Southern OREGON UNIVERSITY

OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

November 12, 2015

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 (SOU) 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 updates on an SOU-Rogue Community College/ SOU-Klamath Community College Faculty/Staff Rates Agreement; enrollment; HECC reporting; the Provost's Council; and a presentation on Race Awareness Week. Other topics will include a Bridge Program update; a presentation on the College Transition Collaborative; and a discussion on the progress and timeline for accreditation and assessment.

The meeting will occur as follows:

Thursday, November 19, 2015
1:30 p.m. to 3:30 p.m. (or until business concludes)
Hannon Library, DeBoer Boardroom, 3rd Floor (Room 303)

The Hannon Library is located at 1290 Ashland Street, on the campus of Southern Oregon University. **If special accommodations are required, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Board of Trustees
Academic and Student Affairs Committee Meeting
November 19, 2015

Call to Order and Preliminary Business

SO | **Southern OREGON**
UNIVERSITY

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, November 19, 2015
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.

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 October 15, 2015 Meeting Minutes (Action)	Chair Sayre
2	**Public Comment**		
~15 min. **3**	**Provost's Report**		Dr. Susan Walsh, SOU, Provost and Vice President for Academic and Student Affairs
	3.1	SOU - Rogue Community College/Klamath Community College Faculty/Staff Rates Agreement – Update	Dr. Susan Walsh
	3.2	Enrollment Update	Chris Stanek, SOU, Director of Institutional Research; Lisa Garcia-Hanson, SOU, Associate Vice President for Enrollment and Retention

Board of Trustees
Academic and Student Affairs Committee Meeting

Thursday, November 19, 2015
1:30 p.m. – 3:30 p.m. (or until business concludes)
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AGENDA (Cont'd)

	3.3	HECC Reporting Update	Dr. Susan Walsh
	3.4	Provost's Council	Dr. Susan Walsh
	3.5	Race Awareness Week	Marjorie Trueblood-Gamble, SOU, Director of Diversity and Inclusion
~25 min.	**4**	**Bridge Program Update**	Dr. Amy Belcastro, SOU, Professor of Education and Director of Bridge Program
~25 min.	**5**	**College Transition Collaborative (CTC)**	Dr. Daniel DeNeui, SOU, Director, Division of Social Science and Professor of Psychology
~25 min.	**6**	**Accreditation and Assessment - Progress and Timeline**	Dr. Jody Waters, SOU, Associate Provost and Director of Graduate Studies; Dr. Kristin Nagy Catz, SOU, Director of University Assessment
~15 min.	**7**	**Curriculum Proposal – Bachelor of Music (Action)**	Dr. Vicki Purslow, SOU, Professor of Music and Chair, Music Program
	8	**Adjourn**	Chair Sayre

Southern OREGON UNIVERSITY

OFFICE OF THE BOARD OF TRUSTEES

Academic and Student Affairs Committee Meeting

Thursday, October 15, 2015
1:30 p.m. – 3:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library

MINUTES

Call to Order and Preliminary Business
Chair Teresa Sayre called the meeting to order at 1:33 pm.

Roll Call
The following committee members were present: Teresa Sayre, Sheri Bodager, Judy Shih, Joanna Steinman, Steve Vincent and Roy Saigo (ex officio). Les AuCoin participated by video teleconference. Trustee April Sevcik also was in attendance.

The following member was absent: Shea Washington.

Others in attendance included: Liz Shelby, Chief of Staff and Director of Government Relations; Craig Morris, Vice President for Finance and Administration; Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Penny Burgess, USSE, Director of Treasury Operations; Ryan Brown, Head of Community and Media Relations; Dr. Matt Stillman, University Registrar and Director of Enrollment and Retention Assessment; Chris Stanek, Director of Institutional Research; John Stevenson, IT User Support Manager; Don Hill, Classroom and Media Services Manager; Lisa Garcia-Hanson, Associate Vice President for Enrollment and Retention; Ginny Lang, University of Oregon; Kathy Park, Executive Assistant; Dave Coburn, OSA; Marianne Golding, SOU; Emily Pfeiffer, ASSOU; Deborah Rosenberg, SOU; and Olena Black, League of Women Voters.

Consent Agenda
Trustee Vincent moved to approve the September 17, 2015 minutes as drafted. Trustee Steinman seconded the motion and it was approved unanimously.

Public Comment
No public comment was made.

Provost's Report
Dr. Susan Walsh described a productive Director's Council retreat in early September at Callahan's Lodge. Approximately 25 Academic and Student Affairs administrators and staff spent the day planning, identifying issues that needed to be addressed and discussing the importance of academic advising. A major item on the agenda was retention, especially ways to improve it. American Association of State Colleges and Universities information also was presented at the retreat.

Chris Stanek presented the enrollment update. Detailing SOU's progress toward meeting its retrenchment target of 4,214, he stated the current full time equivalency is 4,271 and said that number will continue to rise as remaining dual credit courses are entered into the system. He also explained the admissions funnel would not be changing much since the 2015 numbers are available.

Discussing headcount, Mr. Stanek compared the current 5,377 to last year's 6,248 and expected the number to continue increasing through the fourth week of classes. He also discussed the numbers of resident and non-resident students as well as their importance in the new funding model.

Student diversity also increased from last year. In response to a question from Trustee Vincent, Mr. Stanek said the international student category could be broken out from the diversity demographics since it does not count toward minority allocations for funding purposes. Responding to a follow-up question from Trustee AuCoin about the relevance of the data specifically tied to the funding model, Mr. Stanek said that, in the future, SOU could have an entirely different set of reports geared toward the funding model. Chair Sayre then asked if SOU currently has the capacity to begin tracking the categories outlined in the funding model. Mr. Stanek replied that SOU does have that capacity. Concluding the discussion, Trustee AuCoin added that enrollment should also be included.

SOU Provost, Dr. Walsh, then presented the Five-Point Framework for Academic Year 2015-2016 that was introduced at the recent Director's Council retreat and the SOU Opening Breakfast. First, she encouraged everyone to become familiar with and embrace the new funding model. Second, she asked attendees to think about recruitment to encourage growing enrollment numbers. Third, she said retention must remain a top priority, noting that attendees should continue to do good work and think of one thing they can do differently each week. Dr. Walsh's fourth point was to have everyone think about how they can show appreciation for faculty and staff authentically, and in public ways; she noted that when people believe they are valued, they project that belief to others. And finally, she encouraged everyone to become engaged in campus conversations - be present, listen and be engaged. Chair Sayre said she attended the breakfast and was impressed by every speaker.

Curriculum Approval Process
Chair Sayre led the discussion on the proposed curriculum approval process, which was patterned after Portland State University's model and is being recommended for SOU in order to allow a more timely response to proposals for new degree programs. The committee was presented a full outline of each step of the process at an earlier meeting. Dr. Walsh explained that: 1) the HECC meetings are not held as frequently as OUS meetings, so reviewing curriculum proposals will not happen as frequently; and 2) HECC wants to receive curriculum proposals as consent agenda items.

Chair Sayre pointed out that regular meetings of the SOU Board of Trustees are quarterly, while the committee meets monthly. The proposal before the committee would ask the board to allow the committee to make the recommendations for approval or disapproval. The committee would also have regular program reports to the full board.

Trustee Shih asked what will happen to the curriculum proposal if at any point in the process, it is not approved. Dr. Walsh said there are different levels where it can be returned to an appropriate level for revisions. Replying to Trustee Bodager's question, Dr. Walsh affirmed that all academic programs have to go through this approval process.

Regarding Trustee Vincent's question about the external review requirement for graduate programs, Dr. Walsh said the external review is a holdover from OUS, that graduate programs are held to a higher standard, and that the external review is beneficial.

Trustee Shih commented the flowchart presented to the committee outlines the process, not the criteria. Dr. Walsh said the submission materials ask for proposal details and Chair Sayre added that the committee would have the opportunity to review the submission and could comment on the established criteria to ensure the committee is in agreement with the criteria. Chair Sayre agreed with Trustee AuCoin that once SOU has a strategic plan and identifies its niche, the committee could consider determining if or how the program fits SOU's niche. Chair Sayre said an important role of the board is to review SOU's mission and vision and make sure everything goes through that filter. Part of this process asks how the program ties into SOU's mission and vision.

Regarding timing of the proposed process, Dr. Walsh answered Trustee Steinman that the flexibility people previously had will no longer exist; any late submissions will not be approved until the following year, due to difficulties of HECC meeting timing. Chair Sayre, stressing Trustee Steinman's point, said the process is to ensure the board has seen the proposal, it has gone through all the proper steps and that all appropriate groups have seen it along the way. The Provost's Council is the cooperative mechanism to ensure parties are working in a coordinated fashion within the system that has been created in the state.

Trustee Vincent moved that the Academic and Student Affairs Committee adopt the new academic program approval process. With this, the committee also recommends the board delegate authority to establish new academic programs and curricula to the Academic and Student Affairs Committee, and with this delegation of authority, the committee will be responsible for keeping the board informed of new proposals at regular meetings of the board and more often when necessary. Trustee Shih seconded the motion and it passed unanimously.

SOU-Klamath Community College (KCC) /SOU-Rogue Community College (RCC) Faculty Staff Rates MOU
Chair Sayre advised the committee members that their packets contained draft information for the proposed MOU terms.

Dr. Matt Stillman explained the current employee benefit privilege that exists among the seven Oregon public universities, the various restrictions and limitations, fees, and that these employees pay 30 percent of the resident undergraduate tuition rate, even if taking graduate courses.

Responding to Trustee Shih's question, Dr. Stillman said the benefit is reciprocal with the seven universities and Mr. Morris added that, starting this fiscal year, the institutions will settle with each other. Trustee AuCoin later asked about SOU's costs for sending students to other colleges. Mr. Morris didn't have that information yet because SOU is at the

beginning of the year; however, when looking back at the last 5-6 years, SOU's net average cost was around $100,000.

Regarding questions from Trustees Steinman and Shih about the online courses, Dr. Stillman noted that the restrictions apply to all the universities, with limited exceptions. He also noted that he did not have readily available information about online cost differences between programs.

Trustee Shih asked if participants were mostly dependents and Dr. Stillman indicated they were. He cited that 30 SOU employees and 45 dependents currently participate, which is typical. The vast majority of these students are degree-seeking students.

Regarding questions from Trustees Steinman and Sevcik about general restrictions and limitations, Dr. Stillman said determining these is institutional prerogative, seemed to be based on demand or perceived costs to the university, and are usually specialty, niche, or costly-to-deliver programs. He further noted that the current program limits participation to 12 credits, which is considered full-time, and participants can take more than 12 credits at full price for the extra credits. Mr. Catz said that while SOU can change this, the limitation is linked to agreements with other institutions and SOU probably would not change it without consulting with the other institutions.

Dr. Stillman reviewed the modeling assumptions made in the analysis he presented, covered revenue generation, and potential positive and negative ramifications.

President Saigo added that as SOU builds relationships with the community colleges, SOU wants to educate as many people as possible. He discussed this as a pilot program with KCC's President Gutierrez and felt that a survey of how many people would be interested would be informative. President Saigo hopes to create relationships and build loyalty in the Rogue Valley. If it will not cost SOU much or if SOU can ask the institutions to help, he thought it would be worth considering. Instead of focusing on the negative possibilities, the President was interested in focusing on positive ones.

Trustee Sayre redirected the conversation to the items in the draft proposal. She discussed the list and saw the need to define any limitations to full-time employees or extension to half-time employees.

While the draft proposal included face-to-face courses as well as online courses, Dr. Walsh mentioned that the proposed MOU with KCC includes some online courses. Dr. Stillman believed that functionally, it would not be possible for the registrar's office to extend staff rate privileges for online courses to a select audience. Trustee Shih sought baseline data on both face-to-face and online courses to determine how many people are taking classes now, then how many take advantage of the program under the MOU, and the impact to SOU. If the goal is to encourage more students to transfer to SOU, then SOU should track the number of students who transfer from KCC to SOU to track success.

Responding to a question about possibly incentivizing KCC students to transfer to SOU to offset costs, Mr. Catz opined that there may be a legal objection to such an arrangement.

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Chair Sayre asked if the participants could be limited to enrollment on a space-available basis. Dr. Stillman thought that would be hard to do and believed the best way to accomplish that would be to restrict the timing of the participants' registration.

Mr. Catz said the MOU could include a reimbursement provision as in the current programs with the seven TRUs.

Dr. Stillman advised that it would be extremely difficult to start a pilot program in the winter term and recommended a fall 2016 start. Dr. Walsh said the board needs to make a decision by December 31, 2015 on whether SOU will participate in a program with KCC but that there is no commitment to a particular start date. Mr. Catz said the committee can discuss its proposal with the full board and ask for a delegation of authority to President Saigo and Dr. Walsh to pursue MOUs with the two community colleges. The trustees discussed several provisions that should be included in the MOU and Mr. Catz stated those could be included in the delegation of authority.

Trustee Vincent moved that this committee recommend to the full board, approval to authorize staff to develop a staff tuition rate privilege agreement between Klamath Community College and Rogue Community College, subject to mutually agreeable terms and conditions, to start fall term of 2016. Trustee AuCoin seconded the motion and it passed unanimously.

The trustees discussed the terms that should be included in the MOU (e.g., pilot program, caps, online courses) and the need for further review of the MOU. It was decided those issues could be discussed in the full board meeting. Mr. Catz said that procedurally, the MOU can go to the Executive and Audit Committee or full board for a decision. Trustee Shih said the staff working on the MOU should take into consideration the points raised and reflected in the minutes. Chair Sayre and Dr. Walsh said that would be the committee's expectation.

Institutional Review Report and HECC Conditions Report
Chair Sayre reintroduced the institutional review report presented to the trustees in prior meetings and asked if the committee members had any questions, concerns or desire for more information.

Trustee Steinman asked about attracting new non-resident students and whether there is still a big push to do that. Dr. Walsh informed her that it's about the mix and SOU is having conversations about where to best focus energy. Demonstrating the point, Mr. Morris said there was a time when a WUE student was at 150% of tuition and brought in less money than a resident student with state allocation. As state allocation dropped, that changed and now a WUE student brings in more money than a resident student. In time, it will flip again and then recruiting WUE students will be disadvantageous.

Discussion ensued among Trustee AuCoin, President Saigo and Dr. Walsh about the complexity of the HECC graduation matrix and the importance of a strategic recruitment and retention model. It was suggested that SOU has to build sociological and institutional capacity to retain and graduate different types of students. Chair Sayre pointed out that money has been set aside for strategic investments, specifically student success initiatives, which Dr. Walsh further explained.

In response to a question from Chair Sayre regarding a reference in the report to thin staff, Mr. Morris explained that over the last five years, when SOU had to make cuts, the focus primarily was on classified staff rather than faculty. As a result, SOU was criticized by OUS for being too thin on staff. One solution to this was creating the Service Center to consolidate administrative functions without hiring new employees. President Saigo added that the staff was so thin it bordered on noncompliance and Mr. Morris confirmed this as one of the reasons SOU needs an internal auditor to review processes, reports and requirements to help ensure compliance.

Further discussion ensued regarding other items in the report, including but not limited to: division directors' three-year plans; faculty retirements; and budget provisions for the Provost to use to work with the academic directors.

Regarding the May/June 2015 HECC Conditions Report, Trustee AuCoin asked for clarification on the mission refinement. Mr. Morris noted that EOU and SOU are in agreement that their presentations to HECC will approach mission through mission fulfillment as seen through the accreditation process.

Adjournment
Chair Sayre adjourned the meeting at 3:35 pm.

Public Comment

Provost's Report

Department	Fall 2014	Fall 2015	Change	% Change	Department	Fall 2014	Fall 2015	Change	% Change
Art	2,530	1,364	-1,166	-46.1%	Biology	3,639	3,834	195	5.4%
Creative Writing	476	536	60	12.6%	Chemistry	1,256	1,811	555	44.2%
Emerging Media & Digital Art	1,088	1,394	306	28.1%	Computer Science	1,000	1,316	316	31.6%
Music	1,564	1,623	59	3.8%	Mathematics	4,298	4,669	371	8.6%
Theatre	2,546	2,641	95	3.7%	Physics	1,214	1,313	99	8.2%
Subtotal - Oregon Center for the Arts	**8,204**	**7,558**	**-646**	**-7.9%**	**Subtotal - STEM Division**	**11,407**	**12,943**	**1,536**	**13.5%**
Education	2,250	2,387	137	6.1%	Business	6,121	6,222	101	1.7%
Health and Physical Education	2,054	1,835	-219	-10.7%	Communication	2,245	2,835	590	26.3%
Outdoor Adventure Leadership	740	724	-16	-2.2%	Environmental Studies	1,781	1,594	-187	-10.5%
Military Science	174	153	-21	-12.1%	**Subtotal - Division of BCE**	**10,147**	**10,651**	**504**	**5.0%**
Subtotal - Education, Health and Leadership	**5,218**	**5,099**	**-119**	**-2.3%**					
Criminology and Criminal Justice	2,395	2,625	230	9.6%	English	2,072	2,031	-41	-2.0%
Economics	1,232	932	-300	-24.4%	Gender, Sexuality, and Women's Studies	212	122	-90	-42.5%
Geography	580	408	-172	-29.7%	International Studies	292	292	-	0.0%
History	2,299	2,541	242	10.5%	Native American Studies	258	192	-66	-25.6%
Political Science	944	1,030	86	9.1%	Philosophy	930	1,021	91	9.8%
Psychology	4,505	4,359	-146	-3.2%	Foreign Languages & Literatures	2,370	2,156	-214	-9.0%
Sociology/Anthropology	1,885	1,762	-123	-6.5%	**Subtotal - Humanities and Culture**	**6,134**	**5,814**	**-320**	**-5.2%**
Subtotal - Social Sciences	**13,840**	**13,657**	**-183**	**-1.3%**					
					Library Science	**-**	**-**	**-**	
Gen Ed and House Experience	775	740	-35	-4.5%					
Honors College	178	370	192	107.9%	**Physical Education Activities**	**699**	**620**	**-79**	**-11.3%**
Learning Commons	24	-	-24	-100.0%					
Success at Southern	13	18	5	38.5%					
Undergraduate Studies	452	383	-69	-15.3%	**Total Undergraduate**	**60,204**	**61,677**	**1,473**	**2.4%**
University Seminar	3,113	3,824	711	22.8%					
Subtotal - Undergraduate Studies	**4,555**	**5,335**	**780**	**17.1%**	**Total Undergraduate + Graduate**	**64,130**	**65,100**	**970**	**1.5%**

Graduate Course SCH by Department
Fall 2014 Week Ending 11/2/14 vs. Fall 2015 Week Ending 11/1/15
Certified 4th Week

Department	Fall 2014	Fall 2015	Change	% Change	Department	Fall 2014	Fall 2015	Change	% Change
Art	8	13	5	62.5%	Biology	162	139	-23	-14.2%
Creative Writing	-	-	-		Chemistry	-	-	-	
Emerging Media & Digital Art	-	-	-		Computer Science	16	-	-16	-100.0%
Music	91	107	16	17.6%	Mathematics	36	50	14	38.9%
Theatre	1	-	-1	-100.0%	Physics	-	-	-	
Subtotal - Oregon Center for the Arts	**100**	**120**	**20**	**20.0%**	**Subtotal - STEM Division**	**214**	**189**	**-25**	**-11.7%**
Education	2,371	1,957	-414	-17.5%	Business	147	163	16	10.9%
Health and Physical Education	8	-	-8	-100.0%	Master in Business Administration	339	259	-80	-23.6%
Outdoor Adventure Leadership	-	7	7		Master in Management	135	138	3	2.2%
Military Science	-	-	-		Communication	16	12	-4	-25.0%
Subtotal - Education, Health and Leadership	**2,379**	**1,964**	**-415**	**-17.4%**	Environmental Studies	13	4	-9	-69.2%
					Subtotal - Division of BCE	**650**	**576**	**-74**	**-11.4%**
Criminology and Criminal Justice	-	-	-						
Economics	-	-	-						
Geography	-	-	-		English	17	4	-13	-76.5%
History	-	-	-		Gender, Sexuality, and Women's Studies	-	4	4	
Political Science	-	-	-		International Studies	-	-	-	
Psychology	502	505	3	0.6%	Native American Studies	-	8	8	
Sociology/Anthropology	28	36	8	28.6%	Philosophy	-	-	-	
Subtotal - Social Sciences	**530**	**541**	**11**	**2.1%**	Foreign Languages & Literatures	-	-	-	
					Subtotal - Humanities and Culture	**17**	**16**	**-1**	**-5.9%**
Master in Interdisciplinary Studies	**36**	**17**	**-19**	**-52.8%**					
					Total Graduate	**3,926**	**3,423**	**-503**	**-12.8%**
					Total Undergraduate + Graduate	**64,130**	**65,100**	**970**	**1.5%**

Enrolled Student Headcounts
Fall 2014 Week Ending 11/2/14 vs. Fall 2015 Week Ending 11/1/15
Certified 4th Week

	Fall 2014	Fall 2015	Change	% Change	Fall 2014 End of Term	Change	% Change
First Year Students	713	834	121	17.0%	713	121	17.0%
New Transfers	566	548	-18	-3.2%	567	-19	-3.4%
New PostBacs/Graduates	156	121	-35	-22.4%	156	-35	-22.4%
Subtotal - New Students	**1,435**	**1,503**	**68**	**4.7%**	**1,436**	**67**	**4.7%**
Continuing Students	3,303	3,182	-121	-3.7%	3,310	-128	-3.9%
Returning after Absense	118	160	42	35.6%	118	42	35.6%
Non-Admitted	1,347	1,370	23	1.7%	1,384	-14	-1.0%
Grand Total - Headcount	**6,203**	**6,215**	**12**	**0.2%**	**6,248**	**-33**	**-0.5%**
Grand Total - FTE	**4,347**	**4,408**	**61**	**1.4%**	**4,356**	**52**	**1.2%**
Resident	4,425	4,306	-119	-2.7%	4,460	-154	-3.5%
Non-Resident	1,778	1,909	131	7.4%	1,788	121	6.8%
International	150	157	7	4.7%	154	3	1.9%
American Indian/Alaskan Native	61	57	-4	-6.6%	61	-4	-6.6%
Asian	103	97	-6	-5.8%	104	-7	-6.7%
Black/African American	117	125	8	6.8%	116	9	7.8%
Hispanic/Latino	495	524	29	5.9%	490	34	6.9%
Pacific Islander	24	26	2	8.3%	24	2	8.3%
North African, Middle Eastern, Other	33	32	-1	-3.0%	33	-1	-3.0%
Two or More Races	367	426	59	16.1%	366	60	16.4%
Subtotal - Students of Color (race & ethnicity)	**1,200**	**1,287**	**87**	**7.3%**	**1,194**	**93**	**7.8%**
White	3,305	3,041	-264	-8.0%	3,291	-250	-7.6%
Unknown*	1,548	1,730	182	11.8%	1,609	121	7.5%
Alaska	76	80	4	5.3%	76	4	5.3%
California	1,020	1,138	118	11.6%	1,020	118	11.6%
Hawaii	104	117	13	12.5%	104	13	12.5%
Idaho	27	31	4	14.8%	27	4	14.8%
Washington	161	152	-9	-5.6%	161	-9	-5.6%
All Other States	258	260	2	0.8%	258	2	0.8%

*includes over 1000 non-admitted students whose demographic data is not systematically tracked

SCH by Student Level Within Tuition Category
Fall 2014 Week Ending 11/2/14 vs. Fall 2015 Week Ending 11/1/15
Certified 4th Week

Tuition Category	Fall 2014	Fall 2015	Change	% Change
UG WUE	14,356	16,034	1,678	11.7%
UG Resident	30,762	30,204	-558	-1.8%
UG Non-resident	1,542	1,628	86	5.6%
UG Online	6,311	6,301	-10	-0.2%
Subtotal - Undergraduates	**52,971**	**54,167**	**1,196**	**2.3%**
GR Resident	823	667	-156	-19.0%
GR Non-resident	579	461	-118	-20.4%
GR Online	270	233	-37	-13.7%
GR Education Differential	1,649	1,577	-72	-4.4%
Subtotal - Graduates	**3,321**	**2,938**	**-383**	**-11.5%**
Staff Rates	797	761	-36	-4.5%
Waived Tuition	781	850	69	8.8%
Course Based Tuition	676	792	116	17.2%
Advanced Southern Credit	5,558	5,544	-14	-0.3%
Early Entry HS	26	61	35	134.6%
Grand Total - SCH	**64,130**	**65,113**	**983**	**1.5%**

Race Awareness Week

SOUTHERN OREGON UNIVERSITY
MULTICULTURAL resource center

Monday, November 2
What Stands Between Us?
12:30 PM, SU 319
"Do you think racism is getting better or worse?" Please join the MRC staff for a thought-provoking discussion which seeks to clear up misconceptions we hold about those different than ourselves.

Claudia Alick, Guest Speaker *"Exploring the Racial Divide"*
6:00 PM, Rogue River Room
Claudia Alick is an Associate Producer at the Oregon Shakespeare Festival, and is listed as one of 25 theater artists who will shape American Theater in the next twenty-five years. Through such programs as "The Green Show," The Daedalus Project, Juneteenth, and OSF Open Mics, Ms. Alick uses creativity to bring our community together.

Tuesday, November 3
Sister to Sister
12:30 PM, SU 319
Join MRC staff for an at-the-table conversation where Women of Color discuss the realities of navigating life in southern Oregon and American society.

Life in Ashland: Perspectives of People of Color
6:00 PM, Rogue River Room
A panel of students, faculty and community members share their experiences as People of Color in Ashland and its neighboring cities.

Wednesday, November 4
Lee Mun Wah
Wednesday 9 AM, Rogue River Room
Keynote Speaker Lee Mun Wah has garnered national attention for his work as a master diversity trainer. Documentarian, folk story teller, writer, and educator, this esteemed guest will unpack power, privilege, and oppression in what is sure to be a thought-provoking address.

Student Session with Lee Mun Wah
11:00 AM - 1:00 PM, Rogue River Room
Faculty and Staff Session with Lee Mun Wah
2:00 PM - 5:00 PM, SU Arena
If These Halls Could Talk
6:00 PM, Rogue River Room
Lee Mun Wah's powerful documentary examines the reality of students, faculty, and staff of color on predominately white campuses, and what is needed to create a truly inclusive college environment.

Thursday, November 5
Theater of the Oppressed: Rainbow of Desire Presentation
Thursday 6 PM - 8:30 PM, Rogue River Room
Free to SOU Community / $10 General Admission
Master Practitioner Marc Weinblatt of Mandala Center for Change presents "Rainbow of Desire," a presentation utilizing actors and the audience to investigate racial tension, internalized oppression, and identify greater social issues and opportunities to act for change.

Friday, November 6
Instructional Workshop for Theater of the Oppressed
Friday 2 PM - 5 PM, Rogue River Room
This seminar, presented by Marc Weinblatt of Mandala Center for Change, offers students, faculty, and staff the opportunity to explore the power of performing arts in tackling issues of diversity and inclusion in a train the trainer format.

Cracking the Codes: The System of Racial Inequity (Film)
4:30 PM, Meese Auditorium
Cracking the Codes explores the causes and consequences of systemic racial inequity in America through the sharing of stories from racial justice leaders across the nation. All students, staff, faculty and community members are welcome.

17

For more information contact: 541-552-8793 or email to Woodardm@sou.edu

Bridge Program Update

NEWS RELEASE

For immediate release:

For further information contact:
Ryan Brown
Phone: 541-552-6186 | Cell: 541-591-3352
brownr2@sou.edu

Fall Classes Begin Sept. 28 at SOU

(Ashland, Ore.) —Fall classes at Southern Oregon University will begin Monday, Sept. 28, and the start of a new academic year also brings new programs, services, and initiatives to the University.

"As we prepare to welcome one of the largest first-year classes in school history, there is a lot to look forward to," said SOU President Roy Saigo. "With the closure of the Oregon University System on July 1, this is the first academic year to begin with a local Board of Trustees overseeing the University, and we are confident that will be a positive change for SOU."

One new offering at SOU this fall is the pilot "Bridge" program, designed to invest in the strengths of Oregon college students, especially underrepresented populations—first-generation college students, second language learners, students from low-income families, and underserved minority groups—and to support their transition into higher education socially, personally, emotionally, and academically.

The program includes a tuition free, yearlong course that began prior to the academic year. It is constructed to connect Bridge students' strengths and experiences to learning outcomes, programs, resources, people, and opportunities at SOU. "If we hope to reach the state's 40-40-20 goals, we need to make strides toward investing in the rich experiences and talents of Oregon students and closing the achievement gap currently experienced by underserved and underrepresented student groups," said Dr. Amy Belcastro, professor of education and Director of the Bridge program. "The Bridge program is designed to do just that. It is one example of how Southern Oregon University is investing in our future alumni today."

The pilot program, which is being offered to a cohort of 20 students this year, has plans to extend invitations next year to more state and local high school seniors with strengths that are not always recognized with an S.A.T. score, such as leadership, creativity, and innovation. The Bridge program also provides leadership opportunities, career connections and on-campus job opportunities, enhanced academic advising, peer mentoring, and tutoring support.

Also new this year is a Bachelor of Fine Arts in Creative Writing degree offering that was approved by the Higher Education Coordinating Commission over the summer. A creative writing minor and concentration had previously been available within the Department of English and Writing, but a recent academic restructuring at SOU placed creative writing as part of a newly created creative arts program under the purview of the Oregon Center for the Arts at Southern Oregon University.

"This restructuring provided the perfect opportunity to expand the role of creative writing within the University and offer students a vibrant, interdisciplinary experience that explores contemporary creative writing practice and theory," according to Dr. Susan Walsh, SOU's provost and vice president of academic and student affairs. "We feel strongly that this program will contribute to our region's identity as an arts-based, culturally inclusive location."

Classes begin Monday on both SOU's main campus in Ashland and the Higher Ed Center in downtown Medford.

-SOU-

About Southern Oregon University

Southern Oregon University is a medium-sized campus that provides comprehensive educational opportunities with a strong focus on student success and intellectual creativity. Located in vibrant Ashland, Oregon, SOU remains committed to diversity and inclusion for all students on its environmentally sustainable campus. Connected learning programs taught by a host of exceptional faculty provide quality, innovative experiences for students. Visit sou.edu.

STUDENT SUCCESS PROPOSAL 2015

The mission of the Southern Oregon University's Bridge Program is to invest in the strengths of Oregon college students, especially underrepresented populations, and to support their transition into higher education socially, personally, emotionally, and academically.

Taskforce Members:
Amy Belcastro, Director, Faculty
Donny Nickelson, Bridge Advisor
Jennifer Fountain, Director of Student Life
Jadon Berry, First Year Mentor Program
Craig Stillwell, USEM Bridge Faculty
Riah Gooding, Tutoring Center
Lee Ayers, Director of Undergraduate Studies
Max Brooks, Career Connections

The Bridge Program is grounded in a holistic, strength-based, and student success approach. The purpose of the Bridge Program is to support student success beyond the goal of retention, defined as an institution's ability to retain students from one performance period to the next. We are focusing on strengthening strategies and the infrastructure that will support and increase students well being and persistence through degree completion. The holistic organizational structure of this initiative was informed by the Academic Pathways to Student Success (APASS) study where Bragg, Kim, and Barnett (2006) identified a successful bridge program between high school and college as a holistic pathway that consists of "boundary-spanning curricula, instructional and organizational strategies, and meaningful assessments that either link or extend from high school to college" (p. 6).

Outcomes:
- Recognize and develop the personal and cultural assets students bring with them to their college experience.
- Familiarize and connect students to SOU's programs, supports, resources and opportunities based on students' interests, strengths, needs and lived experiences.
- Develop students' confidence and skills to support their personal and professional goals.
- Develop students' strategies and resources to balance school, work, and personal commitments.
- Foster positive relationships with peers, faculty, and staff at Southern Oregon University.
- Develop students' writing, comprehension and critical thinking skills.
- Assist students in their development of cognitive and non-cognitive skills.
- Strengthen and expand the Student Support infrastructure at SOU.

Profile of Bridge Cohort

Thirty committed first time freshmen for Fall 2015 whose applications meet the following profile: High School GPA between 2.5 and 3.0, which are Pell Eligible, and Oregon Residents. Preference will be given to underrepresented populations such as first-generation college students, second language students, and minority students. This program is committed to invest in the strengths of Oregon students by inviting students into the Bridge Plus cohort. These strength-based characteristics may include: students who have completed a program such as "Pirates to Raiders" demonstrating commitment and overcoming challenges; or other possibilities where students' demonstrate leadership, creativity, innovation, perseverance, etc.

Reach out

Invitation letters went out to 50 students the end of June (see Appendix E), follow up phone calls were made to each student prior to attending ROAR, and a special information session was held at each ROAR event.

Holistic Organizational Structure of the Bridge Program

I. Summer Bridge Week (See Appendix A)

A strength-based, integrative course (UGS 199) designed around high impact strategies to connect Bridge students to University learning outcomes, programs, resources, people and opportunities at Southern Oregon University.

- A tuition free intensive weeklong course (1 credit) focused on recognizing and building upon students' pre-existing cognitive and non-cognitive skills (including mindset, readiness, study-skills, motivation, health and wellness, etc.)
- Using Student Support Spectrum as a start, develop a way to connect students to individual support based of students' needs, assets, interests and strengths and lived experiences.
- Students will be provided free room and board.

II. UGS 199 (1 credit) (See Appendix B)

UGS 199 is designed around the students' assets, interests, needs, strengths, and lived experiences in order to support the students' success at SOU. Topics include personal and academic goal setting, time management, organization, personal finance, learning styles, academic skills, and resources available to SOU students. This course will help students make a meaningful connection to their own educational process and the University. They will discover new resources and be introduced to strategies that can increase the potential for success. In this class, students will explore areas of strength, as well as those areas needing additional support or strategies for success, and begin to find solutions to reach their personal and academic goals.

III. Four identified Bridge USEM (See Appendix C)

Four USEM instructor's sections will be identified as Bridge Plus sections based on the instructors strengths and commitment to student success and will participate in the Oregon Writing Project at SOU, Writing Fellows Institute, for University Studies faculty initiative. The Bridge Plus and the Writing Fellows Institute support each other's goals and strengthen the overall goal of student success for Southern Oregon University. The purpose of the Writing Fellows Institute is to support faculty's skill and confidence in writing instruction, so that they can in turn better support students' success in academic writing at SOU, across disciplines

The four Bridge USEM faculty will have a multiple sections and will share the 30 Bridge students (4-6 Bridge Students per section). This would allow for a comparative assessment of the Bridge outcomes, a stronger learning environment for all students, and avoid stigmatizing or marginalizing students participating in the Bridge Program.

IV. Administrative and Staff Needs

Bridge Director

The Bridge Director (.5 FTE) will be responsible for designing and implementing a college wide Bridge program with a focus on supporting Oregon, first-generation, first year students transition into Southern Oregon University; and strengthening the student success structures. This person will also work closely with the Academic and the Student Affairs units to market, recruit and track students who participate in the program. Reports directly to the Provost/Vice Pres. of Student Affairs

Bridge USEM Faculty Facilitator with the charge of:
- Using a FLC model, design and differentiate the curriculum to increase engagement, support mastery of course outcomes and develop skills for Bridge USEM courses.
- Facilitate the collaboration of Bridge identified USEMs, Bridge WC Tutors and UGS 199, the 1 credit Bridge support class.
- Assist in identifying 4 Bridge Writing Center Tutors and provide the professional training for all WC Tutors, which will include a Writing Tutor Professional Development one credit course in the summer, on-going professional development throughout the year.

Academic Advisor at .5 FTE (Donny Nickelson) with a Proactive/Bridge Program Focus
Proactive academic advising is strongly correlated to student persistence for all students but especially for underrepresented populations such as first-generation college students (Choy, 2001; Hicks, 2002; Nutt, 2003; Swecker, Fifolt & Searby, 2013). Proactive advising is described as a direct, caring, proactive approach, where advisors establish and maintain a professional relationship with advisees (Varney, 2007). We recognize the unique needs of first-year underrepresented populations such as first-generation college students and want to make academic advising a priority for them. Therefore, as part of the Strengthen the Student Success Infrastructure of the Bridge Plus Program we have included an Academic Advisor that would be assigned to Bridge students and support the overall student-advising needs at Southern Oregon University. This position will also be

responsible for co-teaching the UGS 199 course and developing a comprehensive academic plan for each Bridge student.

Director of Student Success
The committee recommends investing in a Director of Student Success position that would be responsible for coordinating and assessing the effectiveness of student success and persistence efforts at Southern Oregon University. The Bridge Plus Task Force will collaborate with the Student Success Committee during the next academic year (2015-2016) to further develop the need and scope of this position.

V. Strengthening Infrastructure of Student Success

A. Student Support Spectrum Matrix and Assessment
Purpose is to provide a resource to help connect students to SOU programs, resources, and individual supports based on students identified needs, assets, interests and strengths and lived experiences.
1. Development began in Fall, 2014 under the direction of Lisa Garcia-Hanson to provide an overview of the work to date on a database designed to list and identify all student support programs.
2. Continued development of the Student Support Spectrum Matrix is planned for 2015-16 including program costs and outcomes met.
3. Updating and maintenance of SSSM will on going.

B. Writing Tutor Training Program.
As part of the Bridge Plus Program at SOU we are proposing a professional development institute for student's who have been identified and hired by the Tutoring Center for writing. The purpose of the institute is to develop tutor's skill and confidence in writing instruction, so that they can in turn better support students' success in academic writing at SOU, across disciplines. (See Appendix D)

Metrics for Measuring Bridge Plus Program

I. We are in collaboration with College Transition Collaboration's (CTC) research to identify the Bridge Cohort within their study in order to compare identified variables that align to BPP mission and outcomes for non-Bridge students with the same student profile.

II.   On-going data (student and program) will be collected and analyzed within each sub-structure of the BPP to identify their unique impact on BPP's mission and outcomes and be used to inform any revisions and/or future development.
     a. UGS 199
          i. Summer course data in Fall 2015: student inventories, assessments, reflections and Team Research Project rubrics based on the learning outcomes outlined.

ii. Year long course data in Winter and Spring 2016: student inventories, Learning Contracts, and assessments, reflections and student learning, based on learning outcomes.

iii. Comprehensive Academic Plans

b. Four identified Bridge USEM

i. Compare Bridge USEM with non-Bridge USEM student outcomes and persistence in Summer/Fall 2016.

ii. The data from the Writing Fellows Institute will be disaggregated to analyze the 30 Bridge Plus students' growth in writing, in relation to other students in the same instructors' classes. Also, because not all USem instructors will necessarily participate in the faculty institute, we will be able to draw some preliminary conclusions about the impact of faculty participation, by comparing pre- and post- writing samples from students in participating and non-participating instructors' classes.

c. Strengthening Infrastructure of Student Success Program

i. Accreditation data aligned to Bridge Plus Mission and Outcomes in Summer/Fall 2016.

Appendix A
UGS 199 Summer Bridge Course
A strength-based, integrative course (UGS 199) designed around high impact strategies to connect Bridge students to learning outcomes, programs, resources, people and opportunities at Southern Oregon University.

- A tuition free intensive weeklong course (1 credit) focused on recognizing and building upon students' pre-existing cognitive and non-cognitive skills (including mindset, readiness, reflection and goal setting, study-skills, motivation, financial literacy, etc.)
- Using Student Support Spectrum as a start, develop a way to connect students to individual support based of students' needs, assets, interests and strengths and lived experiences.
- Students will be provided free room and board.

Appendix B
UGS 199—First Year Experience Seminar
 (Summer Bridge Cohort): 1 credit (MW 12:30 to 1:20)

General Overview: The Academic Achievement Seminar is designed to help students learn the skills necessary for success at SOU. Topics include goal setting, time management, organization, personal finance, active listening, learning styles, note-taking, resources available to SOU students, conferencing with instructors, critical reading, and test preparation.

Course Introduction
The UGS 199 will be structured to cover both common and individualized learning modules. Revisit Inventory of students needs, assets, interests and strengths and lived experiences to tailor the course to better match the students' needs, assets, interests and strengths and lived experiences.
This course will help students make a meaningful connection to their own educational process and the University. They will discover new resources and be introduced to strategies that can increase the potential for success. In this class, students will explore areas of strength, as well as those areas needing additional support or strategies for success, and begin to find solutions to reach their personal and academic goals.

Learning Objectives:
At the end of this course, students will be able to:
1. Identify individual learning styles and understand specific techniques that might improve learning;
2. Evaluate current time-management skills and develop strategies for improving time management;
3. Understand and apply effective note-taking systems to coursework;
4. Identify unproductive habits (including personal finance). Develop and implement strategies for overcoming those habits;

5. Identify campus resources to help with specific challenges.

Appendix C
UGS 199 Year long USEM Bridge Faculty

A Sense of Wonder: Navigating the World. What draws us to take on the challenges of the unfamiliar? Why do we constantly test our ability to go beyond the comfortable? Where do we find "grit?" In answering these queries, we'll look to story, essay, image, art, and music to take a critical look at the strengths of travelers, the wealth of cultures, and the richness of history & mythology. Using this humanities approach, students will reflectively examine their role in the world through research, writing, discussion, and debate.
Instructor: Amy T. Schacht.

*Register for **CRN 1622** (MW, 10:30 – 12:20) or **CRN 1623** (MW, 1:30 – 3:20)*

Reading, Writing, and Revolution: Know Thyself; Think Globally; Act Locally.
An educational system isn't worth a great deal if it teaches people how to make a living but doesn't teach them how to make a life. What makes a life inspiring, creative and satisfying? This course is guided by the premise that higher education is revolutionary and transformational, at its best opening us to new knowledge, perceptions, thoughts, actions and ways of being. Reading, Writing and Revolution helps students to be mindfully aware of their own learning processes and to develop the skills that enhance the art of "making a life." Our interdisciplinary course dialogue focuses on integrating the whole of people's real-life experiences and academic interests and on inspiring learners to become more aware, involved and empowered as we investigate self-knowledge, global awareness and choices for action in the world.
Instructor: Elizabeth Whitman.

*Register for **CRN 1602** (TR, 8:30 – 10:20), **CRN 1603** (TR, 1:30 – 3:20) or **CRN 1604** (MW, 1:30 – 3:20)*

Health Care and Society. This section explores contemporary issues of medical care, focusing on the roles, responsibilities, and inter-relationships of physicians, nurses, and patients, both past and present, and how culture both affects and is affected by medicine. We will examine medical controversies and how competing views of health and medicine are shaped by values and ethical principles, as well as by scientific, political, and social agendas. Students will also begin to examine the process of becoming medical care-givers (doctors and nurses), practicing medical care (provider-patient relationships), acquiring reliable medical knowledge and skills (evidence-based medicine), and behaving ethically.
Instructor: Craig Stillwell.

*Register for **CRN 1645** (TR, 10:30 – 12:20) or **CRN 1646** (TR, 3:30 – 5:20)*

Introduces students to writing, speaking, critical thinking, and research at the college level. Students read challenging texts; discuss and present various positions on complex

issues; write organized persuasive and argumentative essays with focused claim and well-developed support; evaluate, integrate, and document outside sources; learn rhetorical strategies for various audiences; and demonstrate control of standard academic English. This section of USEM focuses on compassion, fearlessness, integrity. What makes life meaningful? What is the good life? How do we connect with others? How do our families and community support us? Compassion is an integral part of our well-being. Students interested in health care, business, communication, and many other majors will find this an engaging course. As students examine their own experience, discuss readings, become involved in programs and practice research, they will develop their skills in critical thinking, communication and writing.
Instructor: Laura Jessup

*Register for **CRN** **1630*** (WF 10:30AM - 12:20)

Appendix D
Writing Tutors/Training Program (Riah Gooding)

This proposal seeks to outline the collaboration between the Bridge Program and the Writing Center. In order to better serve Bridge students, the Writing Center Tutors will be strategically trained and involved in the Bridge program, during the first week in September and on ongoing throughout the 2015-16 school year. Incorporating writing tutors into the Bridge Program, would include the following:

Writing Tutor Training Institute
Week long 1 credit course, required of all writing tutors, taught by a USEM Prof (Deb Brown). This will include a first year mentor-training component.
Dates Sept. 14-17th (Tentative)
- The goals of the Training Institute include:
  - Well trained writing tutors to serve Bridge students, and better serve ALL SOU students who use The Writing Center
  - Provide writing tutors with mentor training in order for them to most effectively engage with Bridge students

Post Writing Tutor Training Institute:
- Paid ongoing training, every two weeks taught by the Deb Brown who instructed the summer Writing Tutors Training class.

Writing tutors will participate during the Bridge Week in the following ways:
- Fun Times in the Library
- WC tutors to assist with interview question development (for interviewing center coordinators)
- WC presentation, tutors to deliver content

During the 2015-16 academic year, writing tutors will support the Bridge Program in the following ways:
- 4 WC tutors will be identified as Bridge Tutors and will attend UGS 199 class as well as the Bridge USEM courses as needed.
- They will scheduled in the Writing Center to be available for Bridge students as well as all SOU students.

Important pieces for The Writing Center:
- **All** writing tutors will attend trainings, even if they will not be identified at Bridge Program tutors
- Training and support of WC tutors will continue throughout the entire academic year.

Projected costs:
- Providing 11 writing tutors with a free credit to enroll in the Writing Tutor Training Institute to take place in Sept.

- Any materials/books needed for the course (I have 15 copies of The Bedford Guide for Writing Tutors)
- Salary to pay a Deb Brown to teach the 1 credit summer WC training course and on-going professional development for WC tutors.
- Paying hourly wage for Bridge Writing Tutors to attend parts of the week long Bridge Program in September.
- Ongoing costs:
    - Paying hourly wage for Bridge WC tutors to attend the Bridge Support Class.
    - Paying hourly wage for 11 WC tutors to attend the ongoing training class.

This proposal maps out a simple approach to having well trained writing tutors, ready to support the incoming Bridge students. In the Writing Center, we are thrilled to partner on this endeavor, and look forward to providing needed resources and support to Bridge Students.

Appendix E
Bridge Letter

<<letterdate>>

Dear <<firstname>>,

Southern Oregon University is thrilled to welcome you to our beautiful, vibrant campus this fall. You are about to embark upon an incredible academic adventure and we could not be happier that it's going to be with us.

We believe in fully supporting our students at SOU, and because we're excited about the energy and initiative you are bringing with you to campus, we want to personally invite you to participate in a brand new, innovative academic support program that we think you'll be perfect for: **The Bridge Program (September 16th – 23rd). This is an amazing free opportunity for you.**

Through the Bridge Program, you'll be able to gain an edge during your transition into college life. The program will help you build skills critical to academic success while connecting you to other students and the university. You'll even get the lay of the land ahead of time with your Bridge Program peers by beginning your college journey a full week before the rest of the entering students come to campus. **As a special incentive for joining this program, we will be paying for your room and board for the September 16th – September 22nd Bridge Program and for the one credit you will earn for this summer course**.

The Bridge Program is designed to support you during your entire academic career. During your first year at SOU, you will be part of a cohort that will participate in a first year seminar or House, and a coinciding **UGS 199 one-credit tuition free course that continues the academic and transitional support you received during the one-week Bridge program**. Additionally, you will have an opportunity to learn about on-campus job opportunities, and apply early for jobs that interest you.

In order to confirm your participation in the Bridge program, please fill out the enclosed confirmation form and return it in the postage-paid envelope. Space for the Bridge Program at SOU is limited and will be filled on a first-come, first served basis.

Please feel free to contact Dr. Amy Belcastro, Professor of Education and Coordinator of the Bridge program at belcasta@sou.edu.

We congratulate you and welcome you to the Raider Family!

Sincerely,

Dr. Amy Belcastro, Professor of Education and Bridge Program Director

2015-2016 PLAN

The mission of the Southern Oregon University's Bridge Program is to invest in the strengths of Oregon college students, especially underrepresented populations, and to support their transition into higher education socially, personally, emotionally, and academically.

2015-2016 Possible Bridge Taskforce Members:
Sue Walsh, Provost & Vice President for Academic and Student Affairs
Amy Belcastro, Bridge Director
Donny Nickelson, Bridge Advisor
Jadon Berry, First Year Mentor Program
Jonathan Chavez-Baez, Education Outreach
Deb Brown, USEM Bridge Liaison
Lee Ayers, Director of Undergraduate Studies
Max Brooks, Career Connections
Larry Locke, Student Leadership
Jeffery Gayton, Library/Learning Commons Director

Task 1 Bridge Cohort Development
Membership: Amy Belcastro, John Chavez-Baez, Larry Locke, SOU Admission representatives –TBA.

This team will be part of developing a plan and budget to:
- Identify potential Bridge students, with a focus on underrepresented populations and targeting our regional high schools and programs.
- Craft personalized invitation letters to be sent out with a follow up phone call.
- Offer special information session for each Preview and ROAR event.

Cohort Profile
First-time freshmen for Summer 2016 whose applications meet the following profile:
High School GPA between 2.5 and 3.0, which are Pell Eligible, and Oregon Residents. Preference will be given to underrepresented populations such as first-generation college students, second language students, and minority students.

This program is committed to investing in the strengths of Oregon students by inviting students into the Bridge cohort. These strength-based characteristics may include: students who have completed a program such as "Pirates to Raiders" or "Bulldogs to Raiders" demonstrating commitment and overcoming challenges; or other possibilities where students' demonstrate leadership, creativity, innovation, perseverance, etc.

Task 2 Explore with Housing a Living Learning Community Opportunity
Membership: Amy Belcastro, Kerry Day, Jeffery Gayton, Donny Nickelson

This team will develop a plan that addresses housing issues from last summer, explore the creation of a living-learning community that would begin in the summer and continue throughout the first year and a budget.

Task 3 Revise Summer Bridge Week
Membership: Amy Belcastro, Jadon Berry, Donny Nickelson, Deb Brown

This team will revise the Summer Bridge week schedule, curriculum and budget based on assessments, reflections and feedback.
- A tuition free intensive weeklong course (1 credit) focused on recognizing and building upon students' pre-existing cognitive and non-cognitive skills and connecting the students to campus resources and each other.
- Students will be provided free room and board.

Task 4
Revise UGS 199
Membership: Amy Belcastro, Jadon Berry, Donny Nickelson, Deb Brown

This team will revise the UGS 199 yearlong course based on assessments, reflections and feedback.
UGS 199 is designed to continue the goals set in the summer bridge week in order to support the students' success at SOU.
Topics include personal and academic goal setting, time management, organization, personal finance, learning styles, academic skills, and resources available to SOU students. This course will help students make a meaningful connection to their own educational process and the University. They will discover new resources and be introduced to strategies that can increase the potential for success. In this class, students will explore areas of strength, as well as those areas needing additional support or strategies for success, and begin to find solutions to reach their personal and academic goals.

Task 5 Writing Tutors and USEM connection with Bridge
Membership: Deb Brown, Amy Belcastro, and Lee Ayers

This team will refine the connection of Bridge with the WC and USEM and budget needs. Instructors will be identified as Bridge USEM sections based on the instructors strengths and commitment to student success. The Bridge USEM faculty will have a multiple sections and will share the Bridge students (4-6 Bridge Students per section). This would allow for a comparative assessment of the Bridge outcomes, a stronger learning environment for all students, and avoid stigmatizing or marginalizing students participating in the Bridge Program.

Deb Brown, Bridge USEM Faculty Facilitator with the charge of:

- Leading a FLC (Faculty Learning Community) model to design and differentiate the curriculum to increase engagement, support mastery of course outcomes and develop skills for Bridge USEM courses.
- Facilitate the collaboration of Bridge identified USEMs, Writing Tutors and UGS 199.
- Develop and teach a Writing Tutor Professional Development sequence of three classes. The purpose of this to develop tutor's skill and confidence in writing instruction, so that they can in turn better support students' success in academic writing at SOU, across disciplines. The first class is a one credit (tuition free) required course for all writing tutors. The second course is recommended (not tuition free) and will allow writing tutors to advance in role and pay. The third course is an advanced writing tutor class with additional role and pay recognition. The first course will be offered this winter quarter. For next year, we will offer it in the summer and continue the on-going professional development sequence throughout the year.

  - ***UGS 109--1 Credit--Writing Center Theory and Practice:*** *Course explores current issues in writing center theory and practice and provides practical strategies for peer tutoring in writing. Required for all peer tutors working in the SOU Writing Center.*

  - ***USEM 209--2 Credits--Advanced Writing Center Theory and Practice:*** *Course emphasis is on developing skills in peer tutoring techniques, interpersonal communication, writing process, critical analysis, writing across the curriculum. and error identification (grammar and punctuation). Prerequisite UGS 109.*

  - ***USEM 409--2 Credits--Advanced Writing Center Research, Theory and Pedagogy:*** *Course in development*

Task 6 Career Connections and On-Campus Job Opportunities
Membership: Max Brooks, Donny Nickelson, Larry Locke, Jonathan Chavez-Baez

This team that will refine the role of Career Connections and Bridge job opportunities and budget needs. In 2016 Bridge Program students will have the opportunity to apply early for campus jobs and be provided with resources to support their success. The Office of Career Connections will provide direct and personalized support to Bridge Program students to help them locate positions, create their application materials, and prepare for their interviews. A schedule of these supports will be provided and included in UGS 199 beginning in summer

Task 7 Metrics for Measuring Bridge Program
Membership: Amy Belcastro, TBA

This team is responsible for pulling from various groups to support the different aspects of this task to develop on-going assessment of the Bridge Program.

I. We are in collaboration with College Transition Collaboration's (CTC) research to identify the Bridge Cohort within their study in order to compare identified variables that align to BPP mission and outcomes for non-Bridge students with the same student profile.

II. On-going data (student and program) will be collected and analyzed within each sub-structure of the Bridge Program to identify their unique impact on mission and outcomes and be used to inform any revisions and/or future development.
  a. UGS 199
      i. Summer course data in Fall 2015: student inventories, assessments, and reflections based on the learning outcomes outlined.
      ii. Year long course data in Winter and Spring 2016: student inventories, student learning assessments, reflections and progress data.
      iii. Comprehensive Academic Plans
  b. Four identified Bridge USEM
      i. Compare Bridge USEM with non-Bridge USEM student outcomes and persistence in Summer/Fall 2016.
      ii. The data from the Writing Fellows Institute will be disaggregated to analyze the 30 Bridge Plus students' growth in writing, in relation to other students in the same instructors' classes. Also, because not all USEM instructors will necessarily participate in the faculty institute, we will be able to draw some preliminary conclusions about the impact of faculty participation, by comparing pre- and post- writing samples from students in participating and non-participating instructors' classes.
  c. Strengthening Infrastructure of Student Success Program
      i. Accreditation data aligned to Bridge Mission and Outcomes in Summer/Fall 2016.

Task 8 Education Plan
Membership: Donny Nickleson, Amy Belcastro,

This team is responsible for researching and developing an educational plan (including budget needs) for Bridge Students that is strength based, holistic, developmental, continues throughout their college experience with a lifelong vision. The technology needed for this plan will require access to the plan by university faculty and staff, as well as, accessed and used by students.

<div align="center">**Administrative and Staff Needs**</div>

*** Budget need for 2016 Question: Plans to continue, if so will this come out of the Bridge Budget?

I. Bridge Director (Currently Amy Belcastro)
The Bridge Director (.5 FTE) will be responsible for designing, implementing and assessing a college wide Bridge program with a focus on supporting Oregon underrepresented first year students transition into Southern Oregon University; and strengthening the student success structures. Reports directly to the Provost/Vice Pres. of Student Affairs

II. Bridge Academic Advisor at .5 FTE (Donny Nickelson)
As part of the Strengthen the Student Success Infrastructure of the Bridge Program we have included an Academic Advisor that would be assigned to Bridge students and support the overall student-advising needs at Southern Oregon University. This position will also be responsible for co-teaching the UGS 199 course and developing a comprehensive educational plan for each Bridge student.

<div align="center">**Strengthening Infrastructure of Student Success**

Question: Continue to investigate and invest?</div>

I. Student Success Committee
Status and plan?

II. Director of Student Success
The committee recommended the investment in a Director of Student Success position that would be responsible for coordinating and assessing the effectiveness of student success and persistence efforts at Southern Oregon University. The Bridge Task Force was to collaborate with the Student Success Committee during the next academic year (2015-2016) to further develop the need and scope of this position. However the SSC is in flux and we seek clarification if this is still an option.

III. Student Support Spectrum Matrix and Assessment
Purpose is to provide a resource to help connect students to SOU programs, resources, and individual supports based on students identified needs, assets, interests and strengths and lived experiences.
1. Development began in Fall, 2014 under the direction of Lisa Garcia-Hanson to provide an overview of the work to date on a database designed to list and identify all student support programs.
2. Continued development of the Student Support Spectrum Matrix was planned for 2015-16 including program costs and outcomes met.
3. Updating and maintenance of SSSM will on going.

2015 Bridge Proposal Financial Pro Forma

PROPOSED PROGRAM EXPENDITURES	
I). Summer Bridge Week	
Tuition waiver for Program	-
Room & Board for 30 students for 8 days (Sept 16 – 23)	12,936.00
4 writing tutors to work with students during week @ 12 hours each	485.29
3 Mentors to work guide students during Summer Week @ 40 hrs ea. (room/board included above)	1,213.23
Program instruction: 3 ELU Bridge Director	4,500.00
Program costs: experiential, evening activities, assessments	5,000.00
	$ 23,134.52
II). UGS 199 X 3 terms	
Tuition remission on 1 credit course	13,230.00
Faculty Cost: 2 ELU (1 cr course will meet for 2 hrs/week, so loaded at 2 ELU)	2,623.20
Note: calculated at Adjunct T X T rate of $800/ELU	
4 Writing Tutors @ 15 hrs each (working out of LC)	1,819.85
	$17,673.05
III). Strengthening our Infrastructure	
Faculty facilitator @ 2 ELUs per term, calculated at adjunct T X T replacement rate	3,497.60
Training for 11 writing tutors to staff Learning Commons: 1 cr writing tutoring course – tuition waived	
Faculty to teach writing tutoring course: 1 ELU, calculated at adjunct T X T replacement cost	874.40
11 Writing tutors in Learning Commons during year to support Bridge program and all SOU students	33,363.83
Note: calculated at 11 tutors X $9.25/hr. X 10 hrs/wk. X 10 weeks/term X 3 terms	
Academic Advisor to support Bridge Program students and all SOU Students @ 0.5 FTE (Salary and Benefits)	30,000.00
Program evaluation and oversight, 4 ELU per term release time (first year only, not ongoing)	9,600.00
Note: calculated at Adjunct T X T rate of $800/ELU	
	$77,335.83
IV). Incentive Program	
$30,000 set aside annually for on-campus jobs (a significant retention tool) to be managed similar to PEAK in that departments could petition for these jobs, they would have to fund 25% and the $30K would fund the balance. Unlike PEAK jobs, these would not be upper-classmen, research/project type jobs. This program would be managed by the Career Preparation Coordinator.	**30,000.00**
Total Annual Cost	**$148,143.40**
Direct support to Bridge Students	70,807.57
Institutional infrastructure to support all SOU students	77,335.83

PROPOSED PROGRAM REVENUES		
	First year tuition revenue: 30 students, resident tuition $147 X 13 Credits/term X 3 terms	5,733.00
	Retention rate of 90% vs. current 70% 30 X 20% = 6 students X $147 X 13 X 3	103,194.00
	Direct revenue from bridge program students	**$108,927.00**
	Potential Revenue from 1% movement of overall SOU retention rates of all students	**$840,294.00**

College Transition Collaborative (CTC)

College Transition Collaboration (CTC)

Vision:

The goal of the CTC is to promote college persistence and achievement, especially among students from disadvantaged backgrounds, using highly scalable mindset interventions; and to forge collaborative relationships among researchers and higher education leaders.
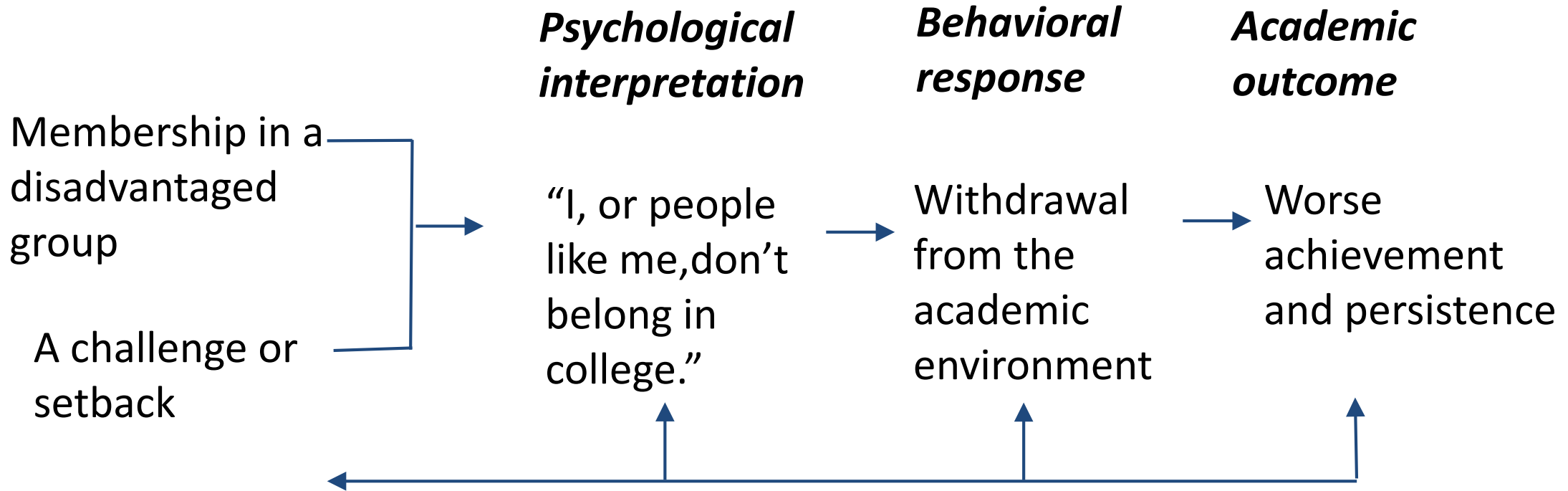
Overview

- CTC-based on research out of Stanford University
- Research project that investigates the efficacy of mindset interventions
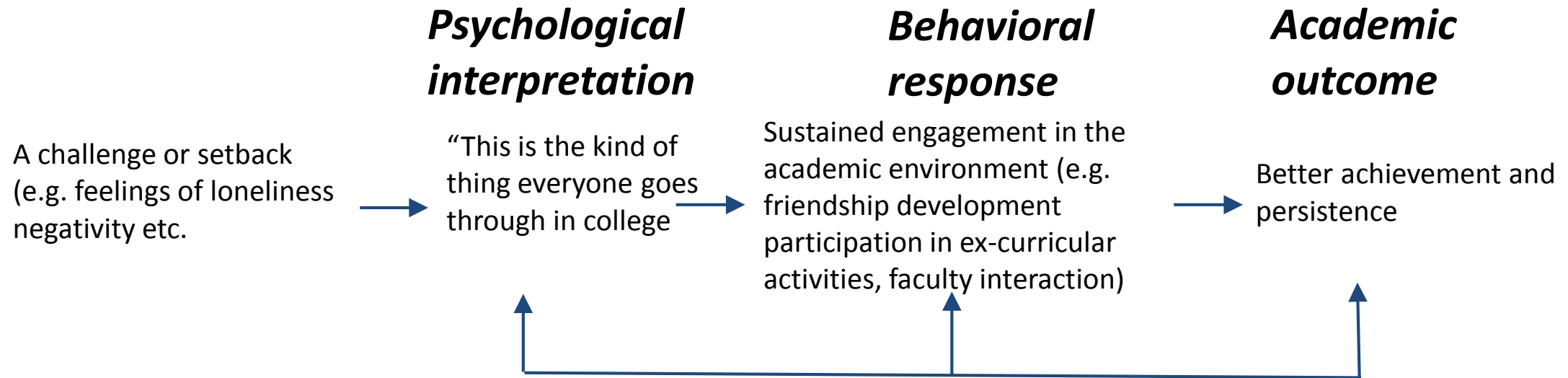- 18 schools from across the U.S. and Canada

Belongingness Mindset

- All students face obstacles in transitioning to higher education
- Many may feel that they don't belong
- Particularly salient for at-risk students
- Setbacks reinforce this mindset

How Worries about Social Belonging Undermine College Outcomes

Psychological interpretation

Behavioral response

Academic outcome

Membership in a disadvantaged group

A challenge or setback

"I, or people like me,don't belong in college."

Withdrawal from the academic environment

Worse achievement and persistence

How Mindset Interventions can Improve College Outcomes

Psychological interpretation

Behavioral response

Academic outcome

A challenge or setback (e.g. feelings of loneliness negativity etc.

→ "This is the kind of thing everyone goes through in college

→ Sustained engagement in the academic environment (e.g. friendship development participation in ex-curricular activities, faculty interaction)

→ Better achievement and persistence

Mindset Interventions

Well-tailored interventions at key transition points = positive outcomes

Messages from older students can offset negative psychological interpretations and improve behavioral responses

CTC Project

Smaller experiments have revealed positive outcome with regard to student outcomes (GPA, persistence, retention)

CTC is a research project designed to test the scalability of the mindset intervention across a broader range of institutions

Partner Institutions

- Yale University
- Cornell University
- Dartmouth College
- Bowling Green University
- California State University, Northridge
- Great Lakes College Association (Five member schools partnering as one: Allegheny, DePauw, Hope, Wabash, and Wooster)

- Indiana University
- Lewis & Clark College
- Southern Oregon University
- University of California, Santa Cruz
- University of Central Arkansas
- University of Waterloo
- Indiana State University

Timeline

November 2014
- CTC advisory team formed (Lisa Garcia-Hanson, Kelly Moutsatson, Chris Stanek, Eva Skuratovicz, Dan DeNeui)

December 2014
- Historic data shared with CTC team
- CTC team site visit

January 2015
- Received IRB approval for 2/3 study elements
- Student population groups determined
- Student surveys deployed
- CTC focus groups

Timeline (Cont'd)

Spring 2015
- March-survey and focus group data analysis
- Phase 3 IRB application
- Intervention development

Summer 2015
- Incoming students complete intervention surveys

Fall 2015
- Process review and evaluation
- Spring survey review and editing

Spring 2016
- Spring survey data collection

Project Outcomes and Covariates

Broad Outcome Measures
- Retention, persistence, graduation, GPA

Covariate measures
- Belongingness/sense of community
- Loneliness
- Academic performance

Project Outcomes and Covariates

Covariates
- Connection with faculty/mentor
- Social network
- Campus involvement
- Physical Health/Stress
- Individual identity
- Demographics

Additional Reading and Links

➢ [CTC Project Site](#)

➢ [Who Gets to Graduate?](#)

Accreditation and Assessment: Progress and Timeline

SOU Accreditation: Preparing for the Year Seven Self-Study and Site Visit

Introduction:
SOU is accredited by the Northwest Commission of Colleges and Universities (NWCCU), which defines accreditation as follows:

> The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof.

NWCCU requires institutions to demonstrate adherence to "principle-based statements of expectations of quality and effectiveness" or **standards**. These standards are meant to function as (1) indicators of educational quality and effectiveness; and (2) a framework for continuous improvement. Institutions are thus challenged to engage in assessment of student learning outcomes for both accountability and improvement. These five standards are:

Standard One:	Mission, Core themes and expectations
Standard Two:	Resources and Capacity
Standard Three:	Planning and Implementation
Standard Four:	Effectiveness and Improvement
Standard Five:	Mission Fulfillment, Adaptation and Sustainability

NWCCU views the accreditation process as "holistic institutional self-reflection and peer evaluation" that examines:

- the institution's mission;
- its interpretation and translation of that mission into practice;
- appraisal of its potential to fulfill its mission; and
- results of its efforts to achieve that mission.

NWCCU is one of several regional accrediting commissions in the US. It oversees accreditation for 156 colleges and universities in the northwestern US and western Canada. It is a member of the Council of Regional Accrediting Commissions, which works nationally to align accrediting procedures around the central goal of promoting student learning as demonstration of institutional quality via five principles:

1. **The role of student learning**: defining educational quality by how well an institution demonstrates its commitment to a mission centered on student learning;
2. **Documentation**: institutional commitment to demonstrating that student learning is appropriate for the degree or certificate awarded and for the institution's standards of academic performance;
3. **Evidence:** institutions derive evidence of student learning from a variety of sources, including courses, curriculum, and co-curricular performance, that provide comprehensive and complementary evidence that demonstrates the impact of the institution as a whole on the student;

4. **Stakeholder involvement**: the collection, analysis and application of data on student learning is a collective effort that demonstrates stakeholder commitment to, and participation in, fulfilling institutional mission;
5. **Capacity-building**: broad participation in reflection about student learning outcomes is a means to build commitment to educational improvement.

In addition to the institution-wide accreditation process overseen by NWCCU, several program or discipline-specific bodies grant accreditation to individual programs at SOU, including:

- National Association of Schools of Music (NASM): music programs
- Oregon Teacher Standards and Practices Commission (TSPC): teacher education programs
- Accreditation Council for Business Schools and Programs (ACBSP): business programs
- Council for Accreditation of Counseling and Related Educational Programs (CACREP): MS in Mental Health Counseling Program
- American Chemical Society (ACS): chemistry programs

The US Department of Education views the goal of accreditation as ensuring that the education provided by institutions of higher education is of sufficient quality. Accreditation is crucial to an institution's ability to participate in federal and state financial aid programs and employer tuition assistance; ensures acceptance and transferability of credit hours between institutions; enables application for graduate study; facilitates the hiring of quality faculty; and is frequently required for professional licensure.

SOU successfully completed its last comprehensive report and site visit in 2007. NWCCU extended SOU's accreditation to 2017, which was subsequently revised to 2016 following the adoption of a new cycle by NWCCU in 2011.

Response to the 2007 report included recommendations that action be taken in several areas, including institutional assessment, formal evaluation procedures for temporary (adjunct) and professional faculty, and strategic resource allocation. All areas have been addressed to the satisfaction of NWCCU, including the appointment of a 0.5 FTE Director of Assessment, Dr. Kristin Nagy Catz, in 2013, and a comprehensive and broad-based effort to engage faculty, academic program chairs and support personnel, and later, academic support programs, in systematic and strategic assessment activities. The University Assessment Committee is one of the largest and most productive faculty committees on campus, and undertakes functions such as assessing senior writing, development and implementation of assessment rubrics, exploring and implementing tools and strategies to develop and measure outcomes, and providing mentoring and support to all faculty. In 2011, the institution invested in Tracdat, a structured database to monitor and report on program level outcomes, resulting extensive assessment data for both academic and support programs. SOU received compliments on its assessment and strategic resource planning measures in its Year Three report, submitted in 2013.

Accreditation Standards and Cycle
Each of the five themes is addressed at successive stages of the 7-year cycle:

Standard One: Mission, Core themes and expectations (Year One, 2011)
Standard Two: Resources and Capacity (Year Three, 2013)
Standard Three: Planning and Implementation (Year Seven, 2016)
Standard Four: Effectiveness and Improvement (Year Seven, 2016)
Standard Five: Mission Fulfillment, Adaptation and Sustainability (Year Seven, 2016)

SOU completed its Year One Report in 2011. **Core themes** were identified as:

1. **Student Success:** SOU Students will be prepared for personally rewarding vocations and satisfying personal lives by developing "intellectual and practical skills"
2. **Intellectual Growth**: Students and faculty will extend and refine broad-based general knowledge, and specialized knowledge in one or more specific disciplines
3. **Responsible citizenship**: Through academic and student affairs, students will be prepared for personal and social responsibility – local and global

SOU's **mission statement** is: Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth and responsible global citizenship.

In 2013, SOU completed its Year Three Report, which assesses institutional inputs in terms of functions, resources and infrastructure, and evaluates the institutional capacity and potential for mission fulfillment. In the Year Three report, aspects of SOU's outcomes within several standards were revised and updated to reflect improvements to the process of collecting assessment data. In addition, NWCCU requested submission of an ad hoc report to address recommendations on Standard 2.A.24, Intellectual Property, and Standard 2.C.6, Credit for Prior Learning. Both Standards were addressed in subsequent ad hoc reports in August 2014 (Standard 2.A.24), and May 2015 (Standard 2.C.6).

The self-study report that will be submitted in Year Seven (2016) is a comprehensive and cumulative self-study that expands on the Year Three Report on Resources and Capacity to include a response to Standards Three, Four and Five. Responses to Standards One and Two will also be updated as necessary to ensure the comprehensive report demonstrates that the institution is current and internally consistent on all five standards. Following submission of the self-study, a committee of evaluators selected and trained by NWCCU will conduct an onsite visit to evaluate the institution with regard to Standards Three, Four, and Five and will prepare a report of findings and a confidential recommendation. NWCCU's Board of Commissioners will review the institution's report and the evaluation committee's report. The Board's recommendations, action and feedback will be provided in writing following the meeting.

SOU Year Seven Accreditation Report
Accreditation Steering Committee:

In preparation for the Year Seven Report and Evaluators' site visit in September 2016, an Accreditation Steering Committee was formed in September 2014. The Steering Committee functions as a satellite committee; members delegate tasks out to others as appropriate. The lead person on the committee is the Associate Provost, who also serves as the Accreditation Liaison Officer (ALO) for the University. The Provost also sits on the Committee. Members of the University Assessment Committee provide support to the Steering Committee, primarily through assistance with preparing and evaluating Academic Program Assessment Reports, which provide a significant amount of the data and evidence evaluated for the study. In addition, a newly formed Academic Support Program Evaluation Committee evaluates annual reporting for academic support programs and provides input and feedback to the Steering Committee. Three members of the Accreditation Steering Committee (Kristin Nagy Catz, Craig Morris and Brad Christ), have served on NWCCU evaluation teams and have made site visits to other NWCCU member institutions. Their expertise and insights into the process will be extremely valuable as we prepare for the October 2016 site visit.

Steering Committee membership:

Chair: Jody Waters, Associate Provost and Director of Graduate Studies
Lee Ayers, Director of Undergraduate Studies
Deborah Brown, Director, University Seminar
Brad Christ, Chief Information Officer
Lisa Garcia-Hanson, Associate Vice President for Enrollment and Retention
Jeffrey Gayton, University Librarian and Director of the Learning Commons
Jim Hatton, Chair, Mathematics & Chair of University Assessment Committee
Craig Morris, Vice President for Finance and Administration
Kristin Nagy Catz, Director, University Assessment
Chris Stanek, Director, Institutional Research
Vicki Suter, Director, Center for Instructional Support
Susan Walsh, Provost and Vice President for Academic and Student Affairs

Progress Report and Timeline
(see attached timeline)

Work to date:

Academic Year 14-15

- ✓ Formation of Steering Committee and work groups assigned
- ✓ Review of standards and outcomes
- ✓ Submission and evaluation of academic programs assessment reports
- ✓ Senior writing samples collected and evaluated by University Assessment Committee
- ✓ Steering Committee members attend NWCCU Training: Accreditation Liaison Officer and Year Seven Self-Study
- ✓ Ad hoc report on Standard 2.C.6 submitted and approved by NWCCU
- ✓ Academic Support Program reports submitted and evaluated; feedback delivered
- ✓ June planning retreat
- ✓ Revisions to timeline

Academic Year 15-16

Completed/in progress:

- ✓ Training for new version of Tracdat
- ✓ Planning for Collegiate Learning Assessment
- ✓ Academic program self-study materials prepared and distributed to Directors and Chairs; University Assessment Committee sub-group formed to assess academic reports
- ✓ Standard 4a working group formed
- ✓ Revision of rubric for Oral Communication proficiency
- ✓ Presentations at Division and Academic Program retreats
- ✓ Follow-up meetings with individual Program Chairs and faculty working on assessment
- ✓ Administer Collegiate Learning Assessment (CLA) to incoming first-year students
- ✓ Working groups meet

Upcoming/In progress:

- ➢ January retreat planning and progress update: planning for drafts of report sections
- ➢ Workshop for academic programs
- ➢ Assessment of senior writing
- ➢ Assessment of oral communication
- ➢ Ongoing draft and review of report
- ➢ Hire editor
- ➢ Receive and review initial academic program reports; feedback to academic programs
- ➢ Draft academic program reports writing to appropriate standards and collect exhibits
- ➢ Administer Spring term CLA to outgoing seniors
- ➢ Gather data on public speaking proficiencies
- ➢ Post and verify exhibits in Tracdat
- ➢ Edit and finalize report

Accreditation Timeline

Date	Accreditation Activity
9/2014	Steering Committee Appointed/First Planning Retreat
10/2014	Review Prior Reports/Standards
2/2015	Initiate Academic Program Report Evaluation
2/2015	Initiate Academic Support Program Review Process
3/2015	Attend NWCCU Training
4/2015	Submit Academic Annual Assessment Reports
5/2015	Provide Feedback to Academic Programs
7/2015	Evaluate Academic Support Program Reports
9/2015	Revise Indicators and Consult NWCCU
9/2015	Hold Planning Retreats
10/2015 (ongoing)	Collect Student Work and Other Data (CLA)
9/2015 (ongoing)	Support and Train Academic Programs for Self-Study
3/2016	Submit Academic Program Self-Study Reports
4/2016	Provide Feedback to Academic Programs
4/2016 (ongoing)	Begin Drafting Institutional Report
4/2016	Compile Academic Report and Collect Exhibits
6/2016 (ongoing)	Draft Comprehensive Report (Institutional and Academic)
8/2016	Review and Edit Report
9/2016	Submit Final Report to NWCCU
10/2016	NWCCU Site Visit

Appendix: NWCCU's Standards for Accreditation

Each of the five standards is designated by a number and title, (e.g., Standard Four – Effectiveness and Improvement, etc.). A narrative overview, which is not a criterion for evaluation, accompanies each standard. Elements of the standard, some with subsections to highlight key components, are designated by the number of the standard followed by the letter and title of the element within that standard (e.g., 4.A Assessment). The criteria for evaluation are identified by the number of the standard, followed by the letter of the standard element, followed by the number of the criterion within that standard element (e.g., 4.A.1).

Standards
Standard One (*Mission, Core Themes*, and Expectations*) examines institutional purpose and intentions. It requires a clear statement of institutional mission, articulation of mission fulfillment, and identification of core themes within that mission. It also requires a delineation of core theme objectives, each with assessable indicators of achievement and rationale for the selection of those indicators.

Standard Two (*Resources and Capacity*) assesses institutional inputs. It requires an evaluation of major institutional functions, resources, and infrastructure to enable a determination of the institution's *potential* to succeed in fulfilling its mission.

Standard Three (*Planning and Implementation*) evaluates planning for the institution as a whole as well as planning to achieve the objectives of its core themes.

Standard Four (*Effectiveness and Improvement*) evaluates the results of the institution's efforts. It assesses achievement of core theme objectives and achievement of goals or outcomes of programs and services. It also evaluates the institution's use of assessment results for improvement.

Standard Five (*Mission Fulfillment, Adaptation, and Sustainability)* evaluates fulfillment of institutional mission in light of the institution's own expectations (see Standard One). It assesses the institution's capacity to monitor its environment and its ability to forecast and adapt to patterns, trends, and circumstances with the potential to influence institutional viability and sustainability.

*A *core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.* Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice.

Reprinted from: Northwest Commission on Colleges and Universities (NWCCU) Revised Standards for Accreditation. 2010. http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm.

Additional Resources:

Northwest Commission on Colleges and Universities. http://www.nwccu.org/

Council of Regional Accrediting Commissions. *Regional Accreditation and Student Learning: A guide for institutions and evaluators.*

SOU Accreditation: Preparing for the Year-Seven Report and Site Visit

Understanding Accreditation

"The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met pre-determined criteria"

Understanding Accreditation

- 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

Benefits of Accreditation

- Federal financial aid
- State financial aid
- Employer tuition assistance
- Transfer credit/articulation
- Graduate admission
- Faculty recruiting and retention

NWCCU

- Regional accreditor (156 institutions)
- One of eight recognized by the US Department of Education
- Emphasizes demonstrated adherence to five **standards**

NWCCU's Accreditation Standards

"Principle-based statements of expectations of quality and effectiveness"

1. Indicators of quality
2. Framework for continuous improvement

NWCCU's Accreditation Standards

1. Mission, Core Themes and Expectations
2. Resources and Capacity
3. Planning and Implementation
4. Effectiveness and Improvement
5. Mission Fulfillment, Adaptation and Sustainability

Accreditation Standards and Indicators

- Each standard expresses components that can be measures (indicators)

e.g. Standard 2.C.4

- Program curriculum is coherent and appropriate. Degree requirements are clear and published.
  - Degree plans and rationale for design and approval
  - Catalog copy and procedures
  - Advising materials

Accreditation Standards and Indicators

- Collection of data, evidence and exhibits that provide overall view of how we operationalize our mission and seek to fulfill it
  - Putting the mission into practice
  - Assessing potential
  - Results of efforts to achieve the mission and to improve

Mission and Core Themes

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

Core themes:

1. Student Success
2. Intellectual Growth
3. Responsible Citizenship

Mission and Core Themes

- Direct measures of student learning outcomes

  - What is the value of the SOU degree to the student?

Year Seven Report:
How do we get there?

- Steering Committee
- Collaboration with other campus committees and programs (UAC, Division Directors and Academic Programs)
- Commitment to assessment and a culture of evidence (Tracdat, Senior Writing assessment, CLA)
- Commitment to evidence and exhibits
- Preparing campus for the on-site visit

Year Seven Site Visit:

- Evaluation team
- Scheduling
- Agendas and processes
- Participation
- Campus communication

Curriculum Proposal:
Bachelor of Music

Institution: Southern Oregon University
College/School: Oregon Center for the Arts at Southern Oregon University
Department/Program: Music
Proposed Degree and Title: Bachelor of Music

1. **Program Description**

   a. **Proposed Classification of Instructional Programs (CIP) number.** 50.0912

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

   The Bachelor of Music is a professional degree program with a disciplinary foundation oriented toward advanced development of general musicianship allied with competence in an area of specialization. The Bachelor of Music program differs from a Bachelor of Arts/Science because students take additional courses within music in place of 6 terms in foreign language or STEM. Students who seek the Bachelor of Music degree will specialize in one of two areas: performance or music education.

   The music program has one of the best average retention rates of all programs at the University. However, the retention rate from the freshman to sophomore years is only 60%. Students leave SOU because we do not offer a professional degree program, which they can have by transferring to other universities. The proposed Bachelor of Music program will mitigate the high attrition rate exhibited in the freshman class.

   The music program has 8 objectives (outcomes). Students will:

   1. Know the theory, history, and repertory in the major area of study.
   2. Identify how specific technologies serve the student's chosen field of music.
   3. Know the nature of professional work in music, including career development skills, teaching skills, and concert attendance.
   4. Demonstrate mastery of the core fundamentals, processes, elements, form, structures and styles of music.
   5. Perform a cross-section of the repertory in the major area of study.
   6. Collaborate on matters of musical interpretation including rehearsal and conducting skills.
   7. Perform individually and in ensembles with technical skills that produce artistic expression.
   8. Synthesize musical learning by actively thinking, speaking, and writing clearly and effectively about musical ideas and defending their views.

   The program's focus is to prepare students to express the highest level of musical artistry and creativity for careers in the performing arts. At present, Southern Oregon University offers a Bachelor of Arts in Music, Bachelor of Science in Music, a music minor, and a Master of Music in

Performance. If the Bachelor of Music degree proposal is approved, the concentrations in performance and music instruction specific to the BA/BS in Music will be discontinued.

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

The total number of credits for the proposed program will be 75 (as opposed to 67 for the Bachelor of Arts/Science). The core program for all Bachelor of Music students is as follows:

Course	Core
MUS 121, 122, 123 Theory	9
MUS 124, 125, 126 Aural Skills	3
MUS 221, 222, 223 Theory	9
MUS 224, 225, 226 Aural Skills	3
MUS 165 Convocation (10x)	0
MUS 292 Piano Proficiency	1
MUS 300 Continuation Exam	0
MUS 323 Fundamentals Conducting	2
MUS 324 Intermediate Conducting	2
MUS 325 Advanced Conducting	2
MUS 360 History to 18th Century	3
MUS 361 History 18th - late 19th Century	3
MUS 362 History 20th Century	3
MUS 400 Capstone Experience	2
MUS 195, 197, 394, 395, 396, 398	6
MUP 190 Applied Music (note that Performance Concentration students take a total of 12 credits)	6
MUP 290 Applied Music	6
MUP 390 Applied Music	6
MUP 490 Applied Music	6
Advanced Theory/History (select from MUS 440 Form and Analysis; MUS 441 Orchestration; MUS 442 Counterpoint; MUS 443 Composition Survey; MUS 444 Jazz Theory; MUS 445 Special Topic Theory; MUS 460 Special Topic History	3

TOTAL CREDITS   75

Bachelor of Music students must choose one of two areas of concentration.

The performance concentration requires an additional 51 credits. Changes include increased numbers of credits required in applied music (from a minimum of 6 per term to additional 6 for a total of 12 per year);

Course	Performance Concentration
MUP 190 (in addition to the core requirements)	6
MUP 290 (in addition to the core requirements)	6
MUP 390 (in addition to the core requirements)	6
MUP 490 (in addition to the core requirements)	6
Additional Ensembles (Select from MUS 384 Chamber Ensemble, MUS 385 Jazz Ensemble, MUS 386 Cascade Clarinet Consort, MUS 387	12

Siskiyou Saxophone Orchestra, MUS 388 SOU Percussion Ensemble, MUS 394 Chamber Choir, MUS 395 Wind Ensemble, MUS 396 Rogue Valley Symphony Orchestra, MUS 397 Concert Choir, and MUS 398 Youth Symphony of Southern Oregon)	
MUS 350 Junior Recital	1
MUS 450 Senior Recital	2
Advanced Theory (select from MUS 440 Form and Analysis; MUS 441 Orchestration; MUS 442 Counterpoint; MUS 443 Composition Survey; MUS 444 Jazz Theory; MUS 445 Special Topic Theory;	6
MUS 460 Special Topic History	6

TOTAL CREDITS   51

The music education concentration requires an additional 49 credits. Changes include addition of MUS 335 Vocal Methods, MUS 336 Diction, MUS 441 Orchestration, MUS 474 Lab Ensemble, ED 251 Introduction to Teaching, and ED 252 Social Foundations in Education. Additionally, MUS 480 (Introduction to Music Education), MUS 481 (Music in Elementary Schools), and MUS 482 (Music in Secondary Schools) have replaced a series of courses that were discontinued. These changes are mandated by NASM and necessary for students for admission into teacher certification programs.

Course	Music Education Concentration
MUS 331 Percussion Methods	2
MUS 332 Woodwind Methods	2
MUS 333 Brass Methods	2
MUS 334 String Methods	2
MUS 335 Vocal Methods	2
MUS 336 Diction	2
MUS 395, 397, 396, or 398	6
MUS 441 Orchestration	3
MUS 352 Techniques in Piano Accompanying for Music Educators	4
MUS 480 Intro to Music Education	4
MUS 481 Music in Elementary Schools	4
MUS 482 Music in Secondary Schools	4
MUS 474 Lab Ensemble	6
ED 251 Introduction to Teaching	3
ED 252 Social Foundations in Education	3

TOTAL CREDITS   **49**

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

All coursework will be delivered on the main campus, located in Ashland. Due to requirements by our accreditors and the demands unique to performance, our program is delivered face-to-face. The rare exceptions include MUS 360 (History to 18th Century), MUS 361 (History 18th - late 19th Century), MUS 362(History 20th Century), and MUS 400 (Capstone), which may be delivered online. Upper division music history and theory courses are offered on a 6-term

rotation. Course scheduling is planned 2 years in advance to ensure that students may complete our degree programs in 4 years.

e. **Adequacy and quality of faculty delivering the program.** The following full time faculty will deliver the majority of the program:

> Rhett Bender, theory and woodwind studies
> DMusA, 2000, University of Georgia
>
> Paul French, history, choral programs and vocal studies
> DMusA, 1987, University of Southern California
>
> Cindy Hutton, music education, instrumental music, and brass studies
> PhD, 2000, University of Colorado
>
> Dan Kocurek, theory, choral programs and brass studies
> MMUS, 2010, University of British Columbia
>
> Terry Longshore, DMA, percussion studies
> DMusA in Contemporary Performance, 1999, University of California, San Diego
>
> Vicki Purslow, music education
> EdD, 1996, University of the Pacific
>
> Alexander Tutunov, theory and keyboard studies
> DMusA, 1996, Belarusian Academy of Music

f. **Faculty resources – full-time, part-time, adjunct.** The program has 7 full time faculty and 21 part-time faculty. Adjunct faculty are local professional musicians drawn from the local region. The majority of their work is teaching applied lessons. Adjunct faculty teach strings, woodwinds, brass, and percussion.

g. **Other staff.** The Music Program has a .75 office specialist, a 1.0 director of the Oregon Center for the Arts (who oversees Music and other programs in the Oregon Center for the Arts), a 1.0 recital hall manager, and .45 box office staff member.

h. **Facilities, library, and other resources.** Music's existing facilities are appropriate for the Bachelor of Music proposal and include a recital hall, large ensemble rehearsal rooms, smart classrooms, a piano lab, music lab, practice rooms, and faculty studios. The existing program resources (musical instruments, for example) are sufficient for the proposed program. An extensive library of band, jazz ensemble, choral, and chamber ensemble music adequately supports the current and proposed programs and is housed in the Music Program. The existing Hannon Library collection will be sufficient to support the program. (See Appendix for library support documation.)

i. **Anticipated start date.**
September 2016

2. Relationship to Mission and Goals

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

SOU's mission is to be an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship. A signature area of focus is to offer outstanding programs that draw on and enrich the unique arts community. The proposed Bachelor of Music serves the mission and area of focus by preparing artistically talented students for careers in the arts. The Bachelor of Music degree facilitates the education of artists as practitioners and scholars, cultivating SOU's values of creativity, collaboration, communication, and adventure.

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

The proposed Bachelor of Music further advances the mission by training, nurturing, presenting, and honoring Oregon artists. The music program has a higher percentage of students coming directly to college from high school; we have fewer transfer and returning students. We expect that the proposed program will serve a similar population in terms of the "mix" of students: 62% resident, 35% non resident; 3% international; 94% full-time, 6% part-time; 41% female, 58% male; 98% non-veterans; 2% veterans; 66% white, 34% other or unknown; 50% under 20 years, 40% between 21 - 24 years; 10% over 24 years. The program further supports our designation as a Center of Excellence in the Fine and Performing Arts.

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

   i. **improve educational attainment in the region and state;** Many students opt to attend other universities because of our lack of a professional program in music. We believe that more Oregonians will choose to earn their degrees at SOU, rather than going out of state, if there is an opportunity to earn the professional degree of a Bachelor of Music. Music has a higher retention rate than the campus average - we retain 75% of our students (compared to the SOU average of 68.6%).

   ii. **respond effectively to social, economic, and environmental challenges and opportunities;** Many opportunities for a career (and internships) in the arts exist in the region and state. The arts have a substantive social and economic impact in our region. Britt Festivals, the Northwest's premier outdoor summer music festival, is just minutes away in nearby Jacksonville. The Oregon Shakespeare Festival, just blocks from the University, is one of the country's largest and best known not-for-profit professional theatre companies. Other local performing arts venues include The Craterian Theatre at the Collier Center for the Performing Arts, The Rogue Theatre, The Oregon Cabaret Theatre, Camelot Theatre, the new Holly Theatre, and numerous small clubs and pubs. The vibrant performing arts life in southern Oregon, coupled with the beauty in the region, serve as an inspiration for creative thinking and artistic performance. More than 450,000 visitors come each year just for the culture. Our students have the opportunity to perform at many of these venues, and these opportunities will increase substantially because our students will be studying in a professionally-oriented program. There is also a high rate of retirements, nationally, among music educators. Our students opting for the music education concentration will be positioned to replace those retirees.

   iii. **and, address civic and cultural demands of citizenship.** Citizen participation as audience members will be increasingly fostered with higher quality performances by Bachelor of Music students. The residents of our region live here because of the quality of life, which is enriched further through increased quality of musical offerings of the SOU music program. Opportunities to create music exist in our region to an extent never before known, through Southern Oregon University, Ashland City Band, Rogue

Valley Symphonic Band, Southern Oregon Concert Band, Southern Oregon Repertory Singers, Rogue Opera, Rogue Valley Chorale, Rogue Valley Symphony, Chamber Music Concerts, Britt Festivals, and many other organizations. SOU's students perform with many of these outstanding ensembles. Some citizens join our students and take advantage of these opportunities to create music. Others, with gratitude and great zeal, surround themselves in the music they prefer, and their partaking as audience members becomes a precious part of their lives. The Bachelor of Music program will afford area citizens with the opportunity to create music and/or partake as audience members.

3. **Accreditation**

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

      SOU's music program is accredited by the National Association for Schools of Music (NASM). NASM approval of the program will be applied for upon program approval of the University's Curriculum Committee, Faculty Senate, SOU Board of Trustees, statewide Provost's Council, and HECC.

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

      The program has been designed to meet all areas necessary for accreditation.

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

      Not applicable.

   d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**
      Before seeking accreditation from NASM, we must achieve approvals as outlined in item 3a.

4. **Need**

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

FALL HEADCOUNT	2016-17	2017-18	2018-19	2019-20	2020-21
BM	40	72	102	110	110
BA/BS	70	45	18	18	18
Program Total	110	117	120	128	128

FALL FTE	2016-17	2017-18	2018-19	2019-20	2020-21
BM	560	1008	1428	1540	1540
BA/BS	840	540	216	216	216
Program Total	1400	1548	1644	1756	1756

It should be noted that many of the current BA/BS students will opt for the BM program. There will still be students enrolled in the BA/BS program, and we anticipate those numbers to decline because of the lack of desirability for the BA and BS. There is a 2-year teach-out plan to allow students to complete the BA and BS concentrations in music instruction and performance.

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

DEGREES	2016-17	2017-18	2018-19	2019-20	2020-21
BM	0	3	18	22	24
BA/BS	11	16	4	4	4
Program Total	11	19	22	26	28

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

Music is a destination program that draws more diversity than most programs. Our current student mix is 62% resident, 35% non resident; 3% international; 94% full-time, 6% part-time; 41% female, 58% male; 98% non-veterans; 2% veterans; 66% white, 34% other or unknown; 50% under 20 years, 40% between 21 - 24 years; 10% over 24 years.

d. **Evidence of market demand.**

The Bureau of Labor Statistics projects that employment for musicians, singers, directors, and composers is expected to grow by 5% by 2022; employment for high school teachers is expected to grow by 6% by 2022; employment for elementary and middle school teachers is expected to grow by 12%. Market demand for teachers is relevant because Bachelor of Music students will be required to select from one of two areas of concentration: performance or music education.

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

Not applicable.

f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**
Expected career paths for students include performance, arts administration, nonprofit organization work, private studio teaching, and public school teaching. The popularity of the music instruction concentration area has increased in the BA and BS degree, and will become more popular when the music education concentration replaces it. Music majors from the past 10 years who pursued their MAT degree at SOU, for the purpose of teacher credentialing, have enjoyed a 100% placement rate upon graduation. We expect to continue that trend of success.

5. **Outcomes and Quality Assessment**

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

   - Know the theory, history, and repertory in the major area of study.
   - Identify how specific technologies serve the student's chosen field of music.
   - Know the nature of professional work in music, including career development skills, teaching skills, and concert attendance.

- Demonstrate mastery of the core fundamentals, processes, elements, form, structures and styles of music.
- Perform a cross-section of the repertory in the major area of study.
- Collaborate on matters of musical interpretation including rehearsal and conducting skills.
- Perform individually and in ensembles with technical skills that produce artistic expression.
- Synthesize musical learning by actively thinking, speaking, and writing clearly and effectively about musical ideas and defending their views.

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

- ETS Major Field Test in Music
- End of term juries
- MUS 223 final exam scores
- Ongoing renewal of NASM accreditation (according to their outcomes and program expectations)
- Job and graduate school preparedness as measured through Capstone projects
- MUS 165 (Convocation) passage for 10 quarters
- Successful passage of 300-level Continuation Exam
- Passage of piano proficiency
- Participation in a variety of ensemble experiences throughout the undergraduate career

c. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**
   Pursuant to the SOU Faculty Bylaws, faculty members undergo a review of their research and/or scholarly work when applying for promotion or tenure and/or in the fifth year after the last colleague evaluation. Minimum standards for research and scholarship by music faculty are:
   a. Originality
      i. Each publication, presentation, and/or grant application cited included some original content from the faculty member.
      ii. A combination of at least three publications, presentations, and/or grant applications cited.
   b. Meaningfulness
      i. Must include at least one publication
      ii. May include one or more presentations
      iii. May include external grant applications, even if not funded
      iv. For performers, may include participation/membership in a significant ensemble or performing organization
   c. Review
      i. All publications, presentations, and/or grants applications passed review process
   d. Dissemination
      i. Three publications, presentations, and/or grant applications cited received at least multi-state dissemination.
   e. The following are defined as publications:

  i. Published recording of a musical work, as composer, performer, conductor and/or producer/director

  ii. Published musical score

  iii. Published scholarly article (author or co-author)

  iv. Published book (author or co-author)

  v. Editor of a published book, scholarly article, or music score

 f. The following are defined as presentations (performance includes conducting):

  i. Performance/presentation at a conference

  ii. Performance at a significant venue, as part of a significant broadcast, or with a significant performer/ensemble

  iii. Composition presented by significant performer/ensemble

  iv. Adjudication of a significant (state level or higher) competition/festival

  v. Presentation of significant music clinics or master classes

6. Program Integration and Collaboration

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

The University of Oregon offers the Bachelor of Music in Music Education and Performance and both lack NASM accreditation, which will make SOU's NASM-accredited program distinctive. Western Oregon University offers a Bachelor of Music in Contemporary Music, and Portland State University offers a Bachelor of Music.

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

The degree will complement the Master's degree programs at other Oregon institutions by providing SOU students with better professional preparation. The potential for collaboration with Oregon community colleges is excellent as the music program pursues articulation agreements specific to transfer between music programs. SOU is presently collaborating with Portland State University to ensure the music education option within the BM offers the courses students need for successful transfer into their MAT program.

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

Not applicable.

 d. **Potential impacts on other programs.**
No impact is anticipated.

7. Financial Sustainability *(see Budget Outline form)*

 a. **Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

  • Please note that this program will be replacing an existing program. The music instruction and music performance concentrations as part of the Bachelor of Arts and Bachelor of Science degrees will disappear. The faculty who are teaching in those programs will now teach in the Bachelor of Music degree. There is no need for additional faculty and there will be no additional expenses. Faculty will be moved from the existing BA and BS concentrations to the proposed concentrations within the new

degree. As stated earlier, if this degree proposal is approved we will phase out the BA and BS performance and music instruction concentrations (over a 2 year period). There is no need for an elaborate teach-out plan because the courses are regularly scheduled. This proposal is budget neutral.

- Our ability to recruit students will be greatly enhanced because incoming students prefer the BM over the BA or BS degrees. This change will increase the percentage of students who apply for our program and ultimately attend SOU.

- Library support, as it presently exists, is adequate for this degree. (See Appendix)

b. **Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.**

- There is no change necessitated by the inclusion of a BM degree. The challenges that presently exist with the building, including acoustical issues, will remain the same whether or not we offer the BM. The facility is part of a larger institutional conversation and we hope to have capital upgrades to address the acoustics.

c. **Targeted student/faculty ratio (student FTE divided by faculty FTE).**

- The targeted student/faculty ratio will depend partly on the nature of the class being taught. We anticipate larger ensembles, ranging from 20-80 students per instructor, many midsize courses ranging from 30 - 40 students, while retaining smaller tutorial/discussion classes of up to 20 students per an instructor, when the curriculum requires more individual attention.

d. **Resources to be devoted to student recruitment.**

- The faculty will continue visiting community colleges, high schools, middle schools and conferences, distributing information packets and answering questions. This will not change from our present practices.

- The university continues to send music faculty to recruit at college fairs, including those sponsored by National Association of College Admissions Counseling and other membership organizations. This will not change.

8. External Review

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

Not applicable.

Revised 7/14 – hhs

Instructions on Budget Outline form

1. **Whose viewpoint?**

   The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. **No additional resources needed?**

   If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. **Additional resources needed?**

   If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Southern Oregon University

Academic Year: 2016-17

Program: Music

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Graduate Assistants (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Support Staff (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Fellowships/Scholarships	$0-	$0-	$0-	$0-	$0-	$0-
OPE	$0-	$0-	$0-	$0-	$0-	$0-
Nonrecurring	$0-	$0-	$0-	$0-	$0-	$0-
Personnel Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources						
Library/Printed	$0-	$0-	$0-	$0-	$0-	$0-
Library/Electronic	$0-	$0-	$0-	$0-	$0-	$0-
Supplies and Services	$0-	$0-	$0-	$0-	$0-	$0-
Equipment	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities						
Construction	$0-	$0-	$0-	$0-	$0-	$0-
Major Renovation	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
GRAND TOTAL	$0-	$0-	$0-	$0-	$0-	$0-

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Graduate Assistants (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Support Staff (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Fellowships/Scholarships	$0-	$0-	$0-	$0-	$0-	$0-
OPE	$0-	$0-	$0-	$0-	$0-	$0-
Nonrecurring	$0-	$0-	$0-	$0-	$0-	$0-
Personnel Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources						
Library/Printed	$0-	$0-	$0-	$0-	$0-	$0-
Library/Electronic	$0-	$0-	$0-	$0-	$0-	$0-
Supplies and Services	$0-	$0-	$0-	$0-	$0-	$0-
Equipment	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities						
Construction	$0-	$0-	$0-	$0-	$0-	$0-
Major Renovation	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
GRAND TOTAL	$0-	$0-	$0-	$0-	$0-	$0-

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Graduate Assistants (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Support Staff (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Fellowships/Scholarships	$0-	$0-	$0-	$0-	$0-	$0-
OPE	$0-	$0-	$0-	$0-	$0-	$0-
Nonrecurring	$0-	$0-	$0-	$0-	$0-	$0-
Personnel Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources						
Library/Printed	$0-	$0-	$0-	$0-	$0-	$0-
Library/Electronic	$0-	$0-	$0-	$0-	$0-	$0-
Supplies and Services	$0-	$0-	$0-	$0-	$0-	$0-
Equipment	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities						
Construction	$0-	$0-	$0-	$0-	$0-	$0-
Major Renovation	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
GRAND TOTAL	$0-	$0-	$0-	$0-	$0-	$0-

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Graduate Assistants (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Support Staff (Include FTE)	$0-	$0-	$0-	$0-	$0-	$0-
Fellowships/Scholarships	$0-	$0-	$0-	$0-	$0-	$0-
OPE	$0-	$0-	$0-	$0-	$0-	$0-
Nonrecurring	$0-	$0-	$0-	$0-	$0-	$0-
Personnel Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources						
Library/Printed	$0-	$0-	$0-	$0-	$0-	$0-
Library/Electronic	$0-	$0-	$0-	$0-	$0-	$0-
Supplies and Services	$0-	$0-	$0-	$0-	$0-	$0-
Equipment	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Other Resources Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities						
Construction	$0-	$0-	$0-	$0-	$0-	$0-
Major Renovation	$0-	$0-	$0-	$0-	$0-	$0-
Other Expenses	$0-	$0-	$0-	$0-	$0-	$0-
Physical Facilities Subtotal	$0-	$0-	$0-	$0-	$0-	$0-
GRAND TOTAL	$0-	$0-	$0-	$0-	$0-	$0-

APPENDIX: HANNON LIBRARY SUPPORT

TO: Vicki Purslow, Music Program
CC: David Humphrey, Director, Oregon Center for the Arts and Sue Walsh, Provost
FROM: Jeffrey Gayton, Director, Hannon Library and Kate Cleland-Sipfle, Librarian for Music
DATE: August 25, 2015
SUBJECT: Collection Assessment for Proposed Bachelor of Music Degree

This document provides a summary assessment of Hannon Library materials in support of the proposed Bachelor of Music.

BOOK RESOURCES

- Electronic books with Music as principal subject   approximately 2,100
- Physical books in the music call number range   approximately 5,150
- Books of any format having as subject the teaching music and instruments approximately   580

MUSICAL SCORES

Print scores, all genres   approximately 2,350

Note: The Library has the complete works of Mozart and many works of Beethoven, Schubert, Vivaldi, Bach and other European classical composers. The Hannon Library budget for purchase of musical scores is variable and limited in the best of years. The library and music program often benefit from donations of scores, including a recent gift consisting of saxophone solo and ensemble works.

AUDIO/VISUAL

- Musical sound recordings   approximately 1,500

- Video/DVD
  - Operas   approximately   60
  - Musicals (includes feature films)   approximately   200
  - Symphonies   17
  - World Music   32
  - Piano Music   17
  - Jazz (not feature films)   35

CONSORTIUM ACCESS TO PHYSICAL MATERIALS

Students and faculty also have the opportunity to request physical books, scores and media at no cost from our consortium which includes 37 academic libraries in Oregon and Washington, several of which have research level collections in music and the study and teaching of music. In all, Summit, the union catalog of the Orbis Cascade Consortium, contains over 10 million titles representing 30 million items. Materials are picked up and delivered daily via a courier system, with a delivery turnaround time of five or more business days.

PRINT JOURNALS

As is true for all subject areas, Hannon Library has reduced print journal subscriptions in recent years as more journals become available through full-text databases, open access or directly through the library catalog as a subscription option. At present there are seven current periodical titles in music, the music industry and musical instruction received at Hannon Library, enough to encourage the habit of browsing current periodical shelves to stay current.

PROPRIETARY ARTICLE DATABASES

Hannon Library offers excellent support for undergraduate studies in music and music education through the following proprietary article databases:

- Music Index – Provides access to citations of articles in over 480 music and dance journals, direct full-text of 100 music titles, and access to full-text of cited journals available through other subscriptions (electronic or print) held by Hannon Library.

- RILM – provides access to citations, abstracts and, full-text of cited journals available through other subscriptions (electronic or print) held by Hannon Library. Publications originate from 151 countries and are in 214 languages. It contains over 600,000 records on traditional music, popular music, and classical music. Journal coverage starts with 1967.

- ProQuest Fine Arts and Music Collection - provides access to full text of more than 150 full-text magazines and journals in fine arts and music.

- ProQuest Central – provides to full-text from a comprehensive, multi-disciplinary database that includes 108 music periodicals and over 500 education periodicals.

- JSTOR Arts & Sciences I, II & III – provides access to the full-text backfile (usually with a five-year moving wall) of 104 scholarly journals in music and 240 scholarly journals in education.

- Education Full Text – provides access to citations and mostly full-text of education journals and related materials, including 20 core titles in music education.

- ERIC (Educational Resource Information Center) – provides access to full-text articles and unpublished materials including curriculum guides and lesson materials.

- ProQuest Education Journals – provides access to full text of more than 150 full-text magazines and journals in fine arts and music.

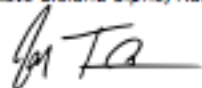## OTHER PROPRIETARY ONLINE RESOURCES FOR MUSIC

Oxford Music Online – provides access to three major music reference resources: *Grove Music Online*, the *Oxford Companion to Music*, and *Oxford Dictionary of Music*.

NAXOS Music Library – provides access to streaming audio tracks of performance in several musical genres including folk, classical, Chinese and rock. Naxos tracks may also be accessed through the Hannon Library catalog. It contains almost 80,000 tracks at this time.

IN CONCLUSION

Hannon Library provides considerable information resources, services, and instruction that provide ongoing support for undergraduate research and learning in music and music education at Southern Oregon University, including theory, history, and repertory, music industry, musical criticism and conducting. Most resource counts are approximate, due to the state of development of the new ExLibris integrated library system recently implemented by Southern Oregon University Hannon Library as member of the 37-member Orbis Cascade Alliance, a consortium of Pacific Northwest academic libraries. Hannon Library will work with the Department of Music to improve areas needing additional and current materials to support this program within constraints of the library materials budget for music in balance with other library material needs of the Music Program.

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Kate Cleland-Sipfle, Hannon Library liaison for Music   Date

_____   26 August 2015_____
Jeffrey Gayton, Director, Hannon Library   Date

Adjourn