stillman said SOU would use the identical rule set for tuition, fees, billing and collecting as is used with all students.

Dr. Stillman detailed the cost of an undergraduate four-credit hour course under this agreement. The normal tuition cost would be \$605.64 and the staff rate brings it to \$181.69, leaving a gap of \$423.95. After the 10 percent discount, the gap is reduced to \$381.56, which KCC would remit to SOU.

Trustee Vincent suggested offering incentives to increase enrollment for staff, such as a dorm room over the summer. Dr. Walsh and Dr. Stillman said the residence halls are used more often than one would expect but it would be worth looking into.

Responding to Trustee AuCoin's inquiry, Dr. Stillman said transfer students are coded in the registration process to fully account where they are coming from and the same will be done for KCC and RCC employees participating in this program. Answering Trustee Shih's question, Mr. Catz said that, although the goal is to build relationships and increase enrollment, it would be against ethics rules to have a *quid pro quo* that would offer incentives for KCC or RCC to send more students to SOU.

Mr. Catz then reviewed the proposed terms of the MOU, as amended by the trustees' discussion: (1) KCC staff taking courses at SOU shall be directly charged 30 percent of the undergraduate per credit hour tuition rate for both graduate and undergraduate courses. (2) KCC shall remit the difference between the amount directly paid by the students and the full graduate or undergraduate fee for the course, less a 10 percent discount off of that difference. (3) All appropriate terms and conditions applicable to SOU staff fee privileges extended to other public universities shall apply, including but not limited to the 12 credit hour per student per term limit on the use of the staff rate privilege. The program would allow online courses. The fee privilege would not extend to dependents, only to staff members. A .5 FTE appointment would be required. (4) SOU staff shall be afforded similar staff rate privileges when attending KCC courses, on terms acceptable to SOU's provost. (5) The MOU shall establish the staff fee privilege as a one-year pilot program and any extension of the program beyond one year

shall require approval of the Board of Trustees' Academic and Student Affairs Committee.

Mr. Morris asked a few questions about the process. Dr. Stillman said staff members would apply directly to SOU for admission or as non-admitted students. The employment status of KCC or RCC staff would be verified directly with the institution. Billing for the gap will be a team effort between the registrar's office, business office and service center; together they will determine if the true-up will be done annually (as is done with other universities) or each term. In the normal billing process for students, SOU will bill the KCC staff member for the 30 percent share.

Discussion then ensued on whether a cap should be included in the MOU and it was decided the program would be more welcoming without a cap. Although it would be more difficult, a cap could be negotiated at the end of the pilot period.

Trustee Shih moved that the Academic and Student Affairs Committee recommend to the full board that the provost be authorized to enter into a Memorandum of Understanding with Klamath Community College, extending staff rate privileges to KCC and SOU employees on the terms as amended. Trustee Vincent seconded the motion and it passed unanimously.

Trustee Steinman thanked Dr. Stillman, Mr. Catz and Dr. Walsh.

Accreditation Update

Dr. Jody Waters began by reminding the committee that the year 7 report is written to respond to five accreditation standards: mission, core themes and expectations; resources and capacity; planning and implementation; effectiveness and improvement; and mission fulfillment, adaptation and sustainability. In the past few weeks, most of the work has focused on the third and fourth standards.

She then discussed the following key points and processes: steering committee, which meets periodically; collaboration with other campus committees and programs; commitment to assessment and a culture of evidence, as documented through various tools; writing the report, which will be completed by September 1; gathering evidence and exhibits; and preparing the campus for the October on-site visit.

Dr. Waters mentioned some spring highlights. The collegiate learning assessment was completed successfully by approximately 100 outgoing seniors. There was a 97.5 percent completion rate for academic program self-studies (39 out of 40); the one program missing is for a minor, not a major. The Academic Support Program Review Committee has been seated; the support programs will also submit assessment reports. Final University Seminar Essay and senior writing assessment are complete. Processes and structures are in place to gather and assess data for continued analysis and improvement. Communication with the board continues.

Drs. Waters and Walsh stressed that much data already has been collected, which is a stunning difference from five years ago. Dr. Walsh underscored the culture of assessment that has been created and mentioned the commitment of everyone involved.

Dr. Waters said having ongoing assessments is much less daunting than having to start from scratch every several years. The process has become more collaborative and problem-solving occurs throughout the process. Although some programs lend themselves more easily to being measured, all programs, including academic support programs, find systematic ways to measure their outcomes. Responding to Trustee Shih's inquiry about resources for the programs that have more difficulty evaluating outcomes, Dr. Waters said to some extent the resources are internal to the individuals responsible for the programs to ensure the curriculum is structured to generate the data needed to answer key questions.

Dr. Waters then highlighted selected findings from the academic program self-study analysis. It is extraordinary that foundational goals—critical thinking, written communication, information literacy and quantitative reasoning—can be measured; this allows identification of strengths and weaknesses. The senate committees work with other entities on campus, which undergirds the culture of assessment and evidence. Planning was surprisingly very strong and there was much evidence of systematic strategic planning, despite the absence of a long-term strategic plan. Quantifiable indicators of the work being done assessment-wise include senior-level research, capstone classes, and credit hours spent in focused, intensive learning in classrooms or internships. Deficiencies were identified in syllabi that do not tell students what they should expect, which led to the development of the syllabus inventory project; a similar initiative is the curriculum design academy, which focuses on courses with high failure or withdrawal rates.

Responding to Trustee Vincent's question about whether the accreditation process was institutionalized to the point that it is not dependent on one particular person, Dr. Waters said it was and that someone could walk in and take over. There is a large group of people involved and they are passing materials to their successors.

Before adjourning the meeting, Trustee Steinman said the date of the July meeting would be changed to coincide with the meeting of the Finance and Administration Committee but added that the meeting may be canceled if there were no pressing issues that needed to be handled.

Adjourn

Trustee Steinman adjourned the meeting at 3:26 p.m.



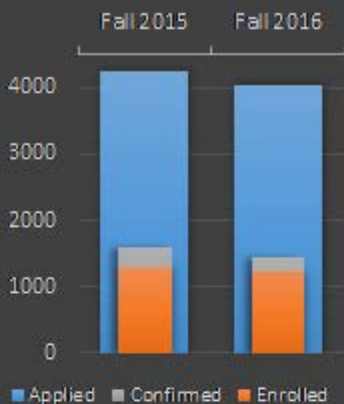
Public Comment



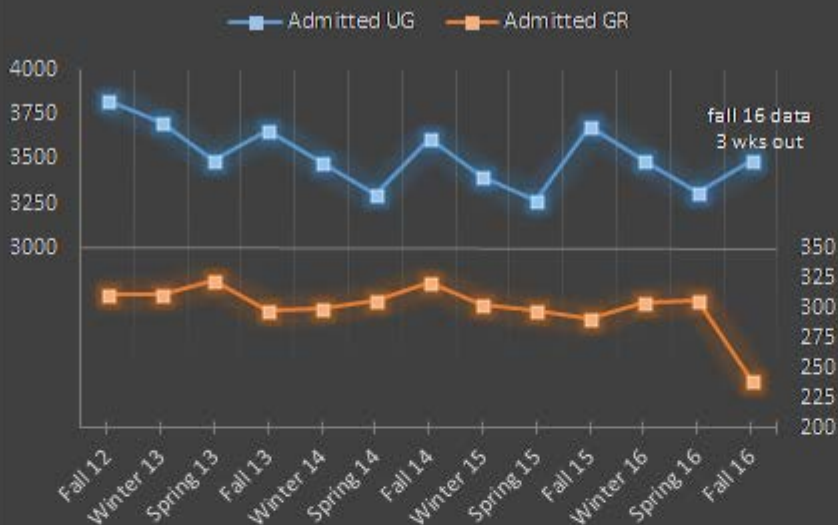
Provost's Report

Review of Enrollment and Completions Reporting

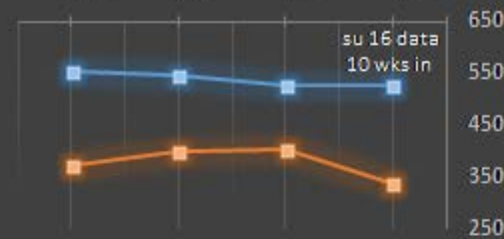
Admission Apps



FTE Enrollment Trends

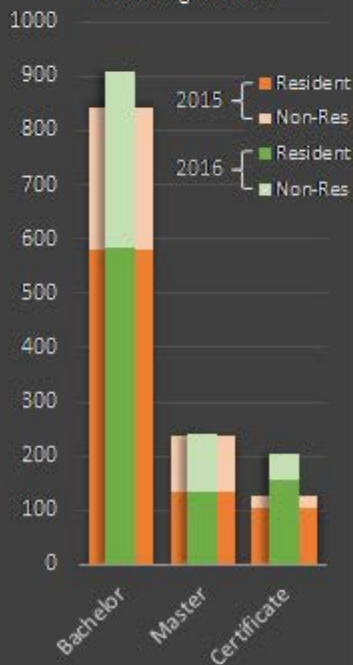


Summer 13 Summer 14 Summer 15 Summer 16

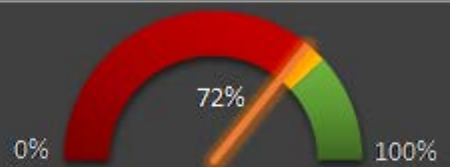
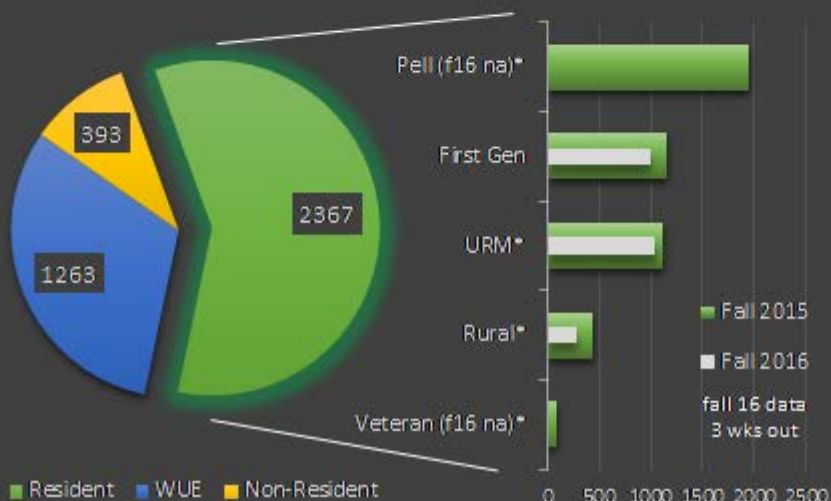


Degree Apps

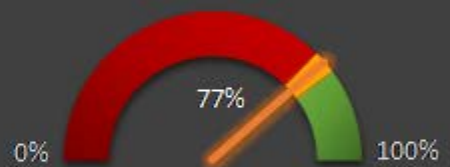
End of August 2016



Fall 2016 UG Student Populations



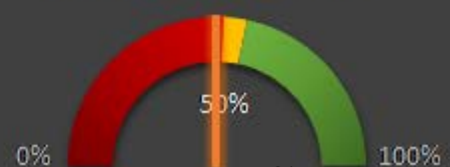
First Year Retention



UG Retention



First Year Grad Rate



Transfer Grad Rate

*as counted by HECC for funding

Last Updated: 9/06/2016

Undergraduate Course SCH by Department
Fall 2015 Week Ending 9/13/15 vs. Fall 2016 Week Ending 9/11/16
2 Weeks From Start of Term

Department	Fall 2015	Fall 2016	Change	% Change
Art	1,460	1,296	-164	-11.2%
Creative Writing	476	434	-42	-8.8%
Emerging Media & Digital Art	1,288	1,080	-208	-16.1%
Music	1,373	1,111	-262	-19.1%
Theatre	2,314	2,424	110	4.8%
Subtotal - Oregon Center for the Arts	6,911	6,345	-566	-8.2%

Education	2,326	2,505	179	7.7%
Health and Physical Education	1,805	1,854	49	2.7%
Outdoor Adventure Leadership	675	800	125	18.5%
Military Science	109	73	-36	-33.0%
Subtotal - Education, Health and Leadership	4,915	5,232	317	6.4%

Criminology and Criminal Justice	2,468	2,635	167	6.8%
Economics	860	1,096	236	27.4%
Geography	376	332	-44	-11.7%
History	940	832	-108	-11.5%
Political Science	548	512	-36	-6.6%
Psychology	3,900	4,096	196	5.0%
Sociology/Anthropology	1,630	1,608	-22	-1.3%
Subtotal - Social Sciences	10,722	11,111	389	3.6%

University Studies (100 level)	3,253	2,656	-597	-18.4%
University Studies (200, 300, & 400 level)	263	6	-257	-97.7%
Honors College	379	456	77	20.3%
Success at Southern	9	14	5	55.6%
Other UG Studies (WR 122 & Study Abroad)	728	908	180	24.7%
Subtotal - Undergraduate Studies	4,632	4,040	-592	-12.8%

Department	Fall 2015	Fall 2016	Change	% Change
Biology	3,326	3,847	521	15.7%
Chemistry	1,653	1,551	-102	-6.2%
Computer Science	1,268	1,408	140	11.0%
Mathematics	3,627	3,322	-305	-8.4%
Physics	1,077	436	-641	-59.5%
STEM - General	-	176	176	
Subtotal - STEM Division	10,951	10,740	-211	-1.9%

Business	6,379	5,959	-420	-6.6%
Communication	2,751	2,854	103	3.7%
Environmental Studies	1,489	1,940	451	30.3%
Innovation & Leadership	-	112	112	
Subtotal - Division of BCE	10,619	10,865	246	2.3%

English	1,264	1,040	-224	-17.7%
Gender, Sexuality, & Women's Studies	154	228	74	48.1%
International Studies	232	208	-24	-10.3%
Native American Studies	148	144	-4	-2.7%
Philosophy	988	816	-172	-17.4%
Foreign Languages & Literatures	2,120	2,030	-90	-4.2%
Subtotal - Humanities and Culture	4,906	4,466	-440	-9.0%

Physical Education Activities	645	591	-54	-8.4%
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Total Undergraduate	54,301	53,390	-911	-1.7%
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Total Undergraduate + Graduate	57,208	56,253	-955	-1.7%
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Graduate Course SCH by Department
Fall 2015 Week Ending 9/13/15 vs. Fall 2016 Week Ending 9/11/16
2 Weeks From Start of Term

Department	Fall 2015	Fall 2016	Change	% Change
Art	-	-	-	
Creative Writing	-	-	-	
Emerging Media & Digital Art	-	-	-	
Music	76	76	-	0.0%
Theatre	-	-	-	
Subtotal - Oregon Center for the Arts	76	76	-	0.0%

Education	1,746	1,565	-181	-10.4%
Health and Physical Education	-	-	-	
Outdoor Adventure Leadership	3	-	-3	-100.0%
Military Science	-	-	-	
Subtotal - Education, Health and Leadership	1,749	1,565	-184	-10.5%

Criminology and Criminal Justice	-	-	-	
Economics	-	-	-	
Geography	-	-	-	
History	-	-	-	
Political Science	-	4	4	
Psychology	483	474	-9	-1.9%
Sociology/Anthropology	32	-	-32	-100.0%
Subtotal - Social Sciences	515	478	-37	-7.2%

Master in Interdisciplinary Studies	2	14	12	600.0%
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Department	Fall 2015	Fall 2016	Change	% Change
Biology	118	221	103	87.3%
Chemistry	-	-	-	
Computer Science	-	8	8	
Mathematics	33	14	-19	-57.6%
Physics	-	-	-	
Subtotal - STEM Division	151	243	92	60.9%

Business	98	208	110	112.2%
Master in Business Administration	205	263	58	28.3%
Master in Management	99	-	-99	-100.0%
Subtotal - Graduate SCH in Business	402	471	69	17.2%
Communication	12	12	-	0.0%
Environmental Studies	-	-	-	
Subtotal - Division of BCE	414	483	69	16.7%

English	-	4	4	
Gender, Sexuality, and Women's Studies	-	-	-	
International Studies	-	-	-	
Native American Studies	-	-	-	
Philosophy	-	-	-	
World Languages & Literatures	-	-	-	
Subtotal - Humanities and Culture	-	4	4	

Total Graduate	2,907	2,863	-44	-1.5%
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Total Undergraduate + Graduate	57,208	56,253	-955	-1.7%
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Student Headcounts
Fall 2015 Week Ending 9/13/15 vs. Fall 2016 Week Ending 9/11/16
2 Weeks From Start of Term

	Fall 2015	Fall 2016	Change	% Change	Fall 2015 End of Term	Change	% Change	
New Freshmen	789	684	-105	-13.3%	834	-150	-18.0%	
New Transfers	488	488	-	0.0%	548	-60	-10.9%	
New PostBacs/Graduates	81	106	25	30.9%	121	-15	-12.4%	
Subtotal - New Students	1,358	1,278	-80	-5.9%	1,503	-225	-15.0%	
Continuing Students	3,005	2,921	-84	-2.8%	3,188	-267	-8.4%	
Returning Students	134	181	47	35.1%	160	21	13.1%	
Non-Admitted Students	111	105	-6	-5.4%	1,391	-1,286	-92.5%	vs. target
Grand Total - Headcount	4,608	4,485	-123	-2.7%	6,242	-1,757	-28.1%	-24.8%
Grand Total - FTE	3,857	3,801	-56	-1.5%	4,414	-613	-13.9%	-10.0%
Resident	2,873	2,719	-154	-5.4%	4,330	-1,611	-37.2%	
Non-Resident	1,735	1,766	31	1.8%	1,912	-146	-7.6%	
International	123	127	4	3.3%	157	-30	-19.1%	
American Indian/Alaskan Native	47	51	4	8.5%	58	-7	-12.1%	
Asian	88	83	-5	-5.7%	99	-16	-16.2%	
Black/African American	107	99	-8	-7.5%	126	-27	-21.4%	
Hispanic/Latino	470	497	27	5.7%	525	-28	-5.3%	
Pacific Islander	24	25	1	4.2%	26	-1	-3.8%	
North African, Middle Eastern, Other	27	33	6	22.2%	31	2	6.5%	
Two or More Races	409	419	10	2.4%	431	-12	-2.8%	
Subtotal - Students of Color (race & ethnicity)	1,172	1,207	35	3.0%	1,296	-89	-6.9%	
White	2,795	2,609	-186	-6.7%	3,079	-470	-15.3%	
Unknown	518	542	24	4.6%	1,710	-1,168	-68.3%	
Alaska	71	64	-7	-9.9%	80	-16	-20.0%	
California	1,039	1,137	98	9.4%	1,137	-	0.0%	
Hawaii	108	111	3	2.8%	117	-6	-5.1%	
Idaho	29	33	4	13.8%	32	1	3.1%	
Washington	147	144	-3	-2.0%	156	-12	-7.7%	
All Other States	235	200	-35	-14.9%	263	-63	-24.0%	

SCH by Student Level Within Tuition Category
Fall 2015 Week Ending 9/13/15 vs. Fall 2016 Week Ending 9/11/16
2 Weeks From Start of Term

Tuition Category	Fall 2015	Fall 2016	Change	% Change
UG WUE	15,537	16,217	680	4.4%
UG Resident	29,089	27,670	-1,419	-4.9%
UG Non-resident	1,523	1,553	30	2.0%
UG Online	6,342	6,901	559	8.8%
Subtotal - Undergraduates	52,491	52,341	-150	-0.3%
GR Resident	538	1,876	1,338	248.7%
GR Non-resident	404	819	415	102.7%
GR Online	216	109	-107	-49.5%
GR Education Differential	1,385	-	-1,385	-100.0%
Subtotal - Graduates	2,543	2,804	261	10.3%
Staff Rates	775	255	-520	-67.1%
Waived Tuition	805	535	-270	-33.5%
Course Based Tuition	590	318	-272	-46.1%
Advanced Southern Credit	-	-	-	
Early Entry HS	4	-	-4	-100.0%
Grand Total - SCH	57,208	56,253	-955	-1.7%

Southern Oregon University

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

	Degree Applications				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
Bachelor Degrees (2.0 base pts)	843	908	65	7.7%	827	645
Resident: Entered as First Year	256	234	-22	-8.6%	251	158
Discipline Level 1 (base pts x 1.00)	74	68	-6	-8.1%	74	42
Discipline Level 2 (base pts x 1.25)	114	112	-2	-1.8%	110	78
Discipline Level 3 (base pts x 1.85)	68	54	-14	-20.6%	67	38
Resident: Entered as Transfer (base pts x 0.675)	326	350	24	7.4%	322	250
Discipline Level 1 (base pts x 1.00)	89	110	21	23.6%	87	76
Discipline Level 2 (base pts x 1.25)	191	193	2	1.0%	188	142
Discipline Level 3 (base pts x 1.85)	46	47	1	2.2%	47	32
Non-Resident (no state funding)	261	324	63	24.1%	254	237
Master Degrees (1.0 base pts)	239	240	1	0.4%	238	179
Resident	136	136	-	0.0%	132	115
Discipline Level 1 (base pts x 1.27)	3	7	4	133.3%	3	4
Discipline Level 2 (base pts x 1.72)	123	115	-8	-6.5%	119	98
Discipline Level 3 (base pts x 2.46)	10	14	4	40.0%	10	13
Non-Resident (no state funding)	103	104	1	1.0%	106	64
Graduate Certifications (0.2 base pts)	128	205	77	60.2%	251	184
Resident	104	155	51	49.0%	201	144
Discipline Level 1 (base pts x 1.27)	8	3	-5	-62.5%	8	2
Discipline Level 2 (base pts x 1.72)	96	152	56	58.3%	193	142
Discipline Level 3 (base pts x 2.46)	-	-	-	0.0%	-	-
Non-Resident (no state funding)	24	50	26	108.3%	50	40
Total Awards					1,316	1,008

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
August Applications and YTD Awards

	Degree Applications				Degree Awards (as of YTD)	
	2014-15 Apps	2015-16 Apps	Change	% Change	2014-15 Degrees	2015-16 Degrees
Bachelor Degrees (2.0 base pts)	843	908	65	7.7%	827	645
Resident: Entered as First Year	256	234	-22	-8.6%	251	158
Area of Study Premium†	17	19	2	11.8%	17	17
Underrepresented Minority*	39	43	4	10.3%	38	26
Pell Grant Recipient*	164	141	-23	-14.0%	162	92
Veteran Status*	3	1	-2	-66.7%	3	-
Rural High School Graduate*	99	66	-33	-33.3%	100	44
Resident: Entered as Transfer (base pts x 0.675)	326	350	24	7.4%	322	250
Area of Study Premium†	36	36	-	0.0%	37	32
Underrepresented Minority*	52	60	8	15.4%	52	37
Pell Grant Recipient*	244	285	41	16.8%	242	208
Veteran Status*	5	8	3	60.0%	5	5
Non-Resident (no state funding)	261	324	63	24.1%	254	237
Master Degrees (1.0 base pts)	239	240	1	0.4%	238	179
Resident	-	-	-	0.0%	132	115
Area of Study Premium†	8	17	9	112.5%	8	15
Non-Resident (no state funding)	103	104	1	1.0%	106	64
Graduate Certifications (0.2 base pts)	128	205	77	60.2%	251	184
Resident	104	155	51	49.0%	201	144
Area of Study Premium†	1	-	-1	-100.0%	1	-
Non-Resident (no state funding)	24	50	26	108.3%	50	40
Total Awards					1,316	1,008

† 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.



Accreditation Update



Accreditation: Year Seven Report Pre-Site Visit Overview & Summary

General purpose of accreditation:

The US Department of Education describes the goal of accreditation as ensuring that the education provided by institutions of higher education meets acceptable levels of quality. The process of accreditation encourages a culture of continuous improvement, including a focus on:

- ongoing and regular self-study and reflection;
- application of data to learning and improvement;
- commitment to evidence of student learning as demonstration of institutional quality.

Accreditation is crucial to the institution for several reasons:

- eligibility to participate in federal and state financial aid programs and employer tuition assistance;
- acceptance and transferability of credit hours between institutions;
- applications for graduate study;
- hiring of quality faculty;
- frequently required for professional licensure.

It helps the University understand, and requires us to demonstrate, if and how each component of the University helps to support its mission, especially student learning/student success.

Findings: Key Questions and Answers

Standard One: Mission, Core themes and expectations

- i. Does the mission statement articulate the goals of the institution?
- ii. Does the mission describe specific activities related to student learning?
- iii. Are these activities measurable?
- iv. Will the measurement of these activities produce evidence that can be used to assess mission fulfillment?

Key Findings:

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

- i. SOU fulfills its mission through the integration of liberal arts curriculum with applied, hands-on opportunities to connect learning to people, communities, and issues
- ii. Our indicators focus on measurable skills, knowledge sets and dispositions:
 - critical thinking, oral and written communication
 - ability to engage others and to work collaboratively
 - ability to apply knowledge to broader settings, negotiate diversity and work in broader settings (regional, national, international) in an ethical way
- iii. Our “core themes” manifest essential elements of the mission
 - one of our strengths is our balance between intellectual and practical
 - core themes express understanding of, and connection to, both disciplinary expectations and workforce and professional capacities
- iv. We have defined *most* activities/goals within the core themes in ways that can be assessed

Notes:

- we are revising where needed, and initiating improvements based on this report and our ongoing monitoring;
- we are just getting started on assessing oral communication and quantitative reasoning but have abundant data on written communication and critical thinking;
- we have been working with (a) many indicators and (b) some indicators that need redefining (Year One report).

Standard Two: Resources and Capacity

- i. What is the role of governance and leadership in supporting the mission (student learning)?
- ii. What and how are financial and organizational resources allocated to support the mission? Who are the decision-makers?
- iii. Do policies and other required documents support mission and activities of the institution?

Key Findings:

- i. The transition from OUS and its services to an independent board has been a challenging process;

- ii. We have adopted and adapted most of our policies and are in process to complete in a timely way (internal management procedures, academic and student affairs policies, finance and administration policies, etc.);
- iii. Integrated and engaged leadership and governance support our mission (ongoing communication between faculty and division directors; division directors and Provost and VPs; Provost's Advisory Council; Executive Council; Cabinet);
- iv. HR and Finance and Administration policies and materials are converting from system to institutional policies;
- v. The value of integrating of Academic and Student affairs to our mission is observable and measurable (co-curricular and support activities; student support and success initiatives);
- vi. Website is in process.

Standard Three: Planning and Implementation

- i. Do planning processes and structures operate with the core themes in mind?
- ii. Does the institution's planning model(s) flow logically from objectives to indicators and result in data that provides evidence to assess outcomes

Key Findings:

- i. Planning has been inclusive, strategic, and frequent during the last 5-6 years:
 - pre-retrenchment prioritization, capacity study, workforce analysis, etc.
 - retrenchment plan and HECC conditions
 - student success initiatives
 - faculty and other hiring: 2015-17;
- ii. We can demonstrate that our core themes are supported by our planning processes:
 - hires/initiatives generally done with student success in mind
 - reductions and efficiencies managed with care and future goals in mind
 - extensive planning and consultation with a broad range of campus entities have guided most planning processes.

Standard Four: Measurement and Improvement

- i. Can we provide evidence of formative assessment of courses, programs and degrees?
- ii. Are faculty and other personnel aware of and engaged in assessment and measuring value-added gains (are the indicators real?)
- iii. Are indicators operationalized in a way that provides usable evidence?
- iv. Does the evidence, taken together, provide a sufficient basis from which to assess mission fulfillment?

Key Findings:

- i. We have abundant evidence of our assessment of core themes, programs, and degrees (Senior Writing and oral communication assessment; program-specific goals and field tests; participation in multi-state collaborative);
- ii. Near 100% compliance with assessment activities (participation and monitoring), including academic support programs; plans to integrate graduate studies;
- iii. We are not hitting all targets, but we (a) can and should revise indicators; (b) are engaged in planning to address areas where we fell short; and (c) are implementing new instruments and assessment activities;
- iv. We are meeting many of our foundational University Studies (general education) objectives, but not all, and we are not providing evidence of student learning in all strands (particularly E-J).

Standard Five: Mission Fulfillment

- i. How do we analyze outcomes and evidence? What is the role of the faculty, administration, leadership and board?
- ii. Do we have sufficient evidence to assess mission fulfillment?
- iii. How have we used data to support improvement?

Key Findings:

- i. Even in a period of transitional leadership and absent a strategic plan, planning has been data-driven, strategic and supportive of the University's mission;
- ii. We have amassed considerable evidence to both document our assessment of accomplishments, and to inform future planning and improvement (assessment reports, extensive use of TracDat, Faculty Loading Report, Activity Insights, institutional and inter-institutional assessment work);
- iii. Core theme and mission revision will be the focus of our next year, which aligns effectively and appropriately with the strategic planning process, which will begin in AY 16-17;
- iv. SOU has a solid foundation for assessment of mission fulfillment and improvement that includes administrators, faculty and faculty committees, staff and students;
- v. As we move out of retrenchment, continue to work to advance state legislative and HECC-defined priorities, and welcome a new president, the analysis that we have completed for our Year Seven report will be valuable, and will complement the work we have done over the past several years to monitor, measure and assess our success as an institution.

AASCU's Re-imagining the First Year - Update

Re-Imagining the First Year of College
Draft Campus Plan
Submitted to the American Association of State Colleges and Universities
15 June 2016, p. 1

GOAL: Transform SOU's fragmentary, small-scale efforts in support of first year student success into a mutually-supportive suite of policies, procedures, resources, and best practices that help first-year students develop, articulate, and act upon their own sense of educational purpose. Increase first year student retention by 5%, with complementary increases from year to year.

From Services to Strategies to a Single Framework

The RFY Team at SOU began by identifying 38 initiatives, pilots, programs, and services on campus that impact first-year students. It became clear that SOU does not have a problem with providing support services for first-year students. Instead, it has a problem delivering coherent services – coherent in the sense of services that make sense to first-year students and in the sense of services that are connected and mutually supportive.

The four RFY Teams then used the RFY Planning Toolkit to develop strategies that would give greater coherence to first-year student services, in the end, identifying eight:

- Improve how students are informed about the support resources that are available to them (Students currently receive a “fire-hose” of information during recruitment and orientation events, which is difficult to retain).
- Provide students a sense of belonging in a larger community of learners in the classroom, in co-curricular activities, and through advising.
- Connect the curriculum with related co-curricular activities that reflect and support each other. (Faculty don't always know about co-curricular activities that could support what they're doing in the classroom. Similarly, co-curricular activities are not always designed to have connections to the classroom.)
- Integrate career advising into the curricular and co-curricular life of students. Career advising is an opportunity to bring additional meaning and purpose to students' work in and out of the classroom. (SOU currently has one professional career advisor, though some individual programs also provide some career assistance.)
- Redesign high-DWIF courses and course with high levels of first-year students to incorporate active learning, strengths-based pedagogy, and non-cognitive development. Help first-year students become agents of their own educational plans. Provide ongoing faculty development in support of these goals.
- Streamline handoff of students from one advising system to the next. (SOU currently has three advising systems, one for first-year students, one for non-first year students who have not declared a major, and one for students who have declared). Provide professional development and create advising communities so all types of advisors can share knowledge, strategies, and best practices.
- Purchase or develop a learning-management system with early-warning capabilities and which includes academic and non-academic elements of students' experiences. (Right now, most of SOU's analytics revolve around academic factors.)

Re-Imagining the First Year of College
Draft Campus Plan
Submitted to the American Association of State Colleges and Universities
15 June 2016, p. 2

- Simplify educational pathways in general education and in majors.

Moving from 38 initiatives, pilots, programs, and services to eight strategies indicates some progress towards simplification, but not necessarily progress toward coherence. Fortunately, virtually all of the nine strategies can be understood as part of a larger framework we call “student understanding of educational purpose.”

Student Understanding of Educational Purpose

We define educational purpose as students’ ability to understand and articulate the relationships among and across their classroom experiences, their extra-curricular experiences, and their post-college goals and aspirations. This requires student understanding of the following:

- How they are the agents and owners of their learning and educational plan
- How what they learn in the classroom relates to experiences outside the classroom
- How their chosen curricular and co-curricular activities support their personal and professional goals

Developing student understanding of educational purpose is central to retention, persistence, graduation, and post-graduate success, especially for first-generation and underrepresented students. Because many of these students already start off with the belief that they do not belong in college and lack the skills they need to succeed, they also lack an understanding of their educational purpose. Educational purpose is not about telling these students that they do belong in college and can succeed. It is about helping students build a framework that connects all of their college experiences – inside the classroom and out – to self-reflective educational, personal, and professional development.

Student understanding of educational purpose intersects with virtually all the nine strategies identified by the four RFY teams:

Developing educational purpose will start with the Curriculum Design Academy, which is currently working with University Seminar (USem – SOU’s first-year general-education sequence) and courses with high DWIF rates (which are often large introductory courses with significant numbers of first-year students). Course redesign will include active learning and assignments that call upon students to reflect on what they’re currently learning, how what they’re learning relates to courses they’re taking now and will be taking in the future, and how all of this relates to their personal and professional goals.

Improving the complex system of advising at SOU by creating shared professional development and learning communities among professional and faculty advisors will give advisors more time to engage with students and help them uncover connections between their personal and professional interests and their education. Identifying the limitations of our existing Learning Management System and identifying all the things we want to know about first-year students will improve both advising and instruction, by delivering more timely warnings about students who may be having difficulties. Similarly, better faculty

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and staff understanding of the student support resources will help get struggling students the information they need when they need it.

Two areas remain somewhat underdeveloped in this plan: Career advising and simplifying educational pathways. We believe that developing a four-year career curriculum that addresses the different needs of students at different times in their education is vital. However, with a professional career advising staff of one, and an unknown level of commitment to expansion, it is difficult to design a clear path forward. Simplifying educational pathways is also problematic, because it would require considerable considerable modification to the curriculum. With a new President arriving in just a few weeks, it will be necessary to determine what her priorities will be in these areas.

Future Meetings



Adjourn